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**«КОНКУРЕНТОСПРОМОЖНІСТЬ ТА ІННОВАЦІЇ:
ПРОБЛЕМИ НАУКИ ТА ПРАКТИКИ»**

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TEACHING AND LEARNING METHODS ON HIGHER LEVELS OF EDUCATION USING INNOVATIVE PRINCIPLES

Nadina Helen Bakos,

Affiliated Honorary Research Fellow, Fil. Dr. Jan-U. Sandal Institute,
e-mail: provost@janusandal.no

Successful teaching does not happen by accident or by chance. It emerges when the teacher understands each student's behavior and adopts an appropriate instructional methodology to meet the students' needs. Teaching methods depend on a number of factors. The most important factor is the developmental level of the student, what the students do with the information they receive and their motivation to learn. Secondly, the teacher's pedagogical approaches, goals, intent and objectives will affect the teaching methods and learning outcomes for the students. The third factor is the physical setting, environment and available resources.

The first object of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future. Learning should not only take us somewhere; it should allow us later to go further more easily (Bruner, 1999).

Learning is inferential; it cannot be observed directly but it can be measured through its products and outcomes. Researchers and practitioners who work with students may believe that students have learned, but the only way to know is to assess the learning' products and outcomes (Schunk, 1991).

Jan-Urban Sandal developed the innovative teaching model in 2012 (Sandal, 2012) based on the model of static and dynamic production function. It shows four different combinations of teaching methods. Three of the combinations are static and the fourth is dynamic. Professor Sandal advocates that in order for a teaching method to be innovative, both the student must be free to learn and the teacher must be free to teach and neither of them shall receive salary to participate in

the learning process. Both the teacher and the student may use their motivation and creativity as key input factors and the output factor can be profit in the form of new innovations. The student and the teacher are decision makers of their specific production function.

In an innovative teaching process, the following aspects play an important part:

- Combination of students of various ages and backgrounds.
- Examination as a platform for learning.
- Students are encouraged to develop abstract thinking.
- To aim for the scientific truth.
- To inspire the student to seek knowledge, to search for literature, to ask significant questions and to broaden their perspective.

Innovative teaching method aims to propel students to learn through reflections, to explore, to interact with other students, to share information, and to use available resources. Through discussions, task assignment and group work, students are encouraged to develop critical thinking.

Creative learning requires innovative teaching. Innovative teaching is both the practice of teaching for creativity and of applying innovation to teaching. Both aspects call for an educational culture, which values creativity and sees it as an asset in the classroom (Ferrari et.al, 2009).

The aim of an innovative teaching method is to inspire the student to seek knowledge, literature, ask significant questions and to broaden their perspective, as opposed to a static or semi-static teaching method, where the output is salary and is irrelevant for the production function.

A part of the program Affiliated Honorary Research Fellow at Fil. Dr. Jan-U. Sandal Institute, the research fellow will be a guest lecturer at Social Entrepreneur School IBS. The candidate will teach one lesson from each of the three courses: International Study Course in Social Entrepreneurship, International Study Course in Innovation Manage-

ment and International Study Course in Service Vision Management. The Social Entrepreneur School IBS is a business executive education that consists of 20 lessons during 20 weeks of full time study. It is offered in English to the Fil. Dr. Jan-U. Sandal Institute international university networks all over the world counting 85 thousand students and 20 thousand faculty members. The course can be completed as an intensive school with two lessons each day. The courses fulfill two scientific criteria: they are compulsory and taught at a high scientific level. The Social Entrepreneur School IBS requires that the students are able to engage in complex theoretical thinking.

Southwestern State College in Nepal was selected as the educational institution to host the guest lectures. The reason why Nepal is an excellent place for guest lectures is because Fil. Dr. Jan-U. Sandal Institute has collaborated with the College for several years, and they are familiar with the way the courses are conducted. The Nepalese culture is very different from the Scandinavian culture. When people from contrasting cultures collaborate, they can establish new intercultural connections, which will influence the courses in a positive direction.

Innovative dynamic methods used in classes at the Social Entrepreneur School IBS are:

- Lecture
- Dialogue/discussion
- Student read
- Two + two - group question
- QA - two + two
- “Ping-pong” questions and answers

Experiences and conclusion based on the internship are comprehensive. In higher education, the teaching methods and the learning process affects each other continuously, where the aims and values of education plays an important part. Internship as a guest lecturer is an excellent opportunity to experience which areas are strengths and which areas are the weaknesses of the lecturer.

It is essential to analyze every part of the teaching processes in order to become more aware of every factor involved and how the lecturer can improve the teaching method. It is important to plan, but also to be flexible, to change and to satisfy the needs of the students, which is a strength a teacher should strive to develop. To have deep knowledge about the topic is essential for the best learning outcome for the students.

Literature

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