

## Innovation Theory in Advanced Teaching Technology

Leovigildo Lito D. Mallillin<sup>1\*</sup>

<sup>1</sup>Faculty of Arts and Languages, Philippine Normal University, Manila, Philippines

\*loviedsubright\_0722@yahoo.com.ph

### Abstract

The study aims to examine the innovation theory in advanced teaching technology trends in the educational system on innovative teaching methods, improve collaborative teaching, teaching and learning process. This includes the trends in making innovation of teaching technology theory in the educational system among the respondents. The research utilized the quantitative research design because it aims to discover the sample size of the population of the study on quantified responses and concentration on the format standard of quantitative research design to ensure the concrete analysis of the data. Stratified quota sampling is employed in the study. It is the most common method of sampling nonprobability. The study comprised One hundred Five (175) respondents only. Results show innovative teaching processes in new teaching trends in strategy proactive classroom methods and techniques, show to enhance and focus on critical thinking and problem-solving skills in categorizing the planning in multiple perspectives of learning, and show to monitor the improved planning of student's evaluation to promote deeper thinking and knowledge of teaching and learning process. Findings show that there is a significant correlation on the trend of teaching technology innovation theory in the educational system as observed by the respondents

Keywords: Innovation theory, Advanced teaching technology, Teaching learning process.

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## INTRODUCTION

Innovation in teaching and learning in advanced technology plays a vital role in the educational system. It equips teachers and students in the latest trend of teaching and learning. It provides aids, tools, and other emerging new technology in classroom activities of learning. Technological innovations are significant in understanding the effect for teachers and students of critical analysis in development of techniques and strategies to manage the advanced technology in the educational system framework, concept, and theory (Mallillin, 2023, pp. 1-17). It provides insights in advanced technology of teaching in helping to improve effective student learning outcomes. It highlights the analysis of the process in teaching innovation for students to think independently. It focuses on innovation to students as a center of learning and intervention process, (Mallillin, et al., 2021). It is the context of the educational system in the globe for the development and comprehension of innovation in advanced teaching technology. It explores in pushing to shape the perfect quality of innovation in teaching technology. It creates conditions on the mastery of innovation and advanced technology through actual

demonstration in teaching and learning process (Mallillin, et al. 2023, pp. 41-52). It increases students' interest and attention to the learning process in the educational system. It is a pedagogical education and innovation in the global trend in teaching. It modernizes the systematic approach to teaching technology and pedagogy innovation in the educational system in terms of tools in teaching, methods, forms, and new content, (Kochkorbaevna, & Gulomova, 2022, pp. 115-120). Yet, innovation in advanced teaching technology deals with the actual formation and volitional qualities in teaching and learning process. It implements the control measure of the model in innovation of teaching, (Yuldashevich, 2022, pp. 826-828).

On the other hand, innovation theory develops and explains the origin of time and idea in a specific system of education according to the latest trend of teaching and learning. It adopts new system and innovation based on educational system in teaching and learning to provide better competency and equip quality education. Adopting the innovation theory in teaching means introducing new trends in teaching where it equips knowledge for teachers teaching process based on professional development. This includes various domains of learning in academic performance of students, (Mallillin, 2021, pp. 1-11). It perceives new ideas, thoughts, information, and knowledge which have focused on innovation theory. It promotes innovation and adoption behavior of teachers and characteristics. It challenges the innovative theory in teaching among teachers and students. It explores the methods and innovation theory for improved teaching and learning effect of students. It guides teaching innovation theory for student achievement and platform in the educational concept of sustainable development in teaching (Mallillin, 2024, pp. 120-132). It combines simulation platforms and teaching learning approaches and expansions. It establishes classroom education and improves the quality of comprehensive teaching and innovation learning processes, (Li, et al., 2022). Yet, innovation theory and development educational systems innovate the challenges of teaching pedagogy to sustain and require strategic level and innovation. It identifies the sustained level of strategy in innovation theory. It explores educational systems and strategic innovation insights in teaching and learning. It provides an overview of the strategic innovation and nature in the educational system. It describes innovation theory development in sustaining strategic teaching and learning, (Baregheh, Carey, & O'Connor, 2022, pp. 175-203).

