# MODERN INNOVATIVE TEACHING METHODS OF COMPUTER SCIENCE (ON THE EXAMPLE OF HIGHER EDUCATION INSTITUTIONS)

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## ABSTRACT

Modern Teaching Techniques have been spread all over the world, which is useful and easy for teachers. Modern Teaching Techniques educate children well and make them understand clearly. In this era, there is an increased usage of the internet in educational applications; this could mean that students and teachers will increasingly make use of technology within open and flexible learning systems. Technology plays an important role in enhancing and developing our learning system. Intended outcomes as well as unintended results of using Modern Teaching Techniques for teacher professional development need to be explored. Certain skills and capabilities of using different Modern Teaching Technologies are necessary for students as well as teachers. Therefore, it is necessary to prepare them for the age of Modern Teaching Technology.

**Keywords**: Modern, development, teaching, skill**.**

## INTRODUCTION

Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, knowledgeablity and self sufficiency. When there is a willingness to change, there is hope for progress in any field. Creativity can be developed and innovation benefits both students and teachers.

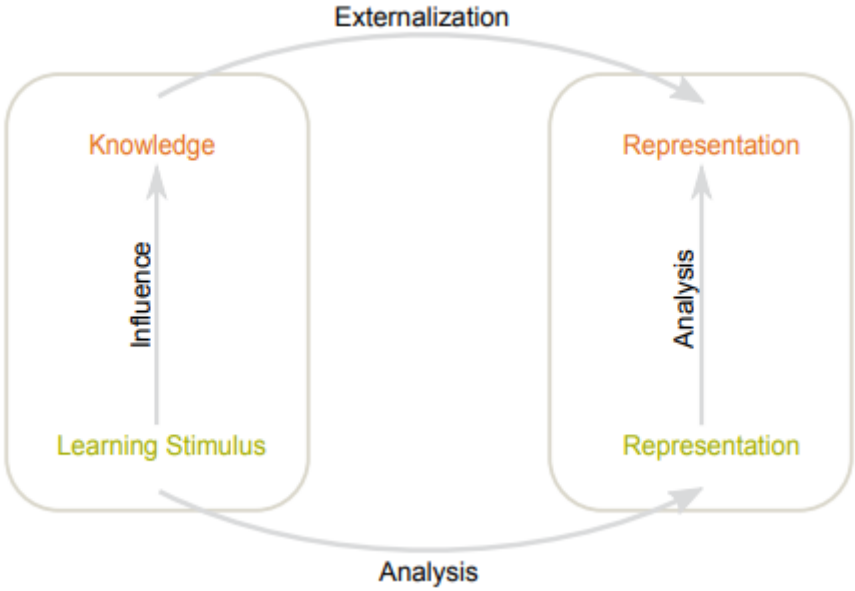
### Methodology

The traditional or innovative methods of teaching are critically examined, evaluated and some modifications in the delivery of knowledge is suggested. As such, the strengths and weaknesses of each teaching methodology are identified and probable modifications that can be included in traditional methods are suggested. Students can be asked to post notes on class blog. You can analyze, evaluate and create the material. Blogging causes you to reflect. Teachers naturally think back on what has happened in their classroom, and often wonder what they could have done better. Blogging can help with this process, enabling teachers to keep an ongoing personal record of their actions, decisions, though processes, successes and failures, and issues they have to deal with. Blogging can crystallize your thinking. As we write, we invest a part of ourselves into the medium. The provisionally of the medium makes blogging conducive to drafting and redrafting. The act of composing and recomposing ideas can enable abstract thoughts to become more concrete. Your ideas are now on the screen in front of you; they can be stored, retrieved and reconstructed as your ideas become clearer. You don't have to publish if you want to keep those thoughts private. Save them and come back to them later. The blog can act as a kind of mirror to show you what you

