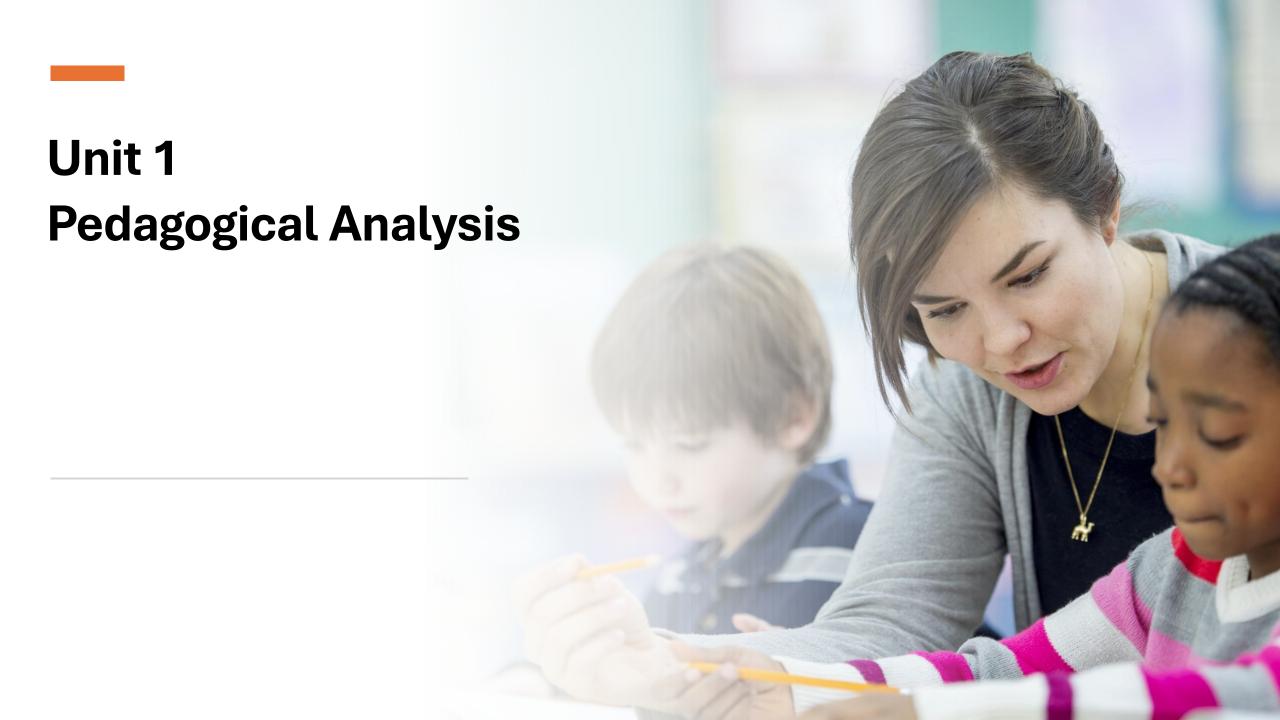


B.Ed., Semester - II

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**Early Childhood Pedagogy** 

Anti-Racist Pedagogy

Pedagogy in Early Childhood Education Online Teaching Pedagogy

**Culturally Responsive Teaching for Multilingual Learners** 



Culturally Responsive Teaching in Music Education
TEXES Pedagogy and Professional Responsibilities Pedagogy in Education

Pedagogy and Professional Responsibilities
Pedagogy Contin

**Pedagogy Continuing Nurse Education** 

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# What is Pedagogy?

Pedagogy is a teacher-led learning process. It is the theory and practice of learning an academic subject or a theoretical concept. From this method of learning, students are able to gain knowledge and skills in such a way that they can understand. Pedagogical skills are basically divided into classroom management skills and content-related skills. In the pedagogical learning approach, the learner is a dependent personality, and the teacher is the one who decides how, what, and when things are taught.

#### Introduction

The word pedagogy comes from the Greek word "paidagogos" in w "paida" means "child" and "agog" means "lead" literally translated "to lead the child".

- Pedagogy is the science and art of education especially instructional theory.
- It is a master plan that includes a detailed analysis of what is to be done by a teacher.
- The concept of pedagogy is not a new concept in the field of education.
- It was most popular before 1960 and also it was a course of study in education.
- After 1960, the term educational technology had replaced the term pedagogy.

## Pedagogy



- Pedagogy is the traditional approach to teaching, primarily focused on the teacher as the primary source of knowledge and the student as a passive recipient.
- In pedagogy, the learning process is typically structured and hierarchical, with the teacher directing the content and methods of instruction.

# **Stages of Pedagogy**



#### **Teacher-directed instruction**





**Assessment-driven learning** 



**Passive reception** 

### What is Andragogy?

The term andragogy refers to the learning approach for adult learners who are considered self-directed learners. Autonomous and self-direction learning takes place in andragogy. In this approach, adult learners use their own experience and others' experience in the learning process.

The learning that takes place in andragogy is task or problem-centered. The role of the teacher is passive, and the teacher acts more as a facilitator than a teacher. The motivation of the learners comes through self-esteem and confidence. Self-concept, experience, readiness to learn, orientation to learning, and motivation are some characteristics of andragogy.

# **Andragogy**

- Andragogy, coined by Malcolm Knowles, is the theory and practice of adult education.
- It emphasizes self-directed learning and active participation by adult learners in their own education.
- Andragogy acknowledges that adult learners have different needs, experiences, and motivations compared to children, and thus require a different approach to learning.



# **Stages**



a. Self-directed learning

**b.** Experiential learning

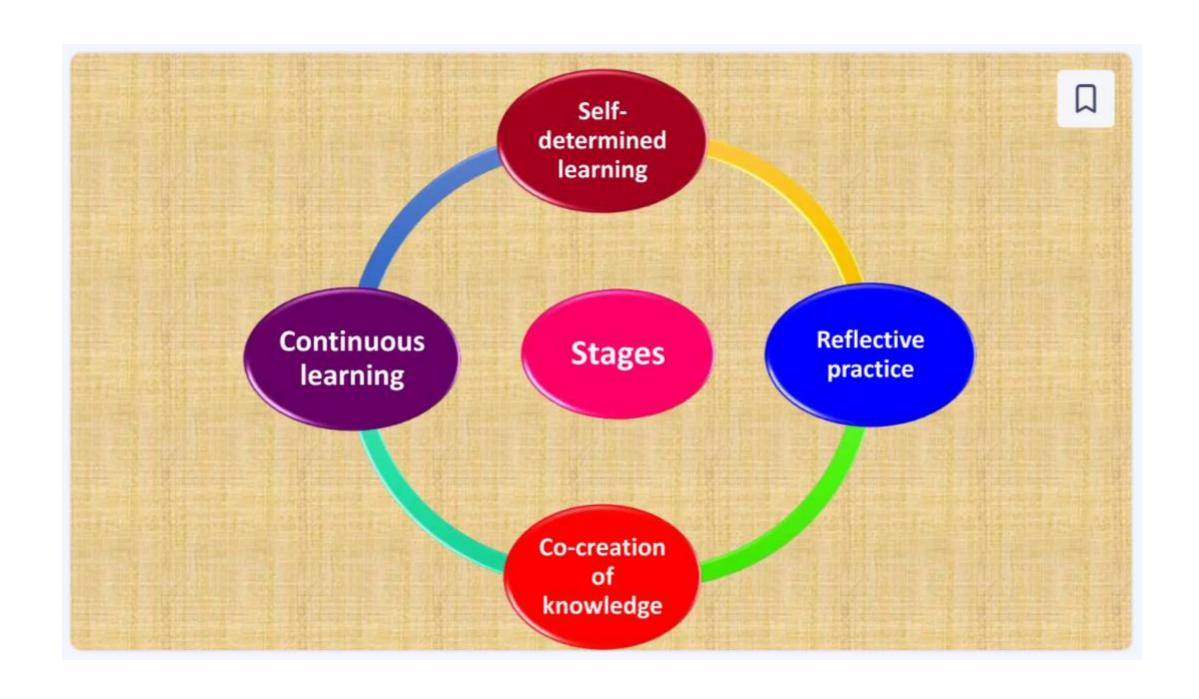
c. Problem-solving orientation



### What is Heutagogy?

The theory of managing self-learning is known as heutagogy. This theory mainly emphasizes knowing key learning skills of the 21st century. Learners are independent, and they learn through new experiences in the theory of heutagogy. Learners of the heutagogy theory are able to manage their own learning. Although the teacher provides resources for the learning, the learner himself selects the path. Learners use their own experiences as well as others' experiences in the learning process. Through this adaption, they are able to develop their skills like problem-solving behaviors.