Indeed, the contribution of innovation theory in the educational system encourages teachers and students to explore discoveries in the learning process. Innovation involves identifying the gaps, issues, and solving problems. It compels students to improve their level of thinking and solving complex issues in the educational system and process. It describes innovation and approaches in teaching and commitment to improve the quality of teaching and educational system. This includes adapting the model of teacher theory in the application of profession in teaching, (Mallillin, 2021). It also contributes to the innovation of classroom learning and techniques in teaching, designs to improve the challenges, and understanding utilization of teaching process, collaboration, encouragement, develop creativity, and increase knowledge engagement. It develops sustainable goals on teaching technology and essential action in the learning process. It addresses the development technology innovation integration in teaching decision making planning and process, (Schinkel, et al., 2022). In other cases, the

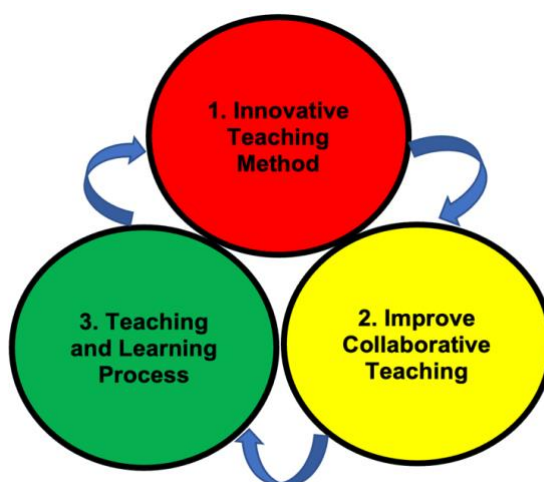
contribution of innovation theory in advanced technology in teaching promotes the necessary understanding and trends of the latest competency learning process. It provides innovation and behavior in technology integration for quality teaching in education. It develops model and innovation theory on advanced technology in teaching cognitive theory that guides teachers in the process of learning to attain satisfaction and better outcome in academic performance of students (Castillo, & Mallillin, n.d.). The theory assists students as the center of learning based on needs and demands. It adopted the innovation theory and structured teaching and learning process. It explores the model and innovation theory to contribute literacy of information, student support, and innovation of teachers in advanced technology, (Wu, et al., 2022, pp. 5325-5348).

Consequently, effectiveness of innovation theory in teaching involves various ways in teaching and learning process to foster better outcome and learning performance of students. It explores various interests and strengths in the educational system and trends in innovation of teaching technology. It explores effectiveness of intervention and experiential learning innovation and development capacity of students in the learning process. It explores the competency skills and level of performance among teachers in the various educational institutions, (Mallillin, & Mallillin, 2019). It provides pedagogy innovation theory to develop and exercise reinforcement learning process in classroom and implication. It develops effective innovation imperative to the design goals of educational attainment. It innovates teachers to be creative and prepare students to be of quality graduates in the society. It designs and creates innovation for effective teaching theory identity as molders and shapers of students as centers of learning. It provides efforts on the design of effective innovation in new technology of teaching despite struggles and challenges due to limited resources and facilities in the curriculum. Innovation efforts are compiled based on objectives of educational system, (Mayhew, et al, 2021, pp. 877-897). Hence, it develops and reforms the process of innovation theory experiences, and practical aspects of advanced technology in teaching. It presents interactive, innovation, methods and information of technology in teaching and learning integration. It assists modern technology to learn and gain knowledge to analyze teaching process. It integrates an effective innovation process and management in teaching and learning of students. It structures the substantial fundamental reforms of innovation theory in the components of educational system, (Karimov, & Karimova, 2021).

