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PEDAGOGY

CONTEMPLATING A NEW WAY OUT

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ABSTRACT

Education burgeons in many models, emanating from the collective social mental setup, and the academic contours that we have formulated over the centuries. Some models deliver, while some fail, but all of them remain doing the rounds in the academic corridors. The entire landscape of the education is derived directly or indirectly from these models, and the niche aspects like pedagogy, examination, evaluation, training, and research are the offshoots of this system. The pitfalls in the base structure of education percolate down to the niche aspects, and we end up refining specifics, rather than mustering the courage to question or review the monster behind – i.e the faulty model. The paper will broadly delve into the methods of pedagogy – A cutting-edge method to delink it from the broader structure of education and circumscribe it to the process of learning only. Learners must hone their skills and enhance their learning as a matter of urgency to be able to address persistent global challenges. However, in spite of the worldwide agreement that learners need skills such as critical thinking and the ability to communicate effectively, innovate and solve problems through negotiation and collaboration, pedagogy has not adapted to address these new challenges.

***KEYWORDS:*Pedagogy, Classroom, Learning Management System, Pedagogy 2.0, ICT, E-Learning,MOOCs**

1. INTRODUCTION

The education, particularly learning is the only nourishment source to the knowledge ecosystem. The bestowed human mind is perceiving innovative concepts at an unprecedented rate because of the global networks, that have been created due to the knowledge explosion witnessed over the few decades. The learning has been an important pillar of this ecosystem, specifically the primary learning that is done in the classroom. Secondary learning methods like home schooling, non formal education, and distance learning have also played a substantial part. Research suggests that there is now a very sluggish movement in terms of knowledge creation, primarily due to the disconnect between the methods of learning and the demand of the scientific world. The human life in modern times cannot wait for centuries for new products and services in fields like healthcare, education, business, entertainment. The pace of knowledge that we have witnessed in the last few decades has changed our perception towards life for once and all. But the in vogue learning processes are not living to the expectation of

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this demand, resulting in dissatisfaction with the advances that we have made in science, technology, arts, literature in the modern times. Since majority of learning is done through pedagogy, mostly monologue way has played to some extent counterproductive role in streamlining the process of learning, and is not synchronized with the demands of the modern knowledge society. The successful reinvention of educational systems worldwide depends on transforming pedagogy and redesigning learning tasks. Promoting learner autonomy and creativity is part of the solution. Technologies can be used to support efforts to transform pedagogy, but it is essential to recognize that twenty-first century learning experiences must incorporate more than just technology. Learning cannot be confined to school only, but will also encompass learning through peers, inter-generational partnerships, and community relationships. Learning may take place outside of school in libraries, museums, community centres, local businesses or nearby farms, among others.

2. SUGGESTED PEDAGOGY METHODS

This paper promotes engagement of teachers and students as co learners but does not suggest complete shutting down of lecture methodology. The methods suggested are mostly practice based with hypothetical incorporations, that have been derived from many off the shelf data sets. Following are the methods discussed in detail:

2.1 LEARNER-CENTERED TEACHING

The focus of activity should shift from teacher to the learner. These methods include active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Inductive methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching. This will help the students to gain confidence, and synchronize learning capabilities of slow learners and the fast learners. This will also incorporate a sense of team learning, helping, and leadership qualities among the students. The teacher-centric pedagogy has inhibited us from creating new knowledge at a pace that will satisfy the requirements of modern galloping knowledge society. To learn a skill, students must be directly involved. No teacher can stand there and tell the students how to do something and expect the students to leave the classroom able to do it. Over the years I came to understand that the main virtue of the student-centered classroom is that it removes mastery from the sole province of the teacher and allows students to be masters, too. It means I needed to—sometimes—leave them alone so they could learn. I understood that teachers can actually impede students' learning.

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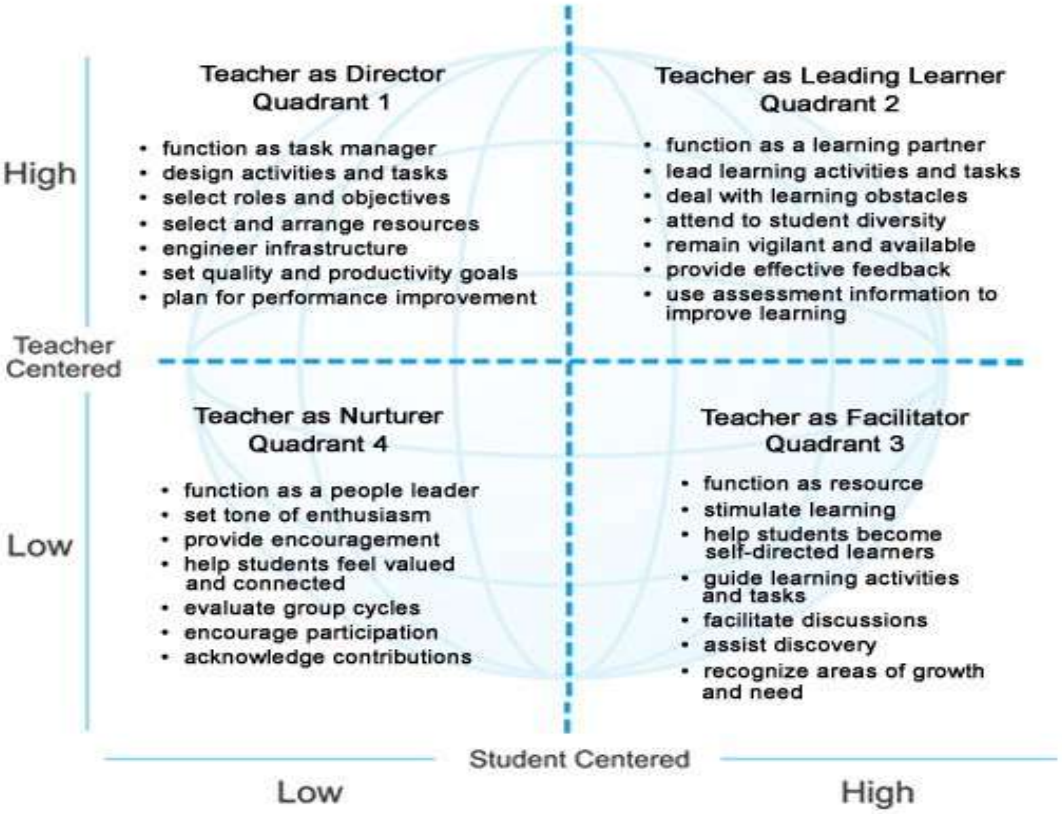

2.2 FOSTER PARTNERSHIP

McLoughlin and Lee (2008a) point out that partnership adds a "further dimension to participative learning by increasing the level of socialization and collaboration with experts, community and peer groups, and by fostering connections that are often global in reach" (p. 17). Inferring from this it is suggestive that ultimately, participatory learning is not simply a matter of interaction, but of interaction that results in the co-creation of learning. Moving towards a new pedagogy is not simply a matter of offering learners technologies they are likely to use in the knowledge society – these, like the knowledge itself, are subject to rapid change. Rather, twenty-first century pedagogy will involve engaging learners in apprenticeships for different kinds of knowledge practice, new processes of enquiry, dialogue and connectivity.

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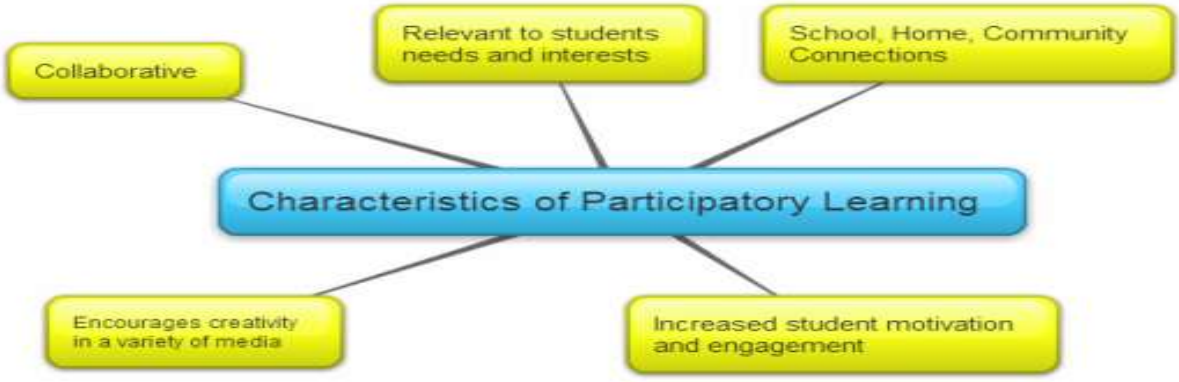

2.3 NEW TECHNOLOGY BASED EDUCATION

Many concepts and ideas cannot be optimally taught without the aid of technology, particularly Information Technology. High speed computers have revolutionized how we compute, store and share data. Computers have become the new instruments for extending our senses and intuition. Computer models, simulations and other symbolic representations provided an environment for the vicarious learning necessary to build human intuition. Modern science has, after all, outstripped sensory experience. The new world of science was about abstractions and complexity. The trick is not to turn experiences into abstractions with a computer, but to turn abstractions, like the laws of physics, mathematics and other subjects into experiences. New visual metaphors are needed to express abstract, dynamic, non-linear concepts. For example, it is recognized that nature is full of something called "deterministic chaos" or physical systems that obey deterministic laws at one level, but behave unpredictably at another. Weather patterns, turbulence in air currents, or the flow of liquids are examples of phenomena that cannot be easily represented without computer techniques. Therefore, the computer which is just a one entity in the entire landscape of Information Technology can change the teaching-learning process to such a level, image the benefits of application of the entire pyramid of Information Technology, and what it can do the pedagogy of modern times, that we may call pedagogy 2.0, being inferred from web 2.0.

