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### INNOVATIVE TEACHING PEDAGOGIES: A SOCIO- ECONOMIC DEVELOPMENT APPROACH

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#### ABSTRACT

Innovative Teaching Pedagogies are the extraordinary learning perspective for the learners. Currently, Innovative Teaching Pedagogies are in the process of transformation, though the drivers of this transformation are quite shaky. Practically, the ways to achieve sustainable change in teaching and learning patterns in traditional institutions is a challenging goal that cannot be achieved solely through technology. It is an art that has to be executed in a scientific manner with the intervening role technology. Primarily this study attempts to figure out how to design a model of strategic processes to transform the e-learning universities to a new stage of development. This transformation is achievable by nurturing; innovation in the teacher pedagogical theories, regular teaching activities, and flush of technology integration for learning policy. The study endorses that future studies may conduct a comparison across different nations to brighten the teacher philosophies and teaching activities along with technology integration in the context of different cultures.

#### INTRODUCTION

Pedagogy states different approaches of coaching or doctrines and methods of tutoring, sometimes stated to as 'the art of teaching' (Kozma & Anderson, 2002). It is commendably a variety of teaching approaches that support the learning, through a well-considered methodology to curriculum improvement that delegates power to the teacher, student and their learning experience.

Innovative Teaching Pedagogy comprises of:

- Student Focused Pedagogy and Management
- Differentiation of Teaching through Effective Coaching Strategies and Multiple Intelligence Theory

- Interdisciplinary and Empirical Learning Opportunities
- International collaboration
- Holistic Assessment and Valuation
- Instructional Computing and Technology (ICT)
- Grooming, Leadership and Team Building

Online learning specialist Stephen Downes, in his outline for teaching in the digital age, claims that, in the future education system, “the core of learning is found not in what is defined in the curriculum, but in how teachers help students discover new possibilities from familiar things, and then from new things.”

Internationalization has facilitated swift change in technology; we are in the age where shared networking technologies are altering trade, broadcasting and political structures (Beetham & Sharpe, 2013). Jimmy Wales, who founded Wikipedia coined the term ‘*democratization of knowledge*’, that implies consumers have an easy access to information. However, it had minor impact on the methods of instruction. A pressing need has evolved, as a result, for a fresh model for education; a need for reconsideration of the essence of education –including its curriculum, purpose, structures, pedagogies, assumptions and expectations. The teaching pedagogies prevalent in the 21st century is no longer pertinent. These pedagogies overlook the capability for schooling to shelter in both a virtual and physical learning space. To grasp these new openings, we need a modified 21st century pedagogy – a pattern which reveals a bold and imaginative declaration to relevant and quality learning and teaching.

If we want to make sure that teaching remains an ‘art’ for proliferation of influential learning in 21st century, we need to modify the ongoing use of old pedagogies. This study endeavors to suggest some key roles to the stake holders which could lead them to design a unique teaching and learning environment. Innovative teaching pedagogies with technology is the tool to escalate student achievement effecting teacher beliefs and practices. Research objective for this study is:

*To explore how teachers can be trained to adopt a socio-economic development approach and exhibit it in their teaching practices.*

The main research question that we need to address is:

*How can teachers be trained to adopt a socio-economic development approach and reflect it in their teaching practices?*

## **LITERATURE REVIEW**

The matter of the innovative pedagogy is essential for the upcoming generations survival. The study shows that the novel teachings patterns levy on an educational association among students and teachers that bangs into motivating both pupils and instructors alike. Critically, novel pedagogies are seriously required in “real world” of coming up with practical solutions to problem as it empowers and enhances innovations in digital knowledge era (Beetham & Sharpe, 2013). These perspectives link to produce profound educational tasks and output.

The innovative teaching pedagogies are not only coaching approaches but also the influential methods of instruction and education, supported and accelerated by gradually utilizing digital tools and resources, captivating the learning atmospheres that measure and support deep learning at all levels of the education system (Ferguson

& Sharples, 2014). *'Reflective teaching pedagogies'* enhances the learning, creating and forming temperaments that youngsters required to flourish in present and in their future (Salmon, 2005). The exceptional influences of human autopsy, creativity, and determination, novel instruction techniques are setting free, students and teachers' energy and excitement in new learning links that discover, stimulate and promote the deep learning potential in all of us.

