PRINCIPLES OF EFFECTIVE PEDAGOGY

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Abstract

Teaching learning strategies are significant for the success of the lesson. Students understand the concept better when they are engaged in different activities – dialogue, brainstorming, discussion, project work, etc. Thus, effective pedagogy includes evidence-based principles. The paper describes the pedagogy, effective pedagogy and the principles of effective pedagogy.

Keywords

Pedagogy, Critical pedagogy, Contextualization, Research-based teaching.

1. *Introduction*

   Quality of Education for Sustainable Development (ESD) programs is a global concern. This is influenced by educator's teaching philosophy which is also the guiding principle of a good teacher. Instructional practice is basic for the achievement of all encompassing training including social, financial and political improvement of the country (Anne W. Kanga, 2016). Effective pedagogical approaches are critical in providing quality education (Tophat).

2. *Significance*

Appropriate pedagogy improves quality of learning with all students' participation where they are receptive to develop higher cognitive skills. Mathematics and science are described as cumulative subjects as they are organized by the hierarchical nature of subject content. Dialogue is a most preferred method because if an answer does not give raise to a new question from itself it falls out of the dialogue (Bakhtin, 1986). It has implications for 'Assessment for learning'. Teacher must stress on content mastery. Students must learn how to use that content in some way. Hence, they undertake different learning activities which are significant for in-class and out-of-class activities (Dee Fink, 2013).

3. *Pedagogy*

Effective instructors cautiously plan and execute proper teaching method (Unesco IIEP learning). Effective pedagogy without a quality curriculum leads to limited learning. Quality curriculum without appropriate strategies fails to bring learning opportunities to life. Hence, instructional method helps fabricate associations across various aspects of involvement, between the classroom, the working environment, the home and public activity, where these associations can give purposes of commitment to students and methods of empowering them to draw on the assets of their own insight.

Collaborations between instructors, students and the learning climate and the learning tasks are emphasized. It includes methods adopted for conducting teaching-learning sessions. Demonstration of instructing along with its discourse is the thing that one has to know; aptitudes one necessities to order, to settle on and legitimize numerous sorts of choices of which educating is comprised.

4. *Pedagogy – Factors*

Factors influencing pedagogy (TOPHAT) are:

1. Competence of the instructor
2. Learning styles of the students
3. Field of study

4. Availability of additional resources

5. Education system

5. Pedagogy – Forms

Different forms of pedagogy (IIEP) are:

1. Teacher-centered pedagogy: In this form, teacher is the center and relies on lecture, memorization and group responses. This is criticized for taking up lower-order tasks and the merit lies in asking the students to demonstrate their understanding between the lectures.

2. Learner-centered pedagogy: Here, activities revolve around the learner and they use previous knowledge and new exposure to create knowledge. It is very effective.

3. Learning-centered pedagogy: It is a mix of educator and student focused instructional methods where instructors think about neighborhood setting, