

PEDAGOGY FOR DEVELOPING EFFECTIVE TEACHING LEARNING PROCESS

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ABSTRACT

Pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments and recognition of difference, should be implemented across all key learning, and subject areas. Pedagogical practice promotes the wellbeing of students, teachers and the school community - it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community confidence in the quality of teaching and learning in the school. Pedagogical analysis stands for a type of analysis based on pedagogy. When a teacher is asked to perform pedagogical analysis of the contents of a subject/unit or topic to be taught in the class he has to go through the cycle of four components namely (i) Content analysis (ii) Objective formulation (iii) Selection of the teaching method and material and (iv) Selection of the evaluation devices. The science of teaching or pedagogy is found to serve the following two main objectives in the schedule task of a teacher's teaching. (i) Teaching should be carried out as smoothly as possible and(ii) It should result into the maximum output in terms of the expected better teaching outcomes. The success in the teaching task depends upon the extent to which teacher is successful in realization of the teaching instructional objectives. Science of teaching or pedagogy advocates a total mutual relationships and interdependence among the following four pillars of the teaching learning process for attaining best possible results in the task of teaching i.e. effective teaching. 1) Teaching or Instructional objectives, 2) Methods and Learning Materials, 3) Evaluation Devices and 4) Content of the Subject. Pedagogy makes a teacher: how to work as facilitators, coaches, models, evaluators, managers, and advocates.

Effective teachers use various teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groups of students to improve their learning outcomes. Some teaching strategies are better suited to teaching

certain skills and fields of knowledge than are others. Some strategies are better suited to certain student backgrounds, learning styles and abilities. Pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments and recognition of difference, should be implemented across all key learning, and subject areas. Pedagogical practice promotes the wellbeing of students, teachers and the school community - it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community confidence in the quality of teaching and learning in the school

Pedagogical Analysis and Effective Teaching

Pedagogical analysis stands for a type of analysis based on pedagogy. Analysis is a process of breaking or separating a thing into its smaller parts, elements or constituents. We break a teaching unit into its constituents –subunit, topics or single concepts etc, through the process of unit analysis. In addition, we can break the contents of the prescribed course in a subject into its various constituents – major and minor sections, sub-sections, units and sub-units, major concept and minor concepts, topics etc by carrying out a process of content analysis. Therefore, “the analysis of a given content material in any subject any topic carried out well in the spirit of the pedagogy is known by the term pedagogical analysis of the contents”. Teaching is a simple term, it referred as a either an occupation or profession of a group of peoples known as teachers or an activity or activities to help an individual to learn or acquire some knowledge, skills, attitudes or interests. However, the meaning or concept is not so simple. Teaching is defined as an interactive process, primarily involve in classroom talk, which takes place between teachers and pupils and occurs during certain definable activities. Teaching is a form of interpersonal influence aimed to change the behavior potential of another person. Teaching is a system of actions intends to produce learning. Above all a good or effective teaching must accomplish the following objectives:

1. It should tell whether teaching is a process or product.
2. It should clearly indicate its constitutional elements or factors.
3. It should reveal its objectives.
4. It should say about its organizational or structural aspects.

Thus, “Teaching is a triadic relation and tripolar process involving the source of teaching, student and a set of activities and manipulation to bring changes in the behavior of the students”.

Effective teaching is the teaching that successfully achieves the learning objectives by the pupils as identified by the teacher. The most effective teaching is that which results in the most effective

learning. In addition, the learning is a process not the product, it involves all those experiences and training through teaching of an individual, which helps to change the behavior and prepare to take necessary adjustment and adaptation in changed situation. The root of effective teaching of a successful teacher is evolved in the following beliefs:

1. Pupils learn best in a positive and nurturing environment established by teachers who believe that every pupil is capable of learning.
2. All pupils have areas of strengths and interests that can be useful in advancing pupil learning. Effective teachers establish an instructional environment that will draw on these strengths.
3. Teachers take into account the whole pupil; in other words, they attend to the cognitive, affective, social, and physical dimensions when developing an instructional program.
4. Active engagement and interaction facilitate pupil learning.
5. New learning is built upon previously learned information. Learning is enhanced when prior knowledge and cultural and social experiences are valued, acknowledged, and leveraged throughout the curriculum.
6. Pupil learning is both individually and socially constructed; it is influenced by cultural, familial, and social context.
7. Meaningful assessment is both formative and summative; it relies on multiple measures, including informal observations.

Components and Operations Involved in the task of Pedagogical Analysis

Looking in the way, by the term pedagogical Analysis of any subject content we certainly aim to carry out the task of the analyzing the prescribed course material or a particular unit/sub-unit/topic/single concept of the subject being taught to a particular class by systematically executing the following four operations in a close interactive style.

- A. Content analysis of the unit/topic/single concept being taught by the teacher in the subject.
- B. Setting of the teaching or instructional objectives of the content material of the topic in hand by writing them in specific behavioral terms.
- C. Suggesting methods, techniques, teaching learning activities, aids and equipments helpful for the teaching learning of the topic in hand quite in tune with the realization of the set instructional objectives.
- D. Suggesting appropriate evaluation devices in the form of oral, written or practical activities and test questions etc for evaluating the outcomes of the teaching learning process carried in relation to the teaching of the topic in hand.

