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Unit I Introduction to Pedagogy

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There is a famous saying:

I hear... I forget;
I see ... I remember;
I do ... I understand.

Research around the world also suggest:
PEOPLE REMEMBER

10% of what they read

20% of what they hear

30% of what they see

50% of what they see and hear

70% of what they write and say

90% of what they say as they do

SEE   HEAR   EXPERIENCE

Definitions of Pedagogy

- **Pedagogy refers to the method and practice of teaching, especially as an academic discipline. It encompasses the strategies, techniques, and principles educators use to facilitate learning and promote understanding in students. Pedagogy considers how knowledge and skills are imparted, the interaction between teachers and learners, and the overall educational environment. It is concerned with both the theoretical aspects of teaching and the practical application of those theories in educational settings.**

- **Pedagogy is not only concerned with what is taught (content) but also how it is taught (methods and approaches), taking into account the developmental stages, learning styles, and individual needs of learners. It emphasizes the importance of effective communication, interaction, and engagement between teachers and students to achieve educational goals.**

Cont..,

John Dewey (1859-1952): Dewey emphasized experiential learning and believed that education should be student-centered, focusing on the development of critical thinking and problem-solving skills.

Pedagogy is the method and practice of teaching that considers the learner's needs, interests, and experiences to foster active participation in learning.

Lev Vygotsky (1896-1934): Vygotsky's socio-cultural theory emphasized the role of social interaction and cultural context in learning and development.

Pedagogy involves the social and cultural processes through which knowledge and skills are transmitted from one generation to the next, mediated by teachers and more knowledgeable others.

Cont..,

Paulo Freire (1921-1997): Freire's critical pedagogy focused on empowering learners to critically analyze their social context and take action for social justice.

Pedagogy is a process of dialogue and reflection that encourages learners to question and transform their understanding of the world through collaborative inquiry and action.

Howard Gardner (Contemporary developmental psychologist known for his theory of multiple intelligences).

Pedagogy involves recognizing and cultivating the diverse intellectual strengths and learning styles of students, facilitating meaningful learning experiences tailored to individual needs.

Meaning of Pedagogy

- **Pedagogy means teacher can integrate, different innovative teaching strategies, techniques, ICT tools, decision making tools etc into their teaching, design & implement different modes of learning processes through alternative delivery system for courses.**

Concept

- **Pedagogy is fundamentally the approach used in teaching. It essentially refers to the theory and practice of learning. It inculcates the knowledge and skills required for effective teaching. In the present times, the teacher bears the responsibility of being a provider of resources and one who can ignite young minds. Pedagogy has to be altered constantly to adapt with the contemporary requirements.**

- **Effective teaching strategies need to be devised and implemented that take care of multiple learning styles to benefit the student fraternity. The minds of the students have to be shaped to capacitate them to develop a problem solving approach and to bring out innovations to address the societal issues. The teachers hence need to be well equipped with skills and knowledge required for guiding and monitoring their progress.**

Need and Significance of Advance Pedagogy

- Pedagogy is a method of teaching in which teachers teach, both in theory and in practice. Pedagogy is shaped by educator's teaching beliefs and involves their understanding of culture and different learning styles. It is essential for students to have meaningful classroom relationships in order to build on prior learning.

- Pedagogy refers to the way of teaching students, whether it is the theory or practice of educating. It is a relationship between the culture and techniques of learning. The main aim of pedagogy is to build on previous learning of the students and work on the development of skills and attitudes of the learners. Pedagogy enables the students to get a thorough understanding of the subject and helps them in applying those learning in their daily lives outside of the classroom.

- It is the way to enhance teaching and learning performance. Different innovative teaching methods are now in use across the globe. Hybrid teaching includes e learning in addition to the face to face teaching. Use of technology and multimedia is described in details. Use of smart gadgets for different tasks like teaching, designing question papers, assessment of student, feedback and research methodology are discussed.

Our Principles for Effective Pedagogy

Inclusion

The pedagogy should support inclusive practice in terms of education so that every child can develop their capacity in learning. We believe that everyone has equal value and should have access to high quality education around the world. We provide an inclusive, social and student-focused environment that welcomes learners of all backgrounds and needs.

Motivation

Student motivation is mainly reliant on the teachers' personality and their ability to develop and maintain a fruitful relationship. This can happen by recognising the student's needs, interests and experiences and framing the learning for each learner. Our classes are delivered through the Nisai Virtual Academy (NVA) by qualified, subject specialist teachers. However, the inspiration from the relationship our students have with our teachers comes organically – the computers have only a support role to play.

