RECENT PEDOGOGICAL TRENDS

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Abstract :-

In new era there are many more new trends in teaching and learning process. all new trends are student centered. In this we going to discuss some recent trends in pedagogy. Blended learning, e-learning, web based learning, cooperative and collaborative learnig, reflective teaching, active learning, web 2.0 tools, flipped learning. mobile learning , game based learning etc. All new trends are very useful in today's teaching - learning process.

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Digital literacy involves more than the mere ability to use software or operate a digital device; it includes a large variety of complex cognitive, motor, sociological, and emotional skills, which users need in order to function effectively in digital environments.

1 Flipped Classroom

A flipped classroom is where students receive the key instructional elements at home. Then in the classroom, they apply the knowledge. Instruction can be provided through videos, podcasts, websites, DVDs, CDs, or any other form that provides a clear instructional message. In the classroom, students work together under the guidance of the teacher in applying the instruction to complex problems.

Benefits of a Flipped Classroom

Students	*Teachers*
• Students learn at varying speeds.	• Teachers focus on being the "Guide on the Side" not the "Sage on the Stage"
• Students are provided opportunities for review.	• Teachers spend more time supporting students with practice.
• Lessons front-load students for classroom activities.	• Teachers are involved with student learning rather than lecture.
• Materials are ready and prepared for students who are absent or sick.	• Teachers spend less time on classroom management of student behaviors.
• Parents can view lessons and better assist students.	• Teachers are able to provide one on one and small group assistance.
• Students do not struggle with completing homework because they "forgot" how.	• Teachers are not spending extra hours tutoring and re-explaining to students who didn't understand the class lesson.
• Students take ownership of their learning.	• Teachers collaborate with peers in creating materials.
• Students are actively working with their peers.	• Teachers connect with students.

## 2 Using Collaborative Learning in a classroom

Collaborative learning fosters student learning because it is active, it values the diverse learning preferences that students bring to the classroom, and it acknowledges that learning is a social process that occurs in relationship with others. Effective collaborative learning requires intentionality; it is more than simply asking students to work in groups.

3. Cooperative Learning in a classroom

Innovative teaching isn't always informed by new developments. Sometimes it's situated in the past, drawing from established methods proven to enhance student learning. Cooperative learning is one such strategy that has been revitalized in recent years by college faculty who want to engage students by involving them directly in the learning process.Cooperative learning techniques demonstrate that working together as a group cultivates learning, surpassing the achievements realized under the competitive model of individual learning. In practice for centuries, cooperative learning's application has grown to encompass modern-day college classrooms.

4 Reflective Teacher Model

The Reflective Teacher Model is an undergraduate teacher education program based upon a philosophy of active and experiential learning and critical inquiry into underlying issues in education and society from multiple perspectives.
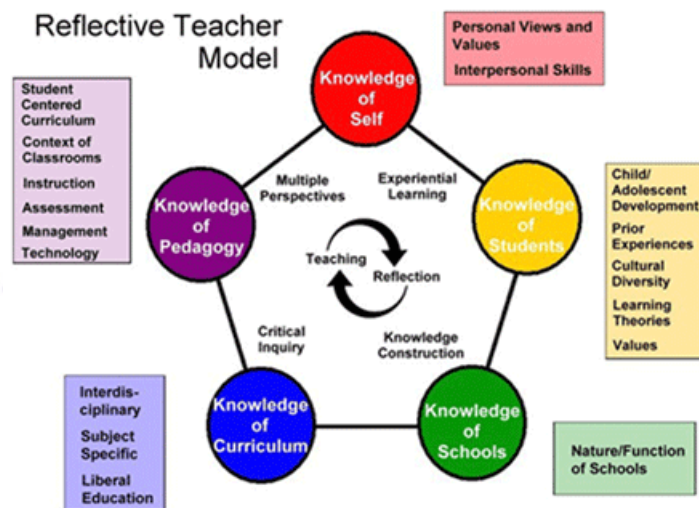

5. Virtual Classroom Technology & Software Systems

Virtual Classroom is one of the significant features of E-Three Learning Platform (software for online teaching/training). As the term says, it is a class conducted virtually, wherein professors and students attend from their respective remote locations. Virtual Classroom is an online, web-based tool, which virtually creates a classroom environment similar to traditional classroom wherein professors and students login simultaneously. In this classroom professors can deliver lectures, elaborate on course topics, ask and answer questions, conduct group assignments, take quizzes, polls etc. It is an online teaching or training software that utilizes the aforesaid tools and provides enhanced learning/training experience. Thus, virtual classroom gives the students as well as professors/trainers a similar experience like that of traditional classrooms without the need to be physically present, and at the same time offers flexible as well as cost-effective courses.

