

Exploring the Innovative Teaching Methods in Educational Psychology

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ABSTRACT

The conventional pedagogical approaches, alongside multimedia instructional techniques, are being examined in order to proffer alternative efficacious methods for disseminating knowledge to students. Essentially, the act of imparting knowledge necessitates the incorporation of two fundamental elements: the transmission and reception of information. In the pursuit of educational enlightenment, a pedagogue endeavours to disseminate wisdom in accordance with their personal comprehension. Therefore, any modes of communication that effectively fulfil this purpose without compromising the intended outcome may be regarded as innovative pedagogical approaches. The utilisation of cutting-edge methodologies within educational establishments possesses the inherent capacity to not solely enhance the realm of education, but also to endow individuals with a sense of empowerment, fortify the foundations of governance, and invigorate the collective endeavour towards attaining the overarching objective of human development for the nation.

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INTRODUCTION

Education serves as a luminous beacon, illuminating the path for humanity to navigate towards enlightenment and progress. The objective of education extends beyond mere literacy, encompassing the cultivation of critical thinking, erudition, and autonomy. In instances where there exists a genuine inclination to embrace transformation, the prospect of advancement becomes a tangible possibility across all domains. The cultivation of creativity is a process that can be nurtured and honed, leading to the emergence of innovative ideas and solutions. The symbiotic relationship between students and teachers is enriched by the manifold advantages that arise from fostering innovation. Education serves as the bedrock upon which our economy is built. The acquisition and assimilation of knowledge within the educational institution profoundly shapes our personal development and ultimately dictates the trajectory of our achievements in the course of our existence. It elucidates the manner in which we navigate through the intricacies of problem-solving, collaborate harmoniously with our peers, and perceive the multifaceted tapestry of our surrounding reality. In the contemporary landscape of the innovation-driven economy, the significance of education is further amplified as it assumes a pivotal role in nurturing the forthcoming cohort of trailblazers and individuals endowed with imaginative prowess. Innovation can be succinctly characterized as the deliberate and methodical endeavor of effectuating modifications to an existing entity by means of introducing novel elements or concepts. This concept pertains to the implementation of either radical or incremental modifications to products, processes, or services. The global landscape of education has witnessed a myriad of transformations in the conceptualization and dissemination of knowledge across various regions. Contemporary educational settings are characterized by a conspicuous manifestation of heterogeneous student populations. The student body within universities exhibits a remarkable diversity across various dimensions, encompassing cultural, religious, familial, regional, and educational backgrounds. As a consequence of the vast array of divergent factors, the educational requirements of students are progressively exhibiting a heightened level of diversity. An emerging endeavor lies in the pursuit of pedagogical methodologies that can effectively cater to the unique requirements of individuals. In order to effectively address the multifaceted

requirements of students at advanced levels of education, educators are employing a range of inventive pedagogical techniques and tailored instructional approaches within their classrooms. Over the course of the past three decades, there has been a notable proliferation of pioneering pedagogical approaches aimed at effectively addressing the multifaceted needs and variations among contemporary student populations on a global scale.

