PEDAGOGY APPROACHES IN HIGHER EDUCATION

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ABSTRACT

Pedagogy refers to the "interactions between teachers, college students, and the mastering surroundings and the mastering tasks." This vast time period consists of how instructors and students relate together as well as the academic approaches applied inside the lecture room. Every instructor develops his/her own manner of coaching, he/she uses a non-public pedagogy. This is often described because the way instructors train their pupils. An effective trainer ought to have a range of different coaching and studying tools that may be drawn upon and used within the study room. Pedagogy can be defined as the art of teaching, it involves being able to deliver understanding and abilities in methods that students can understand, take into account and observe. Pedagogical principles focused on teaching studying arrangements and strategies, relationships to pupils and gaining knAowledge of environment, wellknown educational standards, and predicted capabilities and attitudes. Gaining knowledge is dependent on the pedagogical processes of the lecturers use inside the study room. A selection of pedagogical procedures are not unusual in colleagues, but some strategies are extra powerful and appropriate than others. The effectiveness of pedagogy frequently depends at the precise concern count to be taught, know-how the numerous needs of various inexperienced persons, and on adapting to the on-the-ground situations in the study room and the encircling context. In preferred, the quality teachers trust within the ability of their students to learn, and punctiliously utilize a number of pedagogical strategies to ensure this gaining knowledge of happens.

The pedagogical approach is learning by doing is a kind of a hands-on-experince, so it's a very practical form of learning. This kind of learning is often adopted science studies where students gain their knowledge in laboratories. They practice their skills and test their knowledge in a very practical setting. We come accores various methods in pedagogy they are Active Learning, Bloom's Taxonomy, Case Study Method of Instruction, Gamification, Peer Instruction, student Engagement System, and Flipped Classroom. An effective teacher need to have a variety of various coaching and learning gear that may be drawn upon and used in the school room. For effective mastering to take area, the teacher have to now not only have true expertise but additionally effective pedagogical skills if they may be to get the thoughts throughout to the students. The intention of this studies become to explain Pedagogy tactics in better training. In current years, but, there had been discussions approximately the want to enhance college instructor's pedagogical questioning and competencies as well. Accordingly, education of college teachers has currently become a substantial fashion in many nations. the dearth of reaserch on this discipline is noticeable, main to a loss of good enough proof of the effect of training on coaching. The present study aims to exploring the importance of pedagogy methods in better schooling and it's need in globalization.

Introduction

In this article, I explore the teaching and learning in higher education. A new ways of teaching and learning need to be found that critically engage students in rich leaning environments. In fact mature and more diverse types of students enter higher education, it is vital that the traditional role of the educator as one who offers content knowledge is broadened so that teaching is aimed at developing students' capacity to create their own understanding and insights through participation, negotiation and dialogue. Zukas and Malcolm highlight five identities of the educator in their review of the literature on pedagogy in higher and adult education. In present versions of pedagogy in higher education have separated teaching from research and that a new form of pedagogy that involves practice-based research needs to be promoted. I will briefly explore that the literature has to say about professional development of teachers in higher education.

"It is what teachers think, what teachers do, and what teachers are at the level

Of the classroom that ultimately shapes the kind of learning that young people get."

-    *Andy Hargreaves and Michael Fullon*

Pedagogy in Higher Education

Pedagogy is regularly referred to as the exercises of instructing, or educating, the exercises that confer information or aptitude. The Oxford word reference characterizes as the calling, science or hypothesis of educating. The word 'Pedagogy' as got from French and Latin adaptions of the Greek word for 'boy' and 'leader', which means a man having oversight of a kid. Pedagogy is viewed as the workmanship and study of educating youngsters. To distinguish between adult learning and child learning, Knowles proposed a new theory of adult learning, which he termed andragogy. 'Andre' means 'man' thus andragogy is a suitable term for the science and art of helping adults to learn (Knowles, 1995, p. 82). Simon asserts that this is why education, as a subject enquiry and study, has had little prestige in England. Levine makes the same point without entering into any comparative historical explanation.

"In this society we certainly did not, still do not, grant the study of teaching (pedagogy) either the standing of a science or the practice of an art form. Indeed historically we have defined the study and practice of teaching narrowly and even if unconsciously, we have arranged things so that the profession and its practitioners have every possible kind of low status conferred upon them"

(Levine, 1992, p. 197 **Pedagogical**

Approaches in Higher Education

Teachers main concern are the learners. They have to teach in order for their students to learn something. They use some tools and methods in teaching such as books, audio-visual aids, and any other suitable materials. However, teaching is not easy as that because they also have to be aware of the pedagogical approaches which can enhance the process of learning.

"Do the difficult things while they are easy and do the great things while

they are small of journey of a thousand miles begins with a single step"

-    Lao Tzu.