### **Innovation theory in advanced teaching technology cycle**

Innovation theory in advanced teaching technology cycle engages and helps students and teachers from various kinds of stimuli in the classroom activity-based learning. It makes the classroom content conducive, exciting and fun learning. It focuses on **Innovative Teaching Methods** to introduce proactive process in new teaching methods and strategies in the classroom. The purpose is to improve academic methods in addressing the outcome and strategies equitable to promote learning. It also focuses on **Improving Collaborative Teaching** which involves problem solving, planning and debate using the evidence and inquiry decision making in collaborative teaching or team teaching to mentor and instruct students. In addition, it focuses on **Teaching And Learning Process** which combines teaching and assessment needs and understanding to establish particular outcome

assessment, instruction, enforces work plan, memorizing strategies, formulate teaching, and learning objectives. It highlights innovation of advanced teaching technology, (Fakhimi, & Miremadi, 2022, p. 68) which cycle illustrates below:



**Figure 1: Teaching Technology Innovation Theory**

### **Innovative Teaching Method**

Innovative Teaching Method applies teaching technology to address and provides innovation in multimedia and diverse style in learning to make the class fun inside the classroom through live video, and animation and the likes. It provides innovation for teaching methods for students to enjoy the lesson with full satisfaction. It provides an impact on innovative methods of teaching process and educational system based. It enhances students' learning process to innovate critical thinking and skills. It provides teachers in different advanced technology and innovation in teaching methods, (Patra, et al., 25-32).

Details of innovative teaching methods are discussed below: (1) Introduces the greatest technology in teaching innovative strategies according to the latest trend of learning process; (2) Innovates teaching process for new teaching trends in strategy proactive classroom methods and techniques; (3) Improves the new techniques of teaching methods and strategies academic outcome to promote equitable learning; (4) Applies innovative teaching techniques and strategies to understand tacit classroom improved methods of teaching; (5) Develops the needs for students' innovative teaching strategy and mindset; (6) Improves, identifies, and invests thinking and better innovative teaching strategies for students' learning; (7) Establishes the adapted innovative teaching strategy method in creative and inspires classroom students learning process; (8) Helps and drives student outcomes in popular strategies and innovative teaching engagement and focus; (9) Innovative teaching methods provide success in academics and the learning process; and (10) Innovative teaching strategies improve the utilization of classroom engagement and effective success in learning.

### **Improve Collaborative Teaching**

Collaborative Teaching refers to innovation in teaching advanced technology that makes it possible for both students and teachers to connect, act upon certain situations, share opinions, and discuss collaborative teaching processes. It is the

innovation of educational tools to feature teaching, collaboration, discussion, and share ideas, thoughts, and information of the lesson. The collaborative learning approach helps to strengthen students to bridge the gaps and interpersonal skills. It provides techniques in improving collaborative teaching among students to condition minds, behaviors in learning outcome, and platforms, (Sáiz-Manzanares, et al., 2021, pp. 747-778). Details of improved collaborative teaching are discussed below:

1. Establishes effective collaborative learning and accountability set and define objectives and goals in teaching.
2. It provides flexible collaborative learning for quality interaction and influences in the learning process of students and development.
3. It promotes and builds open communication learning process to explain concept of improved collaborative learning.
4. It assesses collaborative learning process and consideration of interpersonal or development of skills as an important learning process of student engagement.
5. Supports collaborative improvement learning process and diversity to allow students to become experts in the learning process.
6. Collaborative learning improvement relies on value diversity to appreciate, respect the viewpoints in the learning process, and needs.
7. It allows to reduce anxiety from a group of students in a positive learning experience to create relaxed learning.
8. It establishes interaction from students in initiating discussion, clarifying points, and maintenance function learning process.
9. It enhances and focuses on critical thinking and problem-solving skills in categorizing the focus and planning in multiple perspectives of learning.
10. It provides collaborative learning easy through technology opportunity and increased learning.

