Role of Interactive Teaching Methods in Contemporary Higher Education: An Empirical Study

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Abstract

The modernization of advanced education and the progress to the new Education Standards require a great quality of training of the graduates. The training of students should meet severe prerequisites such as professional capability, the ability to foresee the results of one's action, proficient communication skills, and so forth. Effective training can be done by using the practice-oriented methodology, dynamic & interactive teaching techniques, and competencies. The utilization of interactive techniques provide high inspiration and strength, supports interest in the profession, structure patterns of conduct, advance the effective securing of training material, also provides information, cooperation, and opportunity for articulation. The interactive techniques assist the students with shaping proficient capabilities, assembling intellectual abilities, fostering analytical reasoning, an interest in new information is awakened, and the creativity of character/personality is uncovered. This study discusses the role of interactive methods with the students studying in Contemporary Higher Education.

Keywords: Online Effectiveness, Teaching Effectiveness, Interactive Methods, Instructional Effectiveness, Professional Competence, Teaching models.

INTRODUCTION

The technique of interactive learning in Contemporary Higher Education has become one of the promising areas of modern education, as it gives the association of self-learning conditions. As per S.V. Khanin, interactive learning is an " innovation of coordinated effort of students and instructors, which comprises participation of all members in the conversation and also exchange of perspectives & thoughts on the issues." This encourages the obtaining of vital abilities such as analytical, informative, social, logical, and practical. This teaching technique also permits students to tackle issues of training-centered work. (Khanin, 2013).

Proficient skill requires huge changes in the academic support of the college educational program, filling it with instructing strategies that could furnish the preparation of future experts with the expected outcome. The traditional techniques for the college instructive process such as exercises, clarification, lectures, and so on) are surely significant for developing professional skills. Notwithstanding, their limitations are perceived to be much more intense at present when a complicated phenomenon, for example, the capability is shaped. Accordingly, modern schooling should focus on the student's autonomous action, the association of self-learning conditions, and exploratory and viable preparation, where students can select activities and can use adaptable preparation programs.

In dynamic and interactive learning, the students indeed turn into a subject of instructive activity, go into an exchange with the instructor and different members of the educational interaction, and effectively take part in the mental exercises, performing creative, searching, and problematic tasks. The connection of students with one another is acknowledged in completing works in groups. According to our perspective, proficient skill is full-grown distinctly in practical activity because of the utilization of creative strategies and procedures of training (R. A. 2016).

Henceforth, this paper will give an outline of those advanced teaching strategies which are generally broad in the logical and approach.

Literature Review

Eom et al. (2006) reported that the teacher's input and student's learning style are huge elements influencing the learning result. They report that the main elements affecting students' fulfillment are the course structure, self-inspiration, collaboration, and teacher's information and assistance. The utilization of the online instructional methods inside colleges & the board foundations are widening whereas the presentations of the Wi-Fi framework prompted the developments of the hi-tech instruction framework, wherein flexibilities & responsibilities of the topic are made promptly approachable for pupils. Students can study & comprehend their learnings at their respective advantageous time.

Passey et al., (2004) discussed that ICTs is one of the interactive method and are used in the interactive teaching method in the conventional classrooms. ICT is blandly utilized uniquely to additional customary results, and it creates just moderate enhancements in essential education and science thus improving student inspiration and making up for certain types of burden, this would, in any case, be a substantial venture. There exists some legitimacy to such a position. ICT, particularly the web, can empower the far and wide sharing of significant assets in both conventional and interactive structures, managing the cost of the method for cooperative learning. On the off chance that pre-owned well, it is likewise famous with students for propelling their learning. The ICTs which can be as recordings, TVs, & PCs interactive media

programming, which consolidates sounds, records, & colorful moving symbolism, could be utilized to form the accessible invigorating, intriguing, & dependable substances which will keep the students inspired through the learning systems. The radio then again uses melodies, mocking comedies, & advantageous assortments of the exhibitions to initiate the students & be brought into the preparation that is already given.

Sarkar, S. (2012) discussed about ICTs as Management Information Systems that are progressively widespread. The utilization of ICT establishes an open climate that empowers the capacities & the reuses of database materials because it empowers the connection point amongst the instructors just as students. The strength of the PCs in instructing is their ability to get control in images & words - that is at the core of the scholarly undertaking whereas ICT did prompt the developments of the Open Educational Resources (OERs). Asides from having to empower broadcasters' communications & ICT approaches, state-run administrations & advanced education organizations should foster systems for compelling ICT & media arrangement and maintainability.

