

INNOVATIVE METHODS OF TEACHING IN THE SECONDARY LEVEL: BANGLADESH PERSPECTIVE

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ABSTRACT

The purpose of this paper is to assess the traditional methods of teaching as well as innovative teaching and to suggest other useful teaching methods that can be attempted in imparting knowledge to the students. Mostly teaching must comprise two major components sending and receiving information. Eventually, teacher tries their best to impart knowledge as the way they understood it. So, any communication methods that serve this purpose without destroying the objective could be considered as innovative methods of teaching. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower nation, strengthen governance and galvanize the effort to achieve the human progress goal for the country.

Key words:-- Innovative teaching and learning, teaching methods, secondary education, Innovation

INTRODUCTION

Education is such a thing which enlightens the nation and gives proper guidance. The purpose of education is to not only educate the students, but to develop contemporary thinking, knowledge and Self-contained. As if they had a desire to change society. Creativity can be developed and innovation benefits both students and teachers.

Education is an engine for the development and progress of any society. It not only imparts knowledge, skills and inculcates ideals, but is also responsible for building human resources who breeds, drives and sets technological modernization and financial development. Nowadays information and knowledge stand out as very significant and serious effort for enlargement and survival. Rather than looking at learning minimally as a means of achieving social upliftment, the society must view education also as an engine of progression in an information era propelled by its wheels of knowledge and research leading to progress.

Currently, many organizations are moving towards problem-based learning as a solution to producing graduates who are creative and can imagine seriously, methodically, and solve problems. Since knowledge is no longer an end but a means to creating better problem solvers and support lifelong learning. Problem-based learning is becoming more and more accepted in educational institutions as an instrument to address the inadequacies of traditional education. Since these usual approaches do not support students to question what they have learnt or to associate with formerly acquired knowledge, problem-based learning is seen as an innovative calculate to encourage students to learn how to learn via real-life problems.

According to Vijayalakshmi, K. S. (2004, P.1) teaching is both an art and a science. Capable teachers all times locate ways and means to advance their lessons methods. With the change in time the teachers are asked to employ newer methods for teaching their pupils more effectively so that they must be able to cope with the demand of the age. The most recent techniques of teaching are a need of hour.

INNOVATIVE METHODS OF TEACHING

There are various multimedia technologies that are accessible for developers to make these innovative and interactive multimedia applications, such as Adobe Photoshop and Premier, SoundForge and 3D Studio Max etc. The instructor uses multimedia to adjust the contents of the material. It helps there to represent in a further important method, using different media elements. These media elements can be transformed into digital outline, modified and customized for the finishing presentation. By incorporating digital media elements into the assignment, the students are capable to learn improved since they use multiple sensory modalities, which would make them further motivated to pay extra interest to the information presented and keep the information better.

The latest means of the technology change the classroom experience. For example, the room is wired with cameras for photographing whiteboards, so students can receive the images as digital files. In addition, PCs, compact computers that permit the teacher to write notes directly on the screen with a special pen, replace the archaic projector. Technology allows professors to create notes on charts and spreadsheets and send them directly to their students' PCs.

INNOVATIVE TOOLS

- a) **Multimedia Learning Process:** Multimedia is the mixture of many digital media types such as text, images, audio and video, into an included multi-sensory interactive function or presentation to express information to viewers. Traditional educational approaches have resulted in a mismatch among what is qualified to the students and what the industry needs. As such, various institutions are moving towards problem based learning as a solution to producing graduates who are creative; think critically and analytically, to solve problems.
- b) **Mind Map:** Mind maps were developed in the late 60s by Tony Buzan as a way of helping students make notes 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 build and much easier to memorize and assessment because of their visual value. The nonlinear nature of mind maps makes it easy to link and cross-reference different elements of the map. Mind Maps are also very quick to review, as it is easy to refresh information in your mind just by glancing once. Mind Maps can also be helpful mnemonics and remembering their figure and structure can supply the cues essential to memorize the information within it. They connect much more of the brain in the development of assimilating and involving facts than conventional notes.
- c) **Teaching with Sense of Humour – “Humour an Effective Medium of Teaching”:** Everyone loves a teacher with an infectious sense of humor. When there is a willingness to change, there is hope for growth in any field. Teaching is a challenge. Learning is a challenge. Combining both effectively is a challenge. Being humorous is a challenge. However, laughing is easy. We are influenced both by knowledge and research that using humour in teaching is a very efficient instrument for both the teacher and student. Humor strengthens the relationship among student and teacher, reduces stress, makes a course more attractive and if relevant to the subject, may even enhance recall of the material. Humor has the ability to relax people, reduce tension, and thereby create an atmosphere conducive for learning and communication.
- d) **Z to A Approach:** This approach attempts to clarify the application division of a particular idea first. The teacher should explain the application of a particular perception first and explain the effects of such applications. For example in management subject – motivation is explained in a method that the organization get extensive benefits out of using some techniques like promotions and awards. So here the use of promotion is explained first and later students would get interest in knowing what are promotions and awards. The teacher starts explaining what is promotion and explains what motivation theory in management is. Another example we can try is that in accounting the Income statement and Balance Sheet can be explained first and later drawing their interest to double entry system of book keeping.
- e) **Mnemonics Words- Words –Words Approach:** Here the teacher is not supposed to talk on a particular concept for a quite long time. But to create it obvious to the students he can just go on saying mnemonics or its connected meaning in words. Here he goes on saying only words instead of judgment, and once they come to a basic understanding of the meaning of a particular concept then the teacher will explain in sentences. For example in teaching language Courses this technique can be used as an effective medium by the teacher to develop word power.

