# A PAPER ON RE-EMERGENCE OF PEDAGOGY

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## Abstract

Pedagogy is the innovative way of teaching and this practise has been used since ancient time. From the very beginning the educators have found different ways of making learning interesting for learners. Over a period of time people have used innovative methods like usage of electronic means to teach and as teaching is an art and a science, the implication of newer techniques makes it complete. Pedagogy is something which looks at knowing the students' interests, abilities, and their learning patterns and this technique was already used by ancient scholars to make their students learn through live experience and exposure. The re-emergence of pedagogy is important as it is beneficial for both teacher and learner. This research paper focuses on emerging methods in pedagogy and its importance in the current scenario. The objective is to find the importance of applying pedagogy in our education system.

**Key Words:** Pedagogy, E-Learning, Technological Development

## **INTRODUCTION**

Pedagogy has become one form of teaching which is in trend right now and people from all over the world are willing to adopt pedagogy in their way of teaching. In this generation where students cannot concentrate in a lecture for more than 30 minutes, it's very important that teachers find ways to make learning interesting for the students. Teaching is considered to be an art and pedagogy completely justifies the fact that teaching as an art has its meaning in bringing innovations in teaching. It is always important to keep improvising in the way the teachers teach. Teaching is no more restricted only to black board teaching but is focusing on a lot more ways. The most basic thing is to try and study the behaviour of the students and make classes interesting and innovative in order to keep the students involved in the class and also conduct some group activities wherein the students come up with their opinions and show some interest toward the subjects they learn.

Pedagogy has become one great success all over the world where teachers are putting innovation in their ways of teaching. Initially, pedagogy came into picture after Paulo Freire named his influential book "Pedagogy of the Oppressed"(published in 1970). This book became a key reference to many educational programmes in higher education.

Pedagogy is the stuff of teachers' daily lives. Put simply it is about teaching. But we take a broad view of teaching as a complex activity, which encompasses more than just 'delivering' education. It's not just providing the students with bookish knowledge what they would forget easily but it should be taught in an innovative way that they remember it in their complete lifetime.Teachers in India are slowly implementing pedagogy in their teaching methodology but the question is how many teachers actually follow it.

## REVIEW OF LITERATURE

**1. E-Learning:** A Programmatic Research Construct for the Future: The intent of the paper is to engage researchers and developers in a process of further defining the variables and translating them to research questions that might serve as guidelines in building the literature base for the pedagogy of online instruction.(published June 1, 2002; Edward L.Meyen, Ron Aust , John M. Gauch)

**2.Sustainable development, higher education and pedagogy**: a study of lecturers' beliefs and attitudes. The findings of this survey reveal a wide range of understandings of sustainable

development expressed across all discipline areas and a range of suggestions about appropriate pedagogies for ESD (Educational for Sustainable Development) are raised.(published 31 October, 2007; D. R. E. Cotton, M. F. Warren, O. Maiboroda & I. Bailey)

**3**. **Fostering critical thinking through effective pedagogy**: Evidence from four institutional case studies and a preponderance of evidence from the research literature on critical thinking suggests that significant gains in critical thinking are both perceived and experienced by college students. Yet, many consider the level of critical thinking displayed by students to be inadequate. (The journal of Higher Education 73 (6), 740-763, 2002; Lisa Tsui)

**4. Revisiting the roots of pedagogical content knowledge**: A consequence of this work is the recognition that teachers' professional knowledge is difficult to define and categorize, and therefore exceptionally difficult to articulate and document. For school teachers there is little expectation as the demands of time, curricula, and student achievement tends to make you focus on doing teaching rather than pedagogy.(Routledge 30 (10), 1271-1279,2008; Amanda Berry, John Loughran, Jan H van Driel)

**5. From evidence-based practise to practise-based evidence:** the idea of situated generalization Governments from across the world are seeking improvements in school performance. This paper reports evaluation data from a national programme in England that sought to put teachers at the heart of the search for evidence on which improvements in practise could be based.(Research Papers in Education 18(4), 347-364, 2003; Helen Simons, Saville Kushner, Keith Jones, David James)

**Developments in the 20th and 21st Centuries**

Two very significant developments complementing each other emerged in the latter half of the twentieth century, that influenced the instructional environment in the global higher education scenario are:

    1**. The advent of Open Education Movement**

    **2. The integration of Information and Telecommunication technologies**

The open education had the inherent ideology of openness in all aspects related to learning, having its origins in democratic principles and humanistic philosophy and learner-centred educational provision. The emergence of techniques and technologies created by the integration

of Information and Telecommunication technologies made very significant changes in all walks of life, including education. The complementarity of these two developments led to increased access, individualised learning, enhanced human interaction and shifting the control over education and learning from teacher to the learner.

