

# Study of Innovative Teaching Learning Practices and its Impact on Students Level of Learning

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**Abstract:** *The study focuses primarily on the impact of innovative teaching on effectiveness in a pre-service teacher training college in Otur, Tal-junner, Dist-pune. For joyful learning, effective teaching, and to achieve the set objectives there are vivid innovative ideas are adopted. The teacher educators use those practices to teach students in teacher education institutions to produce competent, skilled, efficient, and proficient teachers. Role play, team teaching, individualized learning; mobile learning, flipped learning, blended learning etc. are some of the examples of innovative practices. Today technology has given teachers across the world a number of innovative teaching tools to enhance teaching methods. These innovative teaching-learning aids and strategies are improving the student's level of learning.*

**Keywords:** Pre-service teacher, Teacher training, Innovative ideas, Effective teaching, level of learning

## I. INTRODUCTION

Among the major activities in the field of education, the importance of teaching and teaching is unique. In fact, you can say that the study, teaching and related activities occupy the field of education. Not only this, but in the discipline of 'Educational Psychology', it is seen that study process, student and related matters are considered. However, in the mid-twentieth century, some pedagogy became aware that the teaching activity related to the students' learning remained neglected mainly. Some educationist also paid attention to this, what is teaching, how can teaching be defined, how far is the relationship between study and teaching, does teaching have an independent existence without study, and whether teaching can be subsidized. And that is why it is very important for people working in the field of education and especially those studying teacher training to take note of the current thinking about teaching innovative Practices. Role plays, Team-teaching, Individualized learning Mobile learning, Flipped learning Blended learning may plays most important role innovative Teaching learning practices Which may able to increase level of Knowledge, understand and application in Student .

Then what is this level of learning? Knowledge is related to memory. At this level the student focuses mainly on memory. After reading a lesson, the student can recite various terms, rules, principles, various events etc. with the help of memory. After reading a story, if the student achieves the meaning of difficult words, naming the characters, narrating the story, etc., then he has progressed to the level of knowledge. The objective up to this first level can be said to have been successful. It would be appropriate to say that the student has knowledge of the subject at this level rather than saying that he has knowledge of that subject. In mathematics, science, history, geography, etc. subjects, when the student only re-cites some information with the help of memory, then the goal up to the level of knowledge should be considered achieved. .

In order to see whether a student has understood a lesson, a theorem, a theory or not, the perceptual domain has to consider levels other than knowledge levels. The range of these levels will be as follows. All these are called intellectual abilities and skills. Information with the help of memory, then the goal up to the level of knowledge should be considered achieved.

Understanding: How to ascertain the extent to which a student has understood a scientific principle or rule? If the student explains it in his own words, he can be said to have understood it. Summarizing a lesson, stating the central idea of a poem, explaining the relationship of various elements in an example in arithmetic, translating a passage from a foreign language, answering questions on a lesson, etc. At this level the student cannot rely on memory alone.

Application: When the student uses the acquired knowledge in an unfamiliar situation, it is called application. If the language phrases, sayings, ornaments are understood, then when the student will use them in his own style while

writing the essay, it is a sub-plan. After understanding a concept in science, when a student interprets unfamiliar events in daily life with the help of that concept, it is application. At this application level the student does all that is to state possible outcomes of an event, solve new examples based on theorems. Application is a process that takes place at a higher level than comprehension.

## **II. OBJECTIVES**

1. To know the Innovative teaching-learning ideas.
2. To study the Innovative teaching-learning ideas.
3. To implement the Innovative teaching-learning practices.
4. To study the impact of Innovative teaching learning practices on the student level of learning.

## **III. HYPOTHESIS**

Ho: There is no significant impact of innovative teaching learning practices on the student's level of learning.

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## **IV. RESEARCH METHODOLOGY**

100 Sample from the Pre-Service teachers of B.ED college of Vilas Tambe Women's College Of Education, Otur Will be collected using Random Convenient Sampling Method. All of them were taught a topic using Role plays, Team teaching, Individualized learning, Mobile learning, Flipped learning Blended learning teaching. They were tested for knowledge, understanding and application using a self-prepared test paper; obtained data was recorded, converted into percentage and comparatively analyzed

### **Innovative Teaching Practices Methods:**

#### **Role play:**

Role-play is a pedagogy used in a wide variety of contexts and content areas [10]. The guidelines for the role-play are usually modeled on realistic criteria, so the students can get as close to the real thing as possible. Research on role-play's effectiveness and best practices exist as far back as the 1970s; recently, however, role-play has been touted as a better-suited tool for the needs of today's college student than more traditional teaching methods

#### **Team teaching:**

Team teaching is also known as collaborative teaching or co-teaching and is an instructional strategy where teachers work together regularly. There are a number of different approaches to team teaching. Some of the most common are: two teachers delivering instruction together. one teacher delivering instruction while the other teacher assists learner's one teacher delivering instruction while the other teacher observes and collects data. Two teachers teaching in parallel, delivering instruction simultaneously to two groups. Two teachers splitting the class into two groups; one teacher works with the larger group while the other teacher works with individual learners or small groups. While these formats are predominantly used in the physical classroom, they can also be applied in an online teaching environment. Team teaching takes the guiding principles of cooperative learning for students and applies the same ideas to teachers.

