

EDITORIAL

Researching Participatory and Innovative Pedagogy in Higher Education

Participatory and innovative pedagogy is gaining increasingly popular in contemporary higher education as well as in K-12 education. These teaching and learning approaches highlight the importance of active student participation, creativity, critical thinking, and the use of innovative methods and technologies, such as digital tools and e-learning. Moreover, the skills linked to participatory and innovative pedagogy emphasize the need for appropriate assessment techniques to evaluate educational outcomes. Research in participatory and innovative pedagogy encompasses the selection of topics, methodologies, and skills required for studying this area, along with relevant research publications that are informed by these investigations. It is crucial to make learning engaging, relevant and effective for students, thereby equipping them with essential 21st-century skills.

Participatory pedagogy suggests that students learn best when they are actively and collaboratively engaged in the learning process. In contrast, innovative pedagogy emphasizes the use of new methods and technologies to enhance learning. It incorporates technology to make learning interactive and enjoyable, providing students with opportunities to engage in real-life contexts and encouraging them to explore through research and investigation. The research on participatory and innovative pedagogy, an emerging field of study, seeks to improve the application of these approaches to boost student motivation and engagement in their learning experiences and outcomes. Ultimately, the goal is to develop students' critical thinking and problem-solving skills. Therefore, investigations into participatory and innovative pedagogy should support the growth of students' knowledge and skills, enabling them to compete and succeed in 21st-century society. As research on these methods continues to expand, we anticipate discovering even more effective strategies for engaging and motivating students in their learning pathways.

Participatory and innovative pedagogy has become a priority for the Faculty of Education to enhance the professional capabilities of its teaching staff. Recently, it has conducted a series of capacity development training sessions for the younger faculty members and continues to strive for further opportunities to support them. This Issue of the Education Quarterly includes nine research-based manuscripts that cover various aspects of participatory and innovative pedagogy. For example, the manuscripts delve into teaching practices, literacy and well-being, classroom interaction mechanisms, challenges in implementing English Medium Instruction, the impact of COVID-19 and menstruation on student learning, and the enhancement of learning in Nepali and Tharu languages. We expect this issue to provide readers with research evidence on participatory and innovative pedagogy.

Finally, we would like to thank all the anonymous reviewers for reviewing and providing constructive comments on the manuscripts and all authors for choosing this journal to publish their manuscripts. Dean's Office, Faculty of Education, Tribhuvan University, is thankful for taking the initiative to continue publishing this journal.

Prof. Bhimsen Devkota
Chief Editor

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