- •Heutagogy is a relatively newer concept that buil upon and extends the principles of andragogy.
- It emphasizes self-determined learning and learner autonomy even further.
- In heutagogy, learners not only take responsibility for their learning but also for the design and evaluation of their learning experiences.

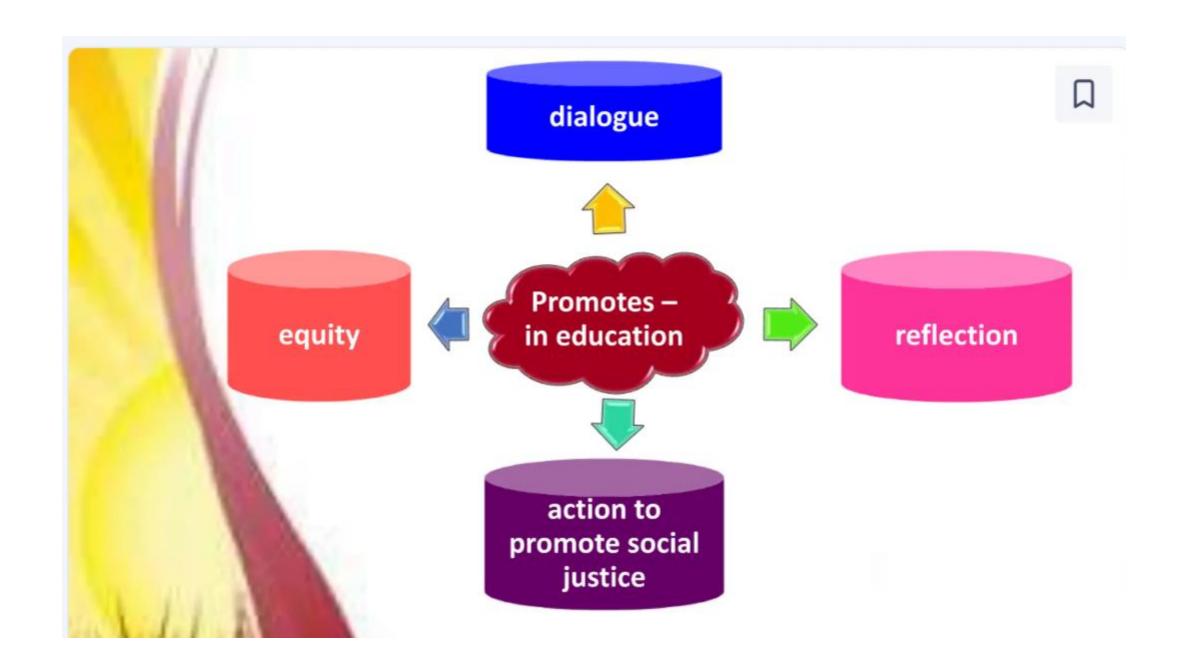


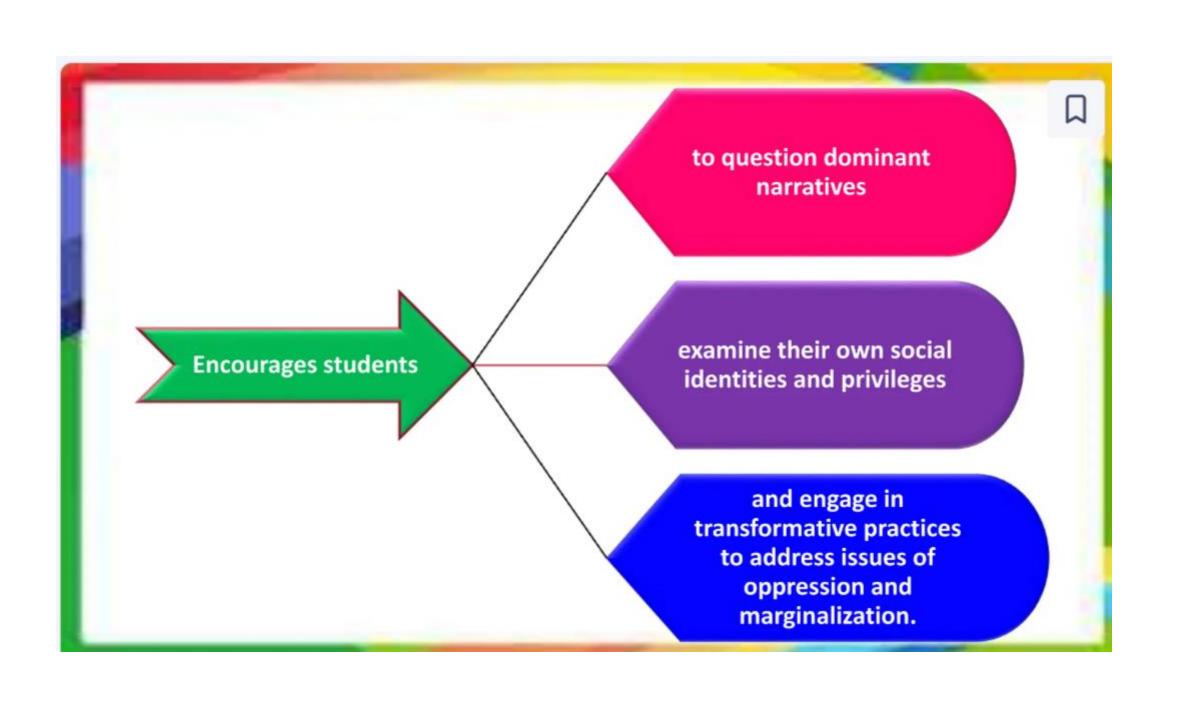




## Critical pedagogy

- It is an educational approach that aims to empower students to critically analyze and challenge societal norms, power structures, and inequalities.
- It originated from the work of Brazilian educator Paulo Freire and has since been developed by various scholars and practitioners worldwide.





# What is the Difference Between Pedagogy Andragogy and Heutagogy?

Although pedagogy, andragogy, and heutagogy are used as learning principles and approaches, there are slight differences between these approaches. Pedagogy focuses on child learning, whereas andragogy involves self-directed adult learning. On the other hand, heutagogy involves self-directed learners. Thus, this is the key difference between pedagogy andragogy and heutagogy. In other words, the learners in pedagogy are dependent learners, but the learners in both andragogy and heutagogy learning approaches are independent learners.

Moreover, both andragogy and heutagogy focus on self-directed learning whereas, in a pedagogical context, the teacher decides what and how to learn. Besides, the learning is subject-centered in the pedagogical context, but in andragogy, adult learning is task or problem-oriented. Meanwhile, in heutagogy approach, the learners use their experiences in problem-solving. Furthermore, another difference between pedagogy andragogy and heutagogy is that the role of the teacher is very active in pedagogy, whereas the teacher plays a passive role as a facilitator in andragogy. However, in heutagogy, teachers develop the capabilities of the learners.