- f) **Role Playing and Scenario Analysis Based Teaching:** Role playing and scenario analysis is mostly used in organizations that try to analyze a problem pertaining to the organization, and this is also used in management institutions. For example, in teaching accounting the role of accountant can be explained by role playing technique. Invoice and bills can be given to students and asked them to assume the role of accountant. Here the real entries pertaining to transactions are made by the student and this is more practical approach to teaching where theory is supplemented by proper practical knowledge. Similar kind of technique can be applied in management, engineering and science courses.

OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

1. To assess the innovative methods of teaching.
2. To find out the contribution of innovative methods of teaching for secondary education.
3. To compare the perception of students regarding traditional with innovative methods of teaching

METHODOLOGY OF THE STUDY

Research Design

The design of the study was descriptive as well as survey type.

Study Area

The study was conducted Dhaka Division of Bangladesh.

Sampling method

A purposive sampling technique was adopted for this study.

Sample size

The study sample size was 300 respondents, one hundred from each group.

Source of Data

Data were collected from primary and secondary sources. In this study both qualitative and quantitative information and data were required. In order to generate database of the study, all necessary information were collected from different primary and secondary sources.

Source of Primary Data

Primary data were collected from the respondents of the study.

Source of Secondary Data

Secondary data were collected from reference books on the matter, annual reports of the Ministry of Education, Newspapers, and periodicals, articles from national and international level. Internet sources were also used for research. An attempt was made to include the latest information whenever available.

Methods of Data Collection

A questionnaire was developed in order to make an extensive study. Necessary data were collected from the respondents through face to face interview with the respondents, observation and review of concerned documents.

Tools of Data Collection

Questionnaire was used for primary data collection.

Review of Documents

Secondary information i.e. reference books, annual reports, journals, research report, newspaper, magazines etc were used in this study.

Data Processing and Analysis

Collected data were checked for error and then data entry were completed and finally data were analyzed and presented through the use of necessary figures, tables and charts by using Computer Program Statistical Package for Social Sciences (SPSS Version 16) software.

RESULTS AND DISCUSSION

From the result it was found that Age group 41-50 years was 28% which was maximum, Age group 31-40 years was 24% which was second position, Age group 21-30 years was 18% which was third position, Age group 51-60 years was 17% which was fourth position and age group above 61 years was 13% which was the minimum.

