Chapter Five

The one exclusive sign of thorough knowledge is the power of teaching. Aristotle

Toward the development of an Effective Pedagogy

Pedagogy

Pedagogy is a relative team. If one is seeking for any absolute definition it would make the understanding of it increasingly difficult and more complex. In its broadest sense, it is the science of teaching. This is definition seems to be fairly simply but once we get into the intricacies of it, we would have to look for concrete examples in order to come to a in-depth understanding of what we now have to look for as situational or circumstantial pedagogy.

Use of any method of teaching actually reaches its desired result in an actual classroom situation. As a result the use of pedagogy also has to vary from region to region and from institutions if it can be possible. The moment we look into the ‘what’ of pedagogy, we need to first of all re realize the allied factors that have to be taken into consideration. It is dependent on

1 Region
2 Environment
3 Setting
4 Students
‘Why’ of Pedagogy

Pedagogy is important in order to get the desired or the expected result. Following a specific way of teaching would enable both the teacher as well as the students to reach the desired goal in the time frame that they have set with maximum outcome in an organized manner. Once a teacher is aware of the socio psychological factors of the students, he / she would be able to deal with them in a far better manner.

This may appear to be a little too much to expect from a fresh teachers, as he / she would find it but trained teachers do understand that the need for this vital element is an absolute that cannot be wishes away. This is why we have orientation and refresher courses mandated by the UGC. More so, when no pedagogical training has been made mandatory appointment at the level of Assistant Professor, the entry level for teachers at the tertiary level. Student profiles with such specific information is available in the applications for admission and teachers in any department would do well to study these details have background information of the learners under their charge.
Certain pedagogy has to be followed because it would help a specific organization through a teacher or a group of teachers achieve what it was to. While answering the ‘why’ of pedagogy we need to take a close look into the curriculum that is to be followed and more importantly the evaluation method that is implemented.

If the pattern suggested above is followed in the way in which it should be, it would certainly make teaching / learning as a process educative as well as result oriented.
‘How’ of Pedagogy

How as a question has a lot of complexities attached to it. It actually seeks an answer to a specific pattern that is needed to follow in order to make teaching / learning more beneficial. It is in fact solely dependent on the group of learners that a teacher gets. If a teacher is capable enough to bring all the learners to the expected level of knowledge, implementing a pedagogy in the classroom would become easier and learning would be done at a fast pace without rushing through any of the portion that needs to be taught.

When and with what result

‘when’ depends on the curriculum that is designed and implemented and for the group of students / learners along with their level of maturity and of interest.
Is there any scope for change?

Pedagogy evolves on a continuous basis. It is a dynamic concept and as a result days has same scope of change if not to its extreme level. It has to change simply because the need of the outside world changes very frequently. One cannot follow the same way of teaching / learning without accepting and adopting to changes in a positive names.

The root cause of the evolvement of any pedagogy is or has to be needs analysis. If one understands the needs of students in accordance to what is demanded or expected from them once they are out of the academic system, zeroing in or a specific way of teaching becomes much easier and result oriented. Pedagogy in a way is a link between the learner in the classroom and transforming them into successful professional.

There is a lot of difference between what we read in the books in the forms of methods and the actual classroom situation. Pedagogy as a result has to necessarily have a lot of practicality involved.

Even while writing on pedagogy, we strongly believe that anything that is said on this subject cannot be absolute. It would only prove to be a reference point into understanding its dynamism in a concrete manner.
What kind of change?

It is to be seen in the learner and is evident if the pedagogy that is implemented is successful.

**Excellent organizational skills** – teachers make sure all learners understand the learning objectives and associated concepts and have extremely well organized resources and smooth classroom routines.

**Positive classroom climate** – It is very important to have a climate that is conducive and where the learner can feel free to express

Dialogic teaching and learning – this harnesses the power of talk to extend and stimulate student thinking to advance their learning and understanding. It provides opportunities for higher order thinking.
Plenary – teachers in the best schools are twice as likely as teachers in poor institutes to use a plenary and they use it to recap on the lesson, provide feedback, challenge thinking and provide opportunities for further discussion.

