

الابتكار التعليمي في التدريس في الجامعات

Pedagogical Innovation in Universities' Teaching

هدى صالح منشد: مدرس مساعد في قسم اللغة الإنكليزية، كلية الحكمة الجامعة، العراق

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المستخلص:

يعد الابتكار التعليمي أمراً بالغ الأهمية في القرن الحادي والعشرين، ويجب أن يكون الهدف الأساسي للنظام التعليمي لكل جامعة أو صف دراسي أو مؤسسة تعليمية. إن الأساتذة مسؤولون عن إعداد الطلاب لمواجهة التحديات الجديدة لذلك فإن طرق التدريس المبتكرة أصبحت مهمة للحفاظ على حماس الطلبة. ويسلط البحث الضوء على الابتكار التعليمي في الجامعات ويقدم مراجعة لأشكاله وميزاته ومنهجيته وأهميته في القرن الحادي والعشرين. لقد وُجد أن أنواع الابتكارات التعليمية مصنفة اجتماعياً وتقنياً. بالإضافة لذلك، تؤكد الورقة أن طرق التدريس المبتكرة لا تُقيم جميع الطلبة بنفس مستوى الفهم وانما وفقاً لقدراتهم ومهاراتهم المختلفة.

الكلمات المفتاحية: علم أصول التدريس، الابتكار، التدريس في الجامعة، المتعلمون، طرق التدريس الحديثة.

Abstract:

Pedagogical innovation is critical in the twenty-first century, and each university, classroom or educational institution must take this point as an ultimate goal of their educational system. Professors are responsible for preparing students to tackle new challenges, which is why innovative teaching methods have become important for keeping spirit up.

This paper sheds light on pedagogical innovation at universities and give a review of its many forms, features, methodologies, and significance in the twenty-first century. It has been found that the types of pedagogical innovation are classified socially and technically. Moreover, the paper asserts that the innovative teaching methods do not consider all students at the same comprehension level according to their different abilities and skills.

Keywords: pedagogy, innovation, teaching at university, learners, modern teaching methods

1. Introduction

Teaching methods have been change dramatically in the twenty-first century. The twentieth-century pedagogy differs from the twenty-first-century pedagogy; there have been significant developments in the evolution of national and global education; the internetization of society and the introduction of digital technology into education are now the most visible phenomena. As a result, pupils should be educated in a modern manner in order to be prepared for the modern life and its various problems, which is a technologically driven epoch that necessitates the development of creative and inventive minds for the improvement of individuals, society, and nation. Students should be exposed to modern teaching methods and provided with sufficient information to enable them to create opportunities for themselves and others.

As a result, innovation is crucial, and it must pervade all pedagogies used in universities and classrooms around the world, and it is critical to develop pedagogical knowledge because it is at the heart of teacher professionalism. Patterns of educational practice are exceedingly difficult to grasp at a system level due to the absence of agreed definitions and the vast number and fluidity of the relationships involved (much alone internationally). It is, however, so important that it cannot be buried as a "black box" behind classroom doors. (2019, David). This paper sheds the lights on pedagogical innovation at universities, it examines its different types, features and its importance in the current century.

2. Statement of the Problem

The problem with the traditional teaching methods is that they are not adequate in the current century with the new generation who is fond of

modernization and technology; they feel they are from a different world not the same of that of their teachers . Hence, it is very important to shed the light and explore the novel pedagogical methods of teaching.

3. Value of the study

The current study explores and sheds the light on the importance of innovating the teaching methods in the world. It aims at defining the possible pedagogical innovation methods and invites the educational institutions to follow novel methods of teaching; therefore it could be valuable for the researchers in the educational field and the various educational institutions . Also, it could be valuable for teachers who are looking for modern strategies in teaching.