#### **Individualized learning:**

Individualized learning is an innovative strategy that tailors the education process to each student's unique needs, pace, and potential. This approach involves cutting-edge teaching methodologies, adaptive learning technologies, customized curriculum, and flexible learning environments. By prioritizing the individual needs and abilities of each student, it aims to enhance the learning experience and improve student outcomes.

#### **Mobile learning:**

Mobile-learning is any kind of learning that takes place via a portable handheld electronic device. It also refers to learning via other kinds of mobile devices, such as tablet computers, net-books and digital readers.

### Flipped learning:

Flipped classroom is also known as a student-centered approach to learning where the students are more active than the instructor in the classroom activity. In this case, the instructor acts as a facilitator to motivate, guide, and give feedback on students' performance (Sam's& Bergmann, 2012). Hence, by applying the flipped classroom approach to teaching and learning activities, the instructor can move the traditional lecturer's talk to video and the students can listen to the lectures anywhere outside of class. The flipped classroom allows students to watch the video according to their preferred time and need, and they can study at their own pace; this type of activity also increases students' collaborative learning in distance education outside the class. Thus, by flipping the class, the students will not spend so much time listening to long lectures in the classroom, but will have more time to solve problems individually or collaboratively through distance learning with peers. Applying flipped classroom approach also contributes to better understanding of technology use in teaching and learning activities; students will use various technology media in learning activities independently, while the lecturer will use various technology media in their teaching practices

### Blended learning

Blended Learning: (Harriman, 2004) defined it as a type of education that combines various educational activities such as face-to-face learning in the classroom and the live e-learning. (Khamis, 2003) defined it as an integrated system designed to help the learner through each stage of learning since it is based on combining the traditional learning and e-learning with its various forms within classrooms.

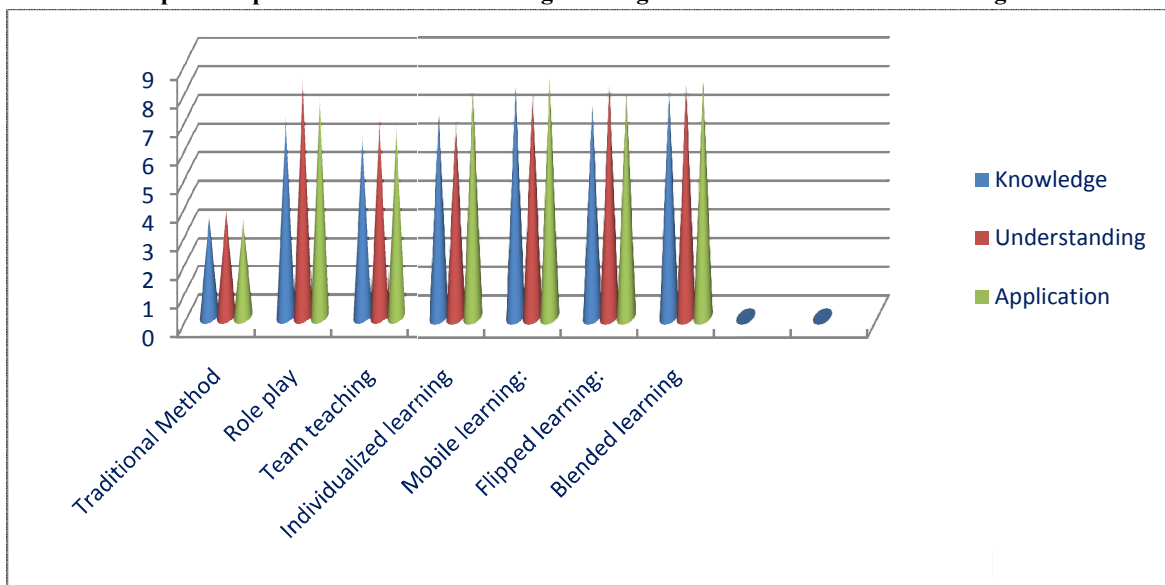
## V. FINDING AND ANALYSIS

**Table-1: Status of Learner Students Using Different Teaching Methods**

No. of Respondents: 100

Student Learning Level	No. of Student Learners %						
	Traditional Method	Role play:	Team teaching:	Individualized learning:	Mobile learning:	Flipped learning:	Blended learning
Knowledge	35	70	66	71	80	74	79
Understanding	37	84	72	68	78	81	81
Application	34	78	69	79	83	79	83

**Graph 1: Impacts of Innovative teaching learning Practices on the student learning level.**



### Chart-1: Status of Learner Students Using Different Teaching Methods

Data shows that Innovation Teaching Learning Practices increased knowledge, understanding and Application level of students. Number of learnt student percentage of Knowledge, Understanding and Application using Traditional Method was only 35%,37%,34% respectively and increased up to 70%,84%,78% using Role Play method and 66%,72%,69% due to team teaching method. Subject Knowledge, Understanding, Application also found to increase 71%, 68%, 79% by Individual methods. In Mobil learning their also seen increased in subject learning level by 80%78%,83%, and by Flipped learning 74% 81%79% while Blended learning produced subject Knowledge ,Understanding and Application up to 79%,81%,83%.

## VI. CONCLUSION

The different innovative Teaching-learning practices employ ways to encourage level of learning knowledge, Understanding, Application in learner. Students are able to solve issues independently or with others, promote themselves to new heights, and report their discoveries to others, transferring their knowledge. The ultimate goal is to create and improve student learning which will lead to increase in understanding, Hence, There is a significant impact of innovative teaching learning practices on the student's level of learning.

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