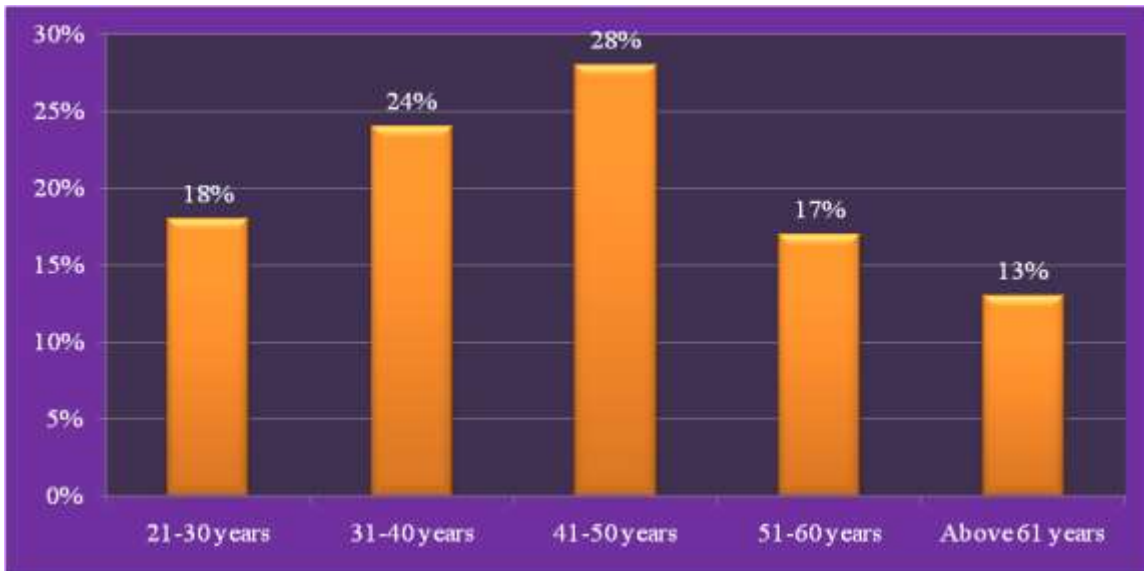


Figure 1: age group of the respondents

Source: Survey

From the above graph it was found that among 300 respondents 31% respondents were completed higher secondary level and 28% respondents completed Bachelor level, 29% respondents completed masters level and 12.00% respondents completed more than masters degree respectively.

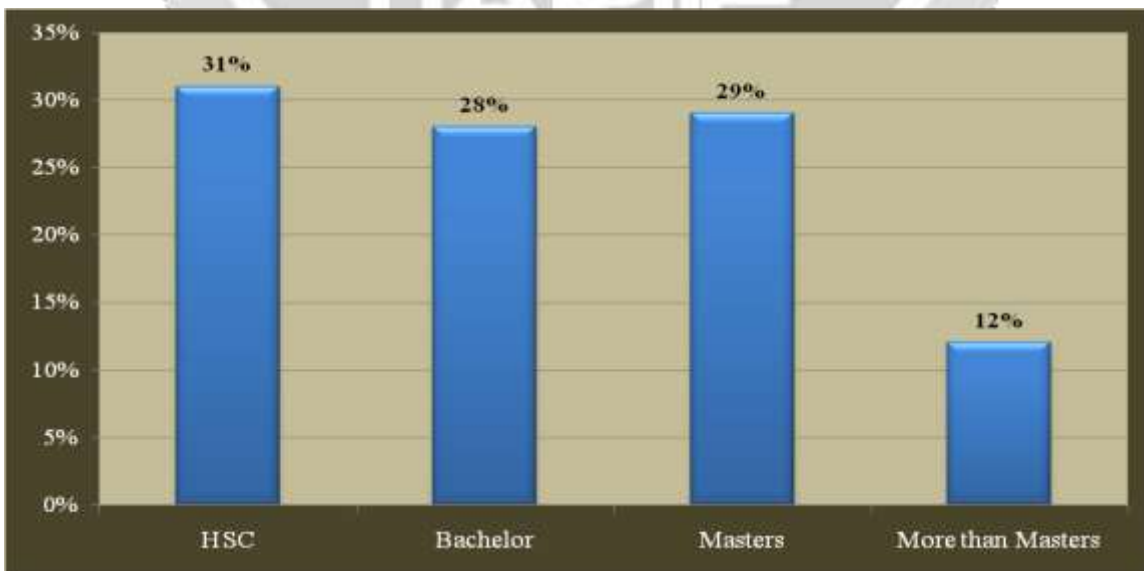


Figure 2: respondents' education

Source: Survey

Respondent's Residence area have shown in the above graph. From the result it was found that out of 300 respondents, 73.30% respondents lived in urban area and 26.70% respondents lived in rural area.

