

RECENT PEDAGOGICAL TRENDS IN EDUCATION

GUIDE

DHANASHREE MADHUKAR GAIKWAD

Dr. WAJE S.R.

M.A.M.Ed.SET, PURSUING P.hD

M.V.P. Samaj's, College of Education,

M.P.K. College of Education, Akole

Nashik

Abstract :

Education is one of the areas that are experiencing phenomenal changes as a result of the advancement and use of information technology. Mobile and e-learning are already facilitating the teaching and learning experience with the use of latest channels and technologies. Blended learning is a potential outcome of advanced technology based learning system. The charm of blended learning approach lies in the adaptation of technology aided learning methods in addition to the existing traditional based learning. With the introduction of technology, the overall learning as well as teaching experience is considerably enhanced by covering negative aspects of the traditional approach. In this paper a blended learning model for higher education where traditional classroom lectures are supported via e-learning.

The distance education mode was adopted by many universities to meet the ever-growing demand of those students who lacked means to pursue higher education through the regular stream. Also, there were economic constraints. Consequently, many universities in India in various regions started correspondence courses or programs by providing notes, developing a system of evaluation of response sheets. The success of these courses led to the establishment of Indira Gandhi National Open University, which is now rated as one of the best distance courses university in the world.

Flipped classrooms are shifting the way teachers provide instruction by inverting traditional teaching methods to engage students in the learning process. Using technology, lectures are moved out of the classroom and delivered online as a means to free up class time for interaction and collaboration. In order to effectively implement a flipped classroom, teachers must possess a set of requisite technical skills, conceptual knowledge and pedagogical expertise. Through this study, a web-based instructional module was developed to provide this information to prospective teachers interested in implementing a flipped classroom. Results indicated that the module was effective in delivering an overview of the required material, but could have benefitted from the inclusion of added examples of working implementations to raise the confidence level of the participants. Added support through a learning community, either in-

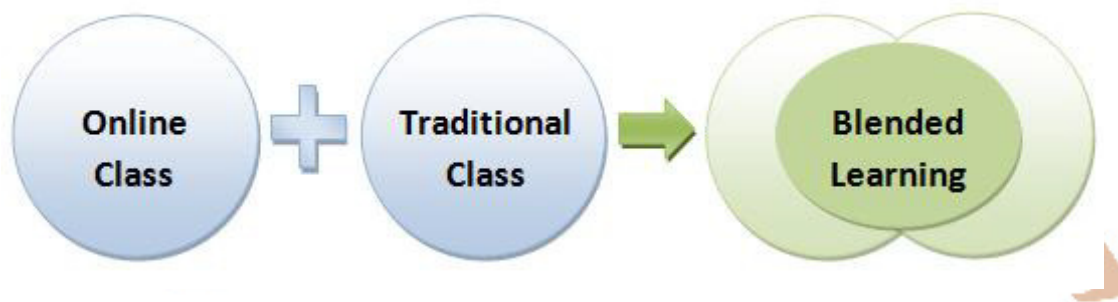
person or online, would help to provide guidance through initiation and expand on the shared experiences of the individuals.

Technology allows us to teach differently, to meet new as well as old needs. It is helping drive innovation in teaching and learning.

Key words: Blended Learning, Distance Education, Flipped Classrooms

❖ **Blended Learning:**

Blended learning required immediate feedback to the students for their performance which can be achieved by combining assessment technique with the use of latest technological advancement. Blended learning techniques provide teachers to deliver the lecture as well as assess student learning using creative and innovative methods. Assessment is a very vital tool for determining the student's knowledge for the subject they enrolled at any levels of education. Assessment determines how the teacher teaches the course and how student understood the course. Assessment is no doubt one of the major tools in teaching and learning process. In this paper we discussed Blended learning and its assessment techniques, also, we discussed issues in blended learning environment along with its advantages.



Information Technology has open new horizons for both learner and trainer.

Following is the list of advantages of using blended learning technique in an education system.