Pedagogy vs Andragogy vs Heutagogy  More Information Online WWW.DIFFERENCEBETWEEN.COM				
Pedagogy	Andragogy	Heutagogy		
Pedagogy refers to teaching children or dependent learners	Andragogy refers to teaching adults who are considered as self- directed learners	Heutagogy refers to managing self-managed learners		
TYPE OF LEARNERS				
Dependent learners	Independent learners	Independent learners		
LEARNING				
Teacher decides what and how to learn	Focus on self-directed learning	Focus on self-directed learning		
NATURE				
Learning is subject- centered	Learning is task or problem-oriented	Learning is task or problem-oriented		
ROLE OF THE TEACHER				
The role of the teacher is very active	Teacher plays a passive role as a facilitator	Teacher develops the capabilities of learners		

More learner maturity and more autonomy required

Level 3 Heutagogy (Realization) Level 2 Andragogy (Cultivation) Level 1 Pedagogy

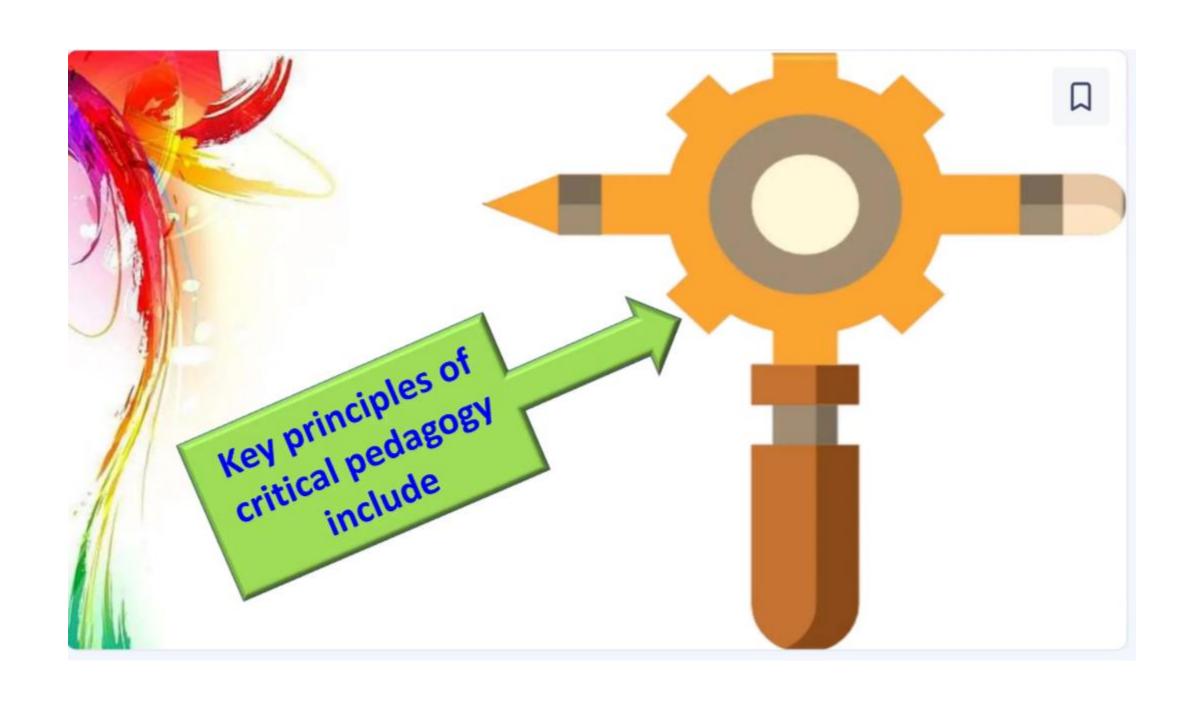
Less instructor control and less course structuring required

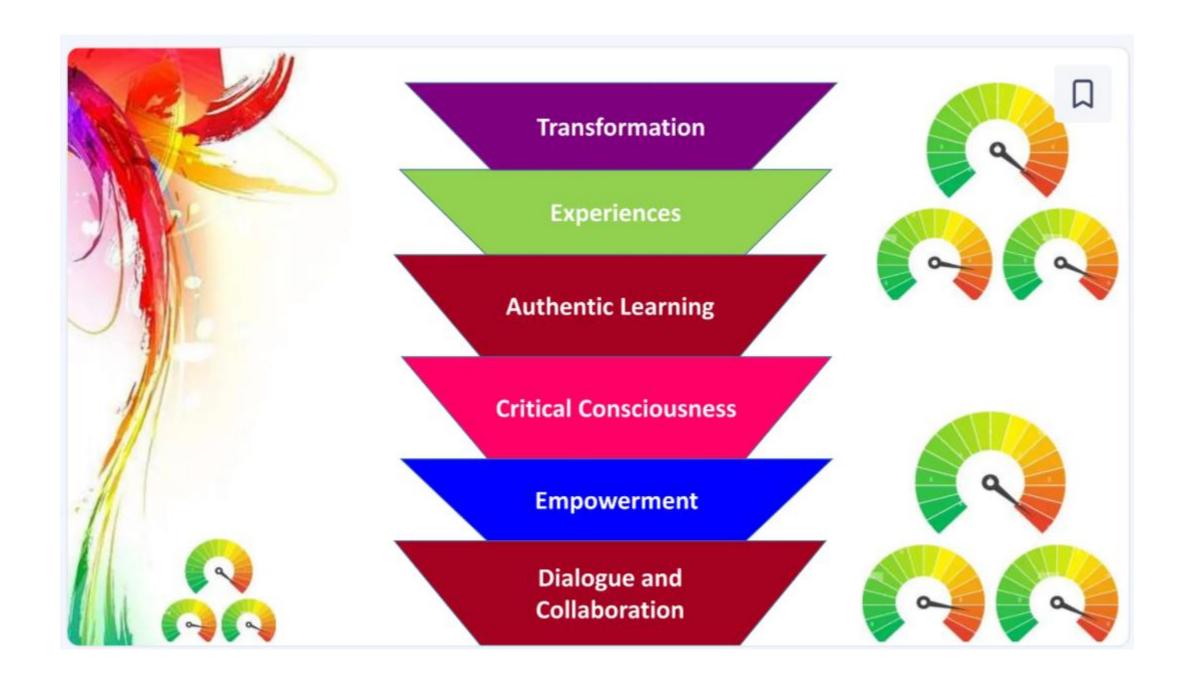
Less learner maturity and less autonomy required

(Engagement)

More instructor control and more course structuring required

	<u>Pedagogy:</u> Teacher-Led Learning	Andragogy: Self-Directed Learning	Heutagogy: Self-Determined Learning
Dependence	The learner is dependent. The teacher determines what, how, where and when anything is learned	<ul> <li>Learners are independent. They strive for autonomy in learning, to arrive at a destination determined by others. They are 'problem solvers'</li> </ul>	<ul> <li>Learners are 'problem-finders'. They know their destination and become interdependent on those who can help them determine the route</li> </ul>
Reasons for Learning	<ul> <li>Learners place their trust in the teacher and the efficacy of linear, sequential learning. Learners take little or no responsibility for their learning</li> </ul>	<ul> <li>Learners seek guidance/mentorship, but aspire to increasing responsibility for the direction of their learning</li> </ul>	<ul> <li>Learning is not necessarily sequential or linear. Learners accept full responsibility for their learning, welcoming challenge and serendipity</li> </ul>
Focus of Learning	Learning is subject-centred and focussed on prescribed curricula	<ul> <li>Learning is goal-driven, focussing on tasks which allow for cross- disciplinary thinking and autonomy</li> </ul>	<ul> <li>Learners are enquiry driven—they take a long-term view of their learning, seeking further complexity and uncertainty</li> </ul>
Motivation for Learning	Motivation derives from external/ extrinsic sources, e.g. parents, teachers, sense of competition etc.	<ul> <li>Motivation is intrinsic – learners enjoy the boost to self-esteem that comes from successfully completing challenges</li> </ul>	<ul> <li>Motivation lies in experiencing 'flow' and knowing how to learn. Learners seek out unfamiliar situations and the gaining of 'adaptive competencies'</li> </ul>
Role of teacher	<ul> <li>Pedagogue – designs the learning process, suggests and provides materials deemed effective at achieving desired outcomes</li> </ul>	Facilitator – sets tasks but encourages diverse routes to solutions. Pursues meta-cognition in learners	<ul> <li>Coach – brings together opportunity, context, external relevance and extended complexity. Fosters a culture of collaboration and curiosity</li> </ul>