When a teacher is asked to perform pedagogical analysis of the contents of a subject/unit or topic to be taught in the class he has to go through the cycle of four components namely

- (i) Content analysis
- (ii) Objective formulation
- (iii) Selection of the teaching method and material and
- (iv) Selection of the evaluation devices.

Steps of Pedagogical analysis

Step-1 : Divided the contents of the selected unit into suitable sub-units and arrange the selected sub-units in to a number of required periods.

Step-2 : Briefly write the essence of the content of the selected sub-unit.

Step-3 : Write appropriate previous knowledge required for the sub-unit.

Step-4 : Write appropriate instructional objectives to be selected for the sub-unit.

Step-5 : Select appropriate teaching strategies for the sub-unit according to the following instructions:

- I. Write the name of the methods applied.
- II. Mention the teaching aids required.
- III. Briefly illustrate the necessary demonstration and/or experimentation required.
- IV. Mention the necessary board work required.
- V. Write probing questions related to the sub-unit and provide appropriate answers for them.
- VI. Prepare a work sheet for the sub unit.

Step-6 : Give suitable examples/illustration/analogies for the sub-unit.

Step-7 : Prepare a table of specification for the sub-unit. Write at least six criterion referenced test-items each with specific criteria for the sub-unit.

How pedagogy serves effective Teaching

The science of teaching or pedagogy is found to serve the following two main objectives in the schedule task of a teacher's teaching.

- (i) Teaching should be carried out as smoothly as possible and
- (ii) It should result into the maximum output in terms of the expected better teaching outcomes.

What is suggested by the science of teaching or pedagogy for the realization of its above said two main objectives now carries a wide significance at this stage. A teacher has before him content material and learning experiences related to that subject in a particular class. In this way, his

success in his teaching task depends upon the extent to which he is successful in realization of the teaching instructional objectives. He can go on smoothly in his teaching task only if he follows suitable method, devices, techniques and aid materials etc. for providing the fruits of his teaching to his students. How properly is he proceeding in his teaching task and how will he is trying to achieve the set teaching objectives, that now needs the help of a continuous system of testing and measurement known as evaluations of teaching outcomes. The results of such evaluations provides an appropriate feedback to the teacher for bringing desirable modification in his methods and materials of teaching including justifying the need of bringing alteration in setting of instructional objectives. In this way science of teaching or pedagogy advocates a total mutual relationships and interdependence among the following four pillars of the teaching learning process for attaining best possible results in the task of teaching i.e. effective teaching.

1. Teaching or Instructional objectives
2. Methods and Learning Materials
3. Evaluation Devices
4. Content of the Subject

Science of teaching or pedagogy in this way lays down four essentials pillars along with their inherent mutual relationship and interdependence for being considered essential in the realization of the desired success in a teaching task. It is the message and spirit of the science of teaching or pedagogy that needs to properly carry out in any scheme of the analysis of the content material to a subject and then only then such analysis of the content material may be termed as pedagogical analysis of the given content material. In the light of what has been said above, a teacher may proceed for analyzing the contents of the syllabus of his subject as well as the contents of the topic to be taught in the classroom by preserving the spirit or message conveyed by the science of teaching or pedagogy.

- I. The contents of the subject should be got analyzed properly into major and minor sections/units/concepts etc and sequenced as well as organized as methodically as possible.
- II. Only a desirable amount of the content material enabled to be covered properly in the scheduled subject period should be taken into hand at a time in the shape of a topic to be taught by the teacher for his scheduled classroom.
- III. The topic in the hand should also be analyzed properly in the form of major and minor concepts/single concepts etc.
- IV. The teacher should now clearly lay down the teaching or instructional objectives related to the

topic in hand by writing them into the specific behavioral terms.

V. How can these stipulated instructional objectives be achieved properly by teaching contents of the topic in hand should now be made a point of consideration for proceeding further on the path of pedagogical analysis. Definitely, in this situation it needs the better employment of men material resources by the teacher. Science of teaching (pedagogy) can help him here to think about the best possible methods, strategies, tactics and techniques to be employed, aid material and likewise sources to be utilized for the teaching of the topic in hand in the existing teaching learning situations. All of the possible things and factors helpful in the teaching of the topic in view of the proper realization of the set teaching objectives then should be properly analyzed and classified in any of the scheme of pedagogical analysis of the topic or contents of subject.

VI. In the last, there arises a need of exercising proper control over the different components of the teaching-learning process. Such control can only be possible through a well-organized scheme of evaluation well in tune with the contents of the topic in hand, stipulated teaching objectives and methods and material employed for teaching. For this purpose, an appropriate evaluation scheme should also find a place in any scheme of pedagogical analysis of the topic or content material of the subject mathematics.

Conclusion

Effective teaching necessitates making difficult and principled choices, exercising careful judgment, and honoring the complex nature of the educational mission. Based on the latest developments in pedagogy, teaching has become more than an activity that conserves valued knowledge and skills by transmitting them to succeeding generations. Therefore, 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. Effective teaching through pedagogy display skills at creating curriculum designed to build on students' present knowledge and understanding and move them to more sophisticated and in-depth abilities, knowledge, concepts, and performances. In addition, 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. Through

pedagogy teachers observe and assess students in the context of ongoing classroom situation like collecting and interpreting a variety of types of evidence to evaluate where each student is in a sequence or band of learning and development and know how to move from assessment to decisions about curriculum, social support, and teaching strategies, to increase the prospects for successful learning.

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