

Viable Learning Methodologies and Innovative Pedagogies for the State of the Art Education in India

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Abstract: There is a general belief that educational systems should equip students with the skills and competencies they need to deal with an ever-changing environment. Critical thinking, problem solving, collaborative skills, innovation, digital literacy, and flexibility are frequently mentioned. What is debatable is how best to achieve the development of those skills, specifically which teaching and learning methodologies are ideal for supporting or enabling the development of complex skills. In this study, we build on our past work in our Innovating Pedagogy report series, which explored new kinds of pedagogy for an interactive environment. We present a collection of cutting-edge pedagogical approaches that have the potential to alter teaching and learning. To choose which pedagogies to include in this paper, an integrated framework was created, consisting of five dimensions: (a) relevance to effective educational theories, (b) research evidence about the effectiveness of the proposed pedagogies, (c) relation to the development of twenty-first century skills, (d) innovative aspects of pedagogy, and (e) level of adoption in educational practice. "Digital learning and innovation" is becoming increasingly crucial in the core literacy of the information technology field as the digital age progresses. If we are to stimulate and nurture a spirit of learning as well as excitement on the side of students for learning while at universities and indeed for lifetime learning, we must use creative teaching and learning approaches. Education's responsibility is to ensure that, while academic personnel teach, what they teach is understandable to students from a variety of cultural and language backgrounds and those they quickly become familiar with the anticipated standards. Students frequently underachieve because they lack understanding of the assessment level or what the professor expects of them. Lecturers should use innovative ways to ensure that students' learning processes are as

free-flowing as feasible, and that the methodology they use is favourable to learning. Short lectures, simulations, role-playing, portfolio development, and problem-based learning (PBL) are all beneficial teaching and learning approaches for dealing with the rapid technology changes and developing workplaces that will be necessary in the near future. This essay, which is relevant in the larger debate about higher education change, focuses on skills that can help students improve their language learning and content knowledge.

Keywords: Content knowledge, Critical thinking, Innovative pedagogy, Learning methodology, Role-playing, Simulations.

I. INTRODUCTION

The Organization for Economic Co-operation and Development (OECD, 2018) sees essential learner qualities as the acquisition of skills to embrace complex challenges and the development of the person as a whole, valuing common prosperity, sustainability, and wellbeing in its vision for the future of education in 2030. "Inclusive growth" is defined as equitable access to "quality of life, encompassing health, civic involvement, social relationships, education, security, life satisfaction, and the environment" (p. 4). To realise this vision, learners will need a diverse range of skills and competencies that will enable them to behave as "change agents," capable of making a good impact on their surroundings by developing empathy and predicting the implications of their actions. Over the years, several frameworks have been developed that detail certain abilities and competencies for future citizens (e.g., Trilling and Fadel, 2009; OECD, 2015, 2018; Council of the European Union, 2018). Critical thinking, problem solving, teamwork, communication, and negotiating skills, as well as

literacy, multilingualism, STEM, digital, personal, social, and “learning to learn” competencies, citizenship, entrepreneurship, and cultural awareness, are all covered by these frameworks (Trilling and Fadel, 2009; Council of the European Union, 2018). In a similar vein, the OECD Learning Framework 2030 (OECD, 2018) emphasises cognitive, health, and socio-emotional underpinnings, such as literacy, numeracy, digital literacy, and data numeracy, physical and mental health, morality, and ethics, among others.

Education is a strong tool for social change and transformation, and the only way to improve the quality of our education is through innovative teaching practices. The difficulties that society faces are primarily the problems of educational institutions, which must be inventive in teaching new skills and developing new insights and ways to tackling the nation’s social problems. Students must be equipped to face the worldwide problems of the twenty-first century. The Oxford Dictionary defines innovation as “the introduction of innovations, the modification of established procedures,” which is exactly what this page aims to achieve. Education quality, particularly in the areas of teaching and learning, is a vital performance measure for every educational institution. Students’ ability to use ideas and information is developed, as is their ability to test ideas and evidence, generate new ideas and evidence, facilitate personal development, and build a student’s capacity to organise and manage their learning experience. As a result, pupils’ critical faculties improve, and they begin to ask significant questions rather than merely answering them. For decades, the level of teaching efficacy has been a source of debate in higher education (Braskamp & Ory; 1994). Effective teaching, according to Centra (1993), is “that which creates positive and meaningful student learning through the employment of appropriate methods,” an issue that this paper aims to examine. What does it take to be a good teacher? Both teaching and learning are included in Braskamp and Ory’s definition: “creation of settings in which appropriate learning occurs; moulding those situations is what successful teachers have learned to do effectively.”