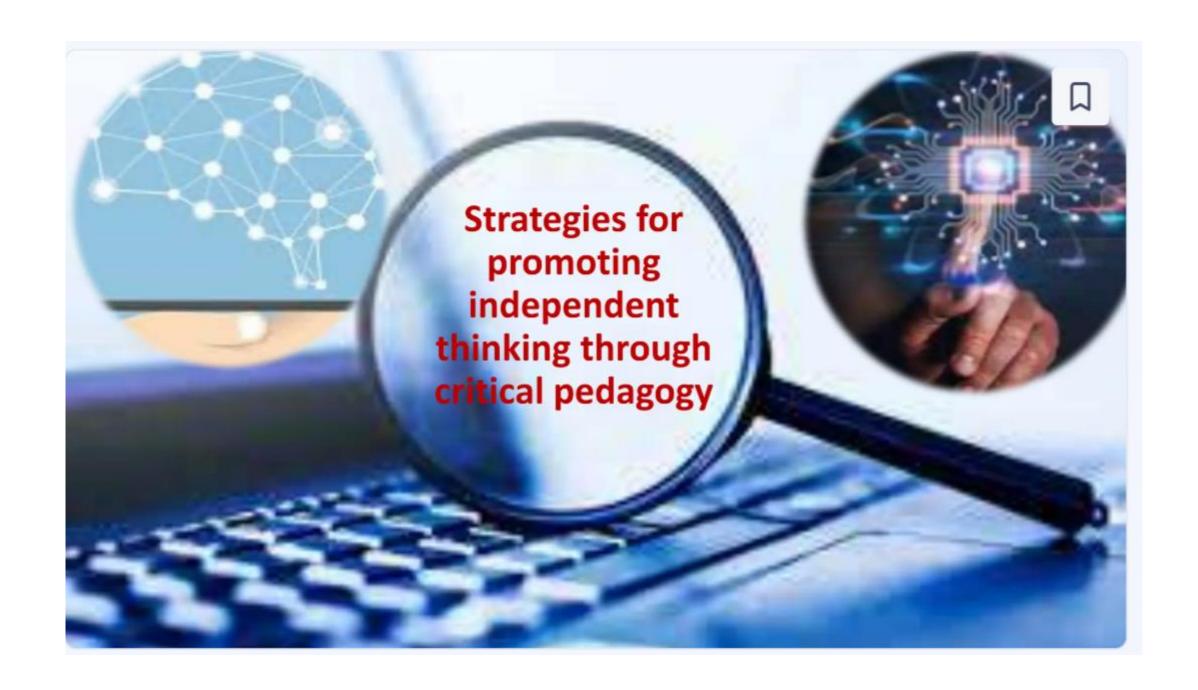




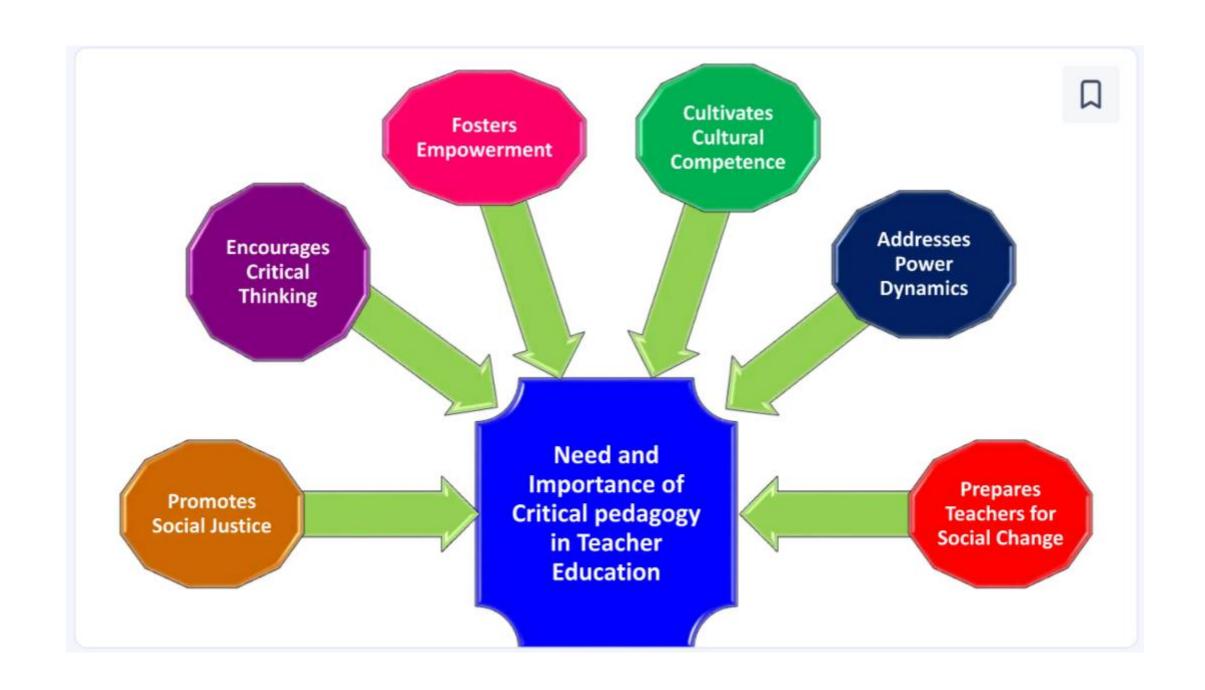
### Foster independent thinking through critical pedagogy

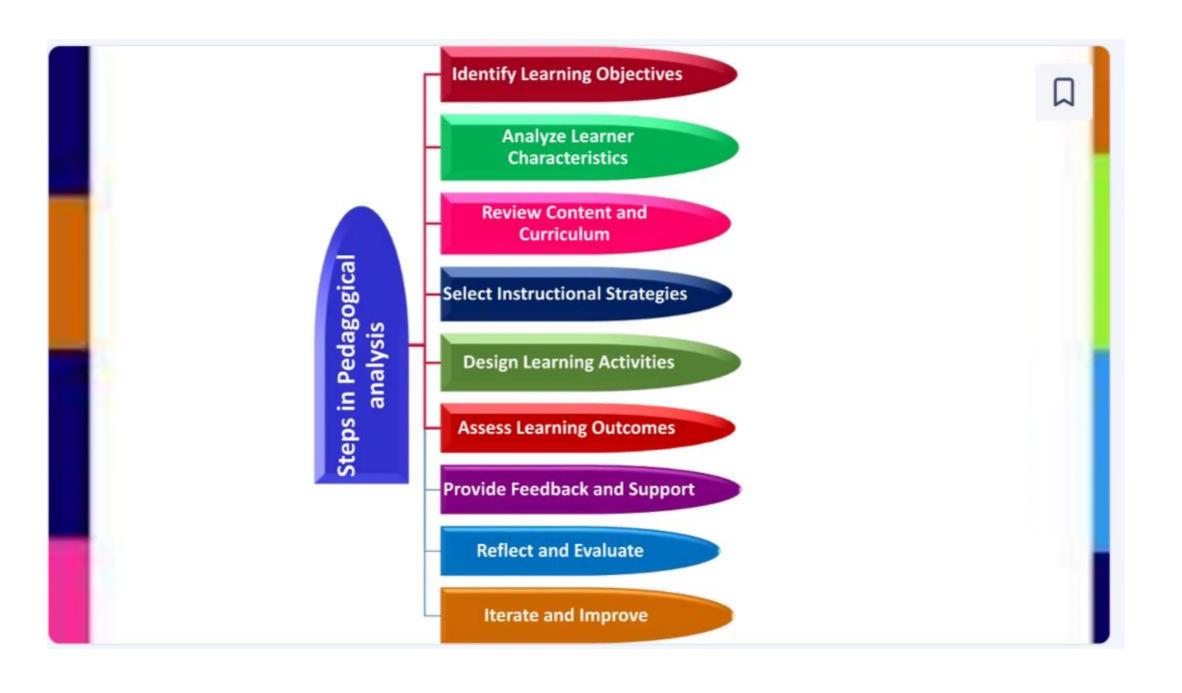
Critical pedagogy is an educational approach that aims to foster independent thinking, empowerment, and social justice through the process of questioning, dialogue, and reflection.