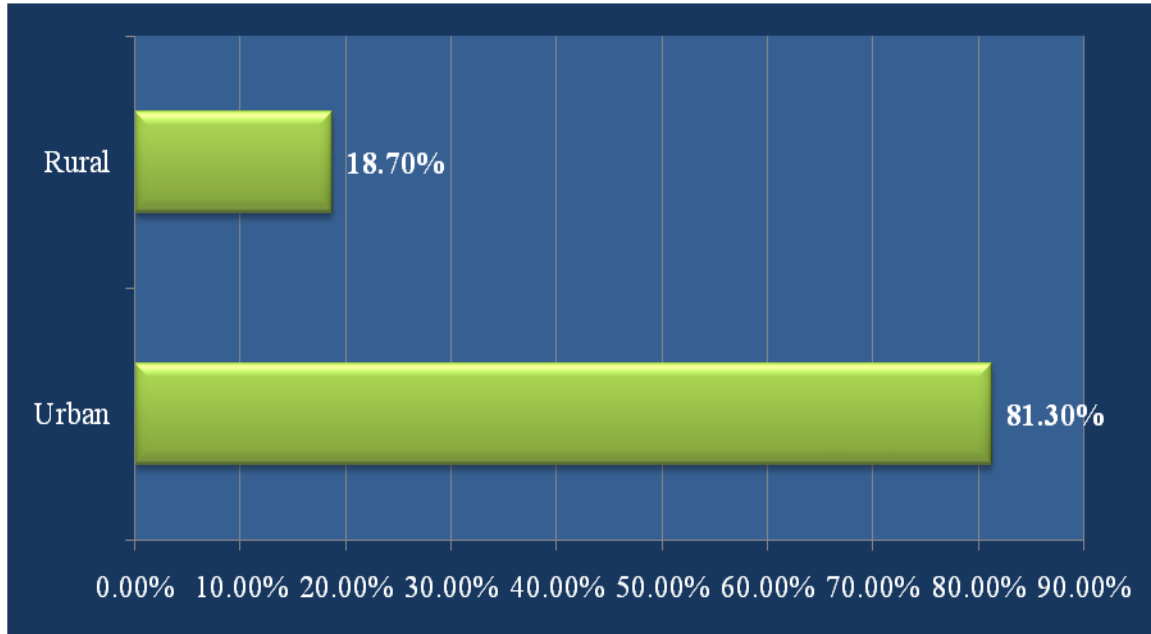


Figure 3: respondents' residence area

Source: Survey

Respondents' Religion has shown in the above graph. From the result it was found that out of 300 respondents 90% respondents were Muslim and 10% respondents were Hindu.

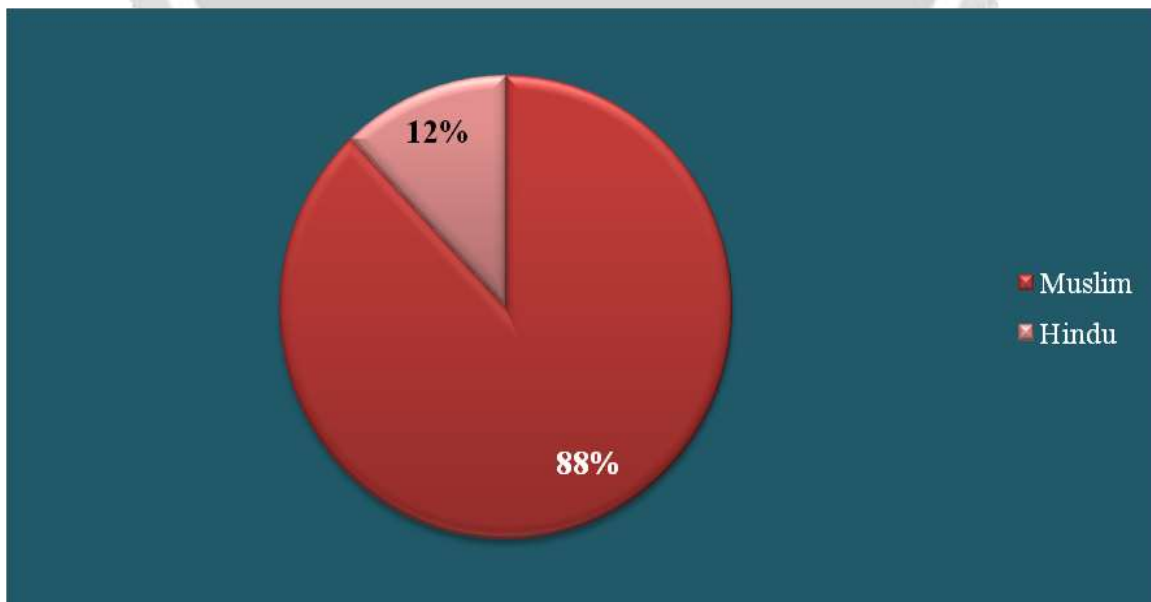


Figure 4: respondent's religion

Source: Survey

Table 1: respondents' attitude about Innovative Methods of Teaching

Respondents' opinion	Frequency	Percentage (%)
Positive attitude	200	70%
Negative attitude	50	15%
No Comments	50	15%
Total	300	100%

Source: Survey

From the result it was found that 70% respondents express positive attitude about innovative methods of teaching of secondary level in Bangladesh, 15% respondents express negative attitude about innovative methods of teaching, and 15% respondents express nothing about innovative methods of teaching.

