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Students Engagement in Classroom Teaching by Innovative Pedagogy: A desk-based Review of Existing Literature

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Abstract

The use of modern teaching methods in the social sciences classroom under higher levels of education is presently required to increase learning achievement through student participation. The pace of change in educational structures, curricula, teaching-learning activities, and learning outcomes should be able to keep up with all kinds of developments taking place in the world. Innovative is one of the newly developed approaches that can be used to increase students' active engagement, particularly in social science disciplines. A thorough literature search technique was employed to find the literature relevant to this study. The datasets up to 2024 were utilized for descriptive analyses of effective instructional techniques. The research-based articles and reports were used from digital and physical libraries. The easily accessible web search engine Google Scholar and other freely accessible databases such as Academia, ResearchGate, NAPJOL, JSTOR, ProQuest, and Elsevier were used. The findings indicate that innovative teaching methods promote the active participation of students through hands-on experiences. This approach significantly enhances learning outcomes in social science and helps for applying theories in real life. This technique promotes a more dynamic learning environment by encouraging teachers to adopt innovative

and creative teaching methods, which in turn increases student engagement, motivation, and academic achievement. Integrating innovative pedagogies into activity-based instruction techniques empowers teachers to cultivate pupils' success, equipping them with essential skills for thriving in the 21st century.

Keywords: Engagement, innovative-pedagogy, literature-survey, student-centered, learning-outcomes

Introduction

It is assumed that student learning is a never-ending process that helps learners make sense of content and information and apply it to real-life phenomena by promoting the quantifiable acquisition of skills, knowledge, and attitudes. A major precondition for effective learning is that learners should actively engage in the learning process. Student engagement (SE) demands several academic activities related to curricular, extracurricular, and co-curricular activities inside and outside the classroom. Moreover, students must demonstrate commitment to attaining learning objectives; those who exhibit dedication are more inclined to invest time and effort towards accomplishing set goals (Ginting, 2021). Therefore, SE always fosters quality education, assists the productive learning activities, and helps learner to obtain the base of academic success and learning outcomes (Kuh, 2009).

Student engagement indicates the learners' daily academic behaviors within and outside the classroom, such as reading, writing, games, creation, and so on. In addition, SE helps learners participate in classroom discussions, motivates consistent attendance, alerts learners during lesson teaching, and connects them to the school community with a sense of value and respect. Finally, they feel that we are in an educational environment (Appleton et al., 2008). It indicates the degree of students' curiosity, attention, optimism, interest, and passion in the process of human resource production. It extends to the level of motivation in the learning process. This idea is associated with the elaborate manifestation of learners' motivations, interests, and curiosities that enhance results (GER, 2024). The researchers evaluated the effectiveness of students' participation in the learning process using various instruments and methodologies, including behavioral, affective, cognitive, parental, psychological, emotional, and social engagement. These instruments and methods have been loosely classified into three categories: psychological, affective, and cognitive encounters.

Abla and Fraumeni (2019) commented that cognitive engagement pertains to the learning process of students and is closely linked to their motivation. It encompasses

their inclination and capacity for self-directed learning. Comparably, the psychological engagement includes the skills and abilities of the student, whereas the affective engagement is associated with the attitudes, values, sentiments, and emotions that impact the student's behavior (Kuo et al., 2023). The behavioral component includes the student's social and participatory activities that are visible and connected to school, such as extracurricular activities, social activities, homework completion, achievement scores, etc. (Furlong & Revelex-Ernst, 2014; Olson & Peterson, 2015). This engagement is basically based on the students' social activities where students follow social norms and values, and participate in these activities (Abla & Fraumeni, 2019). The psychological component shows how students behave in relation to how they feel about their peers, teachers, and school. As a result, it may be said that emotional engagement evaluates students' ability to assimilate knowledge of subjects that interest them (Hariadi et al., 2023).