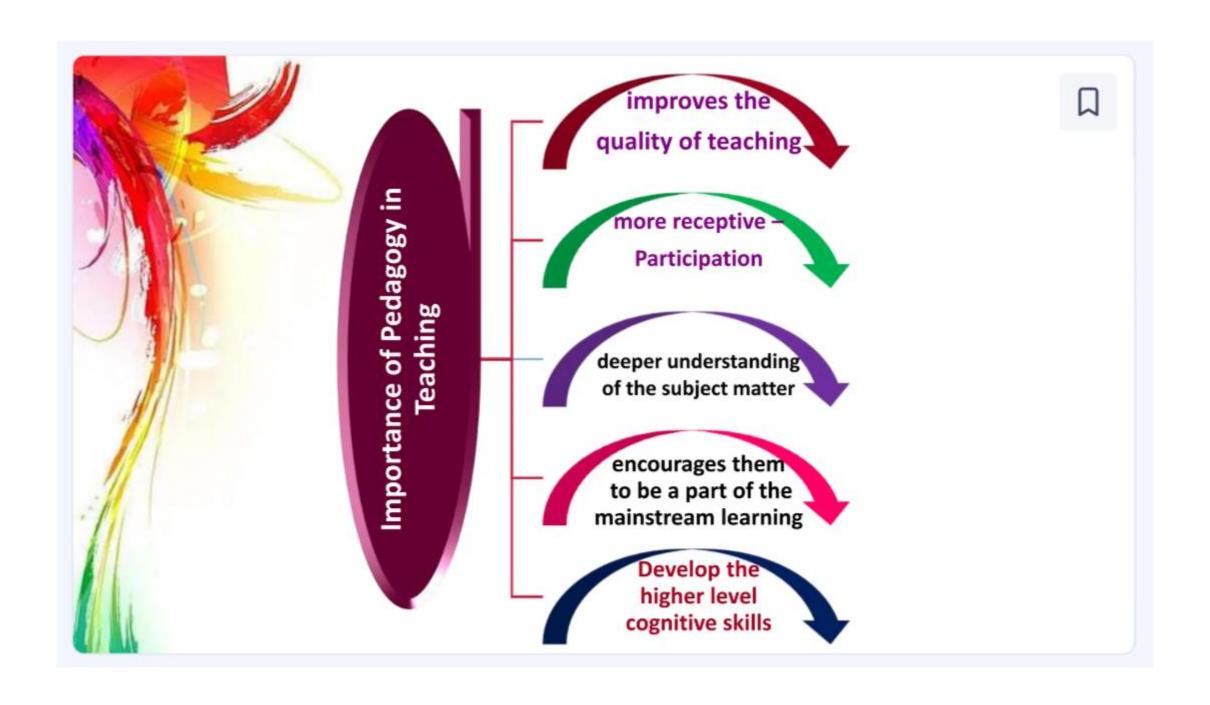
strategies for promoting independent thinking through critical pedagogy:

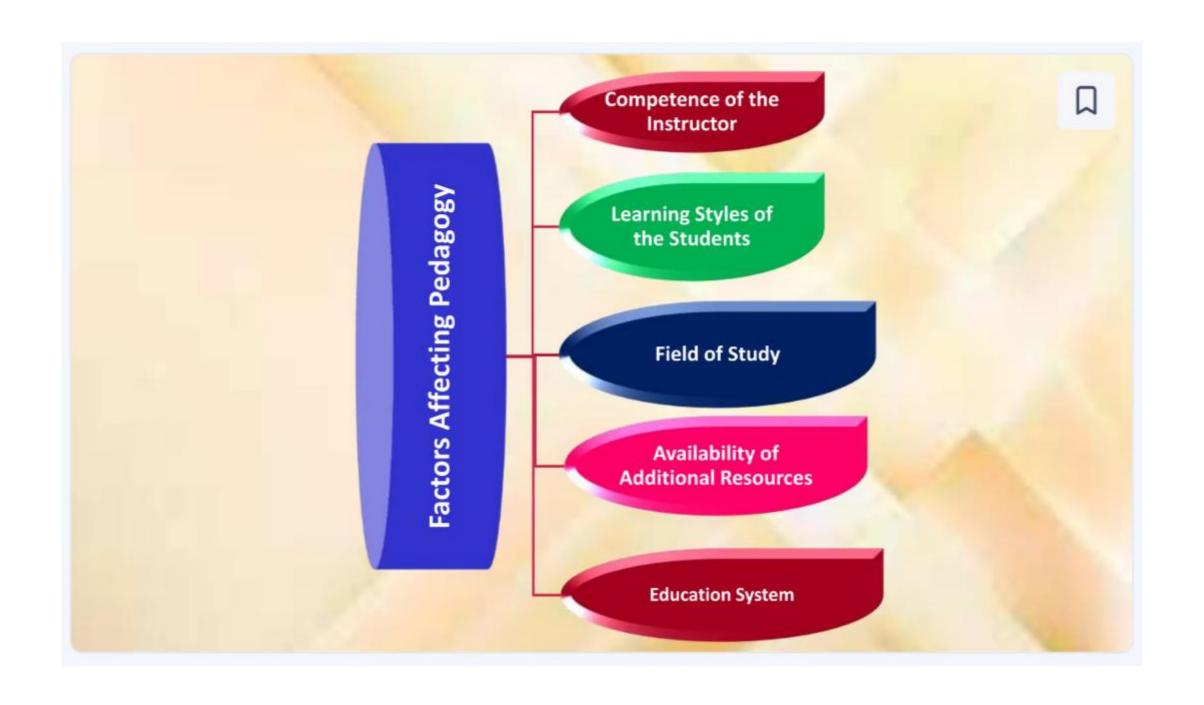


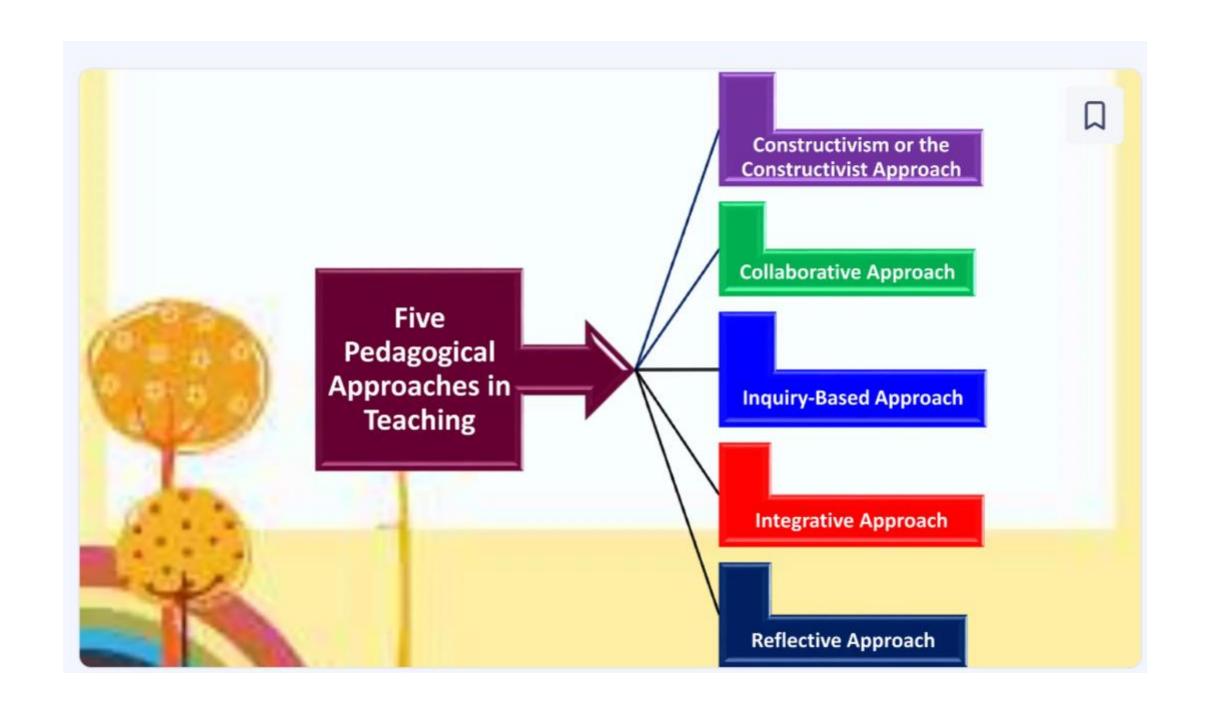














Constructivism is a theory of knowledge and learning that suggests learners actively construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences.