4. What is Pedagogical Innovation?

Innovation is described as the application of new ideas, techniques, or instruments to a specific situation as a mechanism, impetus, or stimulant for the change process with the goal of improving an organization's performance, operations, or services (Furst-Bowe & Bauer, 2007; Kontoghiorghes et al., 2005; White & Glickman, 2007). Active learning, experimentation, collaboration, technological application, and authentic evaluation are all common educational strategies (Bok, 2008; Breslow, 2010; Kezar, 2009; Zemsky, 2009; Zhang, 2010). While technology is often used to characterize higher education innovation (Richards, 2004), it also encompasses problems such as student access and equity, learning assessments, and academic responsibility (Bok, 2008; Kezar, 2009; Zemsky, 2009). The use of well-known pedagogical methodologies to improve or adapt existing teaching tactics is an example of innovation. Professors, who

are innovators, include the idea of transforming themselves and their circumstance or environment or environment (Boden, 2019).

On the other hand, pedagogical innovation can take several shapes. It's difficult to come up with a definition of instructional innovation in this situation. "Adjustment, " "improvement, " "development, " "study/pilot project, " "experiment, " or even "modernization, " "reform, " or "renewal" in its literal sense are all terms that can be used to describe innovation. Pedagogical innovation is also known as scholastic innovation in the sphere of education or training. It necessitates a one-time, quantitative, and long-term positive change, and according to Bécharde (2000: 3), it is "an deliberate action that strives to introduce something new into a particular environment, and it is pedagogical because it seeks to significantly increase student learning in a condition of contact and interactivity."

Charlier and Peraya (2003, p.202) add that "it is a transformation, an actual change, not only the idea or the plan to change. This transformation must have positive effects (improvements to system efficiency)." Whilst innovation allows a state to be improved, it does not constitute the solution to a problem, but demands creativity and originality. It is creativity, inventiveness and initiative through the renewal of an institutional measure, a method or a process (Cros, 2002; Cros, 2007).

Changes in intellectual views, behaviors and manners are all aspects of innovation, according to Bécharde (2001). In a university context, pedagogical innovation can be defined as an intentional effort targeted at increasing university learners' acquiring through time. The economic, technical and social advances that have transpired at today's university have demanded a higher degree of performance from academics, which is judged by the qualitative standards of their colleagues and students.

5. *Distinctive Features of Pedagogical Innovation*

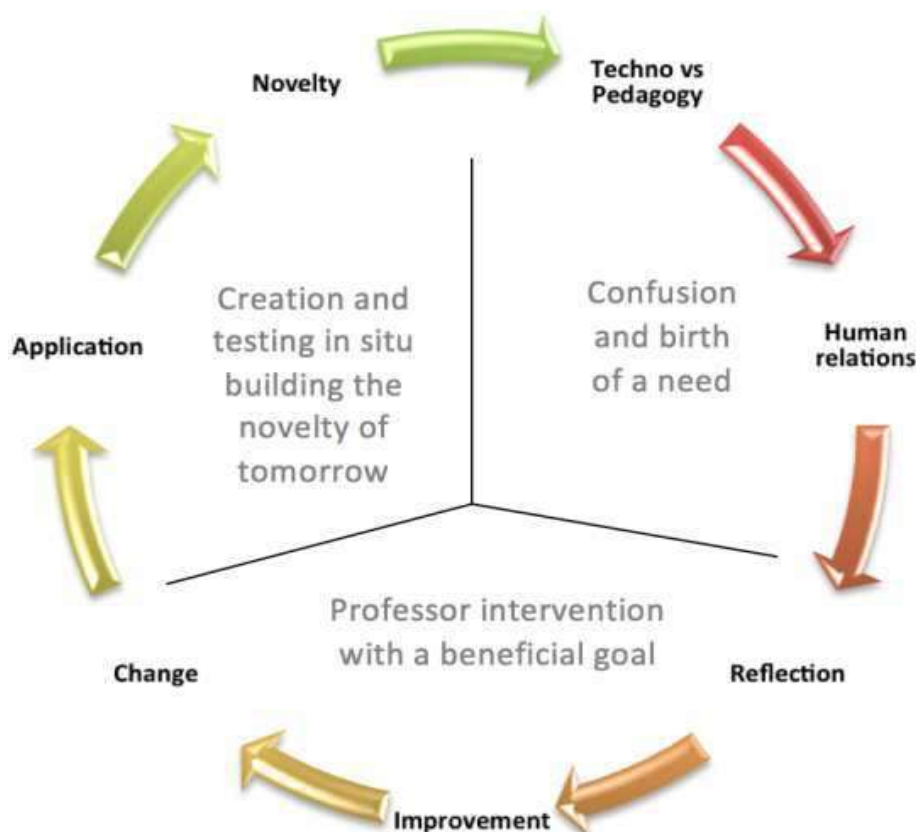
Walder has proposed in her article seven notions to define pedagogical innovation (2014: 197-200).