Virtual Classroom is a web-browser based tool, independent of any other user side software. There are almost no downloads for this tool and this makes the tool time efficient for the user. Professors or students can just browse the link and login to the virtual classroom, just like

they walk-in to the traditional classroom. It is equipped with various useful tools to engage participants and make the learning experience similar to traditional classroom with additional benefits of technology thus it is right to say E-Three is the best software for online learning/training.

Virtual Classroom is largely useful as people from diverse geographical locations can be part of the classroom. Thus it is right to say that Virtual Classroom is an online meeting solution that helps people to interact with each other regardless of the geographical barriers. It is considered as an alternative to traditional, location-based classroom, as it saves on expenses of physical infrastructure.
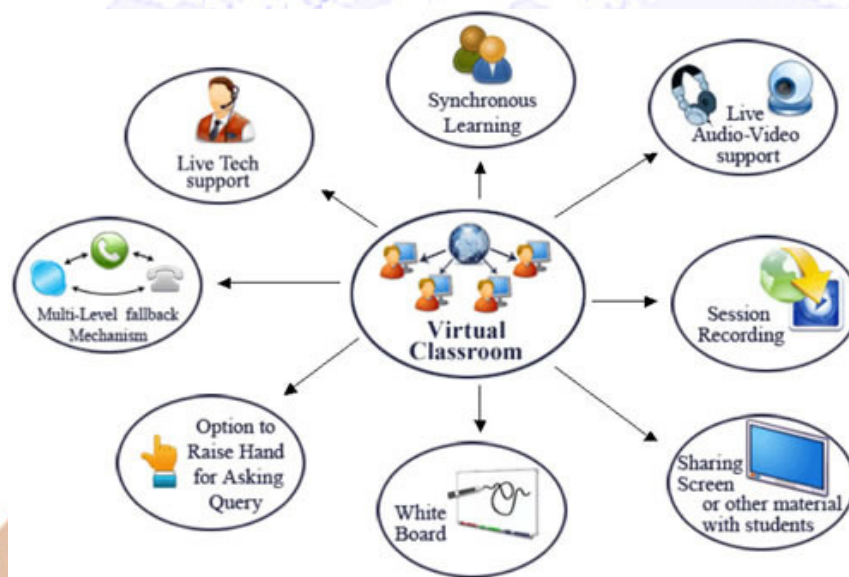
6 Introduction to Active Learning

"School shouldn't be a place where students go to watch teachers work hard. It should be a place where teachers go to watch students work hard!"

— Tim Fredstrom, ISU School of Music

In the past, the "empty vessel" or "additive" theory of education promoted the lecture approach. Recent studies in cognitive psychology dispute the additive process of new knowledge simply piling up on top of existing knowledge. Instead, learning is an active, dynamic process in which the learner literally builds his or her own mind by constantly making and changing connections between what is new and what is already known (Barkley, 2010). Piaget (1976)

emphasized that children do not receive knowledge passively but rather discover and construct knowledge through activities.

Fink's (2003) graphical comparison of passive and active learning is illustrated below.
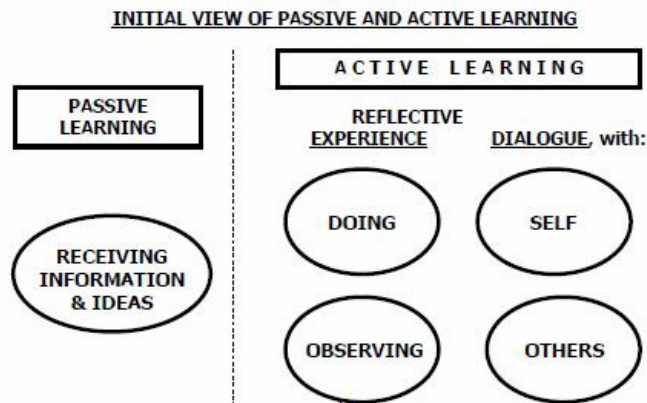
Source: Significant Learning

Experience by Dee L. Fink (2003)

Instructors can provide students with such active learning experiences by considering a more holistic view of active learning. That is, one that provides opportunities for acquiring information and ideas, learning experiences, and reflection (Fink, 2003).