Constructivist pedagogy, therefore, is an approach to teaching and learning that aligns with this theory..



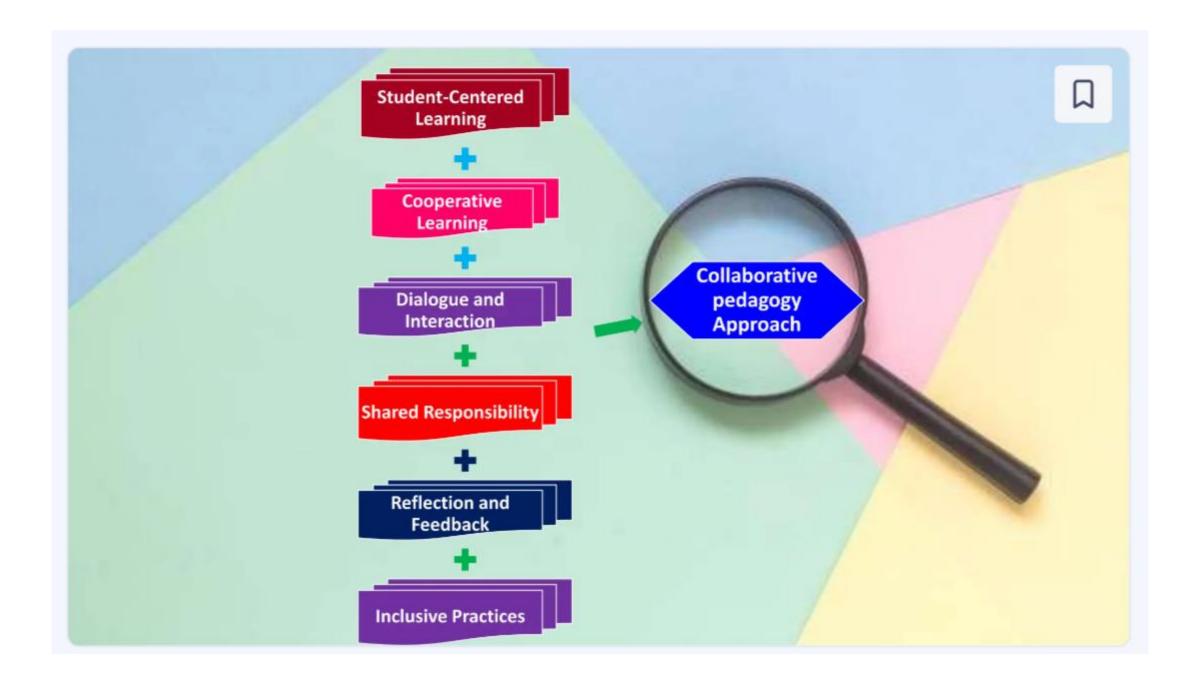




### **Collaborative pedagogy Approach**

It is an approach to teaching and learning that emphasizes active participation, cooperation, and shared responsibility among students and teachers.

Rather than traditional teacher-centered instruction, collaborative pedagogy focuses on creating a community of learners where knowledge is constructed collectively through interaction and dialogue.

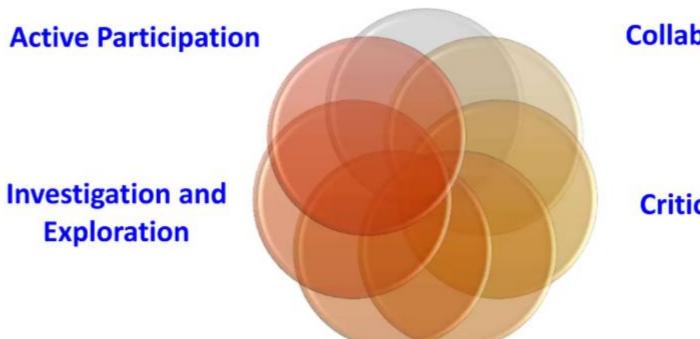


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# **Inquiry Based Approach**

- Inquiry-based pedagogy is an approach to teaching and learning that emphasizes curiosity, exploration, and investigation.
- It is grounded in the idea that learners construct their own understanding of concepts through active engagement with meaningful questions, problems, or scenarios.
- Rather than simply transmitting information to students, teachers facilitate the learning process by posing open-ended questions, encouraging critical thinking, and guiding students as they seek answers and solutions.