- Blended learning environment provides many resources of learning to learner which enhanced learner's confidence and competency.
- Quick feedback to learner which will help them in their learning process.
- Remove the constraints of traditional training and learners decide where and when they do their training
- Learners more responsible for their training and help them be self-motivated.

- Blended learning provide Collaborative activities among teacher and students through interactive session which will helps to improve the students level of satisfaction and Improved academic performance.
- Provide access to everyone who needs training by providing it in different ways.

BLENDDED ASSESSMENT

E-assessment, digital assessment, mobile based examination and online assessment are some of other term used in education system for Blended assessment. Teacher creativity and innovation in setting the assessment paper result in fruitful feedback to the learner. Specific benefits of blended assessment include

- Students will be highly motivated as feedback or their assessment is available in a short period.
- Students become critical thinker with the supports inquiry-based learning.
- Faculty gets the immediate and complex student feedback.
- Faculty focused on high level activities such as critical thinking, assessment analysis instead of low value, manual tasks;
- Faculty can improve their professional development through critical analysis of availability of student assessment data.
- Blended assessment produced an environment of collective learning excellence with the availability of authentic results for both students and faculty.

CHALLENGES WHEN BLENDING

The challenges of blended learning are not entirely unique to blended learning. Culture, technology, infrastructure, and skills are challenges faced by learning professionals in general. Blended learning is not easy to adopt. Developing learning staff knowledge and skills, learning authority, funding, sufficient technology support and infrastructure, administration, resources and change management all have to be addressed to overcome the challenges associated with blended learning. There are many reasons that an instructor or learner might pick blended learning over other learning options. There are six major issues that are relevant to designing blended learning systems

1. How to create interactive blending environment and assign the roles of live interaction, so as to have interactive learning process to achieve learner satisfaction with the process.
2. The role of learner choice and self-regulation mainly focuses on how different blends might affect student’s learning experience.
3. How to propose a common hybrid model that support and training so as to get successful

blended approach to learning from the technological as well as infrastructure / organizational perspective.

4. Finding balance between innovation and production, Designing blended learning systems is changing since, technology is relatively changing, and finding an appropriate balance between innovation and production is difficult.

5. Cultural adaptation, and

6. Dealing with the digital divide.

10 DRIVERS OF BLENDED LEARNING

1. Improve ability to personalize learning
2. Potential to extend the reach of effective teachers
3. Potential for individual progress
4. Ability to improve working conditions
5. Improve student engagement and motivation
6. Decrease device
7. Costs Shift to online state tests starting in 2015
8. Student and parent adoption of learning apps
9. Need to extend time and stretch resources
10. Interest in narrowing the digital divide.

❖ Distance education or distance learning

Distance education or **distance learning** is a mode of delivering education and instruction, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom. Distance learning provides "access to learning when the source of information and the learners are separated by time and distance, or both." Distance education courses that require a physical on-site presence for any reason (excluding taking examinations) have been referred to as [hybrid](#) or [blended](#) courses of study. [Massive open online courses](#) (MOOCs), aimed at large-scale interactive participation and open access via the web or other network technologies, are a recent development in distance education. (wikipedia)

The term Distance Education received a formal recognition in 1982 when the four decades old International Council for Correspondence Education was renamed as the International Council for Distance Education. The old concept of distance education was exclusively associated with print material, while the new concept of distance education include supplementary material being used through non-print media, also such as radio, television, computers, laptops, Cd's, through projectors, video lessons and satellites. These institutions may be called the dual mode institutions.

Now at present, India has two types of distance education institutions.

- They are
1. Correspondence courses institutions.
 2. Open Universities.

Distance education gets overwhelming response in India, the universities introduced many new distance-education job oriented courses according to the changing times and students requirements. However, in this process, the actual motive of providing quality education to all took the backseat as the main focus of universities slowly shifted to making more and more money. Currently in India, the Distance Education departments are generating the maximum revenue for their universities, in many cases more than even the professional and self financing courses.

