

Chapter 2

Innovative Pedagogies in Primary, Secondary, and Tertiary Education

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ABSTRACT

Teachers must make multiple decisions about how they educate, and pedagogies give frameworks for these options. When current practice is not effectively addressing demands, pedagogical innovation, like any other type of innovation, takes existing ideas, tools, or procedures and combines them in new ways to solve problems. In order to guarantee that educational practices are relevant and successful, emphasis must be made to innovative pedagogies that can foster a spirit of inquiry and intellectual discussion. It's critical to choose an educational strategy that aims to teach and enhance the next generation so that they can contribute meaningfully to the success of their country. This chapter explored innovative pedagogies in primary, secondary, and tertiary education based on secondary data. Innovative pedagogy needs knowledge expanding and deepening. The most significant pedagogical difficulties are how to improve student learning and fulfill the needs of a diverse range of students.

INTRODUCTION

Education is essential for realizing one's full potential, creating a just and equitable community, and

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advancing national progress. There are alternatives for structuring and sequencing knowledge, as well as modelling and scaffolding discipline-specific skills. Teachers can make these decisions with the help of what is known as pedagogical content knowledge. Then there are decisions to be made about how to start, organize, and keep learning sessions moving forward.

Learning facilitation in the twenty-first century aims to help students acquire sustainable learning practices, the capacity to learn with innovation, expertise, integrity, and higher-order talents (such as creativity, critical thinking, communication, collaboration). The provision of a novel method of instruction will have an impact on teachers and learners, and the educational environment. Teachers must have a firm knowledge of their responsibilities as facilitators.

For several educators, adopting learner-centered techniques necessitates relinquishing control and instead becoming the developer of a learning environment that provides different learning possibilities for students. The majority of the work is completed before to facilitating the session in order to establish the tone for the learning and evaluation activities that the teachers have created for the session. As a result, the goal of a session plan is to guarantee that all learning and assessment activities are aligned with the learning outcomes for each lesson, and that learners master the material (Funmilayo and Jonathan, 2019).

By 2030, the global education development strategy aims to “provide inclusive and equitable quality education and promote lifelong learning opportunities for everyone,” as stated in Goal 4 (Sustainable Development Goal 4) of the 2030 Agenda for Sustainable Development. To fulfill all of the important targets, the whole educational system will need to be restructured to support and nurture learning (Paswan, 2020). Teaching entails much more than simply passing on knowledge from one person to the next. The manner in which people are educated has an effect. There are broadly three stages of education, primary, secondary and higher education. When determining which methodology to use, it’s critical to take in mind the distinctive characteristics of students. In their holistic and learning development, the young child requires a human companion. *Young children see their world as a place of interactions, and these relationships have an impact on almost every aspect of their progress* (Profeta, 2012). Individualized learning is becoming more popular among students. This gives educators a great chance to be creative by using more exciting, challenging, and rewarding environments. When it comes to bridging the gap between prospective academic ambitions or visions and actual educational practices, innovative approaches offer a lot of promise. Their applicability to sound instructional ideas makes this clear.

In order to guarantee that educational practices are relevant and successful, emphasis must be made to innovative pedagogies that can foster a spirit of inquiry and intellectual discussion. It’s critical to choose an educational strategy that aims to teach and enhance the next generation so that they can contribute meaningfully to the success of their country. Innovative pedagogy is described as the art and practice of teaching that evaluates the student’s interactions objectively in order to inform a new or innovative evaluation and execution of the teaching and learning process. The constant advances in technology, economics, ecology, politics, and society have an influence on innovative pedagogies. While giving a vivid and dynamic definition for the post-industrial 21st century setting, this definition fosters dispositions, interactions, connections, communication, and co-construction of knowledge. Students in the twenty-first century are technologically sophisticated. Teachers must be adaptable in their use of technology in order to engage pupils. As a result of the variety, teachers must make more decisions, and the profile of students has shifted as well. Students have become wiser in the digital age. Students can recall knowledge at the tip of their fingers in a fraction of a second. A shift from a teacher-centered to a learner-centered approach has occurred. From classroom-based instruction to anywhere, anytime learning, education is undergoing a fundamental shift. The *raison d’être* of teaching necessitates creativity. Students that are

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