Lecturing is a form of communication between two or more people who influence each other by their thoughts and learn something from each other. Thus, lecturing is a complicated, fascinating, difficult, and participatory skill whose primary goal is to create a learning environment in which knowledge is given and comprehension and skills are developed. Students are eager to learn more about the subject they have chosen. Unfortunately, many students do not complete their university courses, but they can still benefit from the abilities they learn while there, particularly the confidence they gain from new life experiences (Quinn *et al.*, 2005). Deep rather than surface learning is essential of all students, including those who drop out. Humility, courage, impartiality, open-mindedness, empathy, excitement, judgement, and imagination are all qualities that an inventive speaker must possess (Hare, 1993). These instructors are the ones who will help their students learn more deeply. (Brockbank & McGill, 1998) discuss reflective practise and learning and present numerous examples of academic staff and students

reflecting in action. The emphasis must move from “speaking and chalk” to “how students learn,” and lecturers must establish a deep approach to learning by providing students with a variety of new, interesting learning environments. Learning should be the product of lecturer encouragement and facilitation, as well as students’ participation in and ownership of learning-focused activities (Biggs, 1999). As a result, it is critical that all instructors engage in reflective practise and, where appropriate, experiment with creative ways. They should make an effort to teach and actively engage students in course topics using individualised tactics. According to Stensaker (2008), more emphasis must be made to teaching and learning practise in order to attain quality teaching and learning. It is evident that traditional teacher-centered ‘talk and chalk’ approaches are insufficient for today’s kids and that effective teaching and learning is not occurring at the appropriate level (Race, 2003). Students can achieve high-quality learning outcomes if they take more responsibility of their own education (Boud, 1990).

II. CURRENT STATUS VIABLE LEARNING METHODOLOGIES AND INNOVATIVE PEDAGOGIES

Unfortunately, many professors have adopted traditional teaching and learning methods. The curriculum and prescribed textbooks are mostly used in the classroom. Teaching and learning methodologies are outmoded in many lecture halls, and theoretical knowledge is still distributed via the talk and chalk method. Learning is a process that should result in desirable changes in pupils’ behaviour. As a result, the learning scenarios used in lecture rooms are critical for understanding the concepts taught. When knowledge is gained and processes are understood, learning takes place, in other words, when there is interaction between the lecturer and the students, as well as between the students and their peers. Some lecturers still feel that knowledge is transferred to their students, but in reality, students learn by doing, which is aided by creative teaching approaches. However, it appears that many professors who attempt to be innovative in the classroom fall short and students prefer to be examined in a traditional fashion. As a result, innovative ways are seen as a stumbling hurdle for them. Students say that some exams do not accurately reflect their true learning and that the materials used to assess them are unrelated to the real world of work (McDowell & Sambell, 2003). A lecturer’s job is to assist learning and to motivate, support, and mentor students to achieve academic success through the use of innovative approaches, as well as to foster general interest in their subject outside of the lecture hall. Students require ample opportunities to discuss their views with both the lecturer and their classmates, which can be difficult, if not impossible, when there are huge groups of students in a single session.

When it comes to innovative teaching, each field has its own set of obstacles, as well as advantages and chances. In the context of teaching and learning, the development of student learning in higher education is today a global cause for concern. Large class sizes have prompted a shift toward a lecture-based teaching

technique, which has resulted in considerably less contact between students and lecturers, lowering learning quality (Kezar & Kinzie, 2006). Rather of bombarding children with knowledge, what is necessary is a student-centered conceptual orientation through the learning of problem-solving skills. Self-learning in higher education is important for understanding the similarities and differences between liberal learning and classroom learning (Tousanides & Antoniadou, 2008), as it develops interpersonal and group skills while also increasing knowledge (Tousanides & Antoniadou, 2008). It's also critical to teach pupils about the global village in which they live and how to think about things holistically (Rothwell, 2008). The ability to solve problems is crucial in this situation. Problem-solving abilities are more important in hospitality and tourism education than problem-based learning. Graduates from these areas must be able to solve problems quickly and efficiently because they contact with clients on a daily basis. This part of teaching style should thus be included, since it gives a more effective opportunity for students to internalize and make sense of what they are taught in terms of their future workplace. In hospitality and tourism education, a step-by-step logical problem-solving process is required. Students are forced to become problem solvers by being presented with case studies relevant to their sector, and they subsequently gain useful information through bounded problem solving. The lecturer's job is to mentor and guide the student in the proper application of knowledge and the development of a realistic solution to a problem, whether it's ethical or practical in the workplace. The lecturer is invariably the process guide and facilitator who is tasked with leading pupils to the appropriate knowledge and solution to a problem, regardless of the problem-solving method to education.