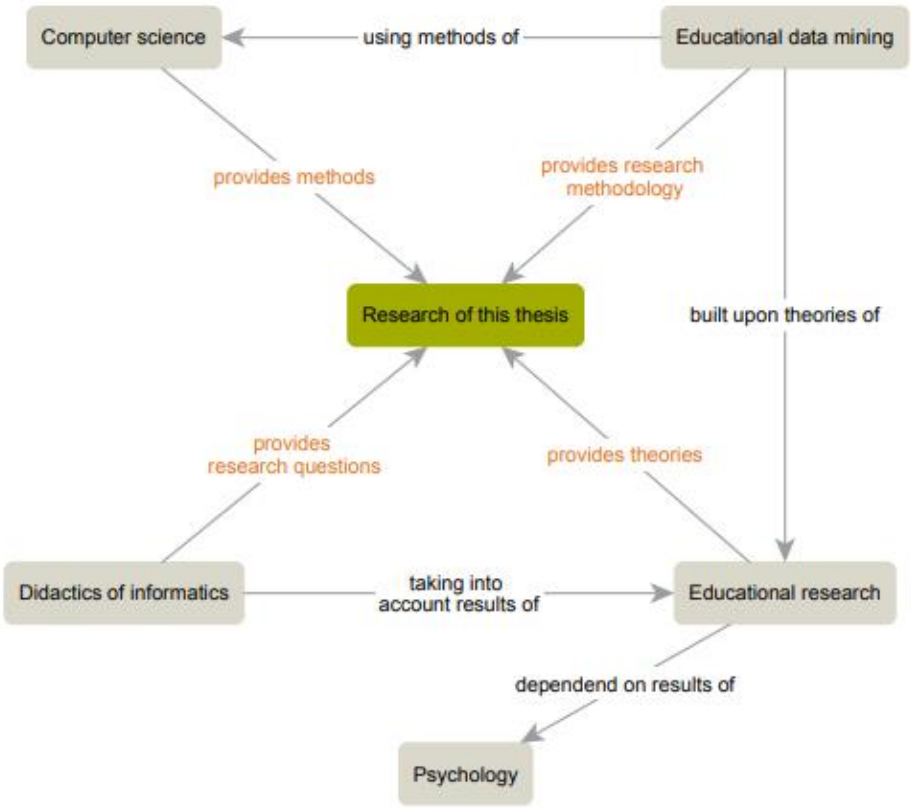
are thinking. Sometimes we don't really know what we are thinking until we actually write it down in a physical format.

A general model for monitoring the effects of a learning stimulus on the knowledge of a person. Even though one is generally interested in the development in the left half of the diagram (i.e. the real person), only the right half is accessible to research. The transfers in form of an externalization and the analysis of the stimulus are in general not loss-less and are subject to many influences.

In addition to this question, the different research projects all had their own, specific research questions dealing with computer science education. These are presented in short below and in greater detail in the fourth part separately for each case study, as they are dependent on the particular context of each study. The rest of this thesis is divided into three major parts. First, the literature of related prior research is presented. It forms the theoretical background for the method




presented in chapter 7. Instead of simply focusing on the relevant details, the chapters of the second part are trying to give a slightly more complete overview of the relevant aspects in order to present everything that is necessary to understand the rest of the thesis without having to resort to the references too often. It encompasses a rather broad field, as described in more detail below, and ranges from psychological and neurological models of learning over learning theories to statistical methods of analyzing pattern in data. The next part then contains the first half of the contributions of this work: An investigation of concept maps and the development of the notion of concept landscapes. Analysis methods that are suitable for working with them are presented as well as the software “tool-chain” that has been developed in the course of this thesis. These contributions are described in theory first and are then applied to actual research studies, which form the second half of the contributions of this thesis; the three case studies are based on actual investigations. Each study is presented self-contained in one chapter. The structure of each chapter is identical and resembles the organization of a research paper. In 12 each of the studies, concept maps were collected from students in order to analyze conceptual knowledge. In the course of these investigations, the focus shifted more and more from the investigation of personal knowledge structures towards the common elements of groups of persons. This development then culminated in the idea of concept landscapes that formalize this approach. The following gives a brief summary of the contexts in the temporal order that they were conducted.




The areas of research that provide the basis for this thesis.

## CONCLUSION

From the above, we can make out that the Information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The concepts of paperless and penless classroom are emerging as an alternative to the old teaching learning method. Nowadays there is democratization of knowledge an the role of the teacher is changing to that of facilitator. We need to have interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology and the spawning of a technologically-savvy generation of youths.

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