

Innovative Methods to Improve the Learning

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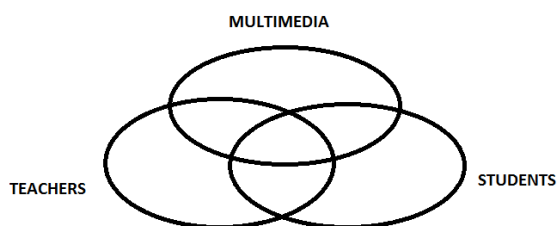
Abstract – Advance pedagogy is the way to enhance teaching and learning performance. Different innovative teaching methods are now in use across the globe. Hybrid teaching includes e - learning in addition to the face to face teaching. Use of technology and multimedia is described in details. Use of smart gadgets for different tasks like teaching, designing question papers, assessment of student, feedback and research methodology is discussed. The application of innovative teaching and learning methods is critical if we are to motivate and engender a spirit of learning as well as enthusiasm on the part of students, The role of education is to ensure that while academic staffs do teach, what is taught should also be intelligible to students emanating from culturally and linguistically diverse backgrounds and that they rapidly become familiar with the expected standards. It is more often than not the case that students underachieve because of the fact that they have not grasped an awareness of the level of assessment or what it is that the lecturer expects from them. Lecturers should thus apply themselves to utilizing innovative methods so that the students' learning process is as free-flowing as possible and that the methodology they adopt is conducive to learning. Innovative teaching and learning methodologies such as short lecture, simulation, role-playing, portfolio development and problem-based learning (PBL) are very useful in addressing the rapid technological advances and developing workplaces that will be required in the foreseeable future.

Keywords: Innovative Teaching and Learning

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INNOVATIVE METHODS

Apart from the traditional and active methods described before we are going to talk about the innovative methodology, resulting from the development of the technological resources. This multimedia development has contributed to each time more people have the possibility to access multimedia learning using innovative methods. Innovative methods use text, images, audio, video, animation to provide the information. Thus, with the multimedia learning, the process of learning is more interactive and students' engagement is higher. There is not just one way flow of information between teacher and students; in this case, the process is a mix between the student, teacher and multimedia resources (Damodharan & Rengarajan, 2007).



PRINCIPLES OF INNOVATIVE LEARNING METHODS

It is important that students learn appropriately the content of the course that they are taking; however it is also important to develop student's ability to go beyond that, to have access to new sources of information, to question and apply learning in new and real situations. In this way, the principles that sustain the innovate learning are (Dumont et al., 2010):

1. **Learners have to be at the center of what happens in the classroom** with activities focused on their cognition and growth. They have to actively engage in learning in order to become self-regulated learners who are able to control their emotions and motivations during the study process, set goals, manage the study time properly and monitor their own learning process.
2. **Learning is a social practice and can't happen alone.** "By our nature we are social beings and we learn by interacting,"; "Co-operative group work, appropriately organized and structured, has demonstrated very clear benefits for

achievement as well as for behavioral and affective outcomes. Cooperative methods work for all types of students because, done well, they push learners of all abilities.” (Groff, 2013). We learn by pushing and pulling on concepts and experiences with other people, providing them different content and assimilating information that our mates share with us.

3. **Emotions are an integral part of learning.** Students understand ideas better when there’s interplay between emotions, motivation and cognition, so positive beliefs about oneself are a core part of reaching a more profound understanding. The power of emotions and motivation in the classroom are well documented, but often overlooked because they are “soft.” Still most teachers know that if a student is upset about something that happened at home or in school, he won’t learn well. Similarly, keeping students motivated should be the starting point of learning. If students understand why it matters, learning becomes more important to them.
4. **Recognizing individual differences.** Students differ in many ways fundamental to learning: prior knowledge, ability, conceptions of learning, learning styles and strategies, interest, motivation, self-efficacy beliefs and emotion; they differ also in socio-environmental terms such as linguistic, cultural and social backgrounds. In addition, prior knowledge acquired – on which students vary substantially – is highly influential for how well each individual learns.
5. **Stretching the students.** The teacher should identify individual differences and needs of their students. On this way, the educators should prevent both coasting and overloading them; encouraging students the need of experience both academic success and the challenge of discovery.
6. **Assessment should be for learning, not of learning.** The learning environment needs to be very clear about what is expected, what learners are doing, and why. Otherwise, motivation decreases, students are less able to fit discrete activities into larger knowledge frameworks, and they are less likely to become self-regulated learners.

Formative assessment should be substantial, regular and provide meaningful feedback; as well as feeding back to individual learners; this knowledge should be used constantly to shape direction and practice in the learning environment.

7. **Learning needs to be connected across disciplines** establishing horizontal links between the different areas of knowledge. Understanding the connections of subjects and ideas is essential for the ability to transfer skills and adapt in the real word. “The whole is greater than the sum of its parts”- Aristotle.

CONCLUSIONS

The final step of our research is to analyze if our project has managed to solve the research questions satisfactorily and make a valuation of the final results.

Firstly, according to the level of learning and engagement of students who used combined mode, the results are very satisfactory. Due to the high quality of the video, correct operation of the question chat and the teacher skills to give the lecture, students confirm that the level of learning and understating is the same that of attending to the classroom face-to-face.

On the other hand, the results of the engagement were even more surprising. A high percentage of the learners affirm that they felt more engaged with online classes that attending to the class, supporting this fact with the facility to solve doubts. During their attendance to the classroom, students had doubts or troubles that they did not ask in that moment due to their fear of being the centre of attention of the entire classroom. However, with the use of the chat students feel more comfortable to ask questions and solve them immediately, increasing their engagement capability.

The second research question approached the main barriers that students have found using the combined method. In spite of the fact that the successful rate of students were in favor of using combined method, throughout our research we have identified several barriers that difficult the learning of students. On the one side, in particular moments the process to connection to online lectures presented some errors. These problems needed to be solved because students could miss class and so decreasing their trust in using combined mode.

On the other side, students found problems with the blackboard visualization. In this way, if the course plans to go further the PowerPoint slides and oral explanation, the teacher needs the blackboard to carry out his/her explanation or resolution of exercises, some improvements must be made. The technical assistance should fix the camera, checking that the quality of the video when the camera is focused on the blackboard will make possible to visualize all of the details perfectly.

Finally, the last research question deals with the student and teacher willingness to use combined method. In both cases, their predisposition is high. While teachers consider that the use of combined mode will facilitate the students' access to the class reaching more students, students appreciate combined method as a tool to increase their independence. In this way, students dispose of both alternatives, attending to the class face-to-face or watching the lecture live online, between which they can chose depending on their interest in each situation.

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