### **Improve Collaborative Teaching**

Teaching and Learning Process refers to fun and exciting activities in teaching and learning process for students. It engages the learning process to apply lessons in real life knowledge, and better learning. It makes innovative teaching processes and learning smarter, satisfying, and effective to students' needs. It benefits teachers in specific class time and changes students' learning approach in teaching. It creates a better learning and teaching process suited for students. It advances the influence of technology teaching and learning process. It provides students the plethora and access to teaching in-depth learning. It transforms students technology advancement of learning, (Ghory, & Ghafory, 2021, pp. 168-173). Details of teaching and learning process are discussed below:

1. Provides prior knowledge in teaching and learning process to understand the lesson.
2. Assesses teaching and learning process to ensure subject matter is taught based on the needs of students.
3. Presents new techniques and materials needed in teaching and learning process for students.

4. Provides multi-sensory approach in teaching and learning process to help students to lead for better learning outcome.
5. Challenges students in the learning task and effective learning process.
6. It monitors the improved planning of student's evaluation to promote deeper thinking and knowledge of teaching and learning process.
7. Teaching and learning process provides feedback for students to provide quality of teaching and competency for quality education.
8. Develops an opportunity method of teaching and learning process as evidence in the classroom setting.
9. Improves the classroom learning methods and effective order of teaching process.
10. It recognizes teaching and learning to improve learning skills and trends in the educational system.

The research seeks to identify the trend of teaching technology innovation theory in the educational system among respondents in three specific areas: innovative teaching methods, improved collaborative teaching, and the teaching and learning process. Additionally, it examines whether there is a significant correlation between the trend of teaching technology innovation theory and its observation by respondents in the educational system. The hypothesis posits that there is a significant correlation between the trend of teaching technology innovation theory and its observation by the respondents in the educational system.

## **RESEARCH METHOD**

### **Research Design**

The research utilizes the quantitative method design because it aims to discover the sample size of the population of the study on quantified responses and concentration on the format standard of quantitative research design to ensure the concrete analysis of the data. Specifically, it quantifies and measures the innovation theory in advanced teaching technology on the trends in the educational system and what makes the trends to be the innovation of teaching technology theory in the educational system among the respondents. It highlights the process in quantitative research application of innovation theory in advanced technology in teaching. It evaluates the trends, contribution, concept, and innovation methods applied in research, (Bauer, et al., 2021).

### **Sampling Techniques**

Stratified quota sampling is employed in the study. It is the most common method of sampling non-probability. It performs specific chosen units in determining the population of the sample size. No guidelines are being set as long as the quota of sampling size completes the predefined criteria. It is quota sampling to achieve the purpose of the definite sample size. It is appropriate and less expensive to generate the method to administer the process of selecting the sample size. It elaborates and advocates the arrangement of sampling size, stringent quota, and calculation to be used in the sample size. It is the process to describe and start a certain quota of the participants of the study structure selection that fits in the quota sampling, (Iliyasu, & Etikan, 2021, pp. 24-27).

### Participant of the Study

The participants of the study are the curriculum designers, innovators in the various educational institutions such as Higher Education Institutions (HEIs), or Commission of Higher Education (CHED), Technical Education Skills and Development Authority (TESDA), Department of Education (DepEd), directors, principals, heads, coordinators, and teachers. They are expert in the field of study on innovation theory in advanced teaching technology. The study comprised One Hundred Five (175) respondents only.

