

RECENT PEDAGOGICAL TRENDS

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Abstract

This article is reflection of the necessity of acquired knowledge of Recent Pedagogical Trends in Education. Effective teaching necessitates making difficult and principled choices, exercising careful judgment, and honoring the complex nature of the educational mission. Every teacher concerning to perform in his / her teaching professional so effectively. Pedagogy is the art as well as science of teaching. Effective teaching through recent trends of pedagogy display skills at creating curricula designed to build on students' present knowledge and understanding and move them to more sophisticated and in-depth abilities, knowledge, concepts, and performances.

Introduction

The 21st Century has become more familiar with digital technologies for teaching and learning, pedagogical challenges and strategies are emerging. Changes in society, student expectations, and technology are motivating, innovative at university and college teachers to re-think pedagogy and teaching methods.

Whole worldwide reveals that the composition of the Universities is gradually changing. Key factors driving this change include the requirement to promote institutions in an increasingly competitive marketplace, the need to incorporate new technologies into the campus environment, and widespread efforts to adopt new approaches in teaching based on our developing knowledge of student learning. These critical changes in the higher education sector require a new design solution for the fundamental teaching and learning environments within the campus setting.

Even where recent trends have replaced the traditional classroom chalk with new information and communication technologies (ICTs), questions have been raised about the limitations of such environments and their capacity to sustain the diversity of student learning approaches currently being implemented (Jamieson, 2003b).

So can we rely on established practices for planning, designing and constructing the classrooms required to accommodate the emerging pedagogy within higher education? How such classrooms should be used to enhance student learning within the setting of what has been described as the hybrid university campus of the future with its emphasis on virtual learning environments (Bleed, 2002; Monahan, 2000)

What is Pedagogy?

Pedagogy is the study of being a teacher or the process of education. Pedagogy as a science explores the processes by which society deliberately can transmit its accumulated knowledge, skills, and values from one generation to another, from one hand, and activate individual person's growth – from another.

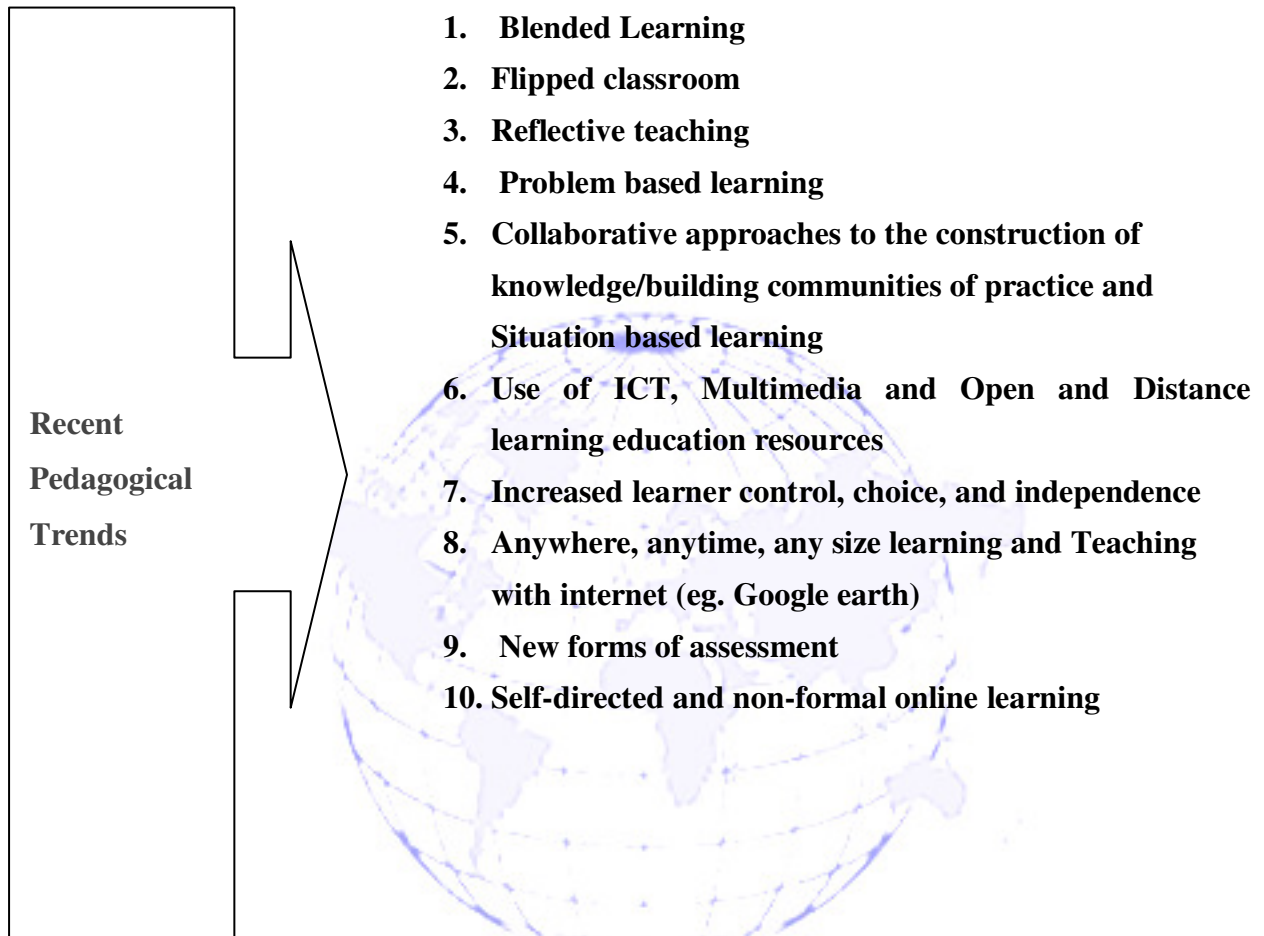
Pedagogy is about learning, teaching and development, influenced by the cultural, social and political values and principles we have for Students in the World, and underpinned by a strong theoretical and practical base.

Contemporary pedagogical Concerns

- Educational inequality and compensative education
- Students with special needs and their education difficulties
- Life-long education and training
- Environmental education
- Health education
- Consumer education
- Racism and Science: Genetics, Bioethics, Eugenics
- Training in new technologies
- Cross-cultural education
- Various dimension in education

Recent Pedagogical Trends

Recent developments in pedagogy, teaching has become more than an activity that conserves valued knowledge and skills by transmitting them to succeeding generations. Teachers also have the responsibility to challenge existing structures, practices, and definitions of knowledge; to invent and test new approaches; and, where necessary, to pursue organizational change in a constant attempt to improve the school. So, here is discussion of the various recent trends in higher education for enrichment of Knowledge.



1. Blended learning

The Department of Psychology, Neuroscience and Behaviour at McMaster University responded to the challenge of how to provide high-quality learning for the thousands of student enrolled in first-year psychology by introducing a blended learning module in 2007 that has continuously been researched and improved. The blended course features:

Weekly Web Modules: The primary course content is delivered using slides, video, animation and text with narration, with each lesson divided into units for easier access and targeted learning.

Testing: Weekly online tests with multiple choice questions assess conceptual understanding and application of the knowledge. There are 12 weekly tests and the top ten marks count for 40% of the students' final grade.

Weekly Live Lectures: One weekly live lecture no longer delivers the entire course content, so it can be more dynamic while expanding the web modules. The weekly lectures are attended by

about 90% of the students and offer an opportunity for direct interaction with the course instructor.

Weekly Tutorials: The weekly tutorials are delivered by teaching assistants for groups of 26 students.

Feedback: A range of tools are used to provide regular feedback to students. Of the thousands of student comments received concerning the course, the great majority have been positive.

2. Flipped classroom

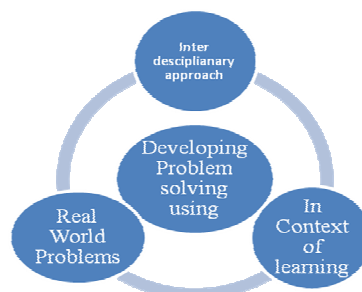
In the ‘flipped’ classroom, the professor may record a lecture and/or provide access to videos, readings, learning objects, quizzes, and other resources which students work through prior to coming to class. Classroom time is spent on interaction between students and instructor, whether through discussion, problem-solving, practical exercises, or lab work. In some cases, the materials are designed to be used after class for review and assignments.

