

Innovative Pedagogies in Higher Education: Balancing Technology and Student-Centered Learning

Abstract

In today's rapidly changing global economy, the need of developing critical thinking, adaptability and collaborative skills that are the key factors for success, the paradigm of instruction in higher education shifted to more student-centred, dynamic ways than the traditional lecture-based, or what we can say teacher-centred approach.

This paper will look at the four transformative approaches (Active learning, AI-Driven instruction, Personalized learning and Social emotional learning) to assess their potential and challenges within contemporary educational frame works.

First, active learning, which promotes deeper engagement and knowledge retention through approaches such as flipped classrooms and problem-based learning. AI-driven instruction, including adaptive learning technologies and automated self assessment; offers unprecedented opportunities for personalized support, but also brings with it a host of new questions about algorithmic bias, data privacy, and the future role of educators. Personalized learning models, such as competency-based output: Personalized learning models, such as competency-based education, it promises flexibility and inclusiveness but, scholars say, it requires major institutional restructuring. Meanwhile, the last one, SEL is emerging as a key driver of student success, but it's integration into traditional curricula remains incongruent.

As these innovations transform higher education, fundamental questions are raised:

How do we use AI without reducing the human aspects of teaching?

What safeguards do we need to ensure equitable access to AI-powered learning tools?

How can institutions balance technological advancement with pedagogical integrity?

This paper invites a critical discussion on education in the future, looking at how these innovations can be harnessed to enhance both student outcomes and institutional resilience.