#### Questioning



Collaboration

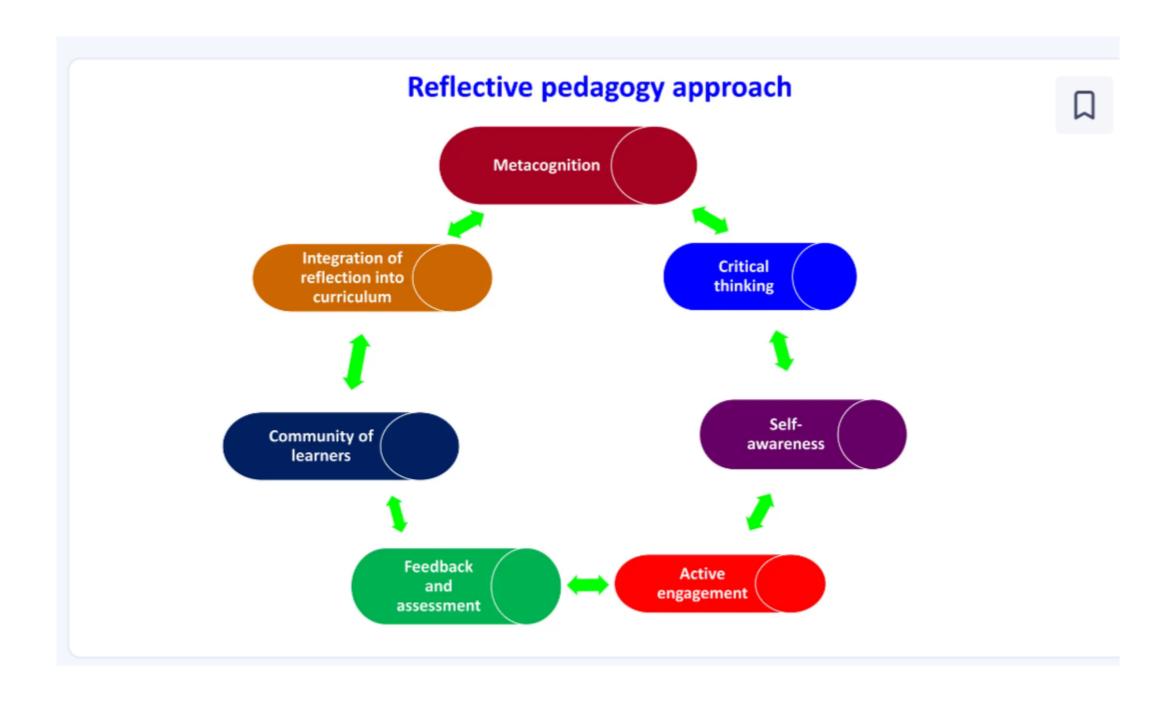
**Critical Thinking** 

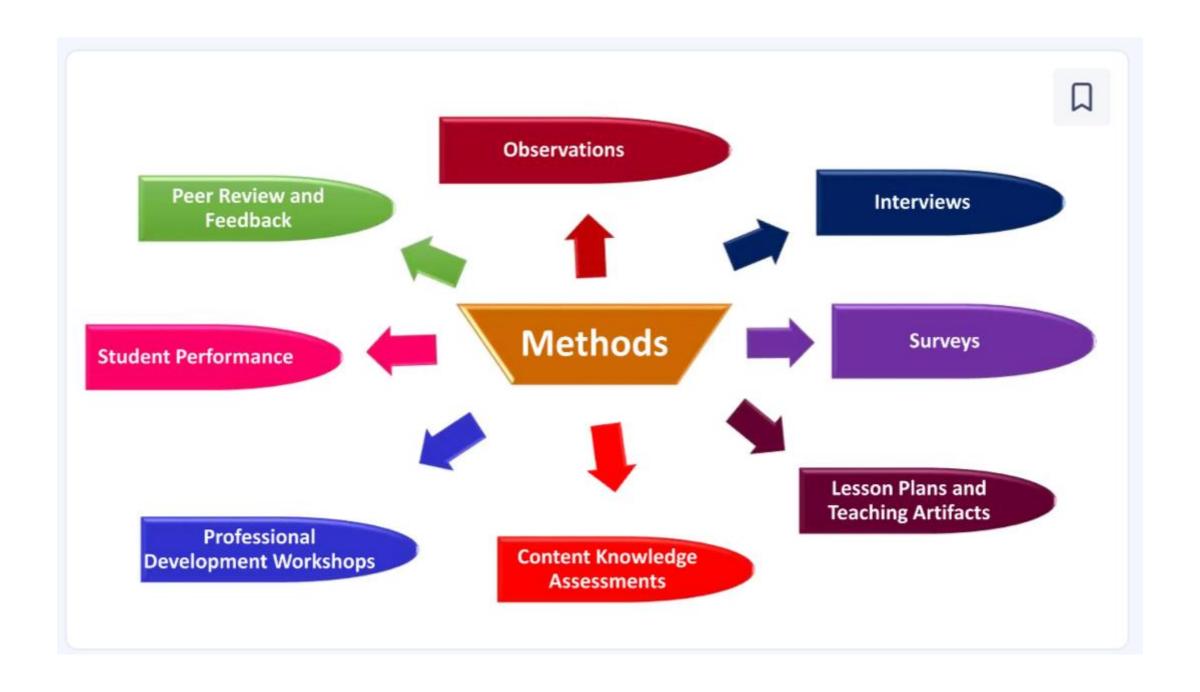
Teacher as facilitator

Reflection

### Reflective pedagogy approach

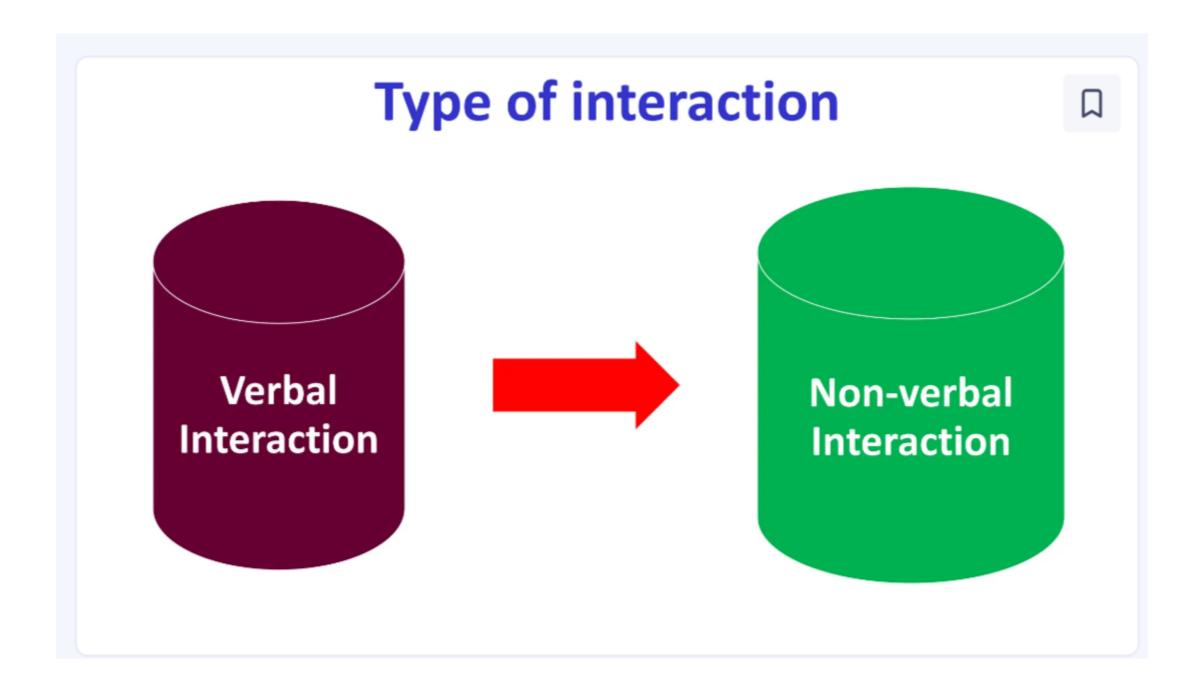
- Reflective pedagogy is an approach to teaching and learning that emphasizes self-reflection, critical thinking, and metacognition.
- It encourages students to actively engage in examining their own learning processes, experiences, and outcomes.
- This approach is rooted in the belief that learners can develop a deeper understanding of content and skills when they are given the opportunity to reflect on their learning journey.





# Galloway's system of interaction analysis \( \Pi \)

Interaction idefined as the learner's engagement with the course content, other learners, the instructor and the technological medium use in the course. The exchange of information is intended to enhance knowledge development in the learning environment.



#### Classroom interaction

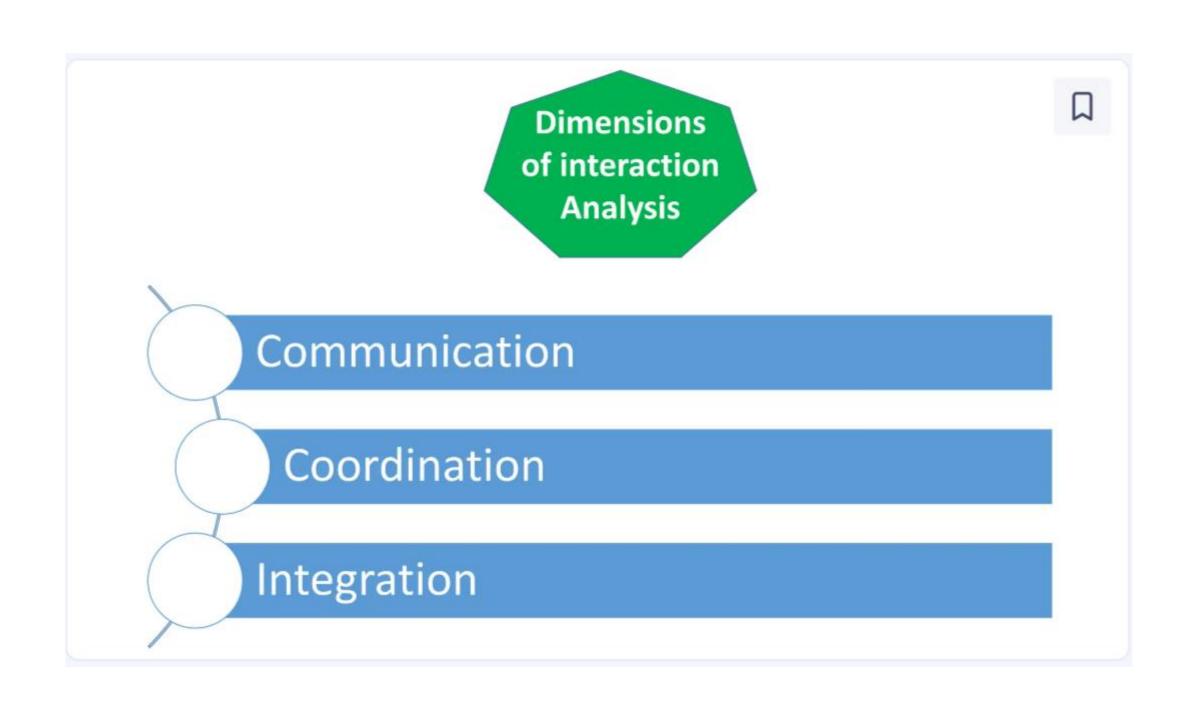
- . The classroom interaction mainly describes the content of behaviour or social interaction in the classroom
- Characteristics of classroom interaction
- . A practice allows enhancing the students' skills.
- . It improves the relationship between teacher and students.
- . It describe the interaction in the classroom and it helps students to develop thinking critically and sharing their views.
- The classroom verbal interaction can be made more effective.
- The teacher can increase student participation in his teaching.
- The direct behavior of teacher may be shifted to indirect behavior, which is more suitable in democratic way of life.