What made the impact of these two developments stronger while applied to education is how they complemented each other like two sides of the same coin. The vision and intentions of the "open movement" would have remained unfulfilled but for the fast developments and versatilities of various kinds of techniques and technologies emerging from the applications of ICT. These two mutually complimentary historical trends evolved and complemented each other mainly during the last five decades. It has been demonstrated through different modes, models and strategies through the application of suitable pedagogic principles, that it is possible to provide effective learning environment to all children and youth according to their individual needs within the complexity of the learning situation impacted by number, heterogeneity, ethnicity, differential abilities, etc.

**Developments in ICT and their Application in Education**

The second factor, which has influenced in improving access, enhancing quality of educational provisions and making education more learner-centred is the fast and revolutionary developments in technology applications in learning situations made possible by the developments in Information and Communication Sciences. The developments in this area have been fast and extensive.

The following areas of technological development facilitated by the philosophy of openness have impacted all forms of education and training.

1. **Technology mediated Open Distance Learning:**

Originating as correspondence education and home study, the entire area of open distance learning has matured considerably today allowing the required flexibility and openness for individual learners to pursue education according to one's own needs and convenience supported by appropriate information and communication technologies suiting each community context.

2. **Open Educational Resources:**

OER movement starting with MIT's Open Courseware initiative creation and use of Open Educational Resources and other free resources with different open licences (such as Creative Commons) has received a major boost with UNESCO and COL taking the lead in bringing out the Paris Declaration on OER in June 2012.

**3. Learning Management Systems:**

A learning management system (commonly abbreviated as LMS) is a software application for administering e-learning content and managing learning processes including assembling and delivering learning content, personalise content and enable reuse, provide assessment item repositories and administer online tests, etc.

4. **Cheaper computing:**

The last decade saw a rapidly decreasing cost in computing systems. Personal computers and tablets with fast processing and large memory are available for very affordable prices today.

5. **Improved access to Internet:**

Broadband connectivity is still a major concern in many countries. Access to Internet is also becoming faster and cheaper in many developing countries. Digital divide is slowly but surely being bridged.

6. **Mobile reach:**

Mobile technology is the most affordable hardware in most developing countries and its cost of use within a country is becoming increasingly less. Smartphones are also slowly picking up popularity and also becoming cheaper. Mobile Learning (M-Learning) is fast catching up as a popular, convenient and effective mode of learning.

7. **Social networking:**

There is an increasing participation in social networks especially among teens and youth in the last decade. There are several social network sites available today for various purposes focusing various age groups. One of the major reasons for increased time share for informal interaction today are the virtual social connections and relationships provided by the social networking services.

**Objectives:**

- To find the importance of applying pedagogy in our education system.

- To know how many teachers are actually applying pedagogy in their teaching methodology.

**Research methodology:**

This is an analytical study of descriptive nature involving field of survey. Hence, the survey method has been employed to collect data.

**Sample size and sampling method:**

The sample size consists of 50 respondents chosen through simple random sampling method.

**Profile of respondents:**

The respondents consisted of teaching fraternity from various departments like commerce and management, arts and science.

**Data collection tool:**

The primary data was collected with the help of a questionnaire.

**Data collection:**

The primary data was collected with the help of a questionnaire and the secondary data was collected with the help of books, journals, articles, reports and websites.

**Statistical analysis**

The collected data has been analysed with the help of statistical tools and techniques such as averages. The data has been presented in the form of tables.

**ANALYSIS:**

**TABLE 1: The following table represents if the respondents are from the teaching profession:**

| PARTICULARS | NO OF RESPONDENTS | AVERAGE |
|---|---|---|
| YES | 40 | 80% |
| NO | 10 | 20% |
| **TOTAL** | **50** | **100%** |

**INTERPRETATION:**

From the above table it can be inferred that 80% of the respondents are from the teaching profession and 20% are not from the teaching profession. Therefore, most of the respondents are from the teaching profession.

**TABLE2: The following table represents teaching methodology preferred by respondents:**

| PARTICULARS | NO OF RESPONDENTS | AVERAGE |
|---|---|---|
| LECTURING | 8 | 16% |
| USING BOARD (black/white) | 12 | 24% |
| POWER POINT PRESENTATION | 11 | 22% |
| GROUP DISCUSSION | 10 | 20% |
| ALL OF THE ABOVE | 9 | 18% |
| **TOTAL** | **50** | **100%** |

**INTERPRETATION:**

It can be inferred that 24% of the respondents have opted for using board, 22% of the respondents have opted for power point presentation, 20% of the respondents have opted for group discussion, 18% of the respondents have opted for all of the above and 16% of the respondents have opted for lecturing. Therefore, majority of the respondents have opted for using board as their teaching methodology.

