

Latest trends in understanding pedagogy and pedagogical contexts

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Abstract:

21st century is the era of innovations in the field of teaching-learning. It is found that in this century only lecture method is highly ineffective for teaching twenty first century competencies and skills. Rethinking on current pedagogy is very essential and also there is need to identify new competencies that today's learner expected to have. Traditional approaches usually emphasize the process of memorization. Research has proved that learners are more successful in acquiring new knowledge, competencies, skills and meta-cognitive abilities. Diversified pedagogies would help the diversified learners. Behaviourist approached worked out to be best for few group of learners but become obsolete in the 21st century, followed by connectivist and constructivist pedagogies. Even though they are gaining currencies in this period equally there is demand for Connectivist pedagogy as well. 21st century education is in need of 21st century pedagogies to combat the contemporary issues and challenges. Hence there is need to zoom out for understanding the latest trends in pedagogical context.

Key words: Pedagogy, Pedagogical contexts, Constructivism, Connectivism.

In order to for any discipline to survive, it must accommodate changes in theory and practice and to do so in a way that adds value to the discipline (Kuhn, 1972). The 21st century is the era of innovations in the field of teaching-learning. It is found that in this century only lecture method is highly ineffective for teaching twenty first century competencies and skills. Rethinking on current pedagogy is very essential and also there is need to identify new competencies that today's learner expected to have. Traditional approaches usually emphasize the process of memorization. Research has proved that learners are more successful in acquiring new knowledge, competencies, skills and meta-cognitive abilities. Diversified pedagogies would help the diversified learners. Behaviourist approached worked out to be best for few group of learners but become obsolete in the 21st century, followed by connectivist and constructivist pedagogies. Even though they are gaining currencies in this period equally there is demand for Connectivist pedagogy as well. 21st century education is in need of 21st century pedagogies to combat the contemporary issues and challenges. Hence there is need to zoom out for understanding the latest trends in pedagogical context.

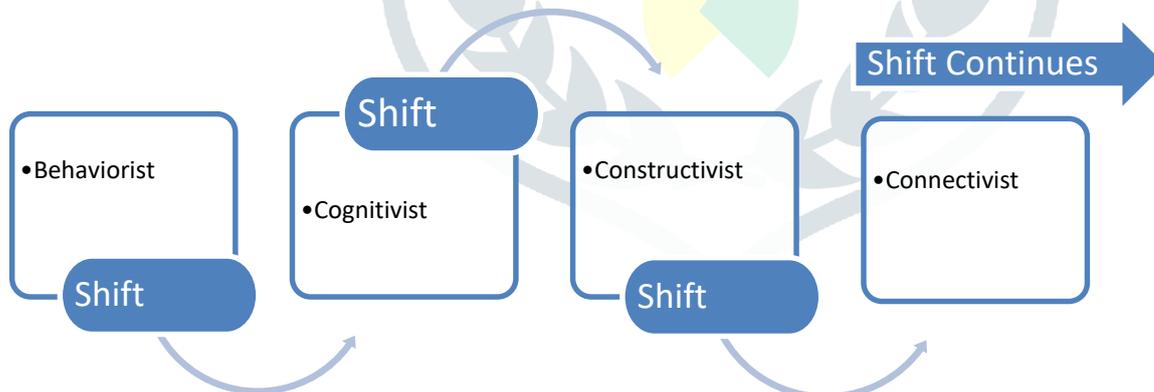
Pedagogy is the art & science of teaching-learning. The pedagogies used in 20th century are entirely different from 21st century pedagogies. Digital technology has pervaded in 21st century. According to Tagunov et al., Pedagogy is the process of upbringing in the broad pedagogical sense is a purposeful influence of the society to prepare the younger generation for life and in narrower sense it is development of personal qualities.

The world is becoming digitalized hence there is need of pedagogies to be digitalized. Digital technologies have influenced physical, economical, Psycho-social aspects of individuals. Today's learners are active and interactive. 21st century is need of 21st century pedagogy. Twenty first century instruction is based on three pedagogical (3P) ideas, namely,

- Personalization
- Participation
- Productivity

Paradigm Shift in the pedagogical contexts: From Teacher-Driven to Learner-Driven Pedagogies.

