
INNOVATIVE PEDAGOGICAL APPROACH IN TEACHER EDUCATION: REFLECTIONS AND IMPLICATIONS

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Abstract

This study examines the ramifications of incorporating teaching pedagogy as an innovative technique in the field of education, specifically within the setting of Nigeria. The classroom has become a space for the display of reflection teaching pedagogy that is full of innovation approaches notably in teacher education with a lot of beneficial consequences. The traditional teaching methods have become outmoded due to the implementation of new teaching pedagogies. Implementing and employing teaching pedagogies yield successful teaching and learning outcomes, elevating the quality of education in Nigeria, particularly in the period of student-centered instruction. The innovation method in teaching pedagogy is constantly improving. Its prominence is progressively dominating the educational sphere and occupying a central position in educational systems. Teacher education is enhanced by recognising the reflective implications of the knowledge of various teaching pedagogies. A plethora of ideas continuously emerge and develop in the growth and promotion of teaching

methodologies to achieve high-quality and effective teaching and learning in the digital era. One suggestion is that teachers should use reflective approaches to create innovative teaching methods that are specific to Nigeria. Additionally, it is important to promote further research on teacher education, teaching pedagogy, innovative approaches, and reflective practises. The findings of completed research should be effectively shared. It is also crucial to encourage ongoing teacher development programmes and recommend in-service trainings such as conferences, seminars, and symposia.

Keywords: Teaching pedagogy, innovation approach, teacher education, reflective implication.

Introduction

In the realm of education, a teacher is an individual who strives for excellence, constantly seeking innovative approaches in the field of teaching. This also aligns with the understanding and subsequent development of instructional methods in the present era, known as the 21st Century or modern period. Implementing teaching pedagogy as an innovative technique in teacher education prompts the teacher to pose a multitude of inquiries prior to, during, and subsequent to the teaching endeavour.

Navaneethan (2011) emphasises that the reflective teaching style entails self-questioning, specifically regarding the teaching model being employed. How does it manifest in a particular instructional context? What is the level of success or progress now being achieved? Moreover, our crucial inquiries encompass whether this teaching style is appropriate for this specific cohort of students. What would be the outcome if I implement an alternative methodology or employ a combination of multiple methodologies, such as a triangular approach? Effective instruction and acquisition of knowledge necessitate extensive thought. These reflections have various implications, which can be predominantly favourable but occasionally negative. The objective of engaging in reflective practise on teaching

methodology, whether it is being planned or has already been implemented, is to effectuate a constructive transformation and exert a profound influence on both the students and the classroom environment. According to Navaneethan (2011), teacher educators should implement this theory in classroom settings to observe and analyse the outcomes. This approach transforms the classroom into a laboratory where teachers can connect teaching theories with actual teaching methods.

The use of teaching pedagogy as an innovative technique in teacher education is related to the reflective teacher's endeavour to elevate their teaching to a standard level, while considering the reflective consequences. Gibbs (1988) defines reflective practise as the process by which individuals engage in analysing their emotions and evaluating their experiences. In his study, Jasper (2003) observed that reflective teaching practise is linked to lifelong learning, which leads to the growth of independent, skilled, and self-motivated professionals. According to Navaneethan (2011), participating in reflective practise is linked to enhancing the quality of care, fostering personal and professional development, and bridging the divide between theory and practise. The use of teaching pedagogy enhances the teaching and learning process by incorporating reflective practise. The significance of incorporating teaching pedagogy and reflective practises into the teaching and learning process cannot be overstated. All of these have been acknowledged for the nuanced enhancement and level of excellence they have brought to the teaching profession, regardless of the reasons, timing, location, or individuals involved. This paper examines the consequences of using reflective practise in teaching pedagogy as an innovative strategy in teacher education or teacher preparation. Conceptual concerns

The significance of conceptual clarification cannot be overstated. This is due to the vital functions it fulfils in the lives of the readers of the written pieces. Elom and Ossai (2018) emphasised the need of clearly defining concepts in writing to facilitate reader comprehension. When concepts are elucidated,

readers are not inundated as they can readily attain a similar degree of comprehension as the writer. In addition, Anugom and Mezieobi (2017) emphasised that the key to a successful piece of writing was in ensuring that readers comprehend its themes from the outset. Clarification is needed for terminology such as teaching pedagogy, innovative approach, teacher education, and reflective implication in this paper.