In the past few decades, the evolution of cultural and economic dynamics on a global scale has concurrently instigated transformative shifts in educational paradigms. The implementation of these reforms has been paralleled by alterations in the methodologies employed by educational practitioners or educators in the development of the curriculum. When juxtaposed with subject-centered methodologies, learner-centered and problem-centered designs are frequently characterized as possessing a heightened capacity to transmit knowledge and skills to subsequent generations. Throughout the passage of time, a notable transformation has taken place within the cognitive faculties of educational theorists. The primary focus of major policies lies in the pursuit of fostering equal opportunities in the realms of education and employment, particularly with regard to individuals who have successfully completed their academic pursuits. Global governmental and private educational establishments are presently directing their attention towards the imperative of addressing the multifarious requirements of students, with a heightened emphasis on pedagogical approaches that prioritize the learner at the center. The current landscape of pedagogical approaches and instructional methodologies exhibits a heightened degree of adaptability and malleability. There appears to be a profound correlation between the intricate dynamics of diversification and the inherent adaptability exhibited within the realm of higher education. The correlation between the extent of diversification and flexibility within higher education systems and the implementation of a universal access policy is such that an increase in the former will invariably result in a heightened ability to cater to the multifarious requirements of students. Erik Erikson, a renowned scholar, introduced the profound notion of identity and expounded upon the significance of late adolescence as a critical juncture wherein individuals manifest a discernible sense of personal and social identity, meticulously forged through their developmental journey. As individuals of mature age who have attained a higher level of education exhibit a confluence of diverse personality traits, establishments dedicated to advanced education have the capacity to furnish them with avenues to explore novel concepts, forge fresh interpersonal connections, and assume novel societal positions. The impact of peer influences on human development is of paramount significance, as it affords students the opportunity to delve into a myriad of options and possibilities. Not all institutions of higher education possess an equal aptitude in fulfilling this developmental function. Within the educational framework of Pakistan, wherein the rigorous structure of the course syllabus restricts the inclusion of numerous sophisticated assignments within the confines of the classroom, project-based learning (PBL) emerges as the most optimal approach to facilitate extracurricular activities that may not directly align with the prescribed curriculum, yet effectively cater to the diverse learning requirements of students by granting them the autonomy to pursue knowledge according to their individual preferences. India, as a nation in the process of development, exhibits a relatively diminished presence of civic amenities within its urban centers. The remote regions within its domain continue to suffer from a lack of fundamental necessities, most notably in the realm of education. The accessibility of higher education is inherently constrained, predominantly confined to urban centers of considerable magnitude. Consequently, individuals hailing from smaller municipalities and remote locales are compelled to undertake arduous journeys to these metropolises in pursuit of advanced academic pursuits. The current predicament has resulted in a surfeit of students within university classrooms, fostering a heterogeneous amalgamation of individuals hailing from diverse socioeconomic strata, each possessing varying degrees of intellectual acumen and cognitive aptitude. The presence of situational and dispositional barriers, stemming from the rigidity of institutions, has posed considerable challenges for students as they endeavor to acclimate to a novel environment while contending with their multifaceted requirements. In order to prioritize student learning outcomes and achievement, it is imperative for higher education institutions to adopt progressive pedagogical approaches and methodologies. This is exemplified by the recent adoption of English language courses by various Australian universities for their international student body.

Teachers at various levels of education employ a plethora of pedagogical approaches, including but not limited to personalization, small learning communities, student advisories, multidisciplinary curricula, peer tutoring, peer instruction, and team teaching. There exist various educational methodologies that can be implemented to enhance the learning experience. These include personalized approaches, the establishment of small learning communities, student advisories, the integration of multidisciplinary curricula, the utilization of peer tutoring and instruction, as well as the practice of team teaching, among others. The exponential proliferation and enhanced proficiency of

nascent technologies have bestowed upon us a plethora of avenues and modalities to revolutionize the pedagogical landscape within the confines of the classroom.

1. INTROSPECTION

Introspection entails the utilization of self-observation techniques within the realm of educational psychology. It involves the individual engaging in a process of self-observation, wherein they diligently examine their own mental state and the various experiences and thoughts that traverse their consciousness within a given context. When presented with an inquiry, a student shall promptly engage in the cognitive process of retrieving pertinent knowledge or comprehended principles, subsequently formulating a response based upon said mental recollection. The entirety of the concepts that he or she recollected during the cognitive process of formulating a response can be classified as self-observations. When a student recollects and contemplates upon a subject matter, the sensations and cognitions that arise within their consciousness are a reflection of their mental impressions. There exist numerous advantages inherent to the utilization of this educational psychology methodology, as it possesses the capacity to illuminate the cognitive and emotional state of an individual within a specific temporal context. This elucidates the cognitive and psychological encounter of the individual. This particular methodology necessitates no expenditure, laboratory facilities, nor any specialized apparatus. The methods employed in the field of educational psychology possess inherent limitations, primarily due to the inability to corroborate the outcomes, namely the observations pertaining to the cognitive state of individuals, by external parties. Consequently, any findings lacking verification are not deemed to meet the criteria of scientific rigor. This outcome renders the methodology employed herein devoid of scientific rigor. Furthermore, it is worth noting that our immediate memory possesses the potential to serve as a valuable aid in the retrieval of information. However, it is imperative to acknowledge that this very capacity may inadvertently impede the very cognitive processes we seek to investigate. Hence, the act of introspection transforms into the process of retrospection. These aforementioned methodologies in the realm of educational psychology are not without their inherent constraints and shortcomings. There exist various modalities by which introspective methodologies may be undertaken.