7 Game-based Learning

"It is a paradoxical, that many educators and parents still differentiate between a time for learning and a time for play.Without seeing the vital connection between them."

(L. Buscaglia)

The citations of Friedrich Schiller und Leo Buscaglia underline the strong connection between Learning and Gaming. Thus, in addition to 'non-digital' games, game-based methods and concepts are also used in computer/videogames, primarily to support the motivation of users/learners, but also to support communication among users (à multiplayer games, collaborative learning and training scenarios) and coordination (hand-eye coordination; full body coordination in exergames).

8. E-learning-

It is wiedly used in this new era.
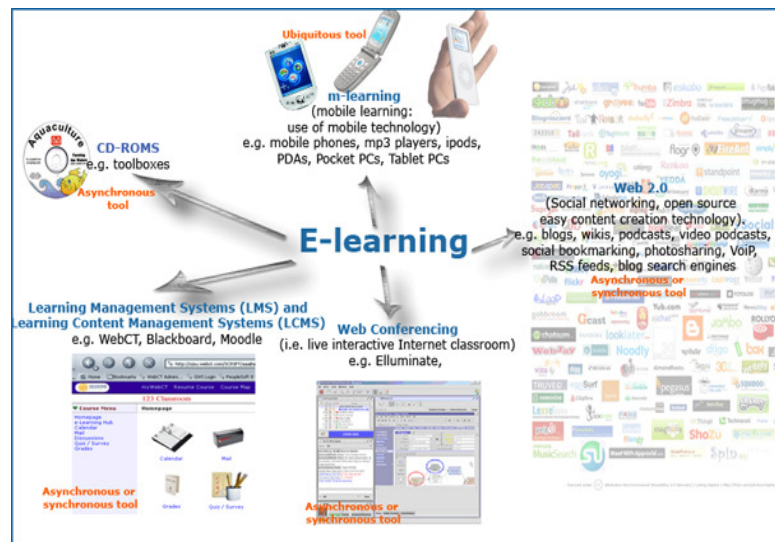
9 Web 2.0 technology uses and education

Web 2.0 is known as the social media for online communities. It helps us interact with other more and more. Some of the ways that web 2.0 can be used by online users and instructors are blogging, podcasting, social networking and etc. These are few ways that web 2.0 can be utilized. Many teachers are engaging more into web 2.0 and this helps the students get more involved in their studies. The web 2.0 has more involvement in many other ways by utilizing classroom discussions. This is a little more advanced for students and keeps them busy instead of having to wait after finishing an assignment in a classroom setting. Collins stated, "Children raised on new media technologies are less patient with filling out worksheets and listening to lectures" (Collins, 2009). This opens the atmosphere for many students and gets them to communicate with other peers in their classroom. Students are able to learn on their own and also learn from each other. Other students may have better ideas that they can share with one another that lets the learning of the student expand.   - By: Laura Esquivel

10 Mobile learning

The use of mobile is in the school-wide introduction of the tablet computer as a mobile learning tool in a secondary school in Belgium. Drawing upon the Decomposed Theory of Planned Behavior, we question during three waves of data collection which factors influence teachers' and students' acceptance and use of these devices for educational purposes. The first wave indicated that attitudes towards the rollout are generally positive. Teachers and students are intrinsically

motivated, welcoming it as an instrumental, and for students enjoyable, learning tool.

11. Blended Learning

Many colleges and universities are now investing in more e-learning and blended learning courses. The benefits and challenges of blended learning in higher education from the perspective of students, faculty, and administration that have had direct experience with this form of course delivery. Students indicate that a blended learning model provides them with greater time flexibility and improved learning outcomes but that initially they encounter issues around time management, taking greater responsibility for their own learning, and using sophisticated technologies. Faculty suggest that blended courses create enhanced opportunities for teacher-student interaction, increased student engagement in learning, added flexibility in the teaching and learning environment, and opportunities for continuous improvement. They state that the challenges faced in developing such a course include a lack of time, support and resources for course redesign, acquiring new teaching and technology skills, plus the risks associated with delivering a course in a blended format.

Conclusion

All new trends are very useful in today's teaching - learning process.

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