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A GLANCE AT PIONEERING TEACHING LEARNING

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Abstract

Knowledge that is organized and connected to concepts with a goal of mastery, including the ability to visualize the concepts, can lead to the ability to transfer knowledge and lead to a deeper, longer-term understanding of what is taught. A pioneering learning and attention-management technique to classes is a win-win for both students and teachers. Try and stay positive; praise students who exhibit good behavior and good character. Educators often discuss the difficulty of teaching students who don't seem to want to learn. Deliberately educate about people that your students can emulate. The ultimate goal is to get students prepared, at all stages, for a career in a global economy. Every person is born with a brain that functions as an immensely powerful processor. Teachers should guide without dictating, and participate without dominating.

Introduction

Educators across the country continue to examine the best ways of teaching and learning. Innovative teaching-learning methods help students to break out of the limitations of their societal constraints by transforming attitudes to learning. It may revitalize and transform education. Teaching students in ways that keep them engaged and interested in the material can sometimes be a challenge; teachers may find this as a crucial task. But Research has proven that certain approaches can enhance the learning process.

Teaching must include two major components sending and receiving information. Benefits of innovative methods a) Improve learning process b) Strengthen governance. An innovative learning and attention-management technique to classes is a win-win for both students and teachers.

Knowledge that is organized and connected to concepts with a goal of mastery, including the ability to visualize the concepts, can lead to the ability to transfer knowledge and lead to a deeper, longer-term understanding of what is taught.

Teaching students' visualization skills help them understand recall and think critically about subjects they study. Visualization is an especially good teaching strategy for reading and literacy teachers.

Every institute should set a tone of respect, honesty and genuine kindness for all students.

Set The Tone

Self-respect and respect for others are the basis of all other positive character traits. Try and stay positive; praise students who exhibit good behavior and good character. Discuss how life is improved with good character traits.

Specify what you expect to see from your students, and what is unacceptable. Discuss the rules with the students, as well as the character traits that are embodied and built by each rule. Be sure to be a good example yourself as well. Complete your own work on time, be neat and punctual,

and always show respect for others. You can even allow students to suggest helpful rules that could benefit the class.

Cultivate Academic Mindsets

Educators often discuss the difficulty of teaching students who don't seem to want to learn. Without internal motivation and curiosity, putting in to order may be like a chore to many students. But there are concrete ways to help students develop motivation and other positive academic mindsets.

To develop a positive academic mindset, these are four key beliefs students must hold:

- I can change my intelligence and abilities through effort
- I can succeed
- I belong in this learning community
- This work has value and purpose for me

When those beliefs are present and paired with learning strategies to help with effective self-management, any student can be successful.

Getting Started With Deeper Learning

One easy way to try out deeper learning is to ask students what interests them. Don't have any curricular goals in mind; just ask them genuinely what they care about. Throw the ideas up on the board and group them, looking for an overarching theme. We need to find ways for everyone to have this otherwise they'll be left behind with the challenges they have to face in the world."

Learning From Role Models

Students should choose role models. Make an effort to point out positive character role models whichever field he/she likes. Deliberately educate about people that your students can emulate. Ask students to describe, assess and match the traits and behaviors of these people or commendable characters within a fiction story. They could even dramatize some of the story elements or change them to allow a character to make better choices. Talk about the behavior of current world leaders, sports figures and celebrities as well. Ask students if a person's words match their actions. Discuss how life is improved with good character traits.

Innovation in Technological Teaching

Computers, video conferencing technology can enhance a students' learning experience. Skype to communicate and guest speakers around the world or multimedia projects that allow students to explore subject matter using video, audio and even software they create.

The standards promote technological advancement and proactive measures on the part of the teacher to encourage and foster involvement in the digital age.

This includes teaching based on students' collective and individual needs, creating a project-based learning environment, and promoting critical thinking skills. The ultimate goal is to get students prepared, at all stages, for a career in a global economy. The plan is to create digital learning spaces and teaching models that are appropriate for the time and reflect recent developments in technology. This includes teaching based on students' collective and individual

needs, creating a project-based learning environment, and promoting critical thinking skills. The ultimate goal is to get students prepared, at all stages, for a career in a global economy.

Innovative Strategies

Move from projects to Project Based Learning.

This method includes developing a focused question, using solid, well crafted performance assessments, allowing for multiple solutions, enlisting community resources, and choosing engaging, meaningful themes for projects.

Concept-based instruction overcomes the fact-based, route-oriented nature of standardized curriculum. If your curriculum is not organized conceptually, use your own knowledge and resources to teach ideas and deep understanding, not test items.

Distinguish concepts from critical information.

Preparing students for tests is part of the job. But they need information for a more important reason: To innovate, they need to know something. Find the right blend between open-ended inquiry and direct instruction.

Make skills as important as knowledge.

Choose several skills, such as collaboration or critical thinking, to focus on throughout the year. Incorporate them into lessons. Use detailed rubric to assess and grade the skills.

Form teams, not groups.

Innovation now emerges from teams and networks and we can teach students to work collectively and become better collective thinkers. Group work is common, but team work is rare. Some tips: Use specific methods to form teams; assess teamwork and work ethic; facilitate high quality interaction through protocols and critique; teach the cycle of revision; and expect students to reflect critically on both ongoing work and final products.

Use thinking tools.

Hundreds of interesting, thought provoking tools exist for thinking through problems, sharing insights, finding solutions, and encouraging divergent solutions.

Use creativity tools.

Industry uses a set of cutting edge tools to stimulate creativity and innovation. As described in books such as Gamestorming or Beyond Words, the tools include playful games and visual exercises that can easily be used in the classroom.

Reward discovery.

Innovation is mightily discouraged by our system of assessment, which rewards the mastery of known information. Step up the reward system, acknowledge innovation and creativity.

Reflection is necessary to fasten learning and stimulate deeper thinking and understanding. There is no innovation without rumination.

Be innovative yourself

It requires the willingness to fail, a focus on fuzzy outcomes rather than standardized measures, and the bravery to resist the system's emphasis on strict accountability. But the reward is a kind of liberating creativity that makes teaching exciting and fun, engages students, and most critical helps students find the passion and resources necessary to design a better life for themselves and others.

Educators have lots of ideas about how to improve education, to better reach learners and to give students the skills they'll need in college and beyond the classroom. But often those conversations remain between adults. The real test of any idea is in the classroom, though students are rarely asked about what they think about their education.

A panel of seven students attending schools that are part of the "deeper learning" movement gave their perspective on what it means for them to learn and how educators can work to create a school culture that fosters creativity, collaboration, trust, the ability to fail, and perhaps most importantly, one in which students want to participate.

Concluding Thoughts

"..teachers are required to stuff students with fragments of measurable knowledge as if the students have no needs almost as if they were things. Education is defined as how many fragments of information these student things' can retain long enough to be measured on standardized achievement tests. Most competent teachers recognize, however, that this approach has little or nothing to with what they consider quality education..."

William Glasser

People often say that not everyone can learn. Yet the reality is that everyone does learn. Every person is born with a brain that functions as an immensely powerful processor. Traditional schooling, however, often inhibits learning by discouraging, ignoring, or punishing the brain's natural learning processes.

* Anyone who stops learning is old, whether at twenty or eighty.
* Anyone who keeps learning stays young. To teach is to learn twice.
* Teachers should guide without dictating, and participate without dominating.
* The critical factor is not class size but rather the nature of the teaching as it affects learning.

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