### Interaction analysis

- . Interaction analysis is a process of encoding and decoding a pattern of interaction between the communicator and the receiver.
- . Encoding helps in recording the events in a meaningful way
- Decoding is used to arrange the data in a useful way and then analyzing the behaviours and interactions in the classroom interaction

# **Classroom interaction analysis**

Classroom interaction analysis refers to a technique consisting of objective and systematic observation of the classroom events for the study of the teacher's class- room behavior and the process of interaction going inside the classroom.





# **Galloway's System of Interaction Analysis**

- Charles Galloway in the form of a teachers' training technique developed this system of Interaction Analysis.
- This Analysis is a tool used in the classroom to capture quantitative and qualitative aspects of verbal instructor behaviour.
- It captures the verbal behaviour of teachers and students as an observational device that is directly linked to the social- emotional environment of the classroom.
- For example, a conversation may be captured by audio or video recording (and then transcribed); or the interaction may be observed and coded by researchers in real time.
- It is a category type system involving categorization of all sets of possible verbal and non-verbal behaviour of a teacher in the classroom while interacting with the students.
   Non-verbal communication can be more effective during interaction in the classroom is the main assumption of Charles Galloway system of observation.



Types of classroom interaction

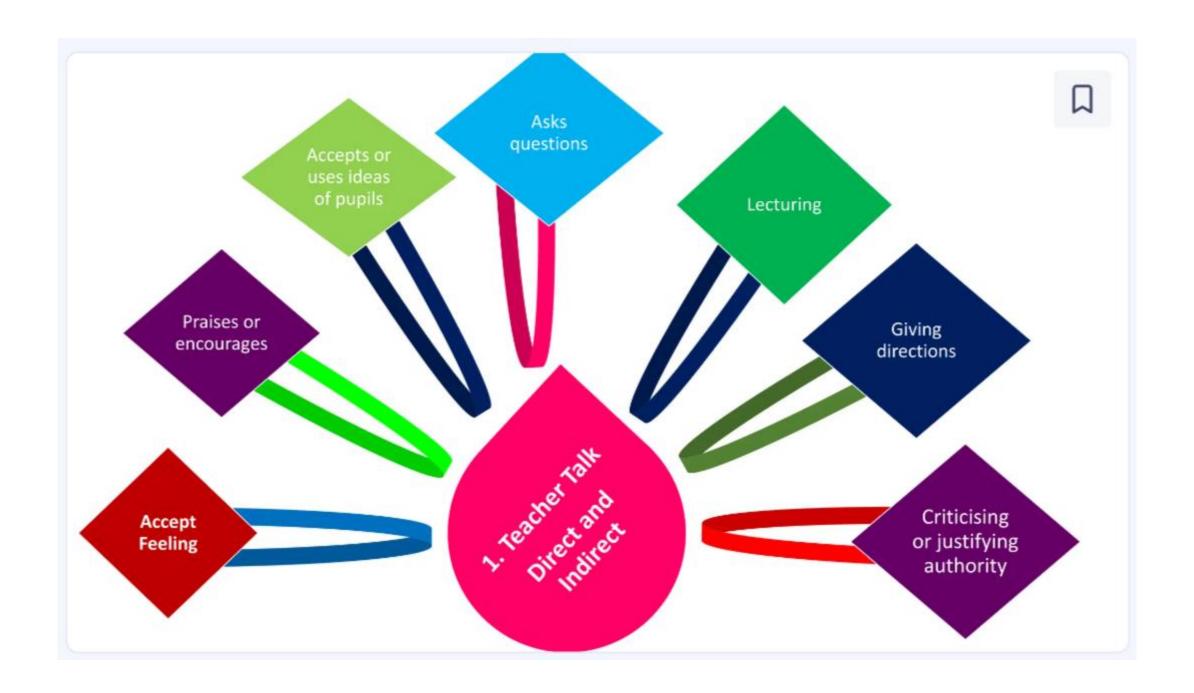
Teacher – Student Interaction

Student- teacher interaction

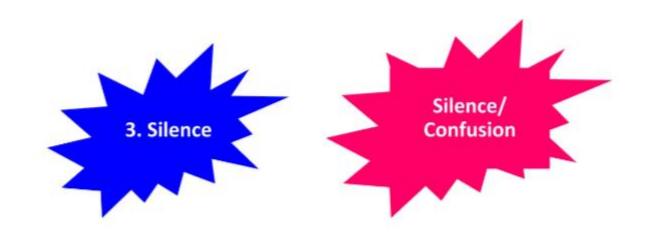
Student- student interaction

#### Characteristics

- By the\_means of corrective feedback, one gets a chance to improve upon his verbal as well as non-verbal behavior.
- It helps in describing direct & indirect influence in teaching behavior.
- Emphasis is given on both the verbal and non-verbal behavior of the teachers.
- There is an analysis of initiative and response of teacher
- This system can be used in research and teaching.







#### Galloway's system of interaction analysis - Category wise verbal & non-verbal behaviour

Verbal Behavior	Non Verbal Behavior			
Accepts feeling	Congruent, Incongruent			
Praises or encourages	Congruent, Incongruent			
Accepts or uses ideas of pupils	Implement - Perfunctory			
Asks questions	Personal - Implement			
Lecturing	Responsive - Unresponsive			
Giving directions	Involve - dismiss			
Criticising or justifying authority	Firm - Harsh			
Pupil-talk response	Receptive – Inattentive			
Pupil-talk initiation	Receptive – Inattentive			
Silence or confusion	Comfort - Distress			

## Steps of Galloway's system of interaction analysis

- Recording of classroom events
- Construction of interaction matrix
- Interpretation on interaction matrix

#### Recording of classroom events

- Appropriate position
- No interference or disturbance
- Proper coding (memorization of codes)
- Noting every 3 seconds
- Column or row

#### **Rules and Procedures**

- Manual Encoding process
- Advanced computerized Decoding process
- Interpretation of 10 X 10 Matrix



# INTERPRETATION OF 10 X 10 MATRI

1 2 2 3 4 4 5 5 6 7 7 8 8 9 9 9	8 9 10 TOTAL	7	6	5	4	3	3	1	
1 4 5 6 7 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9									1
4 5 6 7 7 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9									2
4 5 6 7 8 9 10 10 TOTAL									1
6 7 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9									4
6 7 7 8 9 9 10 10 TOTAL									5
7 8 9 9 10 TOTAL									6
8 9 10 10 TOTAL									7
9 10 TOTAL									
TOTAL TOTAL									9-
TOTAL									10
								4	TOTA

#### **Advantages**

- The teachers\_are continuously provided with feedback such that use modification of behavior is done.
- It provides an opportunity to a teacher to improve upon his/her non-verbal behavior.
- Negative reinforcement / punishment is avoided
- It is reliable and objective technique of observing and analyzing the verbal & nonverbal behavior of a teacher in the classroom.
- It helps in determining the pattern and flow of teaching behavior.
- It adds and supplements the training techniques like microteaching and team teaching.
- It can be used for carrying out research in the means of teaching, teacher behavior, pre-service and in-service education of teachers.

#### Limitations

- · The teacher may hesitate in the presence of a video camera or supervisor
- The teachers may find it difficult to handle it in the classroom as both the verbal and the non- verbal behavior could not be prominently marked.
- A single aspect of non-verbal behavior comprises various small behaviors, which could not be properly categorized.
- The process is time consuming
- Requirement of costly sophisticated media of educational technology i.e. video camera or other device.
- The system concentrates on both the verbal and non-verbal behavior.
- It does not describe the classroom behavior very as some are always overlooked which might be important too.
- Classroom interaction in the form of pupil- pupil interaction does not find a place in this system.

# Thank You