Teaching pedagogy refers to the specific strategy and methods used in teaching. It encompasses both the theoretical principles and practical application of education in the teaching and learning process, which directly impact the progress and advancement of students. Teaching pedagogy refers to the methods and techniques employed by the instructor during the process of teaching and learning, encompassing both knowledge and abilities. In modern times, teaching pedagogy prioritises the role of students as the facilitators of their own learning. Teaching pedagogy prioritises student centrism, which means that the student's needs and interests are given precedence in all decisions made during the teaching and learning process, assuming all other factors are equal.

Similarly, according to IGI-Global (2018), an innovative approach is characterised by a readiness to completely discard any previous notions and examine reality from a fresh perspective. An innovation approach is a strategic method used to generate novel ideas and effectively implement them. Teacher education refers to any structured programme or curriculum designed to train and prepare individuals to become teachers. Teacher preparation encompasses the set of policies, procedures, and provisions designed to provide (potential) teachers with the necessary information, attitudes, behaviours, and abilities to effectively carry out their responsibilities in the classroom, school, and broader society. According to the National Council for Teacher Education (2007), teacher education is a comprehensive curriculum that encompasses education, research, and training for those who will be teaching at various levels, ranging from pre-nursery to higher education. Teacher education is associated with

enhancing and expanding a teacher's skills, abilities, and effectiveness, enabling them to meet the demands and overcome the problems of the profession. Teacher education provides aspiring educators with the necessary skills, information, abilities, and attitudes to effectively supervise pupils during classroom activities. The occurrence persists till the demise of an educator. The capacity for introspection and creativity is developed via the process of teacher education.

Reflective implication refers to the consequences or outcomes of engaging in reflection. Miller (2000) highlighted that engaging in reflective teaching, reflective inquiry, and reflection on practise leads to the acquisition of personal and professional knowledge, which is crucial for being effective and influencing children's learning.

Teacher Education and Pedagogy: What is Innovative Approach?

The efficacy of teacher education resides in its amalgamation of theoretical knowledge and practical application within the teacher-training procedure. Relying solely on theory is insufficient to ensure successful teacher preparation. The actual application of theoretical concepts is necessary to achieve high-quality and standardised teacher education. One may confidently assert that teacher education encompasses the instruction of teaching skills, pedagogical theory, and professional skills. When discussing teacher education and teaching pedagogy, it is essential to include a discussion on creativity, as it is a crucial aspect of new approaches. According to Kohler, Boissonnade, and Giglio (2015), innovation is promoted when school kids are engaged in creative projects and when teacher education courses provide support. Teacher education include the study of teaching methods and the implementation of creative strategies to enhance effectiveness and efficiency. The purpose of this is to provide the instructor with the capacity for introspective thought and the ability to generate new and creative ideas. In addition, the teacher's argumentation abilities, which are developed through teacher education and the

use of teaching methodology, contribute to the promotion of learning through the application of critical thinking practises. According to Kuhn (1991), Driver, Newton, and Osborne (2000), Andrews (2009), and Felton, Garcia-Mila, and Gilbert (2009), the ability to argue effectively is a valuable tool for learning and building knowledge in educational settings. Augmentation is closely related to the thoughtful implication of teacher education, teaching pedagogy, and new approaches to teaching and learning. Oral presentations, projects, and essay writing are fundamental elements of an innovative teaching pedagogy in teacher education. Odu (2018) observed that in order for students to excel in academic tasks such as oral presentations, essay writing, and final year projects, they must possess argumentation and critical thinking abilities.

Every successful teacher training programme will instill the concept of utilising pedagogical methods that encourage innovative approaches or are perceived as innovative. In the 21st century, traditional teaching and learning approaches have been replaced with creative ones. Students acquire knowledge more effectively when they are consistently exposed to novel stimuli through visual, observational, tactile, and auditory experiences. Remaining stagnant as a teacher in this era of innovation renders one an unsuccessful educator. Teachers are often advised to consistently enhance their knowledge and skills to prevent becoming outdated and obsolete.