In this context, the idea is put up that when a campus or school environment supports students' academic accomplishment broadly and promotes engagement with a broader variety of peers, students' learning experiences can be enhanced. Likewise, teachers are essential in improving student learning because they provide helpful criticism that encourages students to work more (Lundberga & Sheridan, 2015). Likewise, with regards to the "future of education and skills education 2030," the Organization for Economic Cooperation and Development OECD (2018) identifies a number of obstacles related to higher education delivery and suggests potential solutions. These include programs like teacher empowerment, interdisciplinary and collaborative learning environments, and opportunities for students to apply what they've learned to real-world situations, curriculum customization to meet the needs of both learners and society, and encouraging students to take an active role in their education. Similarly, engaged pupils demonstrate consistent behavioral involvement and a good attitude (Albulescu et al., 2021). They are drawn to assignments that push the boundaries of their abilities; they take the initiative and give their studies their whole attention. They usually have an upbeat and happy demeanor throughout their actions, which is marked by curiosity and enthusiasm. On the other hand, disenchantment is the opposite of involvement. Disgruntled pupils frequently exhibit laziness, a lack of effort, and an easy-to-give-up attitude when faced with obstacles. It's possible that these students feel bored. It is possible for these students to feel depressed, anxious, bored, or angry in the classroom. They can stop participating in educational activities and act rebelliously against their teachers and fellow students (Skinner & Belmont, 1993).

Based on the previously provided evidence, it is clear that student learning outcomes are significantly shaped by classroom participation, especially in the subject of

economics. The 21st century has seen a shift in teaching methods from teacher-centered to student-centered, authoritarian to democratic, and classroom-based to activity-based. This is because, in the modern era, innovative or derived knowledge of the world is contained within a device like a mobile phone, allowing students to quickly assimilate the newest information possible through the use of ICT technologies (Roy, 2022). Because, from the 1990s onwards, many countries have launched ICT in education masterplans to achieve 21st century outcomes such as collaboration, communication, creativity and critical thinking. However, Nepal has formally adopted ICT in school education since 2019 AD (Rana et al., 2019). So adopting new instruction techniques and removing the old techniques is necessary in classroom teaching. But, a question emerges in this context: which instruction technique is the best to engage students in economics classroom?

Economics is a branch of social science. In my role as an economics teacher, I frequently encounter students who perceive economics as a challenging and uninteresting subject. However, one day, while conversing with a graduate-level student about his favorite sport, cricket, I thought of a unique way to engage him in economic thinking. I asked him to estimate the monthly expenses for a cricketer to maintain a balanced diet, considering market prices for various food items. To my surprise, he quickly took out a piece of paper, calculated the costs based on food items, and formulated a comprehensive monthly plan. This interaction highlighted the applicability of economics in everyday scenarios, demonstrating that economic principles are more prevalent than we might initially realize. To instill a sense of excitement for economics among students, providing avenues that encourage challenge, exploration, and creativity is crucial. As student progress to higher levels of education, incorporating real-world scenarios into the curriculum allows them to grasp the practical implications of economics across various sectors, including planning, investment, consumption, employment, infrastructure, industry, and agriculture. For instance, a student adept at creating a balanced diet plan for a cricketer can also apply their skills to financial planning for institutions such as schools, colleges, and local government ward offices. Thus, the role of economics teachers lies in facilitating the connection between practical knowledge and the underlying principles of economics for their students.

There are various instruction techniques and approaches for teaching economics; among them, project-based learning, innovative pedagogy, and activity-based instruction strategies (Munna & Kalam, 2021) are assumed to be effective in achieving this goal of economics. Because economics is a pure science focused on studying human economic behaviors, exploring the relationship between ends and scarce means with alternative uses, this definition underscores the discipline's emphasis on employing

positive and logical methodologies rather than value-laden judgments, and experiments in a human laboratory (Robbins, 1932). Consequently, economics educators' strategic implementation of instructional approach- innovative pedagogy- holds significant potential in augmenting students' comprehension of economics, honing their and societal economic problem-solving skills, fostering practical application in real-life scenarios, and enhancing their predictive capacities (Munna & Kalam, 2021). Innovative pedagogy shares the knowledge of innovative teaching practices and their impacts on the learning process. Future learners need to gain deep knowledge in economics and a broad set of social skills.

In this context, some questions emerge about student engagement, improved learning outcomes, ways to actively engage students in learning activities, effectively implementing innovative pedagogy, etc. Covering all these issues, a guiding question can be raised in this regard: How can economics teachers implement innovative pedagogies in the economics classroom to actively involve students in order to enhance learning outcomes by linking theories to real life? An attempt has been made to answer this question in this research. The purpose of this research is to analyze the use and impact of innovative pedagogy in higher level of economics classroom. The paper concludes with some practical conclusions for economics teaching strategies.

