

Quality in Education: Innovative ideas to make the Methods of Teaching in school more Impactful.

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ABSTRACT

Quality in the context of imparting education is one of the buzzing concepts in the paradigm of school education system. The word 'quality' in the context of education is sometimes becomes over exaggerated. There are terms such as efficiency, effectiveness, equity and quality which have often been used synonymously to denote the qualitative concept of education. Quality education refers to kind of education being imparted to children in the present day school system where the system is more concerned with the standard outcome or the output which gives great contentment. When it comes to quality in education, there are five important components of quality in the framework of education and they are quality learners, quality learning environment, content, quality process and quality outcomes.

Now, in order to establish such components to achieve quality in education, the outdated methods of teaching have to be changed and innovative ideas in teaching process have to be implemented to make the teaching methods more influential. Methods of teaching consist of principle and methods used by teachers to help the students in learning and instructing. These approaches are framed partly on subject matter to be taught and partly by the nature of the learners.

This paper brings into detail the various innovative practices and suggestions that the school authority and teachers can put into use to make their teaching methods creatively persuasive through creative teaching, audio-video tools, real world learning, brainstorm, classes outside the classroom, role play, story-board teaching, stimulating classroom, creation of new ideas and introduction of lessons like a story and other various innovative methods.

Key words: Quality education, innovative teaching and Quality teaching.

1. Introduction

'Education is the deliberate and systematic influence, exerted by the mature person upon the immature, through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of human being, according to individual and social needs and directed towards the union of the educand with his creator as the final end'. –Redden

The meanings of education have been changing through the ages owing to changes in physical and social conditions as well as philosophical outlook of people towards life (Nagarajan, 2009). However, Quality in education is one of the most sought after terms in educational paradigm. Education is no longer defined in terms of what a teacher will teach but rather in terms of what a student will be able to demonstrate. It focuses on students' centric concept of instruction rather than teacher centric involvement of traditional teaching. There is also a slow recognition of the need for more individualized forms of learning. Etymologically, the term 'Education' is traced to different sources of derivation. According to one view, education originated from the Latin word 'educare' which means 'to bring up' or 'to nourish'. This implies that the child is to be brought up according to certain aims and ends in view. There is another derivation from the Latin word 'educare' which means 'to lead out' or 'to draw out'. According to this view, the main aim of education which means 'the act of teaching or training'. Thus we can see that according to Latin words 'educare',

‘education’ and ‘educatum’, education is something external which is imposed from outside. But according to the Latin word, ‘educare’, education means growth from within. It is in this latter sense that most of the modern educationists use and imply the term ‘education’ these days.

Generally, quality education has to do with what students learn in the school, i.e. acquiring usable knowledge and skills (Naido et al., 2002) but the question arises as to how far our system of education is able to impart quality based education to students when by far, the intended learning outcomes in teaching are of substandard.

The term quality education, in general refers to the kind of Education being imparted to children in the present day school system. But when we refer to the term Quality only, we are more concerned with the standard outcome or the output which gives utmost satisfaction. Quality Education, therefore, implies standard outcome in terms of pupils’ achievement through an effective system of school Education. However, while talking in terms of quality concerns in our system, it has been observed that poor Quality of teaching method and systematic inefficiency has seriously affected the target of achieving quality education. These two areas, therefore, need an utmost attention while seriously taking of quality in Education or quality of the prevailing Education system.

Considerable consensus exists round the basic dimensions of quality education today, however. Quality education includes:

- Ø Learners who are healthy, well nourished and ready to participate and learn, and supported in learning by their families and communities.
- Ø Environment that are healthy, safe, protective and gender sensitive, and provide adequate resources and facilities.
- Ø Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV AIDS prevention and peace.
- Ø Processes through which trained teachers use child centered teaching approaches in well managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities.
- Ø Outcomes that encompass knowledge, skills and attitudes, and are linked to national goal for education and positive participation in society (UNICEF, 2000).

Therefore, to bring about quality in teaching learning process, new innovative ideas have been implemented by forsaking the existing old teaching practices which are still prevailing in our school system. Internet generation students like to interact themselves in collaborative environment which facilitates the understanding and learning, hence teacher centred teaching methods are obsolete and students prefer learner centred teaching method (Upeksha et al., 2016).

1.1.Level of Education in School

In the parlance of imparting education, school is the foremost formal agency that nurtures the cognitive domain of a child as soon as he starts going to school. It is in the school where a child receives his basic education with the help of teachers through teaching learning process. The first revolution in the history of education occurred when the task of educating the young was shifted from parents to teachers and from home to school and in this system of formal education too, changes took place with the passage of time in aims, structures and activities, changes continue to take place even today (Nagarajan, 2009).

The different levels in education in India are as follows:

- i. Pre-Primary School Level (age 3 to 5)
- ii. Primary School Level (age 5 to 11)
- iii. Middle School Level (age 11-14)
- iv. High School Level (age 14-16)

v. Higher Secondary Level (age 16-18)

This paper highlights the innovative ideas in the methods of teaching particularly to be practiced in the secondary level of education.

2. Literature Review

David Chapman and Don Adams in their study on 'The quality of Education; Dimensions and Strategies' talk about the concept of quality teaching which remains elusive, teachers and their behaviour in the classroom are a times considered convenient indicators of school quality and very frequently are at the centre of attempts at quality improvement. Improvements in the quality and, to some extent, the efficiency and equity of education depend on the nexus of teaching and learning. Schooling, the formal teaching-learning environment, can be influenced by resources and ideas from many sources. However, to a degree it is a self-contained system, and different schools (or even classrooms) may respond to a given set of inputs in different ways. The interrelationships between concepts of teacher quality, policies designed to enhance them, the context of schooling, and the dynamics of teaching and learning are highly complex. For schools to provide opportunity to learn, they must operate regularly. Teachers must be present and care about what students learn, and they should also be competent to teach the curriculum.

According to the final Report of 'Comparative Study on Quality Assurance in EU School Education Systems – Policies, procedures and practices' the quality of an education system depends on its capacity to equip young people with the skills and competences needed for their personal development and fulfilment, to function in society and to integrate into the labour market. Countries aim to enhance the quality of their education systems to support social cohesion, equity, employment, innovation and/ or competitiveness. Improving the quality of education is therefore a key concern for many governments and serves as one basis for education reforms.

Dr. Damodharan V.S. and Rengarajan.v in their paper on 'Innovative Methods of teaching' have suggested different new innovative tools in the methods of teaching which include multimedia learning process, mind mapping, teaching with sense of humour, Z to A approach, mnemonics words-words approach and role playing and scenario analysis based teaching. They further discoursed that the concepts of paperless and pen-less classroom are emerging as an alternative to the old teaching learning method. There is a democratization of knowledge and the role of the teacher is changing to that of facilitator. There is a need to have interactive teaching and this changing role of education is evitable with the introduction of multimedia technology and the spawning of a technologically savvy generation of youths.

Samanthi Wickramasinghe and G.N. Upeksha (2016) argued that in order to achieve quality teaching and learning, greater attention must be paid to teaching and learning practice. It is clear that traditional methodologies of 'talk and chalk' which are teacher centred are not adequate for current students and that effective teaching and learning is not taking place at desired level. High quality learning outcomes are achievable provided that students assume greater control over their own learning.

2.1. Traditional Teaching Method

In the pre-technology education context, the teacher is the sender or the source, the educational material is the information or message, and the student is the receiver of the information (Rengaranjan et al.). In terms of delivery medium, the educator can deliver the message via the 'chalk-and-talk' method. This directed instruction model has its foundations embedded in the behavioural learning perspective and it is a popular technique, which has been used for decades as an educational strategy in all institutions of learning.

In the traditional mode of teaching method, the teachers basically control the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual knowledge. Thus, the learning mode tends to be passive and the learners play little part in their learning process (Rengaranjan et al.).

3. Innovative Ideas in Teaching

*'I hear and I forget.
I see and I believe.
I do and I understand'.*

- Confucius

The Practice or application of innovative and interactive teaching methods in educational institutions has the potential not only to improve the quality of education, but also to empower students of future generation of the country by strengthening governance and galvanize the effort to achieve the human development goal for the country (Upeksha et al., 2016). Traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. Thus, there has to be reformation in the teaching method in school which can be brought into the system through innovative ideas.

One of the biggest challenges any teacher faces in the teaching-learning process in school is to capture the students attentions and putting across ideas in such a way that it stays with them long after they have left the classroom. Now, in order to make it possible and happen in real class-room environment, the classroom experience should be redefined and effective innovative ideas should be implemented.

This paper suggests some of the innovative ideas that will certainly help teachers reinvent their teaching methods and make their class room interesting.

i. Creative Teaching: A good start

An accurate and timely stimulation is important to help the students in reinforcing their creativity. Teachers can take help of creative tools which includes playful games, visual exercises that will motivate the students in capturing their interest. One of the fundamental roles of teacher is to indentify student's creative abilities and encourage creative contribution. That is why it is important o bring aspects of creativity into the subjects they teach in schools. Teachers must encourage the students to come up with different ideas and provide them creative liberty.

ii. b. Audio-Visual aids as teaching aids

With the advent of new technology, the old concept of 'Chalk-board' traditional teaching has to some extent come to the end yet this century old traditional teaching practices still exist in the interior parts of our country. To fill the gap, teachers of today can play a vital role by using audio-visual aids in their instruction practices in the form of teaching aids. Textbooks can supplement with models, filmstrips, movies and pictorial material. For this purpose, teachers can use their smart mobile phones, tablet and laptop or any accessible or potable gadgets that can help the students in developing their ability to listen and comprehend the concept in better notes. This tool can be used in all subjects.

iii. Learning from Real World

Teachers must link their lessons to real world learning. Infusing real world experiences into instructions will make teaching moments fresh and enhance classroom learning. Relating and demonstrating the concepts through real life situations will make the students easy to understand the lesson and this way learning will be exciting. It will excite and make them involve in the classroom. Teachers have to be extra smart in linking the lessons to real world learning whenever I needed but it has done appropriately without over exaggerations.

iv. Brainstorming

Brainstorming is one of the best methods in deriving conclusion in the classrooms. In anyone real classroom scenario, there are students from all walks of life and there are diversification of their ideas over any topics. A teacher must consider everyone's idea into an account and let them bring their ideas into discussions. It is more like compound brains focusing on one single idea. At the end of the session, everyone including the teacher unanimously has to be agreed upon one finest idea, equally respecting other ideas

too. These types of session will be a great platform for students to accent their deliberation without having to worry about right or wrong. This will certainly develop their thinking power and make them more inventive.

v. Classes outside the four walls of classroom

Some lessons are best learnt when they are taught outside of the classroom. It is always encouraging to organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom. The students will find it fresh and exciting and will learn and remember the things taught faster.

vi. Role play

Teaching through role play is a great way to make children step out of their comfort zone and develop their interpersonal skill. This method is good for subjects like literature and history. This method will help the student understand how the academic material will be relevant to his everyday tasks.

vii. Teaching through Story Board

Rudyard Kipling once said 'if history were taught in the form of stories, it would never be forgotten.' Storyboarding is a great way to teach any subject which requires step-by-step memorization or visualization highly conceptual ideas. History teachers can use a storyboard to recreate a famous event. Such visually stimulating activity will ensure that even complex ideas are easily put across to students. As a teacher, one can encourage the students to use storyboard in the form of communication and let students to tell a story in picture by using their imagination power.

viii. Thought-provoking Classroom Environment

One of the best ways to stimulate class room environment is by implementing a fun element in the class room. That is why it is important to decorate the classroom and make it more lively and fresh. A well established classroom will help in stimulating a student's mind and help him/her think and learn in a better way. It is impossible to hold the attention of students in the classroom throughout the day because young students cannot be expected to sit all day and learn but creative and stimulating classroom environment will motivate them to hold their attention.

ix. Deliberating New ideas

A teacher has to be an open minded human being because it helps him to accept diversified ideas. A teacher shouldn't be unenthusiastic to accept new ideas although new ideas sometimes look like strange at the beginning but this attitude helps a teacher in his cognitive development. Teachers must discuss about new ideas with students in the classroom, encourage them to come up with new thoughts and be equally welcoming. This practice will make teaching-learning process more effective and productive.

x. Introduce Lessons Like a Story

Teaching a lesson in classroom sometimes gets boring but it becomes more interesting when we introduce any lesson like a story. In this regard, a teacher has to be really creative and use his communication skill to the best of his knowledge. Students love listening to stories. Therefore, the teachers must introduce any lesson by illustrating stories from different sources.

4. New Innovative tools

Similarly, there are few innovative tools in the methods of teaching suggested by V.S. Damodharan and V. Rengarajan and they are as follows:-

i. Mnemonics words-words-words- words approach

In this approach of teaching, the teacher is not supposed to talk on a particular concept for a quite long time. But to make it clear to the students, he can just go on saying mnemonics or its associated meaning in words. Here he goes on saying only words instead of sentences, and once they come to a basic understanding of the meaning of a particular concept then the teacher will explain in sentences. This approach can be helpful for a teacher to develop students word power. This is best approach of teaching in which a teacher also gets to know many words pertaining to a particular concept. Dictionary must be used widely in this method of teaching.

ii. Teaching with sense of humour

Everyone loves a teacher with ancommunicable sense of humour. Looking at the lighter side of life not only fosters cordial relations between teacher and students, but also provides welcome relief while trying to follow a difficult lecture on a complicated subject. When there is a willingness to change, there is hope for progress in any field. Humour in teaching is a very effective tool for both the teacher and students. Humour strengthens the relationship between student and teacher, reduces stress, makes a course more interesting and if relevant to the subject, may even enhance recall of tension, and thereby create an atmosphere conducive for learning and communication.

iii. Mind Map

Mind maps were developed in the late 60s by Tony Buzan as a way of helping students make note that used only key words and images, but mind map can be used by teachers to explain concepts in an innovative way. They are much quicker to make and much easier to remember and review because of their visual quality. The non-linear nature of mind maps makes it easy to link and cross-reference different elements of the map. Mind maps are very quick to review, as it is easy to refresh information in your mind just by glancing once. Mind maps can also be effective mnemonics and remembering their shape and structure can provide the cues necessary to remember the information within it.

5. Conclusion

Education must stand a great accountability in preparing the immature brainpower to meet the challenges. In this framework of educating the young minds in school, quality based teaching in the form of innovative teaching practices is the need of the hour. It is only through the practices of proper innovative teaching in classroom; a school is expected to receive quality based outcomes in the form quality learners. Apart from executing new ideas in teaching methods, quality education must be considered as a great mission that there should be a system of comprehensive monitoring and evaluation of the mission of a sustainable basis and a proper emphasis must be given on acquiring both cognitive and non-cognitive competencies by pupils so as to ensure that there is overall development of every child. It is equally important to have a solid foundation in mathematics and English Language so that learners would not find it difficult to cope with the teaching learning load as they go to higher classes. Hence, there should be sufficient scope for learners to develop English language and mathematical skills. There should be multi-pronged and strategic reforms in teacher training programmes and sufficient provisions for improvement of infrastructural facilities in schools. There should be marked improvement in the teaching learning process and a proper emphasis should be given on achieving the required competencies. It is also important that the teacher should identify the type of the learner in each class because identifying learners' types and use of appropriate innovative and interactive teaching methods, it is easy to advance the quality of learning and produce good students.

Similarly, due to advancement in new technologies, the students of today are becoming very sophisticated. They have been exposed to different forms of media at their young age and learn about the

existing world in this process. Therefore, the teachers of this century have to be really creative and smart enough to work with the students in different aspects so as to bring about quality in learning and learners. Teachers should be pro-active and avoid being dormant. They must opt for higher education as it expands the horizons of their knowledge. In the era of globalisation, it is easier than before to learn about teaching. There are ample numbers of books, training courses, free-online courses, online sources, in-service trainings and university programmes that can help them develop as teachers. These will certainly quantify the process of innovative teaching as teachers are the one who have to bring a paradigm shift in teaching-learning process. All and all, teachers must think out of the box so that they would bring innovative practices in teaching.

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