Innovative Pedagogy in Teacher Education

According to Mezieobi, Fubara, and Mezieobi (2015), educational research and development have shown various novel teaching strategies that can be applied equally effectively. The following instructional models were listed: individualised instruction, computer assisted instruction (CAI), mastery learning, programmed instruction, flexible scheduling, team teaching, advance organiser, concept mapping, future wheel instructional model, modular instruction, enter-educate instructional model, and micro teaching. Among these, micro teaching is likely the

most popular in the Nigerian educational system. Due to the novelty of the aforementioned unique approaches or pedagogies. Individuals in the field of teacher education in present-day Nigeria may lack familiarity with these concepts. This is the rationale behind implementing a continual teacher development training or curriculum. (CTDT or CTDP).

Brief Description of the Innovative Pedagogy(ies)

Personalised Instruction: Personalised Instruction, a novel teaching methodology, has not garnered significant interest from teachers or students in the field of teacher education. According to Mkpa (1981), the argument is supported by evidence as he observed that the Nigerian school system has not yet embraced the instructional innovation of Individualised Instruction. Individualised education, as described by Mezieobi et al (2015), acknowledges the variations in learners' needs, abilities, and interests resulting from their diverse socio-economic and cultural backgrounds.

Computer Assisted Instruction (CAI): The globe as a globalized village has developed the use of computers and computer accessories in the classroom to enhance teaching and learning. Mbakwem (2001:153) defines computer assisted instruction (CAI) as the utilisation of computers to aid in instructional tasks. For Okpara (1997:118), it means the use of computer as a medium (or mode) of instructional design whereby computer systems transmit instructions directly to learners by allowing them to interact/relate with specified lessons that have been coded into the system.

According to Mezieobi et al (2015:109), computer assisted instruction (CAI) involves the learner actively engaging with the computer, which presents the material or experience to be learned and may also provide accompanying questions. The learner's active involvement is necessary for the learning process to proceed. (Jarolimek, 1986). The utilisation of computers in the classroom throughout the current era of the 21st century has significantly enhanced the process of teaching and learning. It is

worth mentioning that computer-assisted instruction (CAI) facilitates computer-assisted testing (CAT) and computer management instruction (CMI).

Programmed Instruction is a form of automated instruction. Mezieobi et al (2015:117) define Programmed Instruction as a method of teaching that involves the use of a teaching machine to present specially prepared educational materials in small, sequential segments. These segments are arranged in increasing order of complexity or difficulty and are delivered to the learners/students. It strategically imparts the lesson to the students. Every activity is meticulously scheduled and begins as intended.

Mastery Learning, as defined by Manhood, Biemer, and Love (1991), is a behavioristic systems model of instruction that grants the child learner or student the right to learn all the material taught by the school. Simultaneously, the school is responsible for ensuring that the student comprehends and masters everything that is being taught. It takes into account both the duration and the aptitude of the pupil. The duration required for learning is always sufficient in mastery learning.

The instructional model being referred to is the Advance Organiser Model. According to Esu and Iyang-Abia (2004), an advanced organiser is a method of conveying educational experiences and activities that a teacher intends to teach well before the actual classroom instruction takes place. According to Mezieobi et al (2015:123), an advance organiser is a method used by teachers to communicate what will be taught to students before the actual teaching session. This is done using a higher level of abstraction to guide the listeners in acquiring facts or information related to the learning content or introduction material. It provides students with the chance to prepare for the upcoming lecture and be supplied with essential material in advance.

Flexible scheduling refers to a progressive teaching method that allows students to choose the time and period that best suits their learning needs. This approach ensures that students can attend courses without missing any important content.

Collaborative instruction: Mkpa (1992) defines team teaching as a collaborative process when two or more teachers closely collaborate in the planning, implementation, and assessment of students' learning experiences. Here teachers encounter the problems of creating trust and commitment between each other and a tremendous need to plan collectively and collaboratively. In contemporary Nigeria institutes of learning, team teaching functions as feedback mechanism or peer-teaching approach for staff evaluation.