Methods

This study adopts a descriptive framework based on information collected through a literature survey. The primary purpose of this design is to collect, organize, and disseminate relevant information (Singh, 1998), thereby facilitating the development of long-term planning (Gothberg, 1990). Based on this design, this study has delved into the roles of students and teachers within innovative pedagogy, explored the benefits of such approaches, examined techniques for implementing innovative pedagogy in economics classrooms, and assessed its impact on students' learning. A thorough literature search technique was employed to find the literature relevant to this study. The datasets up to 2024 were utilized for descriptive analyses of effective instructional techniques. Only secondary data was collected through purposive sampling techniques.

The research-based articles and reports were used from digital and physical libraries. The easily accessible web search engine Google Scholar and other freely accessible databases such as Academia, ResearchGate, NAPJOL, JSTOR, ProQuest, and Elsevier were used. In order to collect the data, major fourteen key search terms like "student engagement", "innovative pedagogy", "observation technique", "field visit technique", etc. were used. Searching process was as "content I can access" in access type, "articles and research reports" in academic contents, "no boundary" in publication

date, "social science" in subject area, and "relevance" in short by, in order to search the text. The required materials were included in the study based on relevancy. The findings are presented in a detailed and explanatory text format, providing critical insights from the collected data.

Result and Discussion

This research mainly focuses on the educational benefits of using innovative pedagogy, the role of students and teachers within the creative teaching-learning process, easy ways to implement this technique in the economics classroom, and its impact on students' learning and their real lives.

Innovative Pedagogy

Innovative teaching technique/approach has been developed to overcome obstacles of the traditionally conducting general teaching methods and student's engagement in classroom (Kirk-Kuwaye & Sano-Franchini, 2015). It is related to creativity and novelty of the teacher which changes the teaching methodological style, and uses new and alternative approaches to teaching and learning that prioritize student-centered and active learning strategies. This approach involves project-based learning, flipped classrooms, collaborative learning, technology-enhanced learning, inquiry-based learning, and other strategies that encourage active student participation and critical thinking. Therefore, it is not limited to particular subject, but rather can be applied across various disciplines and levels of education (Pokhrel, 2023). Use of innovative technique in classroom is necessary for economics students to reach their present and future full potential, and it is also need for economics teacher to meet the economic knowledge of new generations, especially in higher level of education which serve the long-run intellectual needs of the learner. Therefore, this technique assumes that teachers have innovative teaching competencies (Kalyani & Rajasekaran, 2018). Thus, it is a departure from traditional teacher-centered to innovative-centered instruction technique, where innovative pedagogies can enhance the economics students' outcomes through deep learning, highly motivation, and active engagement in classroom learning process (Muir et al., 2022; Santos et al., 2019). Another advantage of this technique is that it extracts different economic theories and methods, and transform traditional teaching and analyzing models (Jones, 2009).

There are several techniques to use innovative pedagogy as a teaching technique in the economics classroom of higher level of education, which are elaborated below.

Discussion Instruction Technique

Fig. 1 : Students' Learning through Group Discussions

It is a platform to share ideas collaboratively between teachers and students, and between students and students with the aim of advancing students' thinking, learning, problem solving and understanding. Students present their opinions about economic problems in classroom from multiple perspectives. In this context, (Wilkinson, 2009) said that "students present their opinions to peers, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand". This technique helps economics students to be actively involved in the classroom learning process by showing them figures, graphs, tables, maps and other learning materials aimed at understanding the concepts, approaches, models, laws and theories of economics.