**TABLE 3: The following table represents how the respondents prepare themselves before a lecture:**

| PARTICULARS | NO OF RESPONDENTS | AVERAGE |
|---|---|---|
| FEED YOURSELF WITH INFORMATION | 20 | 40% |
| FOCUS ON STUDENTS' LEARNING PATTERN | 10 | 20% |
| USE INNOVATIVE WAYS TO TEACH | 10 | 20% |
| LET STUDENTS SHARE THEIR VIEWS | 10 | 20% |
| **TOTAL** | **50** | **100%** |

**INTERPRETATION:**

It is seen that 40% of the respondents prepare themselves by feeding themselves with information, 20% of the respondents focus on students' learning pattern, 20% of the respondents use innovative ways to teach and 20% of the respondents let students share their views. . Therefore, majority of the respondents feed themselves with information before a lecture.

**TABLE 4: The following table represents the preference of pedagogy:**

| PARTICULARS | NO OF RESPONDENTS | AVERAGE |
|---|---|---|
| YES | 48 | 96% |
| NO | 2 | 4% |
| **TOTAL** | **50** | **100%** |

**INTERPRETATION:**

It can be interpreted that 96% of the respondents think pedagogy is preferable and 4% of the respondents think pedagogy is not preferable. Therefore, majority of the respondents think pedagogy is preferable.

**TABLE 5:The following table represents the method of pedagogy applicable in their teaching methodology:**

| PARTICULARS | NO OF RESPONDENTS | AVERAGE |
|---|---|---|
| CRITICAL PEDAGOGY | 10 | 20% |
| DIALOGIC LEARNING | 10 | 20% |
| STUDENT-CENTERED TEACHING | 20 | 40% |
| ICT | 10 | 20% |
| **TOTAL** | **50** | **100%** |

**INTERPRETATION:**

It is seen that 40% of the respondents think student-centric teaching is applicable, 20% of the respondents think dialogic learning is applicable, 20% of the respondents, think ICT is applicable and 20% of the respondents think critical pedagogy is applicable. Therefore, majority think student centric teaching is applicable.

**TABLE 6: The following table represents the importance of student behaviour**

| PARTICULARS | NO OF RESPONDENTS | AVERAGE |
|---|---|---|
| COMPLETELY | 36 | 72% |
| PARTIALLY | 12 | 24% |
| NOT AT ALL | 2 | 4% |
| **TOTAL** | **50** | **100%** |

**INTERPRETATION:**

From the above table it is inferred that 72% of the respondents think student behaviour is completely important, 24% of the respondents think student behaviour is partially important and 4% of the respondents think student behaviour is not at all important. Therefore, the majority of the respondents think student behaviour is completely important.

**TABLE 7: The following table represents the preference of feedback:**

| PARTICULARS | NO OF RESPONDENTS | AVERAGE |
|---|---|---|
| YES | 46 | 92% |
| NO | 4 | 8% |
| **TOTAL** | **50** | **100%** |

**INTERPRETATION:**

It is seen that 92% of the respondents prefer feedback and 8% of the respondents do not prefer feedback. Therefore, majority of the respondents prefer a feedback from the students.

**TABLE 8: The following table represents the importance of pedagogy in education:**

| PARTICULARS | NO OF RESPONDENTS | AVERAGE |
|---|---|---|
| VERY IMPORTANT | 25 | 50% |
| IMPORTANT | 21 | 42% |
| NOT THAT IMPORTANT | 4 | 8% |
| NOT IMPORTANT AT ALL | NIL | NIL |
| **TOTAL** | **50** | **100%** |

**INTERPRETATION:**

It can be interpreted that 50% of the respondents think pedagogy in education is very important, 42% of the respondents think pedagogy in education is important and 8% of the respondents think pedagogy in education is not that important. Therefore, majority of the respondents think pedagogy in education is very important.

**Conclusion**

With the developments in open learning, digitised learning resources and the use of online and offline web environment, several possibilities emerged to design digital learning strategies to make any instructional context effective to suit the ever changing learning and learner requirements in the global network. Any of these strategies would have integrated the required pedagogical inputs to suit the contextual needs, drawn from the repertoire of pedagogic inputs/processes provided by the learning and instructional theories and practices discussed in the earlier sections of this article. Several terms are being used to name these strategies. Conceptually, e-learning is broadly synonymous with instructional technology, information and communication technology in education, Educational Technology, learning technology, multimedia learning, technology-enhanced learning, computer-based instruction, computer-managed instruction, computer-based training, computer-assisted instruction or computer-aided instruction, Internet-based training, flexible learning, web-based training, online education, virtual education, virtual learning environments, m-learning, and digital education. In usage, all of these terms appear in articles and reviews; the term "e-learning" are used frequently, but is variously and imprecisely defined and applied. These alternative terms are all linguistically more restrictive than "educational technology" in that they refer to the use of modern tools, such as computers, digital technology, electronic media, networked digital devices and associated software and courseware with learning scenarios, worksheets and interactive exercises that facilitate learning (with a systems approach).

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