To teach is to first understand purposes, subject matter structures, and ideas within and outside the discipline. Teachers need to understand what they teach and, when possible, to understand it in several ways. Comprehension of purpose is very important. We engage in teaching to achieve the following educational purposes:

- To help students gain literacy
- To enable students to use and enjoy their learning experiences
- To enhance students’ responsibility to become caring people
- To teach students to believe and respect others, to contribute to the well-being of their community
- To give students the opportunity to learn how to inquire and discover new information
- To help students develop broader understandings of new information
- To help students develop the skills and values they will need to function in a free and just society (Shulman, 1992)
Transformation—The key to distinguishing the knowledge base of teaching lies at the intersection of content and pedagogy in the teacher’s capacity to transform content knowledge into forms that are pedagogically powerful and yet adaptive to the variety of student abilities and backgrounds. Comprehended ideas must be transformed in some manner if they are to be taught. Transformations require some amalgamation of the following processes:

1. **Preparation** (of the given text material), which includes the process of critical interpretation.

2. **Representation** of the ideas in the form of new analogies and metaphors (Teachers' knowledge, including the way they speak about teaching, not only includes references to what teachers “should” do, it also includes presenting the material by using figurative language and metaphors [Glatthorn, 1990]).

3. **Instructional selections** from among a collection of teaching methods and models.

4. **Adaptation** of student materials and activities to reflect the characteristics of student learning styles.

5. **Tailoring the adaptations** to the specific students in the classroom.
Glatthorn (1990) described this as the process of fitting the represented material to the characteristics of the students. The teacher must consider the relevant aspects of students’ ability, gender, language, culture, motivations, or prior knowledge and skills that will affect their responses to different forms of presentations and representations.

**Instruction** - Comprising the variety of teaching acts, instruction includes many of the most crucial aspects of pedagogy: management, presentations, interactions, group work, discipline, humor, questioning, and discovery and inquiry instruction.

**Evaluation** - Teachers need to think about testing and evaluation as an extension of instruction, not as separate from the instructional process. The evaluation process includes checking for understanding and misunderstanding during interactive teaching as well as testing students’ understanding at the end of lessons or units. It also involves evaluating one’s own performance and adjusting for different circumstances.

**Reflection** - This process includes reviewing, reconstructing, reenacting, and critically analyzing one’s own teaching abilities and then grouping these reflected explanations into evidence of changes that need to be made to become a better teacher. This is what a teacher does when he or she looks back at the teaching and learning that has occurred–reconstructs, reenacts, and recaptures the events, the emotions, and the accomplishments. Lucas (as cited in Ornstein
et al., 2000) argued that reflection is an important part of professional development. All teachers must learn to observe outcomes and determine the reasons for success or failure. Through reflection, teachers focus on their concerns, come to better understand their own teaching behavior, and help themselves or colleagues improve as teachers. Through reflective practices in a group setting, teachers learn to listen carefully to each other, which also gives them insight into their own work (Ornstein et al., 2000).

New Comprehension- Through acts of teaching that are "reasoned" and "reasonable," the teacher achieves new comprehension of the educational purposes, the subjects taught, the students, and the processes of pedagogy themselves (Brodkey, 1986).

Students (the teacher’s audience) are another important element for the teacher to consider while using a pedagogical model. A skillful teacher figures out what students know and believe about a topic and how learners are likely to “hook into” new ideas. Teaching in ways that connect with students also requires an understanding of differences that may arise from culture, family experiences, developed intelligences, and approaches to learning. Teachers need to build a foundation of pedagogical learner knowledge (Grimmet & Mackinnon, 1992).
To help all students learn, teachers need several kinds of knowledge with regard to learning. They need to think about what it means to learn different kinds of material for different purposes and how to decide which kinds of learning are most necessary in different contexts. Teachers must be able to identify the strengths and weaknesses of different learners and must have the knowledge to work with students who have specific learning disabilities or needs. Teachers need to know about curriculum resources and technologies to connect their students with sources of information and knowledge that allow them to explore ideas, acquire and synthesize information, and frame and solve problems. And teachers need to know about collaboration—how to structure interactions among students so that more powerful shared learning can occur; how to collaborate with other teachers; and how to work with parents to learn more about their students and to shape supportive experiences at school and home (Shulman, 1992).

Acquiring this sophisticated knowledge and developing a practice that is different from what teachers themselves experienced as students, requires learning opportunities for teachers that are more powerful than simply reading and talking about new pedagogical ideas (Ball & Cohen, 1996). Teachers learn best by studying, by doing and reflecting, by collaborating with other teachers, by looking closely at students and their work, and by sharing what they see.
This kind of learning cannot occur in college classrooms divorced from practice or in school classrooms divorced from knowledge about how to interpret practice. Good settings for teacher learning—in both colleges and schools—provide lots of opportunities for research and inquiry, for trying and testing, for talking about and evaluating the results of learning and teaching. The combination of theory and practice (Miller & Silvernail, 1994) occurs most productively when questions arise in the context of real students and work in progress and where research and disciplined inquiry are also at hand.