Advantages of Distance Education:

1. Accessibility for those living away from the training center
2. No waste of time or other resources in transport, commuting to a central location for each class
3. Flexibility to study in any convenient location with an Internet connection
4. Self-paced learning:
 - Quickly browse materials you have already mastered, and concentrate time and effort in areas containing new information and / or skills
 - Study materials at a personal speed and intensity, without having to wait for slower pace of the average classroom
 - Flexibility to join *conversations* in the bulletin board discussion areas at any hour, and to review your classmates' comments since the previous visit
5. Just-in-time learning; more opportunities to study the most current material available
6. Flexibility for those with irregular work schedules
7. Accessibility for those with restricted mobility (e.g., handicapped, injured, elderly)
8. Accessibility for those with family responsibilities (e.g., parents with young children at home)

❖ Flipped Classrooms

IMPORTANT 7 THINGS ABOUT FLIPPED CLASSROOMS.

1. What is it?

The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. The video lecture is often seen as the key ingredient in the flipped approach, such lectures being either created by the instructor and posted online or selected from an online repository. While a prerecorded lecture

could certainly be a podcast or other audio format, the ease with which video can be accessed and viewed today has made it so ubiquitous that the flipped model has come to be identified with it.

The notion of a flipped classroom draws on such concepts as active learning, student engagement, hybrid course design, and course podcasting. The value of a flipped class is in the repurposing of class time into a workshop where students can inquire about lecture content, test their skills in applying knowledge, and interact with one another in hands-on activities. During class sessions, instructors function as coaches or advisors, encouraging students in individual inquiry and collaborative effort.

2 . How does it work?

There is no single model for the flipped classroom—the term is widely used to describe almost any class structure that provides prerecorded lectures followed by in-class exercises. In one common model, students might view multiple lectures of five to seven minutes each. Online quizzes or activities can be interspersed to test what students have learned. Immediate quiz feedback and the ability to rerun lecture segments may help clarify points of confusion. Instructors might lead in-class discussions or turn the classroom into a studio where students create, collaborate, and put into practice what they learned from the lectures they view outside class. As on-site experts, instructors suggest various approaches, clarify content, and monitor progress. They might organize students into an ad hoc workgroup to solve a problem that several are struggling to understand. Because this approach represents a comprehensive change in the class dynamic, some instructors have chosen to implement only a few elements of the flipped model or to flip only a few selected class sessions during a term.

3. Who's doing it?

A growing number of higher education individual faculty have begun using the flipped model in their courses. At Algonquin College, a video production class has been using this model to explain the workings of editing software, a procedure that is notoriously difficult to explain in a standard lecture. Short tutorial video lectures let students move at their own pace, rewind to review portions, and skip through sections they already understand, meaning students come to class able to use the software and prepared to do creative projects with their peers. A particularly successful example of a blended and flipped class in accounting at Penn State accommodates 1,300 students. In-class time is used for open discussion, a featured guest speaker, or hands-on problem solving where instructor support is supplemented by student assistants. At Harvard University, one physics professor not only employs the flipped model but has also developed a correlative site, Learning Catalytics, that provides instructors with free interactive software enabling students to discuss,

apply, and get feedback from what they hear in lecture.

4. Why is it significant?

In a traditional lecture, students often try to capture what is being said at the instant the speaker says it. They cannot stop to reflect upon what is being said, and they may miss significant points because they are trying to transcribe the instructor's words. By contrast, the use of video and other prerecorded media puts lectures under the control of the students: they can watch, rewind, and fast-forward as needed. This ability may be of particular value to students with accessibility concerns, especially where captions are provided for those with hearing impairments. Lectures that can be viewed more than once may also help those for whom English is not their first language. Devoting class time to application of concepts might give instructors a better opportunity to detect errors in thinking, particularly those that are widespread in a class. At the same time, collaborative projects can encourage social interaction among students, making it easier for them to learn from one another and for those of varying skill levels to support their peers.