Forms serve as a medium through which the observer or educator, in the context of pedagogy, meticulously records their astute observations. Questionnaires serve as a valuable tool, as their implementation is conducive to yielding favorable outcomes. By providing lucid instructions, one can effectively direct respondents towards engaging in a retrospective process, thereby facilitating a genuine form of introspection.

2. OBSERVATION

The observational method, widely recognized as a prominent approach in the field of educational psychology, is commonly referred to as the 'objective observation' technique employed for the purpose of data collection. In this particular methodology, the conduct and demeanor of the individual under scrutiny are meticulously observed and analyzed by a third party. The observed alterations in behavior may encompass physiological transformations, non-verbal cues, facial manifestations, verbal articulation, and so forth. This particular methodology finds greater prevalence among child psychologists, who diligently document their observations for posterity. One of the primary challenges associated with this particular educational psychology methodology lies in the inherent complexity of maintaining synchronicity between the observer and the subject under scrutiny. Subsequently, the aforementioned challenge was successfully resolved through the aid of typographic documentation, proficient stenographers, and the advent of photographic films. In addition to this, a salient issue that can exert a direct impact on the observations pertains to the actual presence of the observer within the confines of the same room. To address this quandary, a pragmatic approach entails the development of unilaterally oriented displays and dedicated chambers for observation. Within the confines of numerous child psychologist clinics, one shall find the presence of these designated spaces, wherein the observer is granted access. However, as time progresses, the individual under scrutiny gradually acclimates to the observer's existence, thereby exhibiting a more authentic and unadulterated demeanor. In the pursuit of knowledge acquisition, it is imperative to exercise due diligence and adhere to a set of precautionary measures, regardless of the chosen methodology. These measures serve the purpose of ensuring that the information obtained is lucid, unambiguous, and devoid of any distortions or inaccuracies. A number of precautionary measures can be enumerated as follows:

The observer is required to adopt an objective disposition, ensuring that their observations remain untainted by personal biases and prejudices. Prior to reaching a definitive conclusion, it is imperative to accumulate a multitude of observations pertaining to individuals who have encountered analogous circumstances. It is imperative that we

align our own observations with those that have been made by others. It is imperative for the observer to possess the capacity to discern and distinguish between the act of observing and the subsequent act of interpreting said observations. To ensure utmost precision, it is imperative to subject observations made within a specific temporal framework to comprehensive scrutiny, taking into account a multitude of facets. The diligent observer is compelled to engage in the act of observation within a specified temporal framework. Through the accumulation of said observations, one may subsequently derive conclusions by subjecting them to rigorous evaluation across diverse circumstances and employing a multitude of criteria.

CONCLUSION

Enhanced measurement ought to serve as the fundamental bedrock for fostering innovation within the realm of education. The field of education necessitates a robust and effective framework for the generation and dissemination of knowledge. This framework should encompass the transfer of scientific research findings to the realm of pedagogy and instructional practices, as well as the practical knowledge and expertise held by educators and educational institutions within the system. In order to cultivate efficacious innovation strategies within the realm of education, it is imperative to incorporate a suitable governance framework. This entails the discernment of pivotal catalysts for transformation and advocates, as well as the delineation of stakeholder responsibilities. Additionally, it necessitates the proactive addressing of pockets of opposition, while concurrently formulating efficacious methodologies for the widespread adoption and dissemination of innovative practices. Ultimately, the pursuit of educational innovation necessitates the implementation of robust evaluation mechanisms. In the absence of a comprehensive and universally embraced culture of assessment, progress in the field of education will continue to be hindered, limited to well-meaning yet isolated endeavors of trailblazers. The pursuit of discerning efficacious methodologies, identifying ineffective approaches, and comprehending the underlying rationales is paramount in the cultivation of a comprehensive reservoir of wisdom that can effectively steer forthcoming advancements.

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