## RESULTS AND DISCUSSION

### What is the trend of teaching technology innovation theory in the educational system among the respondents?

Table 1. Trend of Teaching Technology Innovation Theory on Innovative Teaching Method Among the Respondents

Indicators	WM	I	R
1. Introduces the greatest technology in teaching innovative strategies according to the latest trend of learning process.	4.10	O	4.5
2. Innovates teaching process of new teaching trends strategy proactive classroom methods and techniques.	4.25	HO	1.5
3. Improves the new techniques of teaching methods and strategies academic outcome to promote equitable learning.	3.85	O	7
4. Applies innovative teaching techniques and strategies to understand tacit classroom improved methods of teaching.	4.18	O	3
5. Develops the needs for students' innovative teaching strategy and mindset.	4.00	O	6
6. Improves, identifies, invests thinking, and better innovative teaching strategies for students' learning.	3.35	L	9.5
7. Establishes the adapted innovative teaching strategy method in creative and inspires classroom students learning process.	3.65	O	8
8. Helps and drives student outcomes in popular strategies and innovative teaching student engagement and focus.	3.35	L	9.5
9. Innovative teaching methods provide success in academics and the learning process.	4.10	O	4.5
10. Innovative teaching strategies improve the utilization of classroom engagement and effective success in learning.	4.25	HO	1.5
<b>Average Weighted Mean</b>	<b>3.91</b>		
<b>Standard Deviation</b>	<b>0.329</b>		

Table 1 presents the weighted mean and the corresponding interpretation on the trend of teaching technology innovation theory on innovative teaching methods among the respondents.

It shows that rank 1 is shared by the two indicators which are “Innovates teaching process in new teaching trends in strategy proactive classroom methods and techniques”, and “Innovative teaching strategies improve the utilization of classroom engagement and effective success in learning”, with a weighted mean of 4.25 or Highly Observed. Rank 2 is “Applies innovative teaching techniques and strategies to understand tacit classroom improved method of teaching”, with a weighted mean of 4.18 or observed. Rank 3 is also shared by the two indicators which are “Introduces the greatest technology in teaching innovative strategies according to the latest trend of learning process”, and “Innovative teaching methods provide success in academics and learning process”, with a weighted mean of 4.10 or observed. The least in rank is also shared by the two indicators which are “Improves, identifies, and invests thinking and better innovative teaching strategies for students’ learning”, and “Helps and drives student outcome in popular strategies and innovative teaching student engagement and focus”, with a weighted mean of 3.35 or Limited. The overall average weighted mean is 3.91 (SD=0.329) or Observed on the trend of teaching technology innovation theory on innovative teaching methods among the respondents.

Table 2. Trend of Teaching Technology Innovation Theory on Improve Collaborative Teaching Among the Respondents

<b>Indicators</b>	<b>WM</b>	<b>I</b>	<b>R</b>
1. Establishes effective collaborative learning and accountability for set and define objectives and goals in teaching.	4.09	O	4
2. It provides flexible collaborative learning for quality interaction and influences learning process of students and development.	3.87	O	6
3. It promotes and builds open communication in the learning process to explain the concept of improved collaborative learning.	3.34	L	9.5
4. It assesses the collaborative learning process and consideration of interpersonal development skills as an important learning process of student engagement.	4.11	O	2.5
5. Supports collaborative improvement learning process and diversity to allow students to become experts in the learning process.	3.61	O	8
6. Collaborative learning improvement relies on value diversity to appreciate, respect the viewpoints in the learning process, and needs.	3.79	O	7
7. It allows to reduce anxiety from a group of students positive learning experiences to create relaxed learning.	4.11	O	2.5
8. It establishes interaction from students in initiating discussion, clarifying points, and maintenance of the function learning process.	4.02	O	5
9. It enhances and focuses on critical thinking and problem-solving skills in categorizing the focus and planning in multiple perspectives of learning.	4.21	HO	1
10. It provides collaborative learning easy through technology opportunity and increased learning.	3.34	L	9.5
<b>Average Weighted Mean</b>	<b>3.85</b>		
<b>Standard Deviation</b>	<b>0.307</b>		

Table 2 presents the weighted mean and the corresponding interpretation on the trend of teaching technology innovation theory to improve collaborative teaching among the respondents.