Darling-Hammond (1994) noted the following:

Better settings for such learning are appearing. More than 300 schools of education in the United States have created programs that extend beyond the traditional four-year bachelor’s degree program, providing both education and subject-matter course work that is integrated with clinical training in schools. Some are one or two year graduate programs for recent graduates or midcareer recruits.

Others are five-year models for prospective teachers who enter teacher education as undergraduates. In either case, the fifth year allows students to focus exclusively on the task of preparing to teach, with year-long, school-based internships linked to course work on learning and teaching. Studies have found that graduates of these extended programs are more satisfied with their preparation, and their colleagues, principals, and cooperating teachers view them as better prepared.
Both university and school faculty plan and teach in these programs. Beginning teachers get a more coherent learning experience when they are organized in teams with these faculties and with one another. Senior teachers deepen their knowledge by serving as mentors, adjunct faculty, co-researchers and teacher leaders. Thus, these schools can help create the rub between theory and practice, while creating more professional roles for teachers and constructing knowledge that is more useful for both practice and ongoing theory building (Darling-Hammond, 1994).

If teachers investigate the effects of their teaching on students’ learning and if they read about what others have learned, they become sensitive to variation and more aware of what works for what purposes and in what situations. Training in inquiry also helps teachers learn how to look at the world from multiple perspectives and to use this knowledge to reach diverse learners.

Pedagogy develops with its practice; it rather evolves as we move with it. We have made an attempt to perhaps get closest to the ‘Ideal’ pedagogy. One can never get to the utopian idea of it but it can be evolved the way through. This research is therefore a humble attempt toward it.

**Aspects of Pedagogy worth Considering**

An effective teacher must spend much time on strategic questions - pedagogy - how to manage and manage well, how to reach a child individually and give her/him the lesson needed.
A few strategic questions as examples of pedagogy are given below. A failure to address such questions reduces the likelihood that students will make impressive progress.

**Needs Assessment - What learning is needed by this class?**

- What do I leave out?
- How do I introduce a skill, a concept or some information so that it sticks?
- How do I assess the results?
- Standards?
- What choices do I have?
- What approach works with each student?
- How do I orchestrate all of this?

**Classroom Culture - How do I cultivate the class culture for learning?**

**How do I cultivate the group culture?**

- How do I manage grouping within the room?
- How do I motivate?
- How do I build good discipline?
- How do I respond to moods and attitudes?
- How do I win respect, trust and commitment?
- What is the history of this group?
How do I manage conflict within the groups?
What has failed with each student?
How do I reduce anti-social behavior?

**Strategy - How do I teach to maximize results?**

- What does each learner need?
- What does each child enjoy?
- How can I mobilize family support?
- How do I deal with causes rather than symptoms?
- How do I build independence?

**Professional Growth - How can I improve my teaching?**

- How can I improve?
- Which colleagues could help me?
- What do I need to learn?
- How do I keep my spirits up?
- How do I manage outside pressures?
- How could I find out?
- What else do I need to know?
- What resources are available?
- How do I manage with limited time?
- When do I get a break?
- When do I plan?
Do I have enough computer access?

Problem Solving - What could go wrong and how do I cope?

- What could possibly go wrong?
- Will the equipment work?
- Will the network fail?
- Will they wander?
- Will they fool around?
- Will they get frustrated?

What is my backup plan?

What might be a good replacement strategy?

Resource Management

Orchestration

Education and educating, on the other hand, seem to be both more and less than activities. It is not just that educating and education are not, like teaching, subject to interruption by my tea break, but also that we can speak of education in circumstances where talk of teaching seems inappropriate (for instance, education through experience) and that there are forms of teaching which may not be in any significant sense educational (for example, sports coaching). For related reasons, I should also want to resist talk of either teaching or education as processes, which I suspect follows from some popular confusion of education with schooling. Unlike the activity of teaching or the process of
schooling, which are sequences of acts or events which may have datable beginnings or ends, education has more the quality of a state with no clear beginning or end. Moreover, though it is natural to speak of schooling as a process we undergo or endure, it may be better to regard education, like teaching, as an enterprise or project which we undertake or in which we engage. Formally, then, we might say that schooling is the process we undergo in order to achieve (amongst other things) the state of education via the activity of teaching.