The Behaviourist approach was dominantly accepted in and before 20th century, where the learning was entirely based on the behavioural aspect. Passive learning by the students was majorly observed. The role of teacher was as a sage on the stage and it was a teacher centric environment and completely a lecture method lead classroom. The evaluation used to be done once at the end of the year or the course which was again measuring the knowledge related domains. Behaviourists considered that the knowledge exists outside the learners independently. Contrast to these views as a protest to behaviourism, Cognitivism and Constructivism emerged into the literate world by having the student-centred principles and characteristics compared to earlier pedagogies. Again presently the Constructivism principles are being followed and continued to connect the knowledge from dot to globe through Connectivism.



❖ Constructivism:

Constructivist pedagogy is not recent one. It was there in the past when the people started thinking among themselves. According to Jean Piaget the basic principle goal of education is to create men who are capable of doing new things, not simply repeating what other generations have done, men who are creative, inventive and discoverers. So to become creative, inventive and discoverers the learning environment should be constructive, then only the learners can think something new as the freedom is given to them.

According to Jonassen (1994), Constructivist Learning Environment provides multiple representations of reality; it represents the complexity, provides the meaningful tasks, encourages reflection, collaboration and social negotiation and accepts learners' previous knowledge. According to John Dewey, Education is not an affair of telling and being told, but it is active and interactive view of learning. Constructivism is basically active and interactive process of learning. Learners construct their own learning actively rather as passive recipients. Learners are not empty vessels to be poured something information but it is actively involved for knowledge construction. They learn from authentic experiences facilitated by teachers. Lev Vygotsky introduced social and linguistic aspect of learning in the constructivism, hence called as a social constructivist. Vygotsky says that through others we became ourselves and it is the society which makes the learner knowledgeable.

During the process of teaching-learning, the knowledge construction and modification happens only through *Assimilation*, *Accommodation* and through *Equilibration*. These three processes always work together for learning new from birth. Assimilation is nothing but transforming incoming information so that it fits into our existing way of thinking about the schemata. Accommodation is what when we adjust to new schemata and adapt our thinking to the new information coming from the environment. During the process of Assimilation and Accommodation, somewhere we need to Assimilate and somewhere we need to Accommodate during these processes we will be under disequilibrium, at that point of time construction of new knowledge occurs to balance or to bring equilibration. Vygotsky also introduced the concept of *Zone of Proximal Development (ZPD)* wherein it is the gap which exists for any one between what he can achieve alone and what he can do with the help of others.

The teacher in the constructivist pedagogy will be a facilitator, who facilitates learning environment for construction of new knowledge. Teacher is guide on the side, who sit at the back and support the learners for the development. The learners are active, interactive who creates their own knowledge through hand on activities. According to NCF (2005) learners become more aware of their own belief and would be capable of regulating their own learning as their metacognitive abilities develop. The Assessment in the constructivist pedagogy is as learning, for leaning and from learning too. It is not isolated process rather it is dynamic.

❖ **Connectivism:**

Connectivist pedagogy is the digital age pedagogy. This pedagogy confirms that the knowledge has contracted by individuals if not connected to the whole world it would be of no use. It emphasizes the knowledge should be connected from dot to globe. It postulates mainly that the learning occurs through connections. The Connectivism includes the nodes and connections to define the learning process. In Connectivism the generated knowledge gets connected through nodes and network to other nodes and network. The learning consists of development and navigation of these networks.

Connectivism is a philosophy of learning wherein the knowledge constructed has its connections between different networks. Hence only knowledge construction is not so important but connecting that knowledge is also very important. Connectivism has been introduced in 2005 by Siemens' Connectivism:

Learning as Network Creation and Downes' An Introduction to Connective Knowledge. Both works received much attention in the world of blogs. Downes' stated that 'to teach is to model and demonstrate, to learn is to practice and reflect'. In Connectivism it considers the technology and meaning-making activities to bring the learning into the digital age. Along with this new idea the learning is no longer a personal experience but it is something connected and created. The network of people, of technology, of social structures, and of systems the learning communities can share their ideas with others, Siemens (2005) calls it as a 'cross pollinating the learning environment'.