Noor-Ul-Amin, S. (2013) detailed the adoption or utilization of interactive teaching into instructional institutes affects educating, learning, & exploration. It often influences the training & empowers extra extensive admittance to the equivalents and will expand the adaptabilities so students may get to training by paying a little heed to the time & topographical boundaries. It impacts how students get educated & how they used to learn. It would provide a rich climate & inspiration for the instructing learning process which appeals to bring significant effects to the method involved with learning in training by offering additional opportunities for the students & the educators. These prospects can affect students' execution & accomplishment. Best course material in training, which can be shared through the digital method, can cultivate a better education & work on the scholastic accomplishment of students with the common writings.

Wade (2011) identified that web-based learning courses have expanded the availability of content to students in remote and immature areas, diminishing the monetary hole and

training imbalances, and empowering them to learn at their speed and get associated with educators from various regions of the world. The latest thing in utilizing internet learning courses is assessed to keep on developing with a huge number of clients all over the world. A portion of the critical elements of the internet learning stages is: adaptable in survey content, whenever available, agreeable task entries, and open-book assessments. With the mix of coordinated verbal and offbeat composed correspondence with regards to a firm local area of request, mixed learning offers an unmistakable benefit in supporting more elevated levels of learning through basic talk and intelligent reasoning

Arkorful, V., & Abaidoo, N. (2010) discussed e-learning which includes the usage of virtual equipment for teaching and learning. Use of technological equipment to enable beginners' study whenever and anywhere and includes training, shipping of information, & feedback while motivating learners to have interacted with each other, share and recognize a different point of view. Its fluids conversation by improving the relationships that preserve learning.

O'Flaherty, J., & Phillips, C. (2009) explored the idea of a flipped classroom. At a time of increasing cost-reducing measures, it's far visible that universities and workplaces understand efficiencies withinside the flipped classroom. The lecturers additionally see this kind of classroom as a possibility for curriculum renewal and growing a greater student-focused approach. The flipped version can allow instructors to cultivate the crucial and unbiased concepts of their college students and to construct the capacity for lifelong gaining knowledge of, as a consequence making ready destiny graduates for his or her place of job contexts. However, there's a chance that educators renewing their curriculum won't completely recognize the pedagogy of the way to correctly translate the flipped magnificence into practice. The middle capabilities of the flipped gaining knowledge of approach consist of content material in advance, educator consciousness of college students' understanding, and higher-order gaining knowledge of at some stage in magnificence time. Outcomes of imposing a hit flipped elegance method have to take into account powerful student learning that helps crucial

thinking and importantly improves student engagement, each inside and outside the elegance.

Ritzko and Robinson, (2006) explored that academically arranged games and exercises have been acquiring a ton of reputation as of late as a charming and sensational option in contrast to standard lectures and instructing rehearses. In a scholastic climate, Active Learning Games are regularly utilized as a strategy for switching around the standard lecture-orientated educational plan. Students are receiving opportunities for growth that is more dynamic and prompter, and one that is scholastically animated holding a specific degree of diversion esteem. For some instructors essentially carving out the opportunity to get ready for, and execute, these contemporary showing methodologies can be significantly troublesome and might prompt the evasion of such techniques.

Huth, R. (2010) discussed that a Guest Speaker can be an incredible tool to improve teaching methods since it offers different perspectives and assortment in the manner it is instructed and it also gives significant explicit subjects that are frequently discarded from an ordinary class. That, thus, brings a superior growth opportunity to the students, the instructor, and surprisingly the visitor speaker. Students get an opportunity to find out with regards to said explicit subject such that assists them with getting completely associated with the class and effectively participate in a more agreeable method of educating. A student will be keener on participating in class when there is a theme the individual in question might want to find out about. For the situation there is a resolved subject an educator isn't so capable in a visitor speaker is then acquired to discuss their said main subject area. Visitor speakers sway staff just as students, in the most advantageous way that is available, they further develop their insight.

Ramachandran, S., & Rengamani, J. (2015) discussed behavioral modeling which is a technique for showing relational abilities and expert conduct. The strategy is completed in the accompanying arrangement: first the introduction of a model of expert conduct which is to be understood; second the most dependable proliferation of the proposed social model; lastly criticism, showing the level of accomplishment of dominating the important practices. Practices

that are proposed to students utilizing this technique ought to adequately agree with genuine expert circumstances.

Objective of the Study

To study the role of Interactive Teaching Methods in Contemporary Higher Education.

Methodology

The study is empirical. 200 respondents participated in the study. The data was collected from them through a structured questionnaire. Mean and t-test application was done to identify the results. The method of sampling was convenience sampling.

Finding of the study

Table 1 displays the gender, where the male respondent is 51.50% and the female respondent is 48.50%. Looking at the Age of the Respondents, those who are of 15 to 20 years are 29.50%, those between 20 to 25 years are 37.50%, and 25 years & above are 33.00%. Regarding preferred location, Primary Education is 36.00%, Secondary Education is 28.50% and Tertiary Education is 33.00%. Looking at the preferred location, Classroom is 20.00%, Library is 7.50%, Science Laboratory is 16.00%, IT Laboratory is 22.00%, Multimedia classroom is 19.00%, At home is 8.50% and other locations are 7.00%.