Concept Mapping: Novak invented this teaching technique or creative teaching method in 1972. Nwanyanwu (2004) accurately characterised concept mapping as "an instructional method that presents the hierarchical diagrammatic representation of the relationships or inter-relationships between a new concept idea and existing or already known concepts." The teaching/learning activities are shown on a map. The teacher's role is to elucidate the topics depicted on the map to capture the pupils' attention.

Model for Future Wheel Instruction: Undoubtedly, the future wheel educational approach, albeit being relatively new, is not finding traction in the Nigerian classroom. Mezieobi et al (2015) argued that the future wheel, an instructional model, has not received sufficient attention in the classroom. It involves various methods of discussing difficulties and similar matters in order to reveal their outcomes. According to Uchegbu (1997), the future wheel instructional model is perceived as a forward-thinking method of presenting situations, actions, options, and decisions, with the aim of highlighting their repercussions. Moreover, these issues are organised according to their severity and significance.

Modular Instruction: According to Mezieobi et al. (2015), instructional modules refer to the process of dividing syllabus information into smaller teaching units that are clearly explained to facilitate comprehension. Esu and Inyang-Abia (2004) have provided an elaborate description of six key characteristics of teaching modules. They are rational; objectives; pre-test ; instructional activities; self-check and post-test. Adherence to all of these guidelines is essential in order to get the desired level of success in service delivery.

The educational model, as described by Mezieobi et al (2015:146), refers to an instructional setting or situation that combines entertainment with the teaching of educational content. The goal is to provide knowledge to the learners for their overall benefit. It is a novel teaching method that focuses on incorporating entertainment, interest, and attractiveness into the learning process.

Micro Teaching is a method used in teacher education to enhance the existing skills and abilities of prospective teachers by providing them with constructive criticism and feedback. This approach is also implemented in both the in-service and pre-service aspects of the teaching profession. It generates input that can be utilised to enhance and progress the teaching profession, improve teaching and learning, and enable beneficial outcomes.

Reflective Implication of Teaching Pedagogy in Teacher Education

Reflective teaching or practise is crucial, particularly in the 21st century, as it focuses on enhancing teaching and learning, prioritising student-centered approaches, stimulating student engagement, and creating an appealing learning environment. According to Navaneedham (2011), reflective practise is utilised in both pre-service and in-service teaching, coaching, and peer involvement. Reflection plays a crucial role in the optimal utilisation of pedagogy in teaching and learning. Undoubtedly, it is imperative to cultivate the habit of being a thoughtful teacher.

The utilisation of novel methodologies in education has surpassed the mere adoption and implementation of a teaching philosophy within the classroom. Bartlett (1990) emphasises that the process of becoming a reflective teacher requires going beyond a focus on instructional techniques and how to question. Instead, it involves asking what and why questions that consider instructions and managerial techniques as means to achieve broader educational objectives, rather than as goals in themselves. The reflective implications of incorporating innovative teaching methodology in teacher education encompass various aspects

such as hindered teaching and learning, increased student engagement, stimulated student interest, favourable outcomes, provision of high-quality education, and the attainment of exceptional student performances. A reflective educator is capable of effectively performing in any educational setting they may be involved in. Innovative teaching pedagogies have surpassed traditional teaching pedagogies.

Conclusion

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Suggestions

Teachers should develop Nigeria-specific creative teaching methods using reflective approaches. Additionally, there should be a promotion of further research on teacher education, teaching pedagogy, innovative approaches, and reflective practises. The aforementioned completed research should be effectively communicated. It is advisable to promote ongoing professional development programmes for teachers, including in-service trainings such as conferences, seminars, symposia, and similar activities. Supervision by teachers, together with critical analysis and feedback, holds great significance in teacher education. Engaging in reflective teaching, thinking, and practise in classrooms can contribute to enhanced teaching and learning outcomes. Furthermore, it is imperative to digitalize schools in Nigeria. The advent of globalisation has rendered traditional chalk boards, or black boards, obsolete, replacing them with computers and computer equipment.

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