In connectivist pedagogy learning and knowledge rests in the diversity of opinions. It is a process of connecting the information sources. Learning is also residing in non-human appliances. Nurturing and maintaining connections is needed to facilitate continual learning. Connectivism has the ability to see the connections between fields, ideas and concepts. In Connectionism the starting point is always the individual learner. (Siemens, 2005).

❖ **Mobile learning and Social Networking:**

It is the era of technology. Interaction with digital technologies is presently getting momentum among young people. But still mobile learning is still in the crawling process in the educational field. According to Solis (2014) the use of mobile learning has the potential to improve the dynamics of learning. It does not mean that the technology can create wonders alone, but it could be used as a catalyst for learning. Technology should never replace the teacher but it should act as supplementary to the teaching-learning process. There are few researches which have suggested that a complete judicious mix of different technologies would transform learning by providing different opportunities, tools and materials which would also provide tools for authentic assessment opportunities. ICT aided learning approaches found to increase the info-savvy and techno-savvy skills among students and found to be much effective approach for both teaching-learning. (Ganiger & Goel 2015).

❖ **Non-Discriminatory and Inclusive Pedagogy:**

Both Inclusive and Non-Discriminatory Pedagogy works on the same principle that of equality and all learners capacities, disabilities are accepted and considered. It is considering each individuals needs and requirements. Accordingly the facilitator would provide needed support and required facilities to the learner. A situational analysis or understanding the learner's background would certainly help the planner to think of non-discriminatory and inclusive classes. There are no pedagogies which would considered as purely inclusive and but the efforts could be made so that the maximum learners could be included in the framework of teaching-learning. Inclusive and Non-Discriminatory pedagogy

❖ **Differentiated Pedagogy:**

Differentiated pedagogy is the by-product of the revolutionary movements in the field of Education. As one size does not fit all, same is in education. Hoping that any one approach/method/pedagogy will work out in education is not more than rhetoric. Differentiated Pedagogy is a philosophy which enables the teacher to plan

strategically in order to reach the needs of the diverse learners in the classroom (Gregory, 2003). DP provides the learners with various opportunities to acquire the knowledge and making the meaning out of the acquired knowledge apart from different abilities. Differentiated Pedagogy also based on student centered pedagogy. Teacher is teaching or interacting in the way according to the learners' needs. Each learner comes to class with some ideas; they have not come as empty vessels to be filled with something. Their prior ideas and knowledge should be considered before planning for the teaching-learning framework. Planning for various activities for single activity works out well. Modification of alternative activities to address the different and multiple intelligence needs of learners.

No pedagogy fails and no pedagogy succeeds:

There is no single pedagogy works to be succeeds in achieving the objectives and no pedagogy fails ever to achieve few objectives. We teachers should understand nothing is a success or failure in the pedagogical practices and nothing is absolutely final. For one child one method may work out, other for another child, based on multiple intelligence concept. Hence the pedagogy is ever evolving process. Inculcating different pedagogies according the need and necessities of the learners and situation, teacher may plan for the teaching-learning process.

Conclusion:

The True aim of education lies in proper meaning making out of the constructed knowledge. The Cognitive and metacognitive abilities of the learner should make the learner able to draw out meaning from the learned ideas. As we know now teacher is never going to teach, he/she just provides the situations and facilities to engage the learners and explore the possible opportunities for meaning making. As pedagogy is process related and keeps renovating and updating. Behaviourism was not completely abandoned as still it retains its positive characteristics. Student centred approaches have certainly plays a better role compared to teacher-centered approaches. Cognitive and Constructive pedagogies gave different horizons to both learners and teachers for construction of new knowledge. No pedagogy is said to be absolutely perfect, and no pedagogy is wrong at all. Inclusive, Non-discriminatory and Differentiated Pedagogies covers a varied learners and situations. It is the judgement of the reflective and constructive teacher to generate and decide the pedagogy based on learners and situations after understanding the pedagogical contexts.

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