# Innovative Pedagogical Practices in Education

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***Abstract:** A quality teacher education program is rational and streamlined to address the idea about what good teaching is all about. It includes the organization of course work along with all practical experiences. The courses of teacher education are combination of theory and practical courses. In a good teacher training program the teachers work continuously with expert master teachers to enhance the knowledge and experience. Teacher education program makes teachers competent enough to face new challenges in the education by enhancing teacher proficiency and competence in them. Now a days the field of education is not only limited with books. It has broadened in various new horizons. New pedagogical practices are introduced in the field which demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. This main purpose of this paper is to discuss and provide an overview of innovative pedagogical practices being used in education.*

***Key Words:** Innovative, Pedagogical Practices, Education.*

## 1. INTRODUCTION:

The out standing challenge for progressive schools all over the world is that they are too frequently static and old-fashioned. The climate is fast changing. Too many students are disengaged and fall well below their ability. At the same time, international aspirations are rising ever more optimistic for education systems. Schools and systems must be prepared to move beyond the comfo for all these reasons as innovation is essential.

In addition, major curriculum changes advocate for pedagogical change. Curriculum design approaches in many countries encourage the creation of skills and knowledge, including those sometimes referred to as "skills of the 21st century." Competencies such as teamwork, commitment, creativity and innovation are not so much taught as they are integral to various forms of teaching and learning. Innovation is fundamental, therefore, and it must reach right into the pedagogies practiced in schools and classrooms around the world. Pedagogical expertise is at the heart of professionalism in teachers, and it is therefore essential to promote such expertise.  The school principal and other school leaders understand that the key to improving student learning across the school is highly effective teaching. We assume a strong leadership role, promote the use of research-based teaching practices in all classrooms and ensure that each student is effectively engaged, challenged and learned. Both teachers should be aware of the use of effective teaching. There is some innovative Pedagogical Practices are discussed below which can be used in education in order to make it more effective.

- **Crossover Learning**

Learning in casual or informal settings, for example, historical centers and after-school clubs can connect educational content with those issues which matter the learners in their day to day lives.   Learning in schools and universities can be enhanced by experiences from regular day to day existence. Informal learning can be developed by including questions and information from the teaching in classrooms. These associated experiences work as a spark for further interest and motivation or inspiration to learn. This is an effective method for an instructor to propose and talk about an inquiry in the classroom, and at that point for students to investigate that question on a historical center visit or field trip where they can collect notes, photos to document their learning. They can share their findings back in the class to create individual or group answers.

- **Learning Through Argumentation**

Students can propel their comprehension of science and arithmetic through argumentation like proficient researchers scientists and mathematicians do. Through argumentation students are able to attend to contrast ideas to deepen their learning and understanding.   It makes specialized thinking open, for all to learn. It additionally enables students to

refine thoughts with others, so they figure out how researchers cooperate to build up or invalidate claims. The instructors / teachers can start important exchange in study halls by urging students to ask open-ended questions, re-state comments in increasingly logical language, and create and use models to develop clarifications. At the point when students contend in logical manners, they figure out how to alternate, listen effectively, and react helpfully to other people. Proficient improvement can assist educators with learning these methodologies and beat difficulties, for example, how to impart their expertise to the students suitably.

- **Incidental Learning**

Incidental learning is an impromptu, unplanned or unexpected learning. It might happen while doing a movement that is apparently irrelevant to what is found out. Early researches on this topic explored how individuals learn in their day by day schedules at their work environments. For some individuals, cell phones have been incorporated into their day by day lives, giving numerous chances to innovation bolstered incidental learning. In contrast to formal instruction, incidental learning isn't driven by an educator, nor does it pursue an organized educational program, or it does not result in formal accreditation or certification.

Incidental Learning might trigger self-reflection and this could be utilized to urge students to reconceive what could some way or another be confined learning sections as a component of increasingly intelligent and longer-term learning ventures.

- **Context-Based Learning**

Context empowers us to gain as a matter of fact. To understand the relevance and meaning of novel information, it is needed to interpret it with regard to where and when it happened and relating it to what we definitely know.
 In a classroom or talk theater, the context is ordinarily bound to a fixed space and restricted time. Beyond the classroom, the context can emerge out of an enhanced setting, for example, visiting a legacy site or exhibition hall, or being inundated in a decent book.

The context can be created by collaborating with our environment, holding discussions, making notes, and changing nearby objects. Context can be understood by investigating our general surroundings, upheld by aides and estimating instruments. It pursues that to plan and design effective destinations for learning, at schools, exhibition halls and sites, requires a profound comprehension of how context shapes and is molded by the way toward learning.