It shows that rank 1 is “It enhances and focuses on critical thinking and problem-solving skills in categorizing the focus and planning in multiple perspectives of learning”, with a weighted mean of 4.21 or Highly Observed. Rank 2 is shared by the two indicators which are “It assesses the collaborative learning process and consideration of interpersonal development skills as an important learning process of student engagement”, and “It allows to reduce anxiety from group of students positive learning experiences to create relaxed learning”, with a weighted mean of 4.11 or observed. Rank 3 is “Establishes effective collaborative learning and accountability for set and define objectives and goals in teaching”, with a weighted mean of 4.09 or Observed. The least in rank is shared by the two indicators which are “It promotes and builds open communication in the learning process to explain the concept of improved collaborative learning”, and “It provides collaborative learning easy through technology opportunity and increased learning”, with a weighted mean of 3.34 or Limited. The overall average weighted mean is 3.85 (SD=0.307) or Observed on the trend of teaching technology innovation theory to improve collaborative teaching among the respondents.

Table 3. Trend of Teaching Technology Innovation Theory on Teaching and Learning Process Among the Respondents

<b>Indicators</b>	<b>WM</b>	<b>I</b>	<b>R</b>
1. Provides prior knowledge in teaching and learning process to understand the lesson.	4.01	O	5.5
2. Assesses teaching and learning process to ensure subject matter is taught based on the needs of students.	4.09	O	3.5
3. Presents new techniques and materials needed teaching and learning process for students.	4.01	O	5.5
4. Provides multi-sensory approach in teaching and learning process to help students to lead for better learning outcome.	3.36	L	9
5. Challenges students in the learning task and effective learning process.	4.09	O	3.5
6. It monitors the improved planning of student's evaluation to promote deeper thinking and knowledge of teaching and learning process.	4.24	HO	1
7. Teaching and learning process provides feedback for students to provide quality of teaching and competency for quality education.	3.83	O	7.5
8. Develops an opportunity on the method of teaching and learning process as evidence in the classroom setting.	3.31	L	10
9. Improves classroom learning methods and effective order of teaching process.	3.83	O	7.5
10. It recognizes teaching and learning for effective teachers to improve the learning skills and trends in the educational system.	4.20	HO	2
<b>Average Weighted Mean</b>	<b>3.90</b>		
<b>Standard Deviation</b>	<b>0.308</b>		

Table 3 presents the weighted mean and the corresponding interpretation on the trend of teaching technology innovation theory on teaching and learning process among the respondents.

It shows that rank 1 is “It monitors the improved planning of students evaluation to promote deeper thinking and knowledge of teaching and learning process”, with a weighted mean of 4.24 or Highly Observed. Rank 2 is “It recognizes teaching and learning for effective teachers to improve the learning skills and trends in the educational system”, with a weighted mean of 4.20 or Highly Observed. Rank 3 is shared by the two indicators which are “Assesses teaching and learning process to ensure subject matter is taught based on the needs of students”, and “Challenges students in the learning task and effective learning process”, with a weighted mean of 4.09 or observed. The least in rank is “Develops an opportunity on the method of teaching and learning process as evidenced in the classroom setting”, with a weighted mean of 3.31 or Limited. The overall average weighted mean is 3.90 (SD=0.308) or Observed on the trend of teaching technology innovation theory on teaching and learning process among the respondents.

#### **On the test of significant correlation on the trend of teaching technology innovation theory in the educational system as observed by the respondents.**

Table 4. Test of Significant Correlation on the Trend of Teaching Technology Innovation Theory in the Educational System as Observed by the Respondents

<b>Test of Variables on Teaching Technology Innovation Theory</b>	<b>computed z value</b>	<b>Interpretation</b>	<b>z critical value</b>	<b>Decision</b>
Innovative Teaching Method	83.49	significant	±1.96	rejected
Improve Collaborative Teaching	85.10	significant	±1.96	rejected
Teaching And Learning Process	86.97	significant	±1.96	rejected
<b>Two-tailed test at 0.05 level of significance</b>				

Table 4 presents the test of significant correlation on the trend of teaching technology innovation theory in the educational system as observed by the respondents.

