Innovative Teaching Methods Using Technology

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Abstract
Computers serve as a tool for self-paced learning. Students with special needs can learn at their own pace without prejudice. Multiple repetitions are also easily possible. Abstract concepts can be brought to life and simplified with the help of computers. A child who finds it difficult to understand, for example, the concept of fractions can do so with the help of computers which concretize the concept and provide interactive and visually appealing aids to learning. Computers with their rich and colorful graphics provide a visually appealing medium to capture and retain the attention of children with special needs and help them to learn away from table top and pen paper activities in a play way method.

Technology serves the disabled in the following aspects:
- Onscreen keyboard
- Voice recognition systems
- Alternative keyboards
- Alternative mouse devices
- Speech synthesizers
- Screen magnifiers
- Switches
- Screen reading and talking browsers

The teaching of transferable thinking and learning skills is commonly emphasized in professional guidance. Effective teaching strategies may include the use of 'procedural facilitators' like planning sheets, writing frames, story mapping and technological aids with elaborated 'higher order' questioning and dialogue between teachers and pupils.

Introduction:
A general definition of persons with disabilities as defined in the Convention on the rights of persons with disabilities is: "persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others"

Teaching Strategy for the Disabled Children:
- Break down learning tasks into small steps: Each learning task is introduced, one step at a time. This avoids overwhelming the student. Once the student has mastered one step, the next step is introduced. This is a progressive, step-wise, learning approach. It is a characteristic of many learning models. The only difference is the number and size of the sequential steps.
- Modify the teaching approach: Lengthy verbal directions and abstract lectures are ineffective teaching methods. Most students are kinesthetic learners. This means they learn best by performing a task hands-on." For example, there are several ways to teach the
concept of gravity. Teachers can talk about gravity in the abstract. They can describe the force of gravitational pull. Second, teachers could demonstrate how gravity works by dropping something. Third, teachers can ask students to experience gravity by performing an exercise. The students might be asked to jump up (and subsequently down), or to hold a pen. Most students retain more information from experiencing gravity hardstand. This concrete experience of gravity is easier to understand than abstract explanations.

- Children do best in learning environments where visual aids are used. This might include charts, pictures, and graphs. These visual tools are also useful for helping students to understand what actions and interactions, listen closely to their spoken and unspoken language, and document their actions, interactions, and language. Together, the children and teacher review the documentation, reflect on their learning, acknowledge their accomplishments, and determine further project explorations. Joint reflection on learning helps both the children and the teacher to analyze successful problem-solving strategies and consolidate and refine their thinking. By reflecting on the documentation, the teacher gains new insights into the children's learning process, the effectiveness of teaching methods and strategies that promote and extend children's development, and the teacher's own professional development.

Conclusion

For a successful Mentoring relationship.....

- Take students seriously
- Don't dictate answers
- Be frank and direct
- Help students develop self-esteem
- Invite other mentors
- Address fears without belittling
- Meet on neutral ground
- Be a good listener
- Help the students find opportunities to develop people skills such as leadership, teamwork, creative thinking etc. which could mean the difference between an average and an outstanding.

References