Specialized coaching should be pursued for the novel teaching pedagogies to be effective for students. The core idea behind these changes is the need for coaches and students to become exceptional life-long learners, individually and collectively. "The foundation of teacher quality is pedagogical capacity – teachers' repertoire of teaching strategies and ability to form partnerships with students"(McLoughlin & Lee, 2010).

The prevailing teaching patterns are not so simple as 'flipped' tutorial room or MOOCs (Massive Open Online Courses) where the knowledge is shared online relatively different from the live classrooms or textbooks learning. According to Will Richardson<sup>17</sup> "simply adding a layer of expensive tools on top of the traditional curriculum does nothing to address the learning needs of modern learners." Innovative pedagogies are much more than the 'flipped model' and other ad hoc revolutions. Teaching shifts to focusing on the learning process from focusing on covering all required content, thus developing pupils' ability to follow their own learning patterns and potentials. Instructors and students are the partners in learning process including all the characteristics of investigation, connectedness and comprehensive, real-world purposes.

It might seem absurd to contemplate developed nations, with countries facing youth unemployment ranging from 14% to over 50%, and with increasing income gaps (Liu, 2011). Novel teaching pedagogies are the real solution to all the major hindrances for youth related unemployment. The education system is changing globally. The teacher and student liason between are the crucial foundations for novel pedagogies effectiveness.

## METHODOLOGY

Potter and Naidoo (2006) says ethnomethodology focuses on how people make sense out of every day by employing practical reasoning rather than formal logic and its emphasis of process over product. "While little is known about the phenomenon and topic needs to be explored then qualitative nature of inquiry is appropriate" (Creswell, Hanson, Clark Plano, & Morales, 2007). Therefore, this study used qualitative research design for exploring the importance of innovative teaching pedagogies. The respondents of this study are the rectors, directors, deans, of different institutes that are selected through convenience sampling. The selected sample consists of 9 respondents. Semi structured interviews were conducted for collecting data. Interviews were conducted in National language 'Urdu'. Narration of respondent s was recorded also, so that the information can utilized when needed. Later, the interviews were translated and interpreted. The interpretations of interviews were sent back to respondents for assuring the reliability and validity of data. The study used different codes for respondents to make their identity confidential. A cultural, historic and phenomenological approach is being used, in accordance with the nature of the research question: The information from the pedagogical journals, text books and documents is interpreted by using Hermeneutics. Data collected thus analyzed by using Qualitative methods (content analysis and triangulation).

Research of focused groups provided answers to these questions:

1. What are the frequently used teaching pedagogies?
2. Does innovative teaching methods are used in teaching? If yes then which ones are usually used?
3. What are the benefits of using innovative teaching methods and what are their weaknesses?
4. How often do teachers use innovative teaching methods and for what purposes?
5. What is the link of applying traditional and innovative teaching methods?
6. Suggestion of an optimal model of teaching pedagogy suitable for 21<sup>st</sup> century higher education?

## **FINDINGS AND DISCUSSION**

The focus groups analyzed the existing teaching pedagogies being used in HEIs of Pakistan, conducted a SWOT analysis of existing models and brainstorm guidelines for a teaching pedagogy model that aligns with the HEC Vision and is appropriate for the HEIs of Pakistan. How the HEIs can incorporate the proposed model in the existing system?

### **Theme 1: Frequently Used Teaching Pedagogies**

The digitalization is influencing the tasks, workplaces and working habits. This change has now triumphed in the personal lives particularly in the developing and the developed nations of the world. So, the changing ways through which the people gather data and interact with each other and acquire knowledge. Though the entering pace of this revolution into the institutions is not rapid. Teaching pedagogies are the explicit actions and discourse that are considered in teaching session physically endorse the approach and strategy. According to Alexander (2001), instructing patterns comprised of : instructor verbal communication (teaching, description, comparison, inquiring, answering, explanation and managerial skill); visual representation (using a whiteboard, script, figures, depictions, textbook, learning aids such as stones, experiments, drama), to create the novel teaching patterns acceptable to students.

### **Theme 2: Innovative teaching methods applying conventional and novel teaching methods**

Research found that the impact of using technology on learner is quite disappointing. However, the technical transformation , does not influence the ambition of the teachers and students to utilize technology in classrooms (Ball, 1995). Considering the old teaching ways: where the instructor always tries to inculcate the knowledge to students. Students listen and try to grasp knowledge the way they perceive it and in order to enhance the learning potentials they need to be equipped with novel pedagogies. In this era there is a need to sort the people through education systems: those who would attend an institutions and those who wouldn't, those who would do professional jobs and those who wouldn't, and those who would fill the semi-skilled and unskilled jobs for which at least the basic learning skills are required.