Quality Assurance

Another important factor in pedagogy is the quality of the school. As a Cambridge International School, we can provide Cambridge IGCSEs and A levels to students worldwide. In addition to that, we are approved by the Department for Education as a Section 41 provider for Post 16 learners. We provide programmes for Key Stages 3 – 5 with accredited courses by either OCR, NOCN or Cambridge. We are also the only online education provider to have been OFSTED inspected.
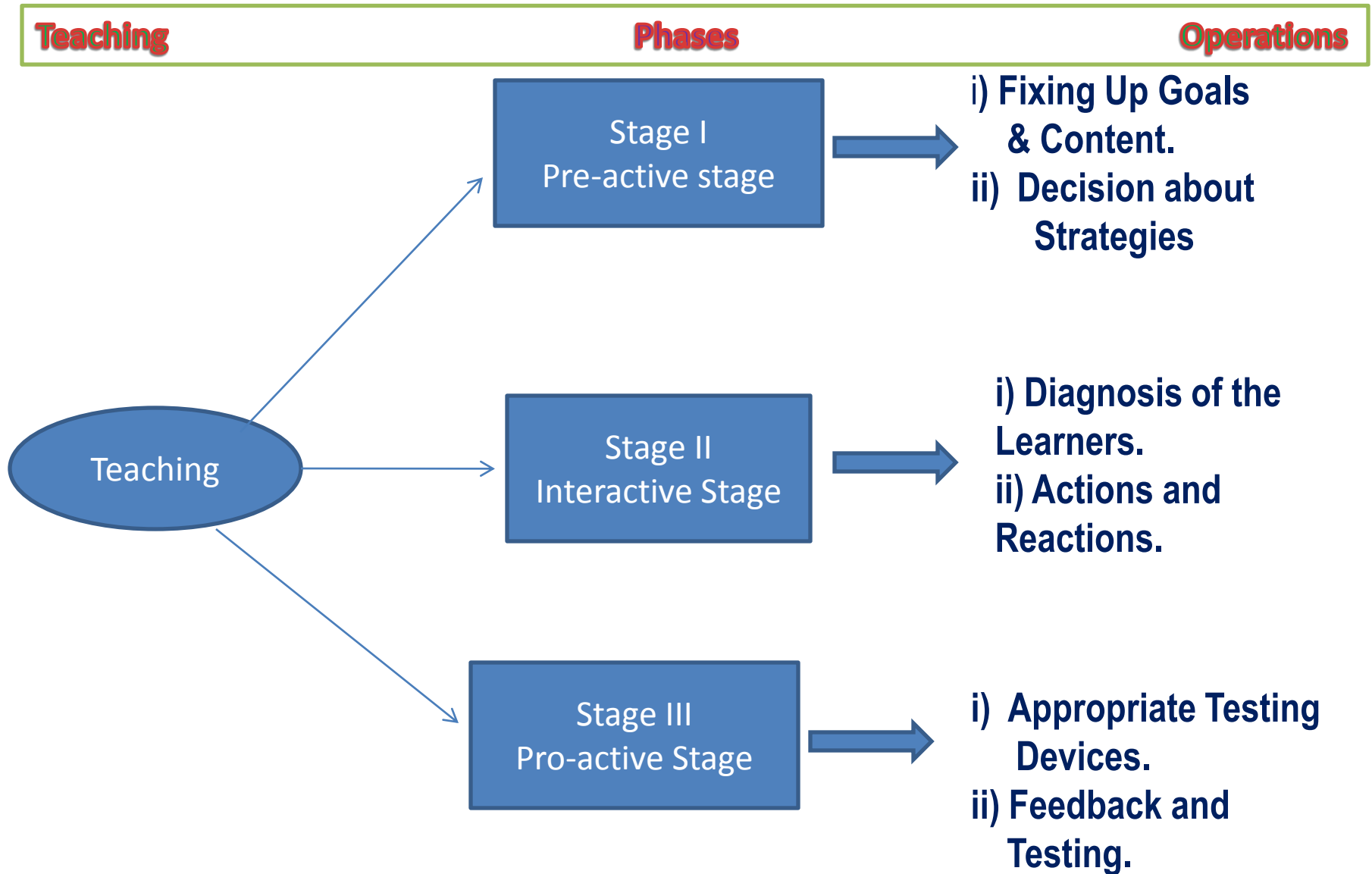
Consistency and Transparency

The pedagogy should be methodical and consistent in order for the objectives, content and students' activity to be aligned. The elements of online learning should correspond and should be transparent in its intention; it must be clear for the learner what they are expected to do. Our approach to learning is solely holistic and our programmes vary from long and short-term to online academic with 1:1 support and project based learning.