The Five Pedagogical Approaches in Teaching

1) Constructivism Approach
2) Collaborative Approach
3) Inquiry-Based Approach
4) Integrative Approach
5) Reflective Approach

1) Constructive Approach

Constructivist teaching is based on constructive learning theory. It based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. Learners are the makers of meaning and knowledge. We construct meaning based on prior knowledge and experience. It is meaning making, social and active. In a constructive approach, it is important that we know but not to judge them, but to be able to provide the most suitable Learning environment for them to discover what needed to be learned and un-learned.

Assessment In a Constructivist classroom

* Anecdotal Records

* Celebration of Learning

* Exit Card

* Graphic Organizer

* Journal

* Oral Presentation

* Peer Assessment

* Portfolios

* Rubrics

* Simulation

* Project Based learning.

2) Collaborative Approach

Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). More specifically, collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experience and take on asymmetry roles. Not only among the students but more importantly between students, teachers, and their respective community. In this approach learners work together towards a common goal like collective learning, learning communities, peer teaching, peer learning or team learning.

Strategies in Collaborative Approach

1) **Online Collaborative learning**

  Activities reflect current and future needs. Responsible individuals in a technologically advanced society.

2) **JIGSAW method**

  Learners work in a small group and they allows interaction, work independently, developing listening, engagement and empathy skills and efficient way to learn content.

3) **Think -Pair-Share**

  Cooperative discussion strategy with 3 stages of action, Think (Ponders), Pair (Gets a pair) and Share (Partakes Knowledge)

3) Inquiry-Based Approach

Inquiry-based learning is a form of active learning that starts by posing questions, problems or scenarios rather than simply presenting established facts or portraying a smooth path to knowledge. The process is often assisted by a facilitator. Inquirers will identify and research issues and questions to develop their knowledge or solutions. Inquiry-based learning includes problem-based learning, and is generally used in small scale investigations and projects, as well as

research. The inquiry-based instruction is principally very closely related to the development and practice of thinking skills. It is raising questions, posing problems or scenarios and let student discover the answer. In this approach learners acquire knowledge by investigation. They create new knowledge through formulate Questions, investigate and building understanding.

Strategies in Inquiry-Based Approach

1) **Simulation**

In it placed in a situation and interact and they followed Role Plays, Games and Mode.

2) **Demonstration**

In it teacher's active role in lessons, allow learners to respect diversity and provides a concrete

and visual way of explaining the topic.

4) Integrative Approach

Integrative learning is a learning theory describing a movement toward integrated lessons helping students make connections across curricula. This higher education concept is distinct from the elementary and high school "integrated curriculum" movement. Integrated studies involve bringing together traditionally separate subject so that students can grasp a more authentic understanding traditionally separate subjects so that students can grasp a more authentic understanding. Interdisciplinary curriculum has been shown by several studies to support students' engagement and learning. Specifically integrating science with reading comprehension and writing lessons has been shown to improve students' understanding in both science and English language arts. It is cutting across disciplinal lines (interdisciplinary) and learning styles. This approach make connections of learning across curricula; focuses on connections rather than isolated facts. It aim to connect what is learned in school to real life situations, thus it is more on developing problem solving and discussions of issues in the real world.

Assessment in Integrative Teaching

* Have a panel discussion on the roots of poverty.

* Discuss definition of poverty through an interview.

* State how science and technology could lesson poverty.

* Answer Mathematical problems related to the issue of poverty.

* List the needs of the family.

* Prepare projects that be sold to increase family income.

5) Reflective Approach

Reflective teaching is a process where teachers think over their teaching practices, analyzing how something was taught and how the practice might be improved or changed for better learning outcomes. Some points of consideration in the reflection process might be what is currently being done, why it's being done and how well students are learning. You can use reflection as a way to simply learn more about your own practice, improve a certain practice (small groups and cooperative learning, for example) or to focus on a problem students are having. Let's discuss some methods of reflective teaching now. It is stepping back and analyze their experience to improve future leaning. In this approach teachers analyze their own practice and underlying basis to consider alternative means for achieving their ends.

Strategies of Reflective Approach

1) **Multimedia**

Effective use of instructional materials that utilize a wide range of electronic media, allowing

learners to reflect after the teaching learning process.

2) **Drill and Practice**

It gives emphasis on repetition after the learners reflect on their skill or learning.

Conclusion

Learning takes place when what we know is being challenged by new ideas brought about by contemporary experiences. A lesson is meaningful if it provides learners with facts and empirical data and explain how these relate with each other. But if the learner does not find any relevance in learning for learning's sake, then the classroom is not a meaningful one. Therefore, a lesson is meaningful in so far as it effectively provides conceptual knowledge. A classroom is. Meaningful when learners see its value beyond what the lessons provide. We must offer the learners the experience to class is not pointless but a value in itself. This means that we have to convert our classroom from a theoretical to a more practical one. The education system is one of the major instruments for the maintenance of the culture of silence (education as a practice of domination) therefore, the education process cannot be neutral. It either functions as an instrument to facilitate the integration of younger generation into the logic of the present system and bring about conformity to it. It becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of the world.

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