In this era, we know the fact that this is not good enough morally, socially and economically. Machines have taken the place of humans and can do much of this work better than them. Should we celebrate the fact, certainly not, because this transformation is the cause of leaving millions of people unemployed, especially young people around the world (Mynbayeva, Sadvakassova, & Akshalova, 2017). Therefore, Only the well-educated can possibly flourish in the upcoming world. Thus,

almost all youngsters are required to be graduated from school ready for college, career and citizenship.

### Theme 3: Teaching pedagogy suitable for 21st century higher education

The innovative pedagogy is the integral part of the future prospects. Previous literature reveals that the novel and innovative teaching pedagogies are possible to encourage not only the students but also the teachers for reaping the optimum benefits. The novel developmental concerns are fascinating that they spread easily and many institutional experts can utilize it for fulfilling their academic concerns. Nearly the novel teaching pedagogies are effective in devising practical solution to problems. So, we have come up with the appropriate teaching pedagogies for the 21<sup>st</sup> century are the pedagogies involving digitalization (Mynbayeva et al., 2017). So, can we may describe the new teaching pedagogies by focusing these two aspects. Primarily the first aspect emerges with the details that novel teaching pedagogies cannot be taught in labs or institutions but at classrooms (Mynbayeva et al., 2017). It is encouraged to opt practical and skill-based teaching that is also a way out from boredom and frustration of youngsters in institutions clarifying the career disillusionment among instructors.

The other aspect is to utilize the technology in such a manner that it not only motivates and encourages the students and for also the teachers. The intentions to transform the curriculum, knowledge and pedagogy that are required along with technology to bring effective outcomes. It shows, how teachers at both institution and at structural levels can successfully transform facts, instruction, to improve outcomes. In other words, we are at least using technology so that it may at least transfigure learner outcomes. As Michael Fullan, Langworthy, and Barber (2014) contend the effects are substantial for curriculum, evaluation, instruction and education, and for future prospects. They confer credibly that these aspects could double the learning at the same cost.

‘Profound learning’, is an outcome of innovation in teaching pedagogies. So, this deep learning process helps in nurturing the students to excel not only in present but also in future. It enhances the interest of students and teachers both and keeps them motivated to learn and use their knowledge to add value in their lives. Novel pedagogies may be utilized in a manner to team up and to make the learning process engaging and so much immersed to solve real time problems.

This emerging trend is appearing more often in institutes, which is new. These days for a school being innovative is not big deal– you just need to permit and intelligently adoptive what is already evolving. Gradually, the digital access is becoming free from the constraints at institutions in using it and to follow the prescribed curriculum content is becoming convenient. Moreover, the digital access cost is becoming affordable for the institutions and the institutional management is maintaining well with their financial capabilities by adding that burden in students fee.

When teachers and students are engaged in profound learning process they work in teams where the teachers and student work in supporting each other to learn and negotiate together to foster and disseminate the knowledge in the best manner. “The foundation of teacher quality is pedagogical capacity teachers’ repertoire of teaching strategies and ability to form partnerships with students”(Michael Fullan et al., 2014)

Although our societies are exhausting more resources, money and time than at any time in history ever before, on education. Attaining the education is a fundamental right of an individual that plays a key role in his/her future. Besides this fact, all our mainstream educational institutions are described as outdated and obsolete. These

institutions are primarily designed to serve the purposes of former, mass-production, industrial era. Studies have revealed and highlighted highlights how this superficial knowledge is being communicated and measured through outdated exams shoves students and teacher's confidence and propels them out of school. At the same time, the world outside institution, with its appeals of digitalization and awful threats of future unemployment, keeps young people away from any knowledge seeming to be useless, obsolete and irrelevant in the coming years.

As a nation, we are at the initial stages of a learning revolution in teaching pedagogies that will explicitly outline the future citizens in terms of knowing and doing person, who can function productively in a complex world. Specific functions are required to be performed by the key stakeholders of teaching pedagogies. We are listing some key roles of the stake holders.

### Students

Students as a key stakeholder in the revolution of teaching pedagogies and also the product through which we can measure the success, therefore, need to shape their learning habits.

