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Advancing Student Engagement Through Innovative Teaching Strategies in Higher Education

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Abstract

Active learning, student engagement, and critical thinking are fostered by novel teaching methods in the fast-changing landscape of higher education. This study discusses two contemporary teaching methodologies i.e. Flipped Classroom and Problem-Based Learning (PBL) and assesses their effectiveness in university classrooms. Based on the constructivist learning theory, the research demonstrates that these learner-centered approaches change the educational process from passive reception of knowledge to active participation and collaborative learning. The paper focuses on the principles, stages of implementation, and pedagogical roles of both methods, highlighting the changing role of teachers as transmitters of knowledge, facilitators, and guides. The study also examines the strengths, weakness, opportunities and challenges of these approaches in higher education contexts. These methods, which include educational technology, video-based teaching, teamwork, and real-life problem solving, promote autonomy.

Keywords: Innovative Pedagogy, Flipped Classroom, Problem-Based Learning, Higher Education, Student-Centered Learning