- The first feature is change, the change is a critical characteristic of teaching approaches and each teacher should take into consideration that changing the classical methods of teaching is essential in this century and the new online classes should be used in conjunction with the traditional classrooms (Walder, 2014, p.199).
- Secondly, novelty: teachers should be novel in their teaching approaches rather than doing what everyone else does and going against the usual. It's about taking a new approach to teaching than what's been done previously, which means going against the grain and surprise students when it's implemented. For example, ask the students to express their answers or presentations in a variety of ways.
- The third feature is related to reflection. The notion of pedagogical innovation was discovered to be inextricably linked to the concept of reflection. For some professors and teachers reflection is dependent on their audiences, the topic and context and how they could explain the material in ways that the receiver could understand it. Thus, pedagogical innovation is deeply related to teachers' reflection (Walder, 2014, p.199).

The application of pedagogical innovation is our fourth feature, it is connected to the implementation of these innovative approaches and it depends on the audience and their various levels . it also examines the effects and the tools used in the application (Walder, 2014, p.199).

The other feature is improvement, it involves "improving, making the subject understandable, quality, " and success." For some professors' improvement is always related to success (Walder, 2014, p.200). considering improvement, one could think of technology as a way of improving the traditional approaches. However, not every technological innovation is necessary to be pedagogical. There is only one sub-theme to the technology vs. pedagogy debate: there can't be a pedagogical innovation without pedagogical thinking. The notion in the 1990s that computers would soon replace teachers appears to have had an impact. It is important to mention that something is pedagogical innovation only if it is based on pedagogical principles, there is a widespread misconception about technical and pedagogical innovation.

The last feature is human relations. Relationships, developing toward individual's educational perception, taking chances, learning as a professor, and being tied to the instructors' personalities are concerned with innovation. It encompasses all facets of a professor's interpersonal and personal qualities. Educational innovation stems from university professors' very personal goals to reach their pedagogical ideal. Finally, I underline the significance of human-pedagogical interaction in the development of pedagogical innovation. For example, one professor noted that one does not innovate alone. To put it another way, he innovates for students, but also with their input, as well as that of colleagues and other partners (Walder, 2014, p. 200).



The current pedagogical innovation conception cycle as mentioned in Walder's article (2014, p.201)

6. Types of Pedagogical Innovation

There are seven types of pedagogical innovation which are recognized based on two basic points. The first is the social side, which includes support programs, professionalization, instructional concepts, multidisciplinary work, and interculturality. Second, there's the technical side, which includes tools and teaching approaches. (Walder, 2014, p. 66)

6.1. Support programs

The first group includes the many types of instructional innovation identified by the academics. Collaboration, the Discussion forum, the study group meeting, Feedback, Professor support, Videoconferencing, Student

supervision, Debates, Peer evaluation, are just a few examples. This category covers a wide range of aspects of a student's assistance.

6.2. Professionalization

The second category includes professionalization-oriented educational innovations found in academics' discourses. These are instructional innovations aimed at improving and broadening student learning for professional goals. This category is based on the idea of incorporating the realities of the workplace into the classroom or even placing learners in real-world samples from their own future profession, with the goal of supporting students “transfer and interaction” (St-Pierre, 2008, p.39)(Walder, 2014, p. 70).