It revealed in the table that when the variables are tested, it shows that computed z value of “Innovative Teaching Method” is 83.49, “Improve Collaborative Teaching” is 85.10, and “Teaching And Learning Process” is 86.97 which is higher than the z critical value of ±1.96, two-tailed test, at 0.05 level of significance which arrives to the decision of rejection since it is significant. Therefore, it is safe to say that there is a significant correlation on the trend of teaching technology innovation theory in the educational system as observed by the respondents.

#### **Discussion**

The trend of teaching technology innovation theory on innovative teaching method among the respondents shows to innovate teaching process in new teaching trends strategy proactive classroom methods and techniques, and innovates teaching strategies to improve utilization of classroom engagement and effective success in learning which means to analyze knowledge that influences teachers integration of technology as part of innovation in teaching process which focuses on professional knowledge in teaching and learning

enhancement (Mallillin, & Laurel, 2022). It promotes and identifies impact of innovation theory in teaching technology among teachers. It influences values of teaching pedagogy and learning for students. It amazes teaching tool and technology appropriate in learning development on students, (Mallillin, et al., 2020). Indeed, it shows how to apply innovative teaching techniques and strategies to understand a tacit classroom improved method of teaching which clarifies issues in the educational system on the area of innovation in teaching technology for students' perspective. It builds and creates learning innovation and paradigm in a positive teaching and learning. It increases the method and development of innovative teaching analysis implementation processes. It increases understanding and level of new technology and innovation, (Nematovich, & Karimberdiyevich, 2022, pp. 678-687). Notably, it introduces the greatest technology in teaching innovative strategies according to the latest trend of learning process and provides success in academics where it provides technology in teaching for students. Student learning provides activities and integration of lessons based on the skills of teachers, (Aliyarovich, & Sayfiddinovich, 2021, pp. 16-22). Lastly, it shows how to improve, identify, and invest thinking and better innovative teaching strategies for students' learning, and to help and drive student outcome in popular strategies and innovative teaching student engagement and focus which accelerates educational system and enhances the need of learning and teaching techniques on technology innovation. It assesses teacher focused on teaching innovation highlights professional development and effectiveness in providing support and method for teaching technology improvement, (Zimmer, & Matthews, 2022).

Furthermore, the trend of teaching technology innovation theory to improve collaborative teaching among the respondents shows to enhance and focus on critical thinking and problem-solving skills in categorizing and planning multiple perspectives of learning. This means that perception and development of problem solving, and critical thinking skills will form part of instructional design models in teaching technology (Mallillin, 2023, p. 136). It provides specific subject teaching technology in the perception of development process in analyzing the approach to critical thinking and problem solving. It undertakes the perceived skills and improved critical thinking and self-confidence, (Toker, & Baturay, 2022, pp. 1267-1292). Hence, it also shows that the trend of teaching technology and innovation assesses the collaborative learning process and consideration of interpersonal development skills as an important learning process of student engagement, where it allows to reduce anxiety from a group of students in a positive learning experience to create relaxed learning. This emphasizes that collaborative learning adopts regulation in technology advanced theory in teaching. It conceptualizes and understands the trend of teaching technology and innovation theory on self-efficacy, learning motivation, and beliefs, (De Backer, et al., 2022). In addition, it shows how to establish effective collaborative learning and accountability for setting and defining objectives and goals in teaching. This means that collaborative learning is necessary as part of the trend in teaching theory for an improved process of learning. It collaborates and illustrates teachers' engagement and school context. It encourages collaboration and guidance of teaching and learning school system. It examines condition of school system and organization that influences school leader and teacher innovation of learning collaborative and helpful opportunities for students. It predicts planning collaboratively for teachers in a school setting. It structures the trend of technology in advanced teaching innovation schedules for teachers' decision-making process in teaching and learning, (Patrick, 2022). Lastly, it promotes and builds open communication in the learning process to explain the concept of improved collaborative learning, and to provide collaborative learning easy through technology opportunity and increased learning. It explores certain mode of innovation

theory in advanced technology that emerges from collaborative learning and context to motivate students learning process. It responds to motivational perception of change in the learning classroom. It analyzes positive classroom learning through advanced teaching technology and theory, (Nakata, Nitta, & Tsuda, 2022, pp. 14-18).

