

# Innovative Teaching Versus Learning

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## *Abstract*

Innovative teaching is the process of effectively introducing new teaching strategies and methods into the classroom teaching. The purpose of introducing these new teaching strategies and methods is to improve academic outcomes and resolve the real problems to promote equitable learning. The researcher wanted to study the impact of 3,2,1 innovative teaching on learning among the students and assess the feedback of the students. The study revealed that the innovative teaching method was statistically highly significant ( $P < 0.0001$ ) in enhancing the learning, It showed that innovative teaching yields great results and outcome. The students expressed positive opinion for the innovative teaching and felt that the method improved insight, interaction and clarity of subject content.

**Keywords:** 3,2,1 technique, Innovative teaching, learning, students.

## **Introduction**

Innovative teaching is the process of effectively introducing new teaching strategies and methods into the classroom teaching. The purpose of introducing these new teaching strategies and methods is to improve academic outcomes and resolve the real problems to promote equitable learning.

Reforms in educational paradigms have been observed recently due to changing global and cultural trends. These reforms have affected the ways educators design the curriculum. The approach has shifted to subject-centered approaches, learner-centered and problem-centered designs. (1)

Worldwide government and private education institutions are focusing on the need of meeting diverse needs of students, and they are more focused on learner-centered teaching. Teaching

methods and strategies are more flexible now. There seems to be close interrelation between the diversification and flexibility patterns of higher education. The more diversified and flexible higher education systems are, the more they will exercise a universal access policy to meet diverse needs of the students (2).

As each adult at higher educational level shows a blend of different personality traits, institutions of higher educational levels can provide opportunities to them to experiment with the new ideas, new relationships, and new roles. Peer influences play an important role in this development, and students are able to explore options and possibilities. (3).

Many of the graduates are found to be lacking in communications skills, analytical and critical thinking, and problem solving skills (4,5). There is a dire need for institutions to introduce and use innovative teaching techniques which will focus on training future graduates to be more efficient and a productive part of the society. Many studies consider creativity as a personal trait and intellectual ability of different individuals, associating creativity with genius and intelligence (6) or with knowledge (7).

The focus of innovative teaching is based on the trust that every student has the capacity to learn and be successful in life. A teacher should perceive each student as possessing unique personality characteristics that can be more polished by using creative and innovative teaching methods.

Nursing education; too has transformed over the years and methods to stimulate higher levels of learning are being used. Studies have shown positive impact of innovative teaching methods on students learning.

The researcher wanted to implement an innovative method to test the comprehension, understanding and application of a subject that is known to the students. Hence; the researcher felt using 3,2,1 strategy will be best as in this method, the individual is asked to write and summarise 3 things that they know well, 2 things that they know they don't know and 1 thing that they want to know more about. This technique is useful for initiating discussion, clarifying the doubts and providing in depth information regarding the subject content.

The researcher decided to use 3,2,1 strategy to assess its impact in teaching mental status examination which is a base for mental health nursing. The researcher felt that using this strategy, could help in assessing the comprehension of the subject matter that is already taught. Researcher felt that this

strategy will create an insight into the subject matter which is vague, abstract and difficult to understand.

**Problem statement:** An experimental study to assess, "Impact of innovative teaching on learning among students in selected nursing institute, Mumbai."

### Objectives

1. To assess and compare the learning among students before and after implementing innovative teaching strategy.
2. To evaluate the effectiveness of innovative teaching.
3. To assess the opinion of students regarding the innovative teaching.

### Operational Definition

1. **Impact:** In this study, impact refers to the difference in the score calculated before and after implementing innovative teaching.
2. **Innovative teaching:** It refers to the 3,2,1 teaching strategy meant for improving understanding, comprehension and application. It will be used for teaching mental status examination. The teaching strategy will involve a total session that would be conducted of 1 hour duration.

A 10 minute video regarding mental status examination will be shown and then 4 groups will be formed. Each group will be asked to write answers to the following questions for which 15 minutes will be provided. The questions asked will be:

- a) Write 3 aspects that you know regarding mental status examination.
- b) Write 2 aspects that you know, you don't know/ not confident about mental status examination.
- c) Write one aspect pertaining to mental status examination that you want more insight about.

Remaining 25 minutes will be utilized by initiating interaction and ensuring that questions of all 4 groups are discussed; which will be followed by a 5 minute summary of mental status examination.