III. IMPORTANCE OF QUALITY EDUCATION

India boasts one of the world's most extensive and diverse educational systems. Access to higher education has improved as a result of privatization, extensive expansion, increasing autonomy, and the development of programmes in new and emerging areas. Simultaneously, it sparked widespread anxiety about the quality and relevance of higher education. To address these issues, the National Policy on Education (NPE, 1986) and the Programme of Action (PoA, 1992), which laid out strategic plans for the policies, called for the creation of an independent national accreditation organisation. In 1994, the Government of India established the NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) as an autonomous agency of the University Grants Commission, recognising the importance of quality in education (UGC). NAAC's mission, as stated in its vision statement, is to make quality assurance an intrinsic component of higher education institutions' operations (HEIs). Despite the introduction of high-end information and communication technologies and distance mode learning, the teacher remains the unquestioned pivot in the complex system of education that operates anywhere in the world, and he/she continues to enjoy this essential position in the teaching

learning process. In societies like ours, where most learners still rely on formal institutional settings for their education, which are characterised by face-to-face interaction and sharing of experiences with teachers, and where they occasionally use technology to supplement and enrich what they learn in schools and colleges under the guidance of teachers, the location of the teacher is of particular importance. Teachers are revered and emulated in many regions of the world, not only historically, but also today.

IV. EMERGING STATE OF THE ART TEACHING METHODS

- *E-Textbooks*

E-textbooks allow you to add hyperlinks to extra resources, such as other textbooks or readings, videos, audio streams, and slide presentations, to augment the textual content (Murray & Perez 2011; Talancon & Lieu 2012; Greenfield 2013; PR Newswire 2014). E-textbooks might theoretically connect students to real-world data sets or streaming sensor data, allowing them to study graphical software packages, statistical tests, and other types of data analysis. The purpose of e-textbooks is to create a truly dynamic, interactive learning environment in which both students and teachers may immerse themselves in the learning experience at the same time (Murray & Pérez 2011; Talancon & Lieu 2012; Greenfield 2013; PR Newswire 2014). E-textbooks, for example, offer better portability at a lower cost than traditional paper textbooks, and their popularity has been steadily expanding (Murray & Pérez 2011; Greenfield 2013; Jabr 2013).

- *Simulation Technology*

The use of simulation technology as a learning tool has its origins in the aviation industry's pressing need to improve safety (Sexton *et al.*, 2000; Moore, 2014). Flight simulation is based on the idea of creating a realistic (but simulated) flying environment in order to safely teach pilots. The concept extends back to the early days of modern aeroplanes, when pilots were trained by sitting in the glider of a plane while facing severe winds, giving them a true feel for the flying. Advanced technologies such as sensors and virtual reality displays are commonly used in modern flight simulation to better imitate the "actual" experience of flying, including any emergency scenarios that may arise. The military and certain high-risk businesses, such as nuclear energy, have since accepted simulation technology as an established training tool (Passiment *et al.*, 2011).

- *Innovative Short Lecture Methodology*

A short lecture introducing a problem-solving case study, say 20 minutes, followed by vigorous debate and discussion on the part of students who are organised into groups and who interrogate the responses of fellow students, is an innovative teaching and learning methodology that is not often used in hospitality and tourism education. If learning is to be successful, student participation is required. The facilitator, who is the lecturer, is in charge of leading and encouraging student involvement. Students become active team-players and

role-players in classes where I use this style. In order for this approach to succeed, prior knowledge of problem-solving and critical thinking strategies is required. It has been demonstrated that interactive teaching is preferable than didactic teaching, and that the former considerably enhances academic success and promotes the participation of students who are normally perceived as outsiders (Crosling *et al.*, 2008).