6.3. Teaching

The professor's teaching philosophy is connected to the third category of pedagogical innovation. Starting with the children, it has the sub-themes of surprising, repeating, self-learning, teaching cartoons or caricature. This pedagogical innovation category reflects a goal to make learning more accessible and personalized. it tries to ignite and retain student interest and involvement. The importance of supporting pupils in learning how to learn is highlighted in this category. In fact, the instructors recall pedagogical breakthroughs that are directly related to their own teaching philosophy. This relates to how they hope for, desire, or consider pedagogical innovation in their classrooms (Walder, 2014, p.71).

6.4. Interdisciplinarity

This category warms up learners for life in the world where specializations in addition to subjects cohabit . It may entail inviting speakers

from other disciplines to speak in their class in order to demonstrate the interdisciplinarity's global aspect.

6.5. Interculturality

It can take many different forms and is often a rewarding experience for both the student and the professor. These gatherings allow for self-reflection and learning about others by reducing the language barrier, which can, despite everything, be a barrier to communication (Walder, 2014, p. 72).

6.6. Tools

The new technology presents various tools of pedagogies, for instance, online databases, Online lectures, maps, PowerPoint presentations, exercises and e-books are just a few of the pedagogical innovations enabled by technology. Professors can better show, organize, and arrange course information by using these instruments .A tool aids in the conceptualization of material and encourages students to attend class. Finally, it allows them to measure comprehension of knowledge in real time((Walder, 2014, p.73).

6.7. Pedagogical approaches

The seventh category is concerned with the teaching methods used. The researches, skills, the problems and solutions methods, the projects, imitation, assessments tools are all examples of these approaches. This pedagogical innovation category serves as a springboard for supporting the development of student competencies such as social skills, initiative, and problem-solving abilities. It consists of well-known and well-proven teaching strategies that can be utilized as a fallback for teachers aiming to attain a specific educational goal. Professors use a variety of educational approaches, but the skill-based approach, which was identified the most

frequently by professors, utilizes the abilities required as a starting point for developing curriculum or instructional activities ((Walder, 2014, p.74).

7. Pedagogical Approaches

David Istance (2019) has proposed another classification of pedagogical approaches. These are: gamification, blending learning, computational thinking, embodied learning, experiential learning, Multiliteracies as well as discussion-based teaching.

7.1. Blending learning

Blended learning is mainly based technological tools to reshape traditional patterns and sequencing of student work and teaching to improve understanding. This method strives to be interesting and rational for students while also allowing teachers to get more expertise by eliminating routine chores.

7.2. Gamification

The second type makes use of how games can steal students' attention while still avail a useful purpose, such as cultivating disciplines and dealing with complicated issues . Rapid feedback, badges and objectives, involvement, and challenges are all used in these pedagogies, besides human characteristics as narrating and identities, cooperation, and competitiveness (Istance, 2019).

7.3. Computational thinking

By looking at problems through the eyes of a computer and then employing technology to solve them, problem-solving skills are built. It implements logical reasoning, decomposition, algorithms, abstraction, and pattern discovery using techniques like as approximate solutions, parallel

processing, model checking, debugging, and search strategies. In computational thinking, programming and coding are considered as new forms of literacy.

7.4. Experiential learning

Experiential learning includes active experience, inquiry, and reflection. The four essential components are real expertise, speculative observation, conceptualization, and actual exploration. The importance of guidance and scaffolding cannot be overstated. This cluster includes pedagogies such as inquiry-based learning, education for sustainable development, outdoor learning, and service learning.

7.5. Embodied learning

Beyond cognitive and content acquisition, it is linked to the physical, artistic, emotional, and social spheres. By supporting knowledge acquisition through young's intrinsic dispositions toward inventiveness and inspiration, embodied pedagogies support the development of curiosity, sensitivity, risk-taking, and thinking in metaphors and multiple viewpoints (Istance, 2019).