3. **Learning:** In this study, learning refers to the knowledge gained by the students through innovative teaching that

will be assessed and compared before and after the innovative teaching. The scores achieved will be categorised for learning as:

Excellent: More than 20

Good: Score of 15-19

Fair: Score of 12-14

Poor: Score of 13 and less

4. **Students:** It refers to the boys and girls who are studying in 2<sup>nd</sup> yr GNM and had been taught mental status examination by lecture method.

### **Conceptual Framework**

The conceptual framework was based on systems theory; where in there is input, process and output.

Input refers to anything that is put in the system to achieve the result. Process refers to the intervention and output refers to the result achieved.

In the current study, Input is the existing knowledge of the students. Process refers to the innovative teaching and the output refers to the knowledge score after the innovative teaching and the feedback of the students regarding the 3,2,1 teaching methodology.

### **Research Methodology**

**Research Approach:** Experimental research approach was used in this study.

**Research Design:** One group pre-test post- test design was used.

**Sampling Technique:** Non probability convenience sampling technique was used.

### **Sample Selection criteria**

#### 6.1 Inclusion criteria:

1. Students who are studying in 2<sup>nd</sup> yr GNM of the selected institute.
2. Students who can understand and write in English.
3. Students who have learnt mental status examination through lecture method.
4. Students who are willing to be a part of the study.

#### 6.2 Exclusion criteria:

1. Students who were absent while the lecture on mental status examination was taken.
2. Students who are absent on the day of data collection.

**Study Setting:** The study was conducted in the classroom. It was ensured that the classroom is well lit and adequate ventilation is present. Students were made comfortable and seats were arranged in a way to enhance group interaction.

### **Data collection**

Prior permission from the institute for conducting the study was taken. Consent from the students was taken before implementation of the innovative teaching.

Prior to the actual data collection, tool was validated by showing to the experts in the field of psychiatry and psychology. Tool reliability was checked by split half technique and the co-efficient of reliability was **0.84**.

The students were explained the purpose of the study and consent for the same was taken. Pre test was conducted and the questionnaires were collected. Later, innovative teaching was implemented through video, group interaction and concluded by a summary of the major points. Student's opinion regarding the teaching was taken. Post-test was conducted 7 days after the teaching was done. The individual scores were assessed and compared. Paired T-test was used to evaluate the effectiveness of the teaching. Pre and Post test was conducted by sharing the google link and asking the students to answer the questions on mobile. Supervision was done while students completed the assessment.

### **Tool**

The tool was a questionnaire consisting of 20 multiple choice questions and 5 match the following. The questions were framed to assess understanding, comprehension and application of students in regards to mental status examination. The total score was 25.

**Technique:** Self reporting technique was used to collect the data.

**Description of the tool:** The tool consisted of:

- a) **Section A:** It had questions regarding demographic and personal profile.
- b) **Section B:** It had total 25 questions; 20 multiple choice and 5 match the following questions. Correct response received a score of 1.

- c) **Section C:** It consisted of 5 statements regarding student's opinion.

### Findings of the study

**Table I: Demographic profile**

**N=40**

Sr. no	Demographic profile	Frequency	percentage
1.	Age (Yrs)		
	18-20	36	90
	>20	4	10
2.	Gender		
	Male	6	15
	Female	34	85

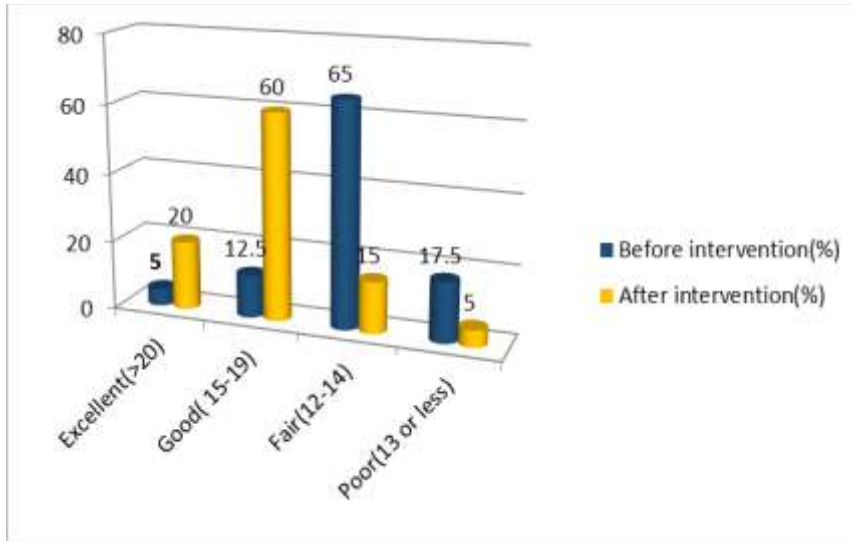
It is evident from table I that majority of the students were in the age group of 18 to 20 years (90%) and majority were females, (85%).