Students require dynamic, student-centered learning that includes experiential, problem-based, and project-based learning. Collaborative learning is desirable, and most presenters should rely less on the huge lecture model. To be fair to many professors, universities frequently accept more students than they should in order to receive more state support, resulting in big classes that can only be accommodated by large lecture formats. However, nothing can replace the importance of staff-student and student-student engagement. Individual learning, on the other hand, is still vital. Lecturers should also emphasize the development of social skills in tourism and hospitality students, as they will be working with tourists from all over the world. In the context of tourism and hospitality professions, ethics, social, and cross-cultural skills must be prioritised in teaching content.

- *Computerized Grading*

Computerized grading is not a new concept; in fact, instructors have used it for years, starting with the Scantron “bubble sheet” solution for multiple choice questions (Markoff, 2013; Strauss, 2013). Although computerized grading of written, free-form short responses or essays is not yet fully realised, it is quickly gaining traction as a new educational tool (Markoff, 2013; Strauss, 2013). Computerized grading uses machine learning and artificial intelligence techniques to calculate the statistical likelihood that a human grader would assign a given grade to an essay (Markoff, 2013; Strauss, 2013; Winterhalter, 2013; Cody, 2014). A software tool accomplishes this by looking for features of writing such as word count, spelling, sentence structure, punctuation, average word length, average sentence length, quotation accuracy against source material, and so on (Strauss, 2013; Winterhalter, 2013).

- *Simulation and Role-Playing*

The goal of these techniques is to generate a workplace environment that students would confront in the real world. Students will be able to improve their social skills, which are crucial in the tourist and hospitality industries. Role-playing and simulation encourage students to evaluate and synthesize the educational material while also allowing them to learn by ‘doing something.’ To avoid the exercise becoming theatrical, the lecturer must establish clear ground rules for student participation. It must be stressed from away that this is an opportunity for them to participate in the learning process, and that their participation will boost their sense of belonging, drive, and achievement (Askham, 2004). Simulations of scenarios and case studies involving personnel and guests in hotels and other tourism businesses are beneficial in problem-solving and the development of reasoning and analytic abilities

that students will need in the workplace. Such activities improve comprehension and deep learning, both of which are necessary for long-term knowledge acquisition (Denbo, 2005). This method necessitates some planning on the part of the lecturer, who must have certain learning objectives in mind. Certain simulations and role-playing may necessitate student preparation. To test student understanding, lecturers, as well as peers and self-assessment, might be used. It’s worth noting that these strategies promote increased student self-reflection while also improving other aspects of the learning process. Feedback from lecturers and peers is critical in helping students improve their problem-solving skills and tactics.

- *The Learning Portfolio*

Portfolio assessment and peer marking encourages students to take charge of their own learning and increases the quality of their education. The greatest benefit of portfolio evaluation, according to Cole (1995), is that it allows students to take more responsibility for their learning. According to Belanoff (1994), this type of evaluation stimulates students, gives feedback, is diagnostic in that it identifies students’ strengths and shortcomings, and lastly determines the student’s degree of achievement at the end of a course. In South African education, this is a widely accepted novel evaluation tool and a method of learning. For evaluation reasons, students must gather, analyse, and choose representative samples of their work that are relevant to their course. They build, maintain, and present a personal portfolio in accordance with approved requirements, along with a reflective short essay of approximately 500-1000 words. What they learn in theoretical lectures, practical classes, and in certain cases during Work Integrated Learning (WIL), which is usually during a six-month period in industry, are included in the portfolio that they develop over the course of the semester. The labor-intensive portfolio that was constructed makes learning evident. Students gather and assimilate required work, provide evidence of completed work, and receive feedback from the professor. Parts of a portfolio may be peer-reviewed in various circumstances. The written evidence they give for evaluation speaks eloquently about the pupils’ enhanced critical thinking skills and deeper knowledge (Zubizarreta, 2009). Evidence that research abilities are increasing, examining scholarly papers from selected academic publications or popular journals such as Restaurant News or China Tourism, for example, could all be included in the portfolio. Students who demonstrate their understanding of their course topic must use a lot of originality and invention.