Successful blended teaching and learning require a focus on what may best be done on campus, such as face-to-face interaction between students and instructors, and what may best be done online, such as providing flexibility and wide access to resources and experts. This requires a re-thinking of classroom layouts as more interaction takes place, involving the students, instructors, and outside experts who participate in-person or virtually. Teaching models for both classroom and online delivery need to be re-considered and re-calibrated in response to new technological capacities.

3. Reflective teaching



4. Problem based learning



5. Collaborative approaches to the construction of knowledge/building communities of practice and Situation based learning

From the early days of online learning, there has been an emphasis on enabling learners to construct knowledge through questioning, discussion, the analysis of resources from multiple sources, and instructor feedback. Social media have encouraged the development of communities of practice, where students share experiences, discuss theories and challenges, and learn from each other. The professor is no longer responsible for delivering all of the knowledge or even all of the sources for learning – but maintains a critical role as guide, facilitator, and assessor of the learning.

6. Use of ICT, Multimedia and Open and Distance learning education resources

Even today text books are changing to incorporate video and audio clips, animations and rich graphics and become more interactive, allowing both instructors and students to annotate, add or change material including interactive assessment questions and feedback. These electronic texts are, of course, accessible via mobile Smartphone's, tablets, e-readers and other mobile devices.

Using multimedia for education is not new, but, with the Internet, the selection and integration of appropriate sources – by both teachers and students – raises questions of quality, timely and appropriate usage, multiple points of view, and packaging of a wide range of resources within the framework of course-specific learning objectives and assessment practices. Balancing the use of multimedia and open educational resources with teacher-delivered content raises issues of course ownership and of measurable learning outcomes.

7. Increased learner control, choice, and independence and Active learning

Students can now access content, free of charge, from multiple sources via the Internet. They can choose alternative interpretations, areas of interest, and even sources of accreditation. Students have tools, such as Smartphone's and video cameras that can collect digital examples and data that can be edited, stored and used in student work. Thus strictly managing a set curriculum in terms of a limited content chosen by the instructor becomes less meaningful. The emphasis shifts to deciding what is important or relevant both within a subject domain, and to the needs of a particular learner.

8. Anywhere, anytime, any size learning and Teaching with internet (eg. Google earth)

There is growing demand from learners for short, 'just in time, just for me' learning modules that fit an immediate learning need. The creation and aggregation of these modules for credit requires reconsideration of course structure and the crediting of learning that is not equivalent to a full course completion. In the evolving world of open access to learning, students

who successfully complete such modules may be awarded 'badges', with the possibility of credit being transferred at a later time into a more formal program.

9. New forms of assessment

Digital learning can leave a permanent 'trace' in the form of student contributions to online discussion and e-portfolios of work through the collection, storing and assessment of a student's multimedia online activities. Peer assessment involves students in the review of each other's work, providing useful feedback that may be used in revision of documents and a better understanding of issues.

Learning analytics are being developed to make this tracking of student learning as demonstrated through their digital activities easier and more scalable. Such analytical feedback to students can be continuous throughout a course, resulting in early diagnostics that enable learners to focus on areas of weakness before a final assessment.

10. Self-directed and non-formal online learning

The availability of free open educational resources combined with social networking enables large numbers of learners to access knowledge without the necessity for meeting institutional prior admission requirements, following a set course, or having a personal instructor. Computerized marking and peer discussion and assessment provide learners with support and feedback on their learning.

Such initiatives are still in early stages of development, and more experimentation and evaluation is needed, but such opportunities for self-directed and non-formal online learning are likely to play an increasingly important role in learning.

Conclusion

Pedagogy helps to make a range of instructional strategies and resources to match the variety of student skills and to provide each student several ways of exploring important ideas, skills, and concepts. Pedagogy makes a teacher: how to work as facilitators, coaches, models, evaluators, managers, and advocates. Moreover, teachers know how to utilize various forms of play, different strategies for grouping learners, and different types of media and materials.

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