



Innovation based teaching methods: A comparative study

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Abstract

Learning is a continuous process, and so is innovation. Attention is the outcome of learning and technology is the outcome of innovation. Today we belong to the networking era, which has surpassed the communication era. In this era the concept of education has become modern and elaborate. The focus has shifted from imparting knowledge to encouraging interaction, discussion and above all participation. It seems that teachers and technology are interdependent. Technological expansion and development have been integrated, albeit belatedly, into the field of education. There have been changes in the educational model: school practices have been modified so that, although not having a completely generalized effect, significant progress has been introduced. This research paper attempts to give a final vision on how to integrate teachers' learning as well as teachers for effective delivery of information and knowledge, this has not led to systematic and organized reflection on the processes of change, nor on the methods of evaluation and research in education. The main focus of this paper is to explore the ways in which teachers can carry out their education with the help of various tools of technology and how teachers can use technology to reach their students in the most effective manner. This research paper presents a description of an innovative approach adopted for the professional development of teachers. It focuses on integrating technology skills based on authentic teacher situations. An attempt has been made through this paper to understand how technology can play an important role in both teacher education and teacher-student interaction.

Keywords: Educational innovation, technology, networking, assessment, innovation, social attitude, technology skills, technological expansion

Introduction

Technological development has conditioned and will continue to condition the processes of change in schools, because from a social point of view, it causes a transformation of social uses and the concept of society. Within the framework of human evolution, the technological revolution has shaped the actions, behaviors and profiles of all of us. Those who participate in the technological environment, an influence which, as the latter author points out, permeates all our vital functions in a fluid and fluid way. Currently, understanding this process involves rethinking the school model holistically so that it can meet the needs of both the knowledge society and students who are daily immersed in new technologies and new forms of communication and learning, as well as in the creative construction of knowledge. Changes occur spontaneously, often due to the emergence of a new type of technology that facilitates such a process or action.

Literature Review

When referring to innovation, it is common to use terms such as change or creativity interchangeably^[1] but the truth is that these are not synonyms, but rather a conceptual system around the term innovation that incorporates creativity, novelty, improvement, transformation, intentionality or sustainability, among other concepts^[2].

Understanding innovation as a conceptual system, a more precise vision of this phenomenon can be established based on the contributions that different authors have developed around the term educational innovation in recent decades. Educational innovation implies the introduction, intentionally, of a new element into the system, with the aim of modifying and improving its structure, components or the relationships established within it^[3]. In addition,

educational innovation processes are going to be largely determined by the characteristics of the context^[4].

However, it is interesting to consider the nuance proposed by Bauman, *Z Modernidad Liquida* (2000), since after the implementation and evaluation of an innovation process it is possible to conclude that it has not really produced any improvement, which requires adjusting the innovative proposal^[5], proposing a definition of educational innovation in terms of the creation and dissemination of new educational tools and practices to improve quality and productivity in education. This last approach may be the most deeply rooted in educational centers, as the pressure of market demands on the educational landscape is increasing^[6].

In response to this scenario, it is necessary for educational action to move forward to expand educational offers, solve latent problems and innovate to achieve a greater participation of all agents of the educational community^[7]. Thus, education becomes an open activity that cannot be limited to closed spaces, which recognizes the individual differences of each person when acquiring learning and tries to respond to each of them. In addition, education has a physical and, increasingly, a virtual structure to respond to educational demands and is committed to innovation as a driver of development^[8].

▪ Educational Innovation and the Integration of Technology

Innovation in education, as well as in all other areas of social development and knowledge, is important, but it is particularly relevant in this field of study, where it has largely become the basis for our research processes as educators. Educational innovation is what changes and improves the teaching action. The foundations of

educational innovation in technology, as Mike Sharples et al. argue, rest on educational research actions and projects that academics carry out. This became evident when members of the Open University in the UK, in collaboration with several tertiary education institutions around the world, published one of the first annual reports on educational innovation. This work focused specifically on educational technology, understood as a framework for methodological development, innovative experiences and the development of educational resources.

▪ **Innovation Initiatives for the use of Technology**

The integration of technology as an educative tool helped advance the analysis of collaboration and the design of spaces for the development of digital environments: what was then called CSCL, and is still called today, an approach that facilitated the integration into the educational experience of a variety of technological environments, as well as collaborative processes based on the use of digital-platform technology.

▪ **Impacts of Technology**

1. The role of the teacher, who is nowadays more of a guide and process manager.
2. The way of teaching in school will change as it will have to change its textbook-centric training model.
3. The core element of teaching should focus on teaching students to function in a networked society, rather than guaranteeing static content.

▪ **Findings of Technology Integration**

1. Personalized pedagogical approaches are positively associated with promoting innovation in students.
2. Technology enhances the learning experience of students and overcomes the barriers of distance and time.
3. Technology provides valuable knowledge and insights to students.
4. Technology allows students to explore and learn many things.
5. The content is dynamic and hence it should be taught not for a static society but for a diverse, constantly changing and participatory society. Therefore, the school should focus on teaching life skills.
6. Innovation in education is more than just new technology.
7. Innovation in education is about solving a real problem in a new and simple way to promote equity and improve learning.

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