

# **Ten Innovative Learning Strategies for Modern Pedagogy of Subjects at Secondary level.**

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This is an excerpt that proposes ten innovations that have a profound influence on education.

## **1. Crossover Learning**

Learning in informal settings, can link educational content with issues that matter to learners in their lives. These connections work in both directions. Learning in schools and colleges can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the classroom. These connected experiences spark further interest and motivation to learn.

The crossover learning experiences exploit the strengths of both environments and provide learners with authentic and engaging opportunities for learning. Since learning occurs over a lifetime, drawing on experiences across multiple settings, the wider opportunity is to support learners in recording, linking, recalling and sharing their diverse learning events.

## **2. Learning Through Argumentation**

Students can advance their understanding of subject knowledge by arguing in ways similar to professional scientists and mathematicians. Argumentation helps students attend to contrasting ideas, which can deepen their learning. It also allows students to refine ideas with others, so they learn how scientists work together to establish or refute claims.

Teachers can spark meaningful discussion in classrooms by encouraging students to ask open-ended questions, re-state remarks in more scientific language, and develop and use models to construct explanations. When students argue in scientific ways, they learn how to take turns, listen actively. Professional development can help teachers to learn these strategies and overcome challenges, such as how to share their intellectual expertise with students appropriately.

## **3. Incidental Learning**

Incidental learning is unplanned or unintentional learning. It may occur while carrying out an activity that is seemingly unrelated to what is learned. Early research on this topic dealt with how people learn in their daily routines at their workplaces

Unlike formal education, incidental learning is not led by a teacher, nor does it follow a structured curriculum, or result in formal certification. However, it may trigger self-reflection.

#### **4. Context-Based Learning**

Context enables us to learn from experience. By interpreting new information in the context of where and when it occurs and relating it to what we already know, we come to understand its relevance and meaning. In a classroom or lecture theater, the context is typically confined to a fixed space and limited time. Beyond the classroom, learning can come from an enriched context such as visiting a heritage site or museum, or being immersed in a good book.

We have opportunities to create context, by interacting with our surroundings, holding conversations, making notes, and modifying nearby objects. We can also come to understand context by exploring the world around us, supported by guides and measuring instruments. It follows that to design effective sites for learning, at schools, museums and websites, requires a deep understanding of how context shapes and is shaped by the process of learning.

#### **5. Computational Thinking**

Computational thinking is a powerful approach to thinking and problem solving. It involves breaking large problems down into smaller ones (decomposition), recognizing how these relate to problems that have been solved in the past (pattern recognition), setting aside unimportant details (abstraction), identifying and developing the steps that will be necessary to reach a solution (algorithms) and refining these steps (debugging). Such computational thinking skills can be valuable in many aspects of life.

The aim is to teach children to structure problems so they can be solved. Computational thinking can be taught as part of mathematics, science and art or in other settings to tackle complex challenges in all aspects of their lives.

#### **6. Learning By Doing Science (with remote labs)**

Engaging with authentic scientific tools and practices such as controlling remote laboratory experiments can build science inquiry skills, improve conceptual understanding, and increase motivation.

With appropriate support, access to remote labs can deepen understanding for teachers and students by offering hands-on investigations and opportunities for direct observation that complement textbook learning.

## **7. Embodied Learning**

Embodied learning involves self-awareness of the body interacting with a real or simulated world to support the learning process. In embodied learning, the aim is that mind and body work together so that physical feedback and actions reinforce the learning process.

This approach can be applied to the exploration of aspects of physical sciences such as friction, acceleration, and force, or to investigate simulated situations such as the structure of molecules.

For more general learning, the process of physical action provides a way to engage learners in feeling as they learn. Being more aware of how one's body interacts with the world can also support the development of a mindful approach to learning and well-being.

## **8. Adaptive Teaching**

All learners are different. However, most educational presentations and materials are the same for all. This creates a learning problem, by putting a burden on the learner to figure out how to engage with the content. It means that some learners will be bored, others will be lost, and very few are likely to discover paths through the content that result in optimal learning. Adaptive teaching offers a solution to this problem. It uses data about a learner's previous and current learning to create a personalized path through educational content.

Adaptive teaching can either be applied to classroom activities or in online environments where learners control their own pace of study.

## **9. Analytics of Emotions**

Automated methods of eye tracking and facial recognition can analyze how students learn, then respond differently to their emotional and cognitive states. Typical cognitive aspects of learning include whether students have answered a question and how they explain their knowledge. Non-cognitive aspects include whether a student is frustrated, confused, or distracted.

More generally, students have mindsets such as reflecting on learning, seeking help and planning how to learn and qualities of engagement (such as tenacity) which deeply affect how they learn. For classroom teaching, a promising approach is to combine computer-based systems for cognitive tutoring with the expertise of human teachers in responding to students' emotions and dispositions, so that teaching can become more responsive to the whole learner.

## 10. Stealth Assessment

The automatic data collection that goes on in the background when students work with rich digital environments can be applied to as 'stealth', assessment of their learning processes. This idea of embedding assessment into a simulated learning environment is now being extended to schools, in topics such as science and history, as well as to adult education.

The claim is that stealth assessment can measure the -aspects of learning such as perseverance, creativity, and strategic thinking. It can also collect information about students' learning states and processes without asking them to stop and take an examination.

**Conclusion:** Teaching at Secondary level is desired to be more innovative and creative. All these ten attempts may create a healthy Teaching-Learning atmosphere in class room teaching or outside class room teaching. Steps for innovation become situational as per the needs of the learners and urge of the teachers.