- *Flipped Classrooms*

When two high school teachers in Colorado, Jonathan Bergmann and Aaron Sams, realized that for a small investment in software (\$50), they could record their classroom Microsoft® PowerPoint lectures and post them online for students who were absent on the day they were taught, the concepts of “flipped learning” and “Flipped Classrooms” were born (Tucker, 2012; Knewton, 2014). Surprisingly, the online, publicly accessible lectures became popular with students who had missed the lectures as well as those who wished to review and reinforce the

lesson plan. The Flipped Classroom concept was established, in which teachers prepare online lectures and interactive courses for students to review before coming to class, and class time is spent doing hands-on “homework,” debate, and other

classroom activities (see Fig. 1). In this way, flipped learning incorporates several of the ideas of “active learning.” The educator transitions from “on-stage” lecturer to “on-the-side” tutor, delivering more customized instruction.

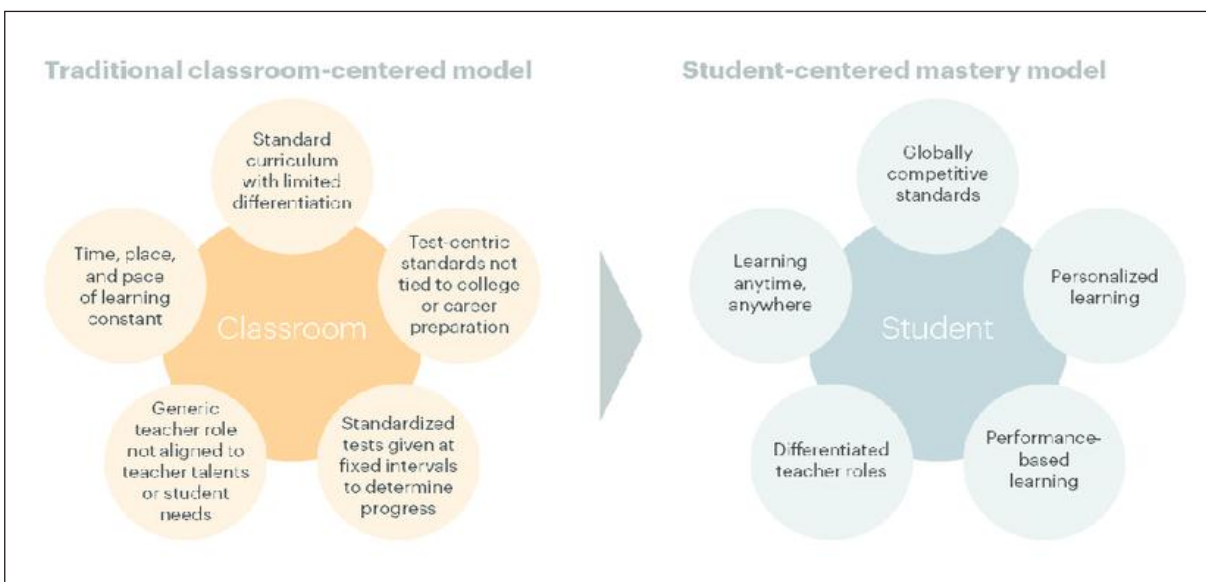


Fig. 1: Above Image Showing Traditional Classroom Centered Model and Student Centered Mastery Model

- *Active Learning Classrooms*

“Round or curved tables with flexible chairs that allow students to face one other and hence encourage small-group work” are available in ALCs. For brainstorming and diagramming, the tables are frequently combined with their own whiteboards” (Baepler *et al.*, 2016). Some ALCs additionally have several monitors, allowing teachers and students to project their laptops throughout the room, and sound projection microphones. For student laptops and smartphones, Wi-Fi and electricity are essential. It’s worth noting that ALCs vary in flexibility depending on the type of furniture used. Early quasi-experimental research revealed that teaching in an ALC can improve student attitudes, conceptual understanding, and passing rates, especially for female and minority students (Baepler *et al.*, 2016; Beichner, 2007; Walker, 2011). Additionally, students have been shown in ALCs to score significantly higher exam marks than their own expectations suggest (Baepler *et al.*, 2016). Later studies confirmed the effect of physically different space on teaching styles: active learning approaches significantly improved student exam marks and satisfaction in an ALC over a traditional classroom, while lectures proved more successful in traditional classrooms (Baepler, 2016).

- *MOOCs*

A massive open online course (MOOC/muk/) is an online course with open access and limitless participation. Many MOOCs offer interactive courses with user forums or social media discussions to support community interactions among students, professors, and teaching assistants (TAs), as well

as immediate feedback on quick quizzes and assignments, in addition to traditional course materials like filmed lectures, readings, and problem sets. MOOCs are a well-studied development in online education that initially appeared in 2008 and became a popular way of learning in 2012. To encourage the reuse and remixing of resources, early MOOCs stressed open-access elements such as open licencing of content, structure, and learning goals. Some later MOOCs (xMOOCs: extended MOOCs) use locked licencing for course content while still allowing students free access.