Table 2: availability of information is favorable for innovative methods of teaching of secondary level in Bangladesh

Respondents' opinion	Frequency	Percentage (%)
availability of information are favorable for Innovative methods of teaching	150	50%
availability of information are not favorable for Innovative methods of teaching	100	35%
No Comments	50	15%
Total	300	100%

Source: Survey

From the result it was found that 50% respondents replied that availability of information are favorable for Innovative methods of teaching of secondary level in Bangladesh, 35% respondents express that availability of information are not favorable for innovative methods of teaching, and 15% respondents express nothing about availability of information for innovative methods of teaching in Bangladesh.

Table 3: whether respondents know proper knowledge about innovative methods of teaching

Respondents' opinion	Frequency	Percentage (%)
Have proper knowledge	200	70%
Have few knowledge	50	15%
Have no knowledge	50	15%
Total	300	100%

Source: Survey

From the result it was found that 70% respondents replied that they had proper knowledge about innovative methods of teaching, 15% respondents replied that they had few knowledge about innovative methods of teaching and 15% respondents replied that they had no knowledge about innovative methods of teaching.

Table 4: whether innovative methods of teaching is very much important for education developments

Respondents' opinion	Frequency	Percentage (%)
Strongly agreed	120	40%
Agreed	100	34%
Disagreed	40	14%
Strongly disagreed	20	6%
No Comments	20	6%
Total	300	100%

Source: Survey

From the result it was found that 40% respondents strongly agreed that innovative methods of teaching is very much important for education development of Bangladesh, 34% respondents agreed that innovative methods of teaching is very much important for education development, 14% respondents disagreed that innovative methods of teaching is

not very much important for education development of Bangladesh. 6% respondents strongly disagreed that innovative methods of teaching is not very much important for education development of Bangladesh and 6% respondents did not replied any answer.

Table 5: whether private training institutes should be developed to improve innovative methods of teaching

Respondents' opinion	Frequency	Percentage (%)
Strongly agreed	120	40%
Agreed	80	26%
Disagreed	40	14%
Strongly disagreed	30	10%
No Comments	30	10%
Total	300	100%

Source: Survey

The result showed that 40% respondents were strongly agreed that private training institutes should be developed to improve innovative methods of teaching, 26% respondents were agreed that private training institutes should be developed to improve innovative methods of teaching. On the other hand 14% respondents disagreed that private training institutes should be developed to improve innovative methods of teaching, 10% respondents were strongly disagreed and 10% respondents did not give any comments about the matter.

Table 6: respondents' known the main activities of Innovative methods of teaching

Respondents' opinion	Frequency	Percentage (%)
Known	165	60%
Unknown	105	35%
No Comments	30	5%
Total	300	100%

Source: Survey

The result found that 60% respondents' known the main activities of Innovative methods of teaching, 35% respondents' unknown the main activities of Innovative methods of teaching and 5% respondents replied no comments that main activities of Innovative methods of teaching of secondary level in Bangladesh.

CONCLUSION

We can make out that the Information and communication technology has prepared various innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The concepts of paperless and pen less classroom are promising as an alternative to the old teaching learning method. Nowadays there is democratization of knowledge and the role of the teacher is changing to that of facilitator. We need to have interactive teaching and this changing role of education is predictable with the introduction of multimedia technology and the spawning of a technologically-savvy generation of youths.

RECOMMENDATIONS

The researchers recommend that the new system of innovative methods of teaching would be highly effective if the teacher and students start to use the recent multimedia technologies like usage of computers extensively or some modifications in the conventional mode of teaching. It is understood that the core objective of teaching is passing on the information or knowledge to the minds of the students. Any method using computers or modifying the existing conventional chalk-talk method are innovative if they eventually serve the attainment of core objective of teaching. Ultimately the teaching people are satisfied when they could reach the students community with his ideas and views. So, teaching depends upon successful mode of communication and Innovation though we mean the changes that we propose to be included in our medium of communication or even inclusion of some other elements in communicating information.

Based on the conclusions, the following recommendations are hereby presentable:

- 1) Teachers should use teaching methods which is effective in transmitting education to the learners.

- 2) Teachers should know different kinds of teaching methods enable to become an efficient teacher.
- 3) Teachers should use a teaching method that is appropriate to all kind of learners he/she have.
- 4) Teachers should be ready of the entire situation that will happen during her teaching process.
- 5) And most of all, Teacher should always be maintain his/her efficiency using innovative methods in teaching to continue his/her good doings in transmitting knowledge to the learners.

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