Lastly, the trend of teaching technology innovation theory on teaching and learning process among the respondents shows to monitor the improved planning of students' evaluation to promote deeper thinking and knowledge of teaching and learning process. It examines the critical thinking and program innovation theory and teaching theory for the school system and classroom discipline. It reveals the impact of the trend in technology and ideology concept and device of pedagogical innovation in the trend of teaching technology process and learning. The trend of innovation in teaching theory brings pedagogical practices and changes in the educational system and process, (An Le, & Hockey, 2022, pp. 140-158). On the other hand, it shows how to recognize teaching and learning for effective teachers to improve the learning skills and trends in the educational system which means to create and consolidate aspiration in the educational system that leads to compete quality of education. It enables us to promote information in the trend of teaching and innovation to address the need of the learning process. It gains insights and deeper practices of teaching and learning utilization (Mallillin, n.d.). It integrates curriculum and skills application of learning and method of teaching. It contributes to teaching and learning process educational system promotion of advanced teaching technology and innovation theory. It also provides facilitation of important opportunities for technology order of thinking and facilitation content and design, (Ganapathy, et al., 2017). Hence, it shows how to assess teaching and the learning process to ensure subject matter is taught based on the needs of students, and challenges students learning task and effective learning process. It emphasizes the catalyst of learning desirable outcome is based in the advanced teaching technology and innovation theory. It provides benefits and explores the context of school setting based on advanced technology and teaching theory. It integrates and builds education intervention technology impact in academic engagement and motivation of students' teaching and learning process. It conditions cognitive engagement trend of teaching technology collaborative learning intervention and outcome to support positive thinking of the learner's platform outcome, (Valdez, et al., 2022). Yet, it shows how to develop an opportunity on the method of teaching and learning process as evidenced in the classroom setting which is based on integration of teachers' technology skills in teaching and learning process. It provides professional development and effect in the trends of teaching technology implementation and describes innovation theory approach to learning opportunities and development responsibility and values. It describes how teachers demonstrate new concepts in the school setting, (Larsen, & McCormick, 2022, pp. 117-134).

## **CONCLUSION**

The trend of teaching technology innovation theory on innovative teaching methods among the respondents shows an innovative teaching process in new teaching trends, proactive classroom methods and techniques where innovative teaching strategies improve utilization of classroom engagement and effective success in learning. It also shows how to apply innovative teaching techniques and strategies to understand a tacit classroom improved method of teaching where it introduces the greatest technology in teaching innovative strategies according to the latest trend of learning process and provides success in academe and learning process. The trend of teaching technology innovation theory on improve collaborative teaching among the respondents shows to enhance and focus on critical thinking and problem solving skills in categorizing the planning multiple perspective of

learning where it assesses the collaborative learning process and consideration on interpersonal development skills as important learning process of student engagement, and allows to reduce anxiety from group of students in a positive learning experiences to create relaxed learning since it establishes effective collaborative learning and accountability for set and define objectives and goals in teaching. The trend of teaching technology innovation theory on teaching and learning process among the respondents shows to monitor the improved planning of students evaluation to promote deeper thinking and knowledge of teaching and learning process where it recognizes teaching and learning for effective teachers to improve learning skills and trends in the educational system since it assesses teaching and learning process to ensure subject matter is taught based on the needs of students, and challenges students in the learning task and effective learning process.

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