- *Collaborative Distance Learning Environments*

The mutual complementation and interdependence of the individual and group character of learning is a key element of collaborative learning. The Collaborative Approach as implemented in a distance learning context is defined by Henri and Cayrol (2003) in a somewhat wide but obvious way. In their opinion, “Collaborative learning is an active process aimed at the progressive construction of knowledge, with the group serving as a source of information, a motivator, a source of help and mutual support, and a preferred location for interaction, with the goal of collective knowledge development. It considers both the individual and reflexive nature of learning, on the one hand, and the social relationship formed through group interaction, on the other. The group acts as a learning catalyst in this situation. The group learns and creates its knowledge by setting a common objective and completing a common task. At the same time, each student is exposed to the ideas, perspectives, and opinions of the remainder of the group, which benefits his or her learning.”

- *Active Learning Forum*

Designing the online community based on the university's learning platform is critical for student achievement. The educational learning platform at this writers' university is Blackboard (www.blackboard.com), however any learning platform will perform the same functions. An entire semester's worth of information must be delivered via e-learning that encourages critical thinking, reflection, and active engagement, as well as thoughtful collaboration. This is a large assignment for any teacher, which is why a well-structured course development

process is necessary. Organizing the course ahead of time keeps the educator avoids becoming distracted at the last minute. Setting up virtual office hours, enforcing the 24- to 48-hour guideline for replying to email for students and educators, and offering as much clarity and openness as possible about course objectives and success criteria are all tremendously beneficial to all parties involved. Regular communication, such as announcements and class emails, gives further direction and keeps students on track with weekly objectives and course requirements.