**Skill Conceptions: Science and Art**

Thus, it is not obvious that all human activities, tasks, and achievements are properly characterizable as skills, at any rate, on any distinctive conception of skill. But what would such a conception look like, and would it preclude a skill account of teaching? In fact, there would appear to be diverse candidate conceptions of skill. On one such conception, a skill is a systematic, possibly routinized, mode of instrumentality apt for the exploitation of causal regularities in the interests of various human productive purposes. This idea is not especially new, since it is at least as old as Aristotle’s notion of techné, but it has certainly risen to prominence in human cultural and economic thinking with the modern rise of empirical science and experimental method. In modern times, indeed, skill often seems synonymous with technical instrumentality, which, in turn, is widely regarded as tantamount to applied science. Moreover, the possibility of regarding teaching as a skill in this sense - as a technology of
pedagogy - undoubtedly came into its own with the development through the twentieth century of experimental psychology as the science upon which such a techné might be constructed. There can be no doubt, for example, of the warm reception given to experimental learning theory, as paving the way for a real science of pedagogy, by philosophers of the stature of John Dewey and Bertrand Russell. Indeed, contemporary educational theory and practice now bears the indelible marks of a century long tradition of behavioral scientific developments, which have also, one way or another, encouraged professionals to regard the relationship of educational theory to practice in a research based technicist or applied science way, and spawned the kind of competence programs of professional preparation which have lately overtaken teacher education.

But how plausible is it to regard the activity of teaching, even teaching considered as a skill, as an applied science or technology? While it would be rash to deny that there are technical aspects of teaching, or at least respects in which it may stand to be improved by systematization in the light of research, there are arguably other reasons for regarding any wholesale technicist conception of pedagogy as misleading and distortive. One recent influential objection to any such technicist model of teaching, hailing from what might be called “particularist” sources, stresses that teaching very rarely involves the application of general rules and is more often a matter of situation-specific attention to particular contingencies of professional engagement; from this perspective, teachers need to be equipped, either by academy or field
experience, more with professional capacities for flexible context-sensitive reflection than general research-based techniques. This idea sits well with the further thought that teaching does not obviously seem to be a technical notion anyway; the most scientifically ignorant of students have often a fair idea of what teaching and learning mean, hardly anyone goes through life without doing substantial amounts of teaching - mostly without resort to scientific or technical training - and some of the greatest teachers who have ever lived, including Jesus and Socrates, seem to have managed without benefit of research-based theory. Moreover, the most technically systematic of teaching may be less than inspired, and there seems to be a creative or imaginative dimension to, or element in, teaching for which some show more flair than others.

Thus, wholly consonant with the insights of particularists, but going some way beyond them, emphasis on the pedagogical importance of creativity and imagination serves to reinforce an equally common conception of teaching as an *art* or craft more than a science or technology. Like the gifted musician who brings personal expression and interpretation to the piece he is playing, and unlike the musical hack who runs routinely through the same old changes, the good teacher is ever lively and inventive in his teaching and constantly seeks ways to avoid featureless classroom routine. A conception of pedagogy as more art than science does not, of course, preclude a skill construal of teaching as such, but it does raise fairly familiar difficulties for conceiving it in terms of the kind of skills that might be learned through formal
instruction, notably in the academy. On the one hand, a particularist view of teaching skills as context-specific responses is liable to give hostages to the fortunes of those who claim that, since the art or craft of teaching rarely if ever involves the application of general rules and principles, it can only be learned via the hands-on-school experience which renders college training largely redundant. On the other, the idea of teaching as an art which involves significant unequally distributed qualities of personality and verve serves to confirm the suspicions of those who claim that good teachers are born more than made. Thus, though it would be hasty to conclude from this that we can as teacher trainers do nothing to improve the run of material with which we have to work, we have all met trainees, good and bad, for whom further instruction seems, for better or worse, more or less redundant.

We always strive to create robots: qualified but unemployable to say the least, courtesy routine, unimaginative pedagogy, discouraging students to conceptualize how history and economics may interlink or physics and cinema go together. Instead, students are lectured, hectored and coached, but not taught how to challenge assumptions, make presentations or do group work.

It’s essential our pedagogy enters a freer world of what good education is really about.