Observation and Field Visit

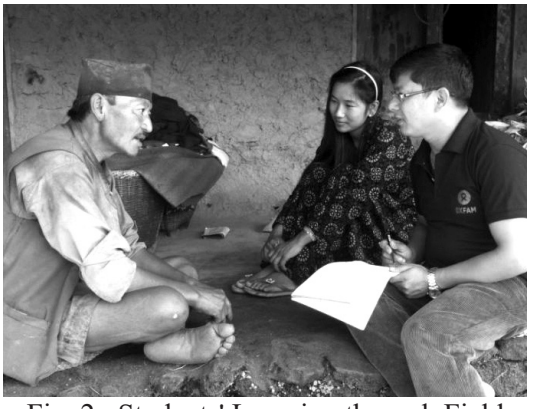

Fig. 2 : Students' Learning through Field Visit and Observation

Observation and field visits are the process that enables students in their everyday life. This process is a tacit feature of ordinary action through which sensory stimuli are perceived and absorbed. However, not all observations are implicit (Weade & Evertso, 1991). First, students prepare for field visits to various economic locations such as banking institutions, employment sectors, agricultural sites, markets, manufacturing industries, transportation hubs, communication fields, business malls, etc. Then, they proceed to the field and collect the required information. These observational instruction techniques and field visit methodologies are effective ways for economics teachers to engage students in the classroom. Through these experiences, teachers can form judgments about individual pupils.

These techniques aid students in understanding how economic activities are performed. Consequently, learning becomes more enduring as students acquire direct

and primary knowledge, which they can readily apply in real-life situations, facilitating a better grasp of theoretical concepts (Paudel, 2019).

Project-based Learning

Project-based learning is crucial for the classroom teaching-learning (Nicolaides, 2012). Teachers can incorporate project-based learning techniques in economics classrooms by motivating students to visit agricultural and industrial sites to gather essential data and compile reports. Additionally, this approach links directly to innovative teaching techniques, representing a proactive effort to integrate new teaching strategies and methods (Murugesan, 2019). Economics teachers have various methods to engage students in the classroom, including microteaching, stimulation teaching, programmed instruction, individualized instruction, and computer-assisted teaching methods. Moreover, they can enhance student engagement by integrating strategies such as learning management systems, blended learning, embodied learning, learning by doing science, gamification of learning, computational thinking, crossover learning, and argumentation.

Fig. 3 : Students' Learning through Project-based Works

Creative Thinking

Creativity is a pivotal thinking skill and a brain-based learning process essential for generating novel, valuable, and practical knowledge in economics (Seechaliao, 2017). In the economics classroom, teachers can employ seven distinct steps to nurture creativity among students: preparation, setting learning goals, engaging in learning and transformation, defining concepts and applications, facilitating development, orchestrating presentations, and evaluating and celebrating learning outcomes. Problem-solving emerges as an instructional technique that can significantly enhance students' skills and knowledge in economics. This technique follows a sequential order, including steps such as identifying the problem,

Fig. 4 : Students' Learning through Creative Thinking

contemplating its facets, defining the issue, organizing relevant information, exploring alternatives, brainstorming solutions, considering diverse perspectives, implementing strategies, reflecting on the process, evaluating efforts, and exploring potential solutions (Foshay & Kirkley, 1998). These processes are applicable in teaching various economic concepts such as demand, supply, unemployment, poverty, income distribution, investment, saving, growth rate, etc. (Paudel, 2019).

Collaboration Work

The collaborative instruction technique involves the collective intellectual efforts of students or students and teachers together. This approach entails small groups of students collaborating to accomplish tasks, solve problems, or create products relevant to their field of study (Smith & MacGregor, n.d.). Teachers can facilitate collaborative work on economics topics, which promotes peer-to-peer learning, problem-solving, and communication skills. Typically, students work together in small groups, actively seeking solutions to given problems and collectively constructing meaning or creating new products (Clarke & Kinuthia, 2009). Economics teachers can apply this technique to address various issues such as unemployment, low investment, poverty, low labour productivity, reduced income, insufficient demand, and inadequate supply (Paudel, 2019). Consequently, employing this technique enhances student engagement and yields fruitful outcomes.

Fig. 5 : Students' Learning through Collaborative Work

Cooperative Learning

The cooperative learning technique holds significant importance in engaging students within the classroom. This approach represents a structured form of collaborative learning, leveraging small groups to enhance individual and collective learning outcomes (Johnson & et al., 1984). Grounded in the social interdependence theories of Kurt Lewin and Morton Deutsch (Smith & MacGregor, n.d.), this technique aims to cultivate students' interpersonal

Fig. 6 : Students' Learning through Cooperative Works

skills alongside their academic achievements. Economics teachers can effectively employ this technique to nurture students' social and learning aptitudes. By presenting societal challenges, such as economic issues faced by low-income and marginalized groups, teachers encourage students to collaborate, fostering a deeper understanding of the subject matter and the importance of cooperative problem-solving in real-world contexts (Paudel, 2019).