5. What are the downsides?

The flipped classroom is an easy model to get wrong. Although the idea is straightforward, an effective flip requires careful preparation. Recording lectures requires effort and time on the part of faculty, and out-of-class and in-class elements must be carefully integrated for students to understand the model and be motivated to prepare for class. As a result, introducing a flip can mean additional work and may require new skills for the instructor, although this learning curve could be mitigated by entering the model slowly.

Students, for their part, have been known to complain about the loss of face-to-face lectures, particularly if they feel the assigned video lectures are available to anyone online. Students with this perspective may not immediately appreciate the value of the hands-on portion of the model, wondering what their tuition brings them that they could not have gotten by surfing the web. Those who see themselves as attending class to hear lectures may feel it is safe to skip a class that focuses on activities and might miss the real value of the flip. Finally, even where students embrace the model, their equipment and access might not always support rapid delivery of video.

6. Where is it going?

As the flipped class becomes more popular, new tools may emerge to support the out-of-class portion of the curriculum. In particular, the ongoing development of powerful mobile devices will put a wider range of rich, educational resources into the hands of students, at times and places that are most convenient for them. Greater numbers of courses will likely employ elements of the flipped classroom, supplementing traditional out-of-class work with video presentations and

supporting project-based and lab-style efforts during regular class times. At a certain level of adoption, colleges and universities may need to take a hard look at class spaces to ensure they support the kinds of active and collaborative work common in flipped classes.

7. What are the implications for teaching and learning?

The flipped classroom constitutes a role change for instructors, who give up their front-of-the-class position in favor of a more collaborative and cooperative contribution to the teaching process. There is a concomitant change in the role of students, many of whom are used to being cast as passive participants in the education process, where instruction is served to them. The flipped model puts more of the responsibility for learning on the shoulders of students while giving them greater impetus to experiment. Activities can be student-led, and communication among students can become the determining dynamic of a session devoted to learning through hands-on work. What the flip does particularly well is to bring about a distinctive shift in priorities— from merely covering material to working toward mastery of it.

The Four Pillars of F-L-I-P

1. F- Flexible Environment :

Flipped Learning allows for a variety of learning modes; educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose when and where they learn. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and in their assessments of student learning.

2. L- Learning Culture :

In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

3. I - International Content :

Flipped Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They

determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.

4. P- Professional Educator :

The role of a Professional Educator is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional Educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Educators take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur.

Today's students have grown up in a world where technology is a natural part of their environment. Their expectation is that technology will be used where appropriate to help them learn, develop essential information and technology literacy skills, and master the technology fluency necessary in their specific subject domain that's why all these new trends are important in pedagogy.

References :

1. Ambika Sharanjit Kaur (1996): Managing Distance Education, Deep and Deep Publications, New Delhi.

WEBSITES : www.goeiirj.com

1. [www.open.ac.uk/.../mike.../Innovating Pedagogy report 2013.pdf](http://www.open.ac.uk/.../mike.../Innovating_Pedagogy_report_2013.pdf)
2. [www.michaelfullan.ca/wp-content/.../3897.Rich Seam web.pdf](http://www.michaelfullan.ca/wp-content/.../3897.Rich_Seam_web.pdf)
3. www.educationscotland.gov.uk/.../talkpedagogy_tcm4-193218.pdf
4. flexed.sfu.ca/wp-content/uploads/2014/10/Jamieson.pdf
5. www.principals.in/uploads/pdf/Pedagogy.pdf
6. iase-web.org/documents/intstatreview/97.Moore.pdf
7. [www.uws.edu.au/.../pdf.../Fundamentals_of Blended Learning.pdf](http://www.uws.edu.au/.../pdf.../Fundamentals_of_Blended_Learning.pdf)
8. www.westga.edu/~distance/ojdla/fall33/rockwell33.html
9. www.internationalpeaceandconflict.org/.../importance-of-distance
10. en.wikipedia.org/wiki/Distance_education