

## 17. New Generation Teaching

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Teaching is an active process in which one-person shares information with others to provide them with the information to make behavioural changes. Learning is the process of assimilating information with a resultant change in behaviour. Learning process involves a motive or a drive, an attractive goal and block to the attainment of the goal.

Learning is effective when students' prior experience and knowledge are recognized and built upon, they actively engaged in the learning process and providing structured occasions for reflection are provided to allow students explore their experiences, challenge current beliefs and develop new practices and understanding which is facilitated by the use of multiple teaching methods and modes of instruction to address various learning systems at the same time information is elaborately encoded at the time presented and special efforts are made for memory storage and retrieval.

Professionalism in teaching can be developed by reflection (what, how and why you do i.e. critical reflections contributes to teaching excellence and outcomes), self-assessment (feedback

from mentors, supervisors, peers, students) and goal setting (future professional development).

Effective teaching includes command over the subject matter, soft skills of the teacher, proper teaching methods/techniques. Learning is adaptation or adjustment, improvement, organizing experience, behavioural changes, universal and continuous. Laws of learning include readiness (degree of concentration and eagerness), exercise (things most repeated are best remembered, and requirement (ability, skill, instrument or anything that helps to learn something). Different styles of teaching include lecture style, coach style, activity style, group style and blended style. Different types of learning styles include active and reflective learners, sensing and intuitive learners, visual and verbal learners, sequential and global learners.

Communication skills that a teacher must possess so that they interact properly with the students include oral communication and presentation skills, technical skills, listening skills, writing skills, body language skills, electronic communication skills, emotional intelligence, positively personal attitude, negotiation and conflict resolutions skills and time and stress management. The three levels of listening are non-hearing, hearing and thinking.

Presentation is the oral and verbal communication with an audience. The mantras for effective presentation include research on your audience, prepare thoroughly, familiarize with the venue, manage your stage-fear and start with a captivating

opening. Time management is the skill of acting for the right reason at the right time in the right way.

A lesson plan is the outline of activities that the teacher will follow in order to create an effective learning situation. It is a statement of the aims to be realized and the specific means by which these are to be attained as a result of activities performed. A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Time Frame of lesson plan include introduction (15% of allotted time), body of the lesson (55 % of allotted time), summary (15% of time), conclusion (5% of time) and feedback / evaluation (10% of time).

Successful teaching does not happen by an accident or chance. It emerges when the teacher understands students behaviour and adopts an appropriate instructional methodology. Instructional strategies, or teaching methods, depend on several factors such as the developmental level of students, goals, intent and objectives of the teacher, content and environment including time, physical setting and resources.

Teaching and learning styles by their very nature are changing and in recent years there has been a noticeable move from lecture-based activities towards more student-centred activities. Lecture method, lecture cum demonstration method, team teaching, project method, programmed learning, jigsaw, problem-based learning (pbl), and case method are different types of teaching.

Technology in education makes learning interactive and interesting and aids in better visualization. Innovative Techniques of E-teaching include power point (for beginners), power point with E- Pen (as a substitute to tablet), power point, E-Pen and Well-crafted Whiteboard, software (as a partial substitute to whiteboard), power Point, E-Pen, well-crafted whiteboard software and windows media encoder tool (for lesson recording without the help of camera and assisting personnel).

Evaluation forms a very crucial element in the entire process of Instructional System Design (ISD). ISD is a model delineating the various essential components of a good educational programme. The model starts with identifying the objectives of education first and then deciding the learners, content or subject, methods of instruction and physical facilities. Its purpose is to collect and document learner performance in a training course, as well as on the job. The goal is to fix problems and make the system better, not to lay blame.

For goals to be useful, they must be specific, challenging, feasible, and progress must be measurable. In other words, you must set a goal that will challenge someone to adapt or change, you must set a goal that is specific in nature, and the goal must be possible to achieve. Then, in order to see if one is successful at accomplish that goal, an individual must be able to find ways to measure/assess whether movement towards that goal is being achieved over time.

For assessment measures to be content-valid, and thus

defensible, instructional and evaluation tools must be related to the objectives as set forth by the instructor. In other words, specific objectives must be established, activities must be designed to accentuate or support those objectives, and assessment tools must be developed to assess the link between student-learning and the objectives selected.

Evaluations help to measure Reich's gap by determining the value and effectiveness of a learning program. It uses assessment and validation tools to provide data for the evaluation. Assessment is the measurement of the practical results of the training in the work environment; while validation determines if the objectives of the training goal were met.

So, making meaning out of new information by connecting it to already known information. According to Bonwell and Eison (1991), teaching approaches such as collaborative learning, problem- based learning, undergraduate research etc., are pedagogies of engagement as they require learners to be actively learning by doing the related tasks. These will enhance the teaching practises in India.