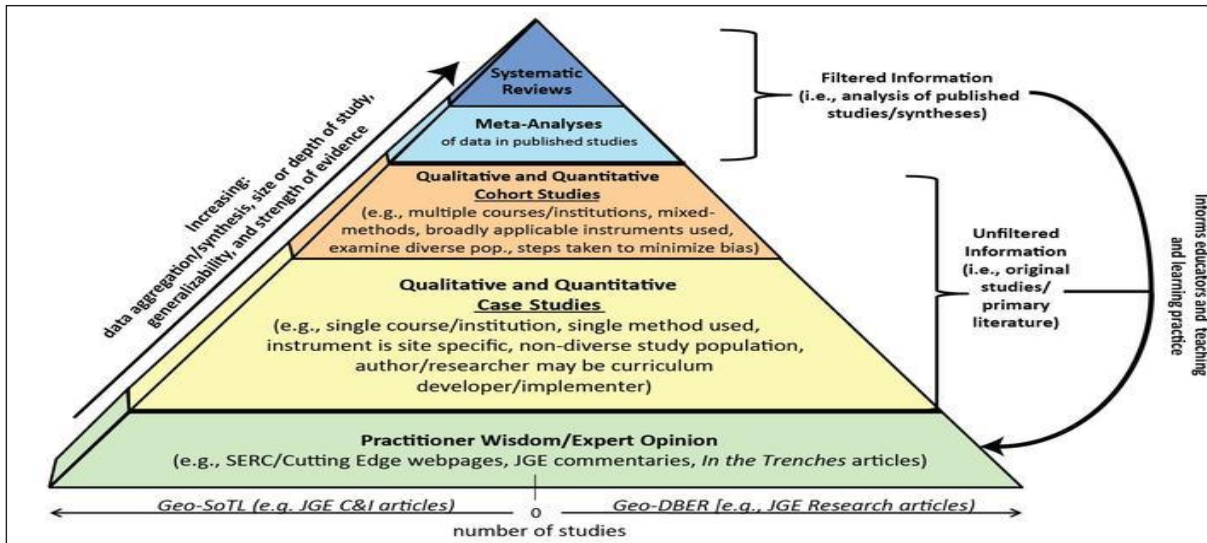


Fig. 2: Figure Showing the Strength of Evidence Pyramid

Education has been less concerned with analysing alternative pedagogical approaches and determining their impact on learning outcomes than other disciplines such as medicine and agriculture. The difficulty in measuring learning processes, especially through experimental approaches, is frequently cited as a barrier to reliable comparisons and findings due to differences in teaching settings between classrooms and across different practitioners. RCTs in particular have been sparse and frequently criticised for failing to explain any impact (or lack thereof) on learning, a shortcoming that could be remedied by merging RCT results with qualitative approaches (Herodotou *et al.*, 2017a). Mixed-methods evaluations could reveal how well an intervention is implemented in different learning contexts or, for example, how engaged instructors are with it. Design-Based Research (DBR) is a type of action-based research in which a problem in the educational process is recognised, solutions based on existing literature are presented, and iterative cycles of testing and refinement are conducted to find what works in practise and enhance the answer. DBR frequently leads to the establishment of recommendations or theories (e.g., Anderson & Shattuck, 2012). The EEF has recently popularised the concept of an evidence-based mentality in education. The teaching and learning toolbox they developed gives a summary of existing evidence about various approaches to enhancing teaching and learning, summarised in terms of impact on attainment, cost, and the strength of supporting evidence. Feedback, the development of metacognition and self-regulation, homework for secondary students, and mastery learning are among the

most effective teaching methods (<https://educationendowmentfoundation.org.uk>). Similarly, the National Center for Education and Evaluation (NCEE) in the United States uses government monies to perform large-scale evaluations of education programmes. Phonological awareness training, reading recovery, and dialogic reading are among the interventions with the highest effectiveness ratings (<https://ies.ed.gov/ncee/>).

V. USE DIGITAL TOOLS TO EVALUATE REFLECTION

The benefits of evaluating with digital technologies are more obvious. Students can compare and evaluate their own learning by looking at other people's work online. As a result of analysing others, they can re-construct knowledge and assist themselves in progressing. After the completion of individual investigation and joint invention tasks, the course teaching comes to a close. Teachers can undertake comprehensive evaluations of their students' learning conditions using electronic portfolios and other digital tools, as well as enabling students to conduct mutual evaluations. To evaluate the students' information technology subject core literacy cultivation as a direct target, the evaluation method on learning results and learning process, pay attention to two or more things in the evaluation standard to both ability and foundation; select the appropriate evaluation content, according to the requirements, curriculum information technology subject core description of quality and grade level. Effective core literacy exam questions, as well as appropriate evaluation requirements and practicable evaluation methodologies, should be ordered.

VI. CONCLUSION

Any new teaching and learning method is not a panacea or universal solution. It will not be able to replace existing teaching methods in school, but it will be able to supplement them. However, the evidence shows that creative teaching techniques do offer students with more experience coping with the difficulties they face in the workplace. Innovative teaching methods will result in a learning society in which students' creative and intellectual capacities will enable them to achieve transformation and development goals. When students complain about assessment issues, the common theme is that their lecturers have not fully clarified what is expected of them. Excessive workloads and minimal feedback are two other issues that students face. When choosing a methodology, lecturers must consider these factors. Because of the constructivist nature of the PBL approach, students retain more information and enjoy their learning experience considerably more than in traditional approaches—course content is better understood. Bauer *et al.* (2008) discovered that students loved the PBL's real-world issues and collaborative component. They also claimed that PBL boosted their capacity to consider, evaluate, and respect other opinions, and that their learning was enhanced as a result. PBL exercises also help foreign language students learn more.

PBL is a model that meets the needs of society by enabling our students to make positive contributions to society through a collaborative approach to learning that emphasises the development of problem-solving and communication skills through a variety of self-directed learning strategies and teamwork, as mentioned above. Students can become self-motivated and acquire the ability to think independently while working in a team by integrating skills. Problem-solving techniques are examined and improved. Short lectures, simulations, and role playing, as well as the submission of individual student portfolios, all support traditional approaches and should be used more frequently. We must investigate as many different models and teaching approaches as possible in order to prepare students for the future. We must remain aware of our students' cultural and other unique demands, and we must not overlook the role of technology, such as the internet, in fostering quality teaching and learning and improving education in general. Given the character of our pupils, all teaching approaches and practises should be guided by a social justice objective. The concept of a paperless and penless classroom is gaining traction as a viable alternative to traditional teaching methods. Nowadays, knowledge is becoming more democratized, and the function of the teacher is shifting to that of a facilitator. We need interactive teaching, and with the introduction of multimedia technology and the emergence of a digitally sophisticated generation of youngsters, this shift in education's function is unavoidable.

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