Innovative Approaches

I   n theory, online learning should be fit for purpose; bringing an innovative approach which cannot be reached in any other way. Our approach, with our online material as well as the environment, is targeted only at our valuable students. We work with students to help them achieve their ambitions through holistic learning, creating pathways to university and subsequently future employment.

Philip Jackson Model

Teaching	Phases	Operations

Teaching

Stage I
Pre-active stage

i) Fixing Up Goals & Content.
ii) Decision about Strategies

Stage II
Interactive Stage

i) Diagnosis of the Learners.
ii) Actions and Reactions.

Stage III
Pro-active Stage

i) Appropriate Testing Devices.
ii) Feedback and Testing.

Teacher's Role in Different Teaching Phases

Six Key Practices of Good-Quality Teaching.

Content knowledge
➢**Deep knowledge of the subject that they teach and can communicate content effectively to their students.**
➢**As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content, be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions.**

Quality of instruction
impact the quality of instruction can have on learning.
It includes teachers being skilled in effective questioning and use of assessment.
Good teachers also deploy techniques such as reviewing previous learning, and giving adequate time for children to practice, meaning skills are embedded securely. When done well, teachers scaffold students learning by progressively introducing new skills and knowledge.

Teaching climate

Teaching and learning relationships between teachers and students is also very important.

Good teaching creates a climate that is constantly demands more, and pushes students to succeed. A good teaching climate challenges students, develops a sense of competence, attributes success to effort rather than ability, and values resilience to failure.

Classroom management

There is moderate evidence of the impact on students learning of: efficient use of lesson time; co-ordinating classroom resources and space; and managing students' behaviour with clear rules that are consistently enforced.

These factors are perhaps the necessary conditions for good learning, but are not sufficient on their own. A well-ordered classroom with an ineffective lesson will not have a large impact.

Teacher beliefs

There is some evidence to show the reasons why teachers adopt particular practices, and the purposes or goals that they have for their students is also important.

For example, research indicates that primary school teachers' beliefs about the nature of mathematics and their theories about how children learn – and their role in that learning – are more important to student outcomes than the level of mathematics qualification the teacher holds.

Professional behaviors

Developing professional skills and practice, participating in professional development, supporting colleagues and the broader role of liaising and communicating with parents also have a part to play in effective teaching.

Parameters of Effective Teaching

Classroom management is to maintain discipline, order, and prevent misbehavior in class. It describes the process of ensuring that all the classes run smoothly. It is consider as one of the most difficult part that a teacher could develop in class because a teacher has to maintain the control of the class and it is not impossible to do. With an extra effort, discipline and motivation, the teacher can achieve at the end a good classroom management.

Task Based Learning

Task-Based Learning (TBL) refers to language acquisition through solving a problem or doing a task without concentrating on language features. A task involves an activity consisting of three stages: the pre-task, the task itself and focus on language.

Task Based Learning

•**Students solve tasks that are relevant and interesting to them.**

• **Task-based learning is especially conducive to group learning.**

• **Learning a language as a group is also a very important contributor to effective retention.**

• **Collaborating with others and becoming confident with the language within a group is a key step in acquiring that language.**

Students' understanding of the language also deepens because the realistic context in which they're learning the language is relevant to their personal lives.

1. **The Pre-task**
    During this stage, which can take up a whole lesson if needed, the teacher introduces the task to the students and gets them motivated to solve it. Once everyone is engaged, the teacher should explain what is expected for the task.

2. **The task**
    This is the main stage of task-based learning, where students start working on the task, usually in groups or pairs. This stage is done in the target language so that students feel the need to use the language they want to learn in order to solve the task.

3. **The review (or post-task)**
    Once the students have completed the task and have something to present, the review stage, also known as the post-task, starts.

Skill Based Learning

Teacher teach to the students a specific skill.

➢ Skill-based learning is a pedagogy that aims to build the skills of the student who has acquired knowledge through classroom lectures and encourage them to try out those concepts to strengthen the learning process.

➢ In skill-based learning, teachers focus on imparting knowledge through planning and practice which will help students to retain concepts, and instructors plan.

Outcome Based Education (OBE)

❖ It is an educational model that forms the base of a quality education system. There is no single specified style of teaching or assessment in OBE. All educational activities carried out in OBE should help the students to achieve the set goals.