2.4 ASSESSING 21st CENTURY SUCCESS SKILLS

We need to understand and set the expectation of the skills that are needed in the contemporary times. We know that some of our students collaborate better than others, If we assess for these success or 21st-century skills, we can provide experiences and instructions that foster those skills and allow our students to grow in areas that are more than simply content knowledge or skills. Teachers can use rubrics and other assessment tools to let students know what these success skills look, sound, and feel like. In addition, they can use these assessment tools for self, teacher, and expert assessment. While some students may really know math content, for example, they may need support in building their grit, and we can make the classroom meet their needs in a targeted way.

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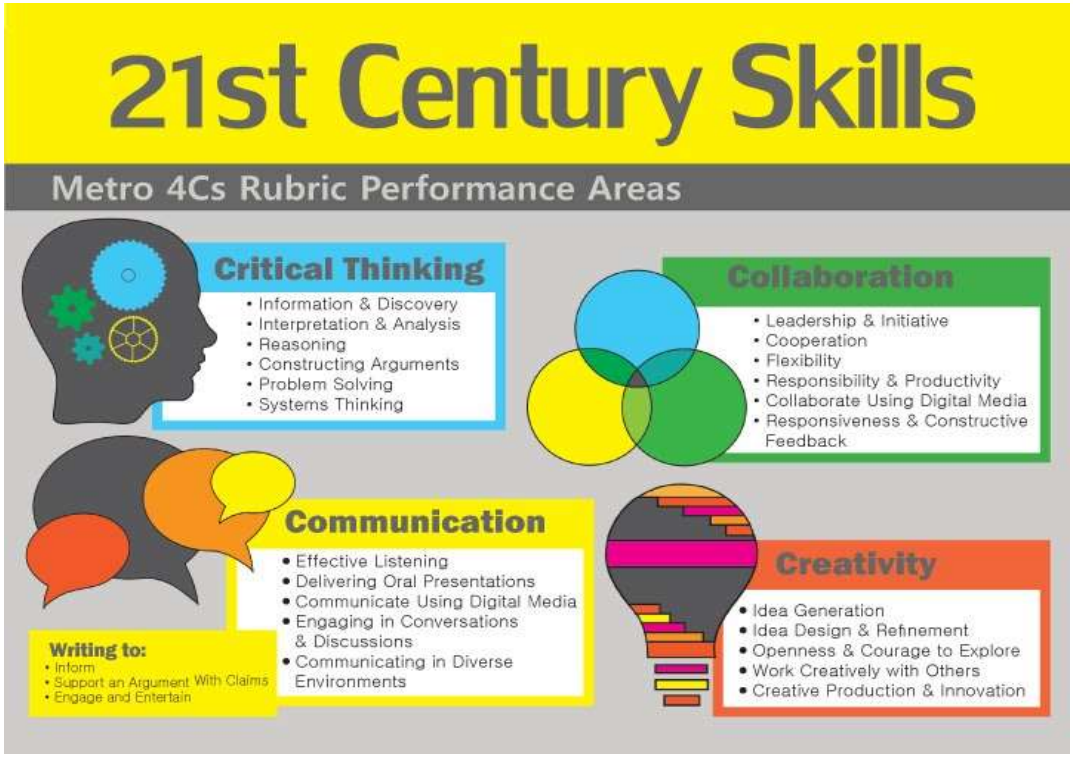

2.5 CASE STUDY BASED PEDAGOGY

Under this method students will be urged to engage with the real world, analyze everything that happens in different life spheres (not only internship but also economical, business, social spheres, etc. Instead of conventional teaching methods, students will be taken to visit local businesses where they will be able to witness how the knowledge that they are learning applied to the real world. Multiple days should be set aside for this practice and all students will be required to wear business suits in order to attend. The idea is to get students engaged and to connect their learning to the real world. If teachers can show them how what they are teaching connects to the real world, this will connect student and learners to the real world problems.

3. A NOVEL CONSTRUCTIVIST VIEW OF TEACHING:

This perspective on learning has a number of significant corollaries for teaching. For one thing, if teaching means facilitating learning, then providing a clear and accurate presentation of subject matter may be a necessary but not sufficient basis for effective teaching. This, the traditional lecture exposition, takes little account of the learners' existing level of knowledge and understanding. Effective teaching is not just an issue of 'pitching' (another transfer metaphor) at the right level to make sense to the learners, but rather designing instruction to optimally link with existing thinking, so to shift student understanding towards the target knowledge set out in the curriculum.

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4. CONCLUSION

This paper addresses the many possible futures and forms of learning in the digital age and the pedagogies that support learners in acquiring new competencies and skills to tackle current age challenges. Education should prepare learners to tackle collaborative problem-solving scenarios that are persistent and exhibit clear solutions. Real-world challenges are highly complex, often ill-defined and interdisciplinary in nature, spanning multiple domains (social, economic, political, environmental, legal and ethical). Learners must have opportunities to reflect on their ideas, hone their analytical skills, strengthen their critical and creative thinking capacities, and demonstrate initiative. The time has definitely come to concentrate on pedagogical methods while designing e-learning systems to ensure variation for students. Most likely, schools will remain but classrooms will become more open to diverse learning experiences and instruction will likely move out into the community.

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