Personalize Learning

Personalized learning instruction technique increases student engagement, motivation, and overall learning outcomes. This approach addresses educational challenges by catering to the unique needs of each student, thereby facilitating the achievement of their individual goals (Pane, 2018). It strongly emphasizes learners' needs by aligning learning objectives, instructional methods, and materials accordingly. By tailoring practice sessions to match the pace and focus of instruction, personalized learning effectively addresses students' diverse needs and goals. The overarching goal is to empower students to take ownership of their educational journey, leveraging their experiences, talents, interests, and needs (Bartle, 2015). This approach enables students to customize their learning activities to suit their specific requirements, abilities, and interests (Hughey, 2020). Consequently, personalized learning enhances students' learning outcomes and experiences and improves the reputation of academic institutions prioritizing individualized learning approaches (Makhambetova et al., 2021). This technique can be used in the classroom to engage students in economics as well as other subjects of social science.

Fig. 7 : Students' Learning through Personalize Works

There are other several techniques beside above mentioned techniques that can be used in economics classroom to engage students, such as interdisciplinary technique, inquiry method, inductive and deductive method, team teaching technique, question answer technique, programmed instruction method, simulation learning instruction technique, case study technique, graphing method, and so on.

Discussions

This study highlights the transformative potential of innovative teaching methods to enhance the teaching and learning experience of social science disciplines, particularly economics. It plays an important role in the shift from traditional teacher-centered to modern student-centered learning activities, thereby improving student engagement, critical thinking, and knowledge retention in the classroom. In this context, Matthews et al. (2011) said that social spaces enhance the students' engagement in learning. Active learning strategies allow students to connect theoretical concepts with real-world applications. These methods reinforce classroom learning while also providing students with practical skills relevant to their daily lives and future careers. According to Phillips (2013), "planning active learning strategies promotes optimal learning, whether the learning material is presented in a course or in short modules over a period of time. These strategies can be used to enhance learning during all stages of the teaching-learning process and can accommodate a variety of learning styles". These methods enhance students' ability to analyze and address economic issues such as unemployment, poverty, and income distribution by promoting creative thinking such as problem solving and structured brainstorming. In addition, these methods promote deep intellectual engagement and practical problem-solving skills. Walstad (2001) suggested that economics faculty can add new dimensions to their assessment practices, improve their understanding of assessment choices, use assessment to enhance the quality of student thinking, and conduct research studies on assessment questions.

The collaborative and cooperative methods are particularly effective in addressing complex economic challenges while fostering social interdependence and a sense of community among students. Ezepue and Ojo (2012) have also emphasized the peer learning activities. The personalized learning meets the individual needs of students, increasing motivation and outcomes. By tailoring learning to unique abilities and interests, this technology ensures inclusivity and high levels of academic achievement. Bernacki et al. (2021); Zhang et al. (2020) have also emphasized on personalized learning activities in higher levels classroom. Therefore, it can be said that the innovative educational approaches are versatile and can be effectively applied across a variety of subjects and academic levels, making them an important component of modern teaching practices.

Conclusions

When employing innovative pedagogies in the classroom, students are more likely to feel economics is enjoyable. This pedagogy relies on activity-based instructional techniques that focus on problem-based, inquiry-based, and project-based learning

in the economics classroom. These techniques prioritize active student engagement, focus on student learning, and foster motivation and positive outcomes. They cultivate critical thinking, creativity, collaborative work, and the generation of innovative ideas. Moreover, they facilitate a deeper understanding of economic concepts, theories, models, and principles, encouraging students to apply acquired knowledge in real-life situations. Using innovative technologies in economics classrooms can benefit society by deepening students' understanding of economics through the production and distribution systems of society. Therefore, the educational institutions should incorporate innovative educational technologies into curricula to meet the modern needs of learners and prepare them for a dynamic economic environment. Teachers from the lower to the upper grades need comprehensive training programs to develop competencies in innovative pedagogies. Policymakers should emphasize the adoption of innovative teaching strategies in national education policies to enhance learning outcomes and prepare students for real-world challenges. These findings and implications highlight the transformative potential of innovative pedagogy to create dynamic, engaging, and effective learning environments, especially in economics education.

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