❖ OBE enhances the traditional methods and focuses on what the Institute provides to students. It shows the success by making or demonstrating outcomes using statements "able to do" in favor of students. OBE provides clear standards for observable and measurable outcomes.

Benefits of OBE

Clarity: The focus on outcome creates a clear expectation of what needs to be accomplished by the·
end of the course.

Flexibility: With a clear sense of what needs to be accomplished, instructors will be able to structure their lessons around the students' needs.

Comparison: can be compared across the individual, class, batch, program and institute levels.·

Involvement: Students are expected to do their own learning. Increased student involvement allows them to feel responsible for their own learning, and they should learn more through this
 individual learning.

Content Based Learning System Outcomes	Based Learning System
Passive students	Active learners
Assessment process – exam & grade driven	Continuous assessment
Rote learning	Critical thinking, reasoning, reflection & action
Content based/broken into subjects	Integration knowledge, learning relevant/ connected real life situations
Textbook/worksheet focused & teacher centered	Learner centered & educator/ facilitator use group/ teamwork
Content Based Learning System	Outcomes Based Learning System
See syllabus as rigid & non negotiable	Learning programmes seen as guides that allow educators to be innovative & creative in designing programmes/ activities

Content Based Learning System Outcomes	Based Learning System
Teachers/trainers responsible for learning - motivated by personality of teacher	Learners take responsibility for their learning, learners motivated by constant feedback/ affirmation of worth
Emphasis what teacher hopes to achieve	Emphasis outcomes – what learner becomes & understands
Content placed in rigid time frames	Flexible time frames - learners work at own pace
Previous knowledge & experience in learning field ignored – Each time attends whole course	Recognition of prior learning: after pre-assessment, learners credited outcomes demonstrated or transfer credits elsewhere
Stay in single learning institution until complete	Learners can gather credits different institutions until achieve Qualification

OBE Principles
Four principles guide the transformational OBE approach, taken together they strengthen the conditions for both learner and teacher success:
❖ clarity of focus
❖ design down
❖ high expectations
❖ expanded opportunities

Andragogy

The term was originally coined by German educator Alexander Kapp in 1833. Andragogy was developed into a theory of adult education by Eugen Rosenstock-Huessy. It later became very popular in the US by the American educator Malcolm Knowles. Knowles asserted that andragogy (Greek: "man-leading") should be distinguished from the more commonly used term pedagogy (Greek: "child-leading").

Meaning of Andragogy:

The word Andragogy derives from the Greek word means "adult-leading". Andragogy refers to a theory of adult learning that details some of the ways in which adults learn differently than children. For example, adults tend to be more self-directed, internally motivated, and ready to learn. Teachers can draw on concepts of Andragogy to increase the effectiveness of their adult education.

- ➢ The art teaching for adult
- ➢ The science of teaching for adult
- ➢ The profession of teaching adults
- ➢ Adult education practice
- ➢ Specific teaching methods
- ➢ Andragogy refers to methods and principles used in adult education.
- ➢ Andragogy" was a term coined to refer to the art/science of teaching adults

Definition of Andragogy:

➤ The science of understanding (theory) and supporting (practice) lifelong education of adults. According to Malcolm Knowles, Andragogy is the art and science of adult learning, thus Andragogy refers to any form of adult learning.

➤ So, Andragogy is the art and science of helping adults learn, and a learner-focused approach for people of all ages.

Assumptions about Andragogy:

Knowles (1980) made four assumptions about Andragogy:

    1. Adults need to know why they need to learn something

    2. Adults need to learn experientially,

    3. Adults approach learning as problem-solving, and

    4. Adults learn best when the topic is of immediate value.

Pedagogy vs. Andragogy

	Pedagogical	Andragogical
The Learner	• The learner is dependent upon the instructor for all learning • The teacher/instructor assumes full responsibility for what is taught and how it is learned • The teacher/instructor evaluates learning	• The learner is self-directed • The learner is responsible for his/her own learning • Self-evaluation is characteristic of this approach
Role of the Learner's Experience	• The learner comes to the activity with little experience that could be tapped as a resource for learning • The experience of the instructor is most influential	• The learner brings a greater volume and quality of experience • Adults are a rich resource for one another • Different experiences assure diversity in groups of adults • Experience becomes the source of self-identify
Readiness to Learn	• Students are told what they have to learn in order to advance to the next level of mastery	• Any change is likely to trigger a readiness to learn • The need to know in order to perform more effectively in some aspect of one's life is important • Ability to assess gaps between where one is now and where one wants and needs to be
Orientation to Learning	• Learning is a process of acquiring prescribed subject matter • Content units are sequenced according to the logic of the subject matter	• Learners want to perform a task, solve a problem, live in a more satisfying way • Learning must have relevance to real-life tasks • Learning is organized around life/work situations rather than subject matter units
Motivation for Learning	• Primarily motivated by external pressures, competition for grades, and the consequences of failure	• Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization

Principles of Andragogy:

      Knowles(1984) discussed four principles that educators should consider when teaching adults-

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience (including mistakes) provides the basis for learning activities.
3. Adults are most interested in learning subjects that have immediate relevance to their job or personal life.
4. Adult learning is problem-centered rather than content-oriented.

Nature of Andragogy:

- ➢ Related with adult learning
- ➢ Applied in nature
- ➢ problem-centered
- ➢ Specific teaching methods
- ➢ Immediate application
- ➢ Based on experience
- ➢ Personal learning
- ➢ Self-directed
- ➢ Internally motivated

Heutagogy

Heutagogy, or as it is defined, 'self-determined learning' (Hase and Kenyon, 2000). Heutagogy is a much more holistic approach which teaches students how to learn and gain the. competencies and skills they need for their selected field.

Pedagogy is the teaching of children, or dependent personalities. Andragogy is the facilitation learning for adults, who are self-directed learners. Heutagogy is the management of learning for self-managed learners.

	PEDAGOGY CHILDREN'S LEARNING	ANDRAGOGY ADULTS LEARNING	HEUTAGOGY SELF-DIRECTED LEARNING
DEPENDENCE	The learner is a dependent personality. Teacher determines what, how, and when anything is learned.	Adults are independent. They strive for autonomy and self-direction in learning.	Learners are interdependent. They identify the potential to learn from novel experiences as a matter of course. They are able to manage their own learning.
RESOURCES FOR LEARNING	The learner has few resources — the teacher devises transmission techniques to store knowledge in the learner's head.	Adults use their own and other's experience.	Teacher provides some resources, but the learner decides the path by negotiating the learning.
REASONS FOR LEARNING	Learn in order to advance to the next stage.	Adults learn when they experience a need to know or to perform more effectively.	Learning is not necessarily planned or linear. Learning is not necessarily based on need but on the identification of the potential to learn in novel situations.
FOCUS OF LEARNING	Learning is subject centered, focused on the prescribed curriculum and planned sequences according to the logic of the subject matter.	Adult learning is task or problem centered.	Learners can go beyond problem solving by enabling pro-activity. Learners use their own and others' experiences and internal processes such as reflection, environmental scanning, experience, interaction with others, and pro-active as well a problem-solving behaviors.
MOTIVATION	Motivation comes from external sources — usually parents, teachers, and a sense of competition.	Motivation stems from internal sources — the increased self-esteem, confidence and recognition that come from successful performance.	Self-efficacy, knowing how to learn, creativity, ability to use these qualities in novel as well as situations, and working with others.
ROLE OF THE TEACHER	Designs the learning process, imposes material, is assumed to know best.	Enabler or facilitator, climate of collaboration, respect and openness	Develop the learner's capability. Capable people:Know how to learnAre creativeHave a high degree of self-efficacyApply competencies in novel as well as familiar situationsCan work well with others

"Innovative teaching is a proactive approach to integrate new teaching strategies and methods into a classroom.".

The list of 21st Century skills and competencies is given below:

- Information processing skills

- Communication skills

- Media literacy and ICT Literacy

- Thinking and Problem Solving skills

- Interpersonal and Intrapersonal Skills

Multimedia Approach to Teaching Learning Process

What is Multimedia?

· Derived from the word "Multi" and "Media"

– **Multi**

• Many, Multiple,

– **Media**

• Distribution tool & information presentation – text, graphic, voice, images, music and etc.

Definition of Multimedia:

Multimedia is a combination of text, graphic, sound, animation, and video that is delivered interactively to the user by electronic or digitally manipulated means.

Multimedia Approach are

- defined as Digital integration of Text, Graphics, Animation, Audio, Still images, Motion Video.

- uses a number of media, devices, techniques in the teaching learning process.

Elements of Multimedia

Advantages

- Helps in development of higher order thinking skills.

- Multimedia approach provides the student the flexibility of 'any where', 'any time' learning.

- Effective remediation programmes can be implemented through the multimedia approach.

- Multimedia approach enables the student to represent information using several different media.