7.6. Multiliteracy and discussions-based teaching

Multiliteracies and discussion-based learning help students build cultural distance and critical abilities. By locating knowledge in its multiple political, cultural, and authorial settings, critical literacies dismantle narratives. When it comes to challenging established ideas and terminology, class debate, which is always useful, takes on new significance. Personal experiences are used to develop meaningful classroom activities, constructive criticism is used to remove students from established facts, and students are encouraged to widen their ideas. This technique also makes use of active teacher scaffolding (ibid.).

Over time, there have been obvious changes in teaching methods; interactive teaching methods are the pedagogical reforms that provides a whole fresh viewpoint on teaching and learning since, unlike old teaching methods which depend basically on memorization and repetition, modern teaching methods do not put all the students at the same comprehension level. Instead, they stress inquiry, demonstration, explanation, practical application, cooperation, and activity-based learning rather than relying just on the teacher(Mehta, Sujata, Net 1)

8.Pedagogical innovation factors

To recap, three factors that are associated with pedagogical innovation can be distinguished. These are shown as follows:

8.1. Students' commitment

Pedagogical innovation encourages students to take active roles in their learning process, which necessitates their commitment - a factor that Bédard and Béchar (2009) emphasized on when integrating pedagogical innovation into curricula.

8.2. 2.Disciplinatory culture

Discipline often refers to a specific subject of knowledge in the context of education. Certain researchers (Becher and Kogan, 1980; Clark, 1983) look at discipline from a structural perspective, emphasizing how essential components of higher education system organization reveal themselves. Another definition of disciplinary culture, according to Fischer et al. (2001), is "all explicit and implicit elements prevalent within a discipline and influencing the development of new knowledge and communication about existing knowledge" (Prediger, 2004, p. 14). Others define disciplinary culture in terms of the individuals who comprise the community. Discipline

culture refers to a set of principles shared by members of a specific scientific community who work in the same field. Discipline refers to both a specific scope of scientific activity and a group of researchers who work in a specific way in this circumstance (Kuhn 1962, Walder, 2015: 184)

8.3. 3.Institutional culture

There are unique vocabularies and even institutional regulations committed to supporting educational innovation in the university context. The contribution of Hannan and Silver (2000) to instructional innovation in higher education by giving new knowledge is notable. They conducted a qualitative research with 221 professors at 15 institutions across England between 1997 and 1999, with institutional culture being their primary emphasis during the second half of the study. Universities undertook in-depth case studies to examine the impact of structure, processes, and institutional culture. It demonstrates that the institution's educational policy has a significant impact on the development of instructional innovation at the university where the professor teaches. Professors who seek innovation have been waiting patiently for financial, specialized, institutional, or human or technological resources-related assistance for pedagogical innovation. Institutional support, in particular, emerges as a critical pole in terms of support (Walder, 2015, p.185-186; Bédard and Béchar, 2009; Donald, 2002 and Hannan and Silver, 2000).

Conclusion:

To recapitulate:

1. Innovation in teaching and learning is becoming progressively crucial for education, whether at schools or universities, in the twenty-first century .

2. It's tough to grasp pedagogical innovation, but it's a "black box" that must be cracked open if progress is to be accomplished.
3. Furthermore, the many types of pedagogical innovation are founded on two fundamental interrelated variables. There is the social side first, and then there is the technical side.
4. The teaching style has been evolved over time. In contrast to the traditional teaching methods of memorizing and recitation, interactive teaching approaches have been implemented, with positive results and they take a completely different approach to teaching and learning.
5. There is popular quote says that “Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing it is stupid”; the innovative teaching methods unlike the old ones do not rate all students at the same comprehension level since each student (or person) in the world has different abilities and skills.

Recommendations:

Teaching at universities should follow the modern methods of teaching and take the advantage of the significant inventions and development of technology in this century, especially the young students are fond of technical topics and obsessed with social networks. Moreover, gamification could be a very effective tool of teaching since most of the students are interested in them and spent most of their time playing online games.

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