**Table II: Comparison of learning before and after innovative teaching**

Sr. no	Learning score	Before Intervention		After intervention	
		Frequency	Percentage	Frequency	Percentage
1.	Excellent (>20)	2	5	8	20
2.	Good (15-19)	5	12.5	24	60
3.	Fair (12-14)	26	65	6	15
4.	Poor (13 or less)	7	17.5	2	5

Table II shows that the learning score before the innovative teaching was Excellent (5%), Good (12.5%), Fair (65%) and poor (17.5%). The learning score improved after innovative teaching to excellent score was achieved by 20%, good score by 60%, fair by 15% while poor score was achieved only by 5% of the students.

**Figure 1. Comparison of Learning**

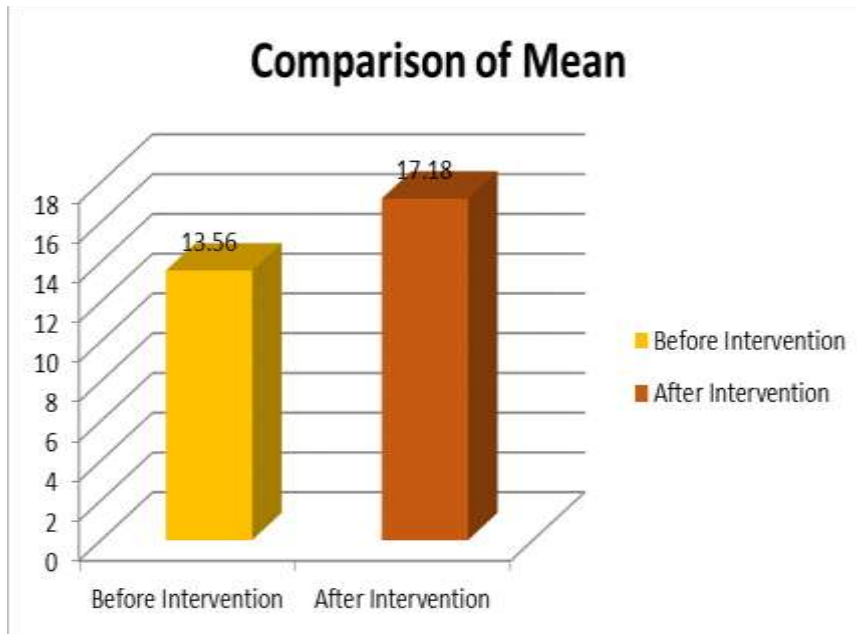


**Table III: Impact of Innovative teaching**

Criteria	Before intervention	After intervention	t Value	P value (Paired T-test)
Mean	13.56	17.18	9.622 0	P<0.0001 (Highly significant)
SD	2.58	3.44		
	0.41	0.55		

It is clear from table III, that the mean before and after innovative teaching were statistically highly significant; showing that the innovative teaching had a positive impact on learning.

**Figure 2. Comparison of mean before and after intervention**



**Table IV: Opinion of students regarding 3,2,1 Innovative Teaching**

Sr . no	Statemen ts	Agree		Disagree	
		Frequenc y	Percentag e	Frequenc y	Percentag e
1	3,2,1 teaching method was effective	36	90	4	10
2	3,2,1 method enhanced learning	37	92.5	3	7.5
3	3,2,1 method helped in clarification of doubts.	32	80	8	20
4	It gave insight into learning	35	87.5	5	12.5
5	3,2,1 method	38	95	2	5



	was interestin g and interactiv e.				
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It is obvious from table IV, that majority of the students had a positive opinion regarding the innovative 3,2,1 technique of teaching.

#### **Limitations of the study**

1. The time period for the group interaction and teaching was limited and hence, may have affected the learning.
2. The video selected was in American English which may impact understanding of the language.
3. Some of the clarifications could not be taken in depth due to paucity of time.

#### **Recommendations**

1. A similar study could be conducted using control and experimental group.
2. Larger sample size could be taken for generalization.
3. Comparison of various innovative teaching methodologies to identify which is best suited could be done.
4. The methods could be used in different professional courses.

#### **Conclusion**

Innovative teaching (3,2,1 technique) had a significant impact on learning and can be used to stimulate higher level of thinking especially in older children. Students had a positive opinion regarding 3,2,1 teaching method and can be utilised as a routine for enhancing the learning among the students.

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