- **Computational Thinking**

Computational thinking is a ground-breaking way to deal with thinking and problem solving. It includes separating huge issues into littler ones (decomposition), perceiving how these are related to the issues that have been settled before (pattern recognition), putting aside irrelevant subtleties (abstraction), distinguishing and building up the means that will be important to arrive at an answer (algorithms) and refining these means (debugging).

Such computational thinking can be important in numerous parts of life, going from composing a formula to share a most loved dish with companions, through arranging an occasion or endeavor, to conveying a logical group to handle a troublesome test like a flare-up of malady. The objective of computational thinking is to train youngsters to structure issues so they can be illuminated. Computational thinking can be instructed as a major aspect of arithmetic, science and art or in different settings. The point isn't simply to urge kids to be PC coders, yet in addition to ace a specialty of reasoning that will empower them to handle complex difficulties in all parts of their lives.

- **Adaptive Teaching**

All students are different in their learning abilities. But, most educational presentations and materials are the same for all .Due to which learning difficulty arises, this creates problem to the learner that how he should deal with the content. It means that some learners will be bored, others will be lost, and very few are likely to discover paths through the content that result in optimal learning. Adaptive teaching provides a answer to this problem. It uses information about a learner's past and present learning to develop an individualized method with the help of educational content.

Adaptive teaching provides best way to start new content and when to review old content. Adaptive teaching creates various tools for supervising learner's progress. They build on longstanding learning practices, such as textbook reading, and add a layer of computer-guided support.

Information such as time spent reading and self-assessment scores can form a basis for guiding each learner through educational materials. Adaptive teaching can be used in classroom experiences and also in online teaching learning experiences where learners control his or her pace of study.

- **Analytics of Emotions**

Automatic devices of eye tracking and facial recognition can analyze how students learn, then respond differently to their emotional and cognitive states. Typical cognitive aspects of learning include whether students have answered a question and how they explain their knowledge.  Secondly Non-cognitive aspects include whether a student is frustrated, confused, or distracted.

We know that students have different mindsets, approaches and qualities due to which their learning got affected. So in present conditions teaching should include computer education for cognitive aspect and teachers in responding to student's emotions by which that teaching will be more responsive to the learner.

- **Embodied Learning**

Embodied learning includes mindfulness of the body associating with a genuine or mimicked world to help the learning procedure. Physical movement becomes a conspicuous piece of the learning procedure while learning a new game. In embodied learning, the point is that, mind and body cooperate with the goal that physical input and activities fortify the learning procedure. To aid Embodied learning some technologies are there wearable sensors that assemble individual physical and natural information, visual frameworks that track development, and cell phones that react to activities, for example, tilting and movement. This methodology can be applied to the investigation of parts of physical sciences, for example, erosion, speeding up, and power, or to examine reproduced circumstances, for example, the structure of particles.

For increasingly broad learning, the procedure of physical activity gives an approach to connect with students in feeling as they learn. Being progressively mindful of how one's body connects with the world can likewise bolster the advancement of a careful way to deal with learning and prosperity.

- **Stealth Assessment**

The programmed information assortment that goes on out of sight when students  work with rich advanced conditions can be applied to subtle, 'stealth', appraisal of their learning processes.

Stealth evaluation obtains methods from online role playing games, for example, World of Warcraft, in which the framework consistently gathers information about players' activities, making inductions about their objectives and techniques so as to display fitting new difficulties. This thought of installing appraisal into a mimicked learning condition is currently being reached out to schools, in subjects, for example, science and history, just as to grown-up instruction.

The stealth appraisal can test hard-to-gauge parts of adapting, for example, determination, innovativeness, strategic thinking and vital reasoning. It can likewise gather data about students learning states and procedures without requesting that they stop and take an assessment. On a fundamental level, stealth evaluation systems could give instructors ceaseless information on how every student is advancing.

## 2. SUMMARY:

Now a days the field of education is not only limited with books. It has broadened in various new horizons. New pedagogical practices are introduced in the field which demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. In this paper is to some  innovative pedagogical practices  has been discussed which can be used in education e.g. Crossover Learning, Learning Through Argumentation, Incidental Learning, Context-Based Learning, Computational Thinking, Adaptive Teaching, Analytics of Emotions, Embodied Learning,Stealth Assessment,

A positive classroom environment created in the classroom by a teacher can motivate students to imbibe their content and get connected to their tecahers as well as their peers. Using innovative pedagogical methods a teacher can foster student engagement, promote critical and  creative thinking. He can also decrease apathy  and lead to peer learning.

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