Table1 *Respondent's Details*

Variable	No. of respondents	Percentage
Gender		
Male	103	51.50%
Female	97	48.50%
Total	**200**	**100%**
Students' Age		
15 to 20 years	59	29.50%
20 to 25 years	75	37.50%
25 years & above	66	33.00%
Total	**200**	**100%**
Preferred Education		
Primary Education	72	36.00%
Secondary Education	57	28.50%
Tertiary Education	71	35.50%
Total	**200**	**100%**
Preferred Location		

Classroom	40	20.00%
Library	15	7.50%
Science Laboratory	32	16.00%
IT Laboratory	44	22.00%
Multimedia classroom	38	19.00%
At home	17	8.50%
Other Locations	14	7.00%
Total	**200**	**100%**

Table 2 *Role of Interactive Teaching Methods in Contemporary Higher Education*

Serial No.	Statement of Survey	Mean Value	t-Value	Sig.
1.	The use of interactive methods of training promotes the efficient acquisition of training material.	4.97	18.922	0.000
2.	**Interactive techniques promote higher-order thinking skills by** explaining and justifying the solutions to problems.	4.33	10.048	0.000
3.	It encourages the development of practical skills and can be a great way for children to enhance their listening skills, as well as develop their practical abilities.	4.27	9.090	0.000
4.	**Interactive techniques** are an adaptable and flexible learning style.	4.13	6.353	0.000
5.	Through i**nteractive techniques**, teachers can easily explain the complex structure, instruction and ensure students' comprehension.	4.17	7.090	0.000
6.	**Interactive techniques** increase flexibility so that learners can access education regardless of time and geographical barriers.	4.76	15.037	0.000
7.	An interactive session makes the training more fun and enjoyable compared to traditional training methods.	3.66	1.984	0.024
8.	The interactive method allows students to form skills of professional and appropriate behavior in the performance of professional tasks.	4.30	10.971	0.000
9.	Interactive teaching is that it helps students discover their resources and they are also able to control their learning process to an extent.	3.57	0.914	0.181

10.	Team-based interactive learning activities allow students to form relationships as they problem-solve together.	4.22	9.457	0.000

Table2 displays the Mean values for the statement for studying "the role of Interactive Teaching Methods in Contemporary Higher Education", looking at the mean scores, the highest mean score is gained by the statement "The use of interactive methods of training promotes the efficient acquisition of training material", the mean score of 4.97," next statement is "Interactive techniques increases flexibility so that learners can access the education regardless of time and geographical barriers" has the mean score of 4.76. Interactive techniques are also found to be responsible for analytical development as shown in the statement "Interactive techniques promotes higher-order thinking skills by explaining and justifying the solutions to problems" having a mean value of 4.33. Another concern of interactive development is professional initiatives, "Interactive method allows students to form skills of professional and appropriate behavior in the performance of professional tasks" the mean score is 4.30, the statement "It encourages the development of practical skills and can be a great way for children to enhance their listening skills, as well as develop their practical abilities" shows the mean value of 4.27, mean value of 4.22 is scored by the statement "Team-based interactive learning activities allow students to form relationships as they problem-solve together". "Through Interactive techniques, teachers can easily explain the complex structure, instruction and ensure students comprehension" mean score is 4.17. The statement "Interactive techniques is an adaptable and flexible learning style" shows the mean value of 4.13. The last two statements are in the lowest range, "An interactive session makes the training more fun and enjoyable compared to traditional training methods" mean value of 3.66, the statement "Interactive teaching is that it helps students discover their resources and they are also able to control their learning process to an extent." has the mean value of 3.57. The T-value of every statement in the context of the role of Interactive Teaching Methods in Contemporary Higher Education is significant because t-value statements are found to be significant & a positive value also less than 0.05.

Conclusion

The strategy for interactive learning has become one of the promising areas of advanced training, as it gives the association of self-learning conditions. This training strategy permits students to solve issues of training-centered preparation. Being practice-centered learning, students foster their particular manner to a thorough arrangement, legitimize that arrangement and lead a show of their proposition. These learning techniques change the job of the educator from the interpreter of data to the coordinator and organizer of the instructive interaction and make it conceivable to shape complex abilities in future experts. Interactive techniques are coordinated toward expanding the association of students with the educator as well as with one another and toward the predominance of the student activity in the learning system. The game techniques for social-mental preparation help to lessen mental strain, soothe mental obstructions, fortify the inspiration in the exercises, foster the informative and organizational characteristics of the individual, and so forth. While utilizing the dynamic strategies, the educator can analyze the character attributes of the students that are the degree of self-assurance, confidence, motivation, inspiration, self-esteem, and so forth. Thusly, an interactive learning technique offers admittance to various and adaptable learning conditions and supports improved education and learning.

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