INNOVATION IN INSTRUCTIONAL STRATEGIES & DESIGN

*Dr Surinder Sangwan

Abstract
In this themed issue, “Innovation in Instructional Strategies & Design,” the author hopes to show the types of innovation in instructional strategy as well as methodologies to study impact of innovation continue to show variety and ingenuity. In this article, the author tried to explain (a) need of innovation (b) summarize the definitions extent in the literature (c) briefly describe several taxonomies for innovation (d) various innovative instructional strategies (e) discuss the implications for teacher for instructional strategies and design. In teacher education, research and practice. The challenge is available to all the learners in all venues of education to assess their practices according to a defensible rubric that will determine its innovativeness. This article is to make us aware as teachers to use the different innovative instructional strategy (IS) for teaching, enhancing and enriching the quality of higher education system.

Keywords: Innovation, Instructional Strategies, Knowledge.

Introduction
The history of Mankind, our history, is a history based on innovation. Innovation is a process of incorporating new ideas through the conversion of new knowledge & creativity into new services. It is more about creating value and increasing efficiency, which leads to improved engineering, technology, methods, state of mind and organization. It is journey, not a destination and considered as a spark that keeps people moving ever forward vertically. We have no choice other than to carry on learning and improving ourselves. Innovation means venturing away from familiar ground into uncharted territory. With the aim of somehow discovering something better in the uncharted territory than on the familiar ground. Innovation is above all spurred by entrepreneurial action, aimed at creating & delivering value through the application of knowledge. What makes innovation unique as an educational process is that creativity and routine are intertwined throughout the process.

Invention + Implementation = Innovation

Moreover, the term innovation means a new way of doing something differently. It may refer to incremental, radical, and revolutionary changes in thinking, processes or organizations. A distinction is typically made between Invention, an idea made manifest, and innovation, ideas applied successfully. A more exhausted definition if innovation is “the introduction of new ideas & practices which are intended to useful & valuable.” The main driver of innovation is often the courage and energy to create a better world. An essential element of innovation is its application in a commercially successful way. Logical and proper use of innovation always brings fruitful and desired changes in the respective field.

*Associate Professor, Department of English, NRS Government College, Rohtak, Haryana.
Email: sangsleo@gmail.com
User proclaims it with good intent and enthusiasm. The goal of innovation is positive change, to make someone or something better. Innovation leading to increased productivity is the fundamental source of increasing wealth in an economy. Colloquially, the word "innovation" is often used as synonymous with the output of the process.

The innovation in instructional strategy (IS) of transnational education like internet based distance learning, for brightest brain enriches the higher education system and have greatly expanded opportunities for learners. Innovation in Instructional strategy (IS) would lag without IT. Today, learners frequently interact with cyber world. It has proved the way for potential improvement in the quality of higher education., by carrying out the reasoning and thinking ability, judgment and decision making, self-concept and value education and along with scientific trends. It has helped, spread, improved and maintain the quality of higher education to every nook and corner.

**Instructional Strategy and Design**

Instruction may be defined as the set of events designed to facilitate, activate and support learning in a human learner (Gagne and Driscoll, 1989). It involves creation, maintenance and appropriate adjustment of learning conditions of to meet the needs of individual learner and groups a whole. The major nine events of instruction are:

- Gaining attention
- Arousing motivation/informing the learner of the objectives.
- Stimulating recall of prior learning
- Presenting the stimulus
- Providing learning guidance
- Eliciting performance
- Providing feedback
- Assessing performance
- Enhancing retention and transfer

In simple words, instruction is mainly concerned with creating the optimal conditions for learning. It involved the provision of controlled environment with which the individual will interact leading towards the attainment of certain pre-specified learning outcomes or instructional objectives.

Instructional strategy and design is a discipline that is concerned with understanding and improving one aspect of education: the process of instruction. The purpose of any strategy & design activity is devise optimal means to achieve desired ends. Therefore, the discipline of Instructional strategy & design is concerned primarily with the prescribing optimal methods of instruction to bring about desired changes in the student knowledge & skills. Instructional strategy & design is the linking science- a body of knowledge that prescribes instructional actions to optimized desired instructional outcomes, such as effect and achievement. Besides, it is generalized plan for lessons, which include structure, desired learner behavior, in terms of goals, instructions and an outline of planned tactics necessary to implement the strategy. A knowledge base on Instructional strategy & design is necessary to effect the change. It has become evident that the instructional strategy process is complex even more so than was formerly realized. It is composed of many interrelated parts and functions that must operate in a coherent manner in order to achieve success. This method involves the development of an overall plan incorporating the inter-related parts of an instructional process in a sequential pattern. It is called the system approach. Instructional strategy may be viewed as composed of various inter-related components functioning together to achieve a purpose. Instructional system design is , therefore, a three phase process of establishing precise and useful objectives, planning viable routes and testing them out , i.e., we shall be concern with analysis, synthesis and evaluation. Moreover, it is concerned with understanding, improving and applying methods of instructions for bringing about desired changes in the learner knowledge and skills for specific course content and a specific student population.

**Devising Instructional Strategy and Design**

This is

- An art
- A creative process
- An innovation
- Thinking out of the box

The teacher has number of instructional strategy at his disposal to select from. To attain desired learning outcomes the teacher must have thorough understanding of the characteristics and appropriate uses of various instructional strategy. These can comprise of

- Large group strategy of instruction
- Small group strategy of instruction
Conclusion

The teaching and learning of education is a complex activity and many factors determine the success of this activity. The nature and quality of instructional material, the presentation of content, the pedagogic skills of the teacher, the learning environment, and the motivation of the students are all important and must be kept in view in any effort to ensure quality in teaching learning. Education in its broadest sense presupposes a better understanding of teaching and learning. On one side, teachers are supposed to be able to impart their knowledge through the many approaches, methods and techniques at their disposal. Teaching, for instance, requires a basic skill in explaining abstract concepts. Abstract thinking is one of the skills to be introduced to students at an early stage of learning this science. In India, however, studies has often been cited as a “monster” that troubles the students’ progress in learning for a higher level of education. On the other, students particularly those who will continue their studies to a tertiary level are confronted with the various problems of life. They lack books, especially the translated texts, and other learning aids. Unlike in advanced countries, the students in India entirely depend on the explanation given by their teachers. This is especially true of learning as the basic science to further their studies. In reality, there is a big chasm between teachers and students. Teachers believe that they can produce a change of behavior, as is defined in the process of learning, after explaining everything about complex concepts. Students, on the other hand, feel that they have not learned enough from their teachers. As a result, there is a kind of “tug of war” between the two parties. The question is which party should be given more treatment, the teachers or the students.

References