They can achieve by adopting some of these patterns through **IRDP**

- **Identify** advisers and learning partners among your companions, coaches and cultures, and they should know your aspirations and interests.
- **Reflect**: Get the feedback from your partners and advisors, also provide them your feedback.
- **define** your learning objectives, connect your learning to your ambitions and interests, and begin to accomplish objectives.
- In the pursuit of deep learning **Push** your mentors and fellows in the chasing deep learning goals. `

### Teachers IRDP

- **Reflect** on the interests and aspirations of your students. Collaborate with other coaches and stakeholders on designing the pedagogies to engage students and advance their learning.
- **Identify** the activities taking place in your institution. Identify and practice partnering approach with students.
- **define** learning tasks for and with your students, build additional opportunities for knowledge creation, the knowledge compatible with the changing world. Finally, match your learning tasks with your student's aspirations.
- **Push** the line of hierarches towards innovative the adoption of new teaching pedagogies.

### School Leaders.

- **Identify** illustrations of deep learning tasks within your organization.
- **reflect** on deep learning tasks with the focus on student's engagement and the results.
- **define** measures of success that align up with implementation of new pedagogies.
- deep learning goals.

- **push** a system-wide endeavor into new pedagogies and deep learning, bringing other institutions into the network.

### Policy Makers

- **identify** coaches' capacities with reference to the practice of effective pedagogies and use these as reference for making policies.
- **define** learning tasks for and with your coaches, define the scope of that learning and finally construct a measure to review the learning progress at every level.
- **Reflect** on the drivers used to revolutionize the pedagogies like deep learning then develop and maintain all-inclusive digital access programs.
- **push down** undesirable accountability and facilitate the process of capacity building around the new pedagogies to make a strong bond with deep learning.

Collective efforts to mobilize whole educational system are required for effective implementation of the learning model described in this report.(Michael Fullan et al., 2014). Three new forces—**new pedagogies**, **new change leadership** and new **system economics**—are converging with broader socio-economic, techno graphic contexts, in modus that presents the most encouraging circumstances for transformation. The time is demanding to exploit this opportunity. Instead of whole system change, which is practically not achievable instantly, independent learners should be focused and by using their expertise and dispositions, we can create a world of extraordinary information, ideas and open access of students, coaches to digital world.

Young folks and grown-ups equally have the instinct to learn and to create. This is expected from new pedagogies to set free. But this setting free should not be unstructured. Our educational institutes and new teaching pedagogies designed to motivate and to make sure that all learners are proficient enough of self-learning and to perform decisive action in the world. These students must not only have the base knowledge , but also the tangible experiences and technical skills to create cherished projections for themselves and their societies(Michel Fullan & Langworthy, 2013).

The new pedagogies model aims to eliminate the element of monotony, dullness and isolation of students and teachers.

### IMPLICATIONS FOR INNOVATIVE TEACHING PEDAGOGIES

1. Strengthen and consolidate national higher education commission – a two-way communication to be built among HEIs and HEC for improving teaching methodologies
2. Superiority in leadership, management and governance- improvement in the teaching methodology will drive better standards of leadership, authority and management
3. Induction of highest academic qualified faculty- increased number of scholarships for faculty to enhance their academic qualification
4. IT embedded higher education- ICT is integral to innovative teaching like inclusion of Moodle, Online quiz and Examination System
5. Without responding to the technological and other advancements, teaching methodologies may not improve
6. A focus by administration on innovation in teaching can enhance students learning and competitiveness to the industry

7. Action learning (based on MIT model) to be introduced
8. Regular review policy to be devised for improvements on innovative teaching
9. Collaboration among national and international institutions will enhance the capacity of faculty.

## CONCLUSION

Learning that is engaging, precise, high-yield, and higher order attempts to enliven the curriculum through engaging digital experiences. The big question is how to go to scale or more accurately how to harness and enable the strategies that will result in the widespread presence of innovative teaching practices that have been found in this research. Following our whole system reform knowledge my criteria would include: non-judgmental risk-taking, transparency of results and practice, the development and positioning of change leaders whereby peers learn from peers in a purposeful and measurable manner, and the identification of innovative teaching practices that are intrinsically engaging for students and teachers, precisely described and captures, high yield in impact, and generative of higher-order learning. To me this is becoming a more feasible agenda. What we are working on now is the integration of pedagogical and change knowledge. In short, we are in a position to discover learning methods and experiences that are deeply engaging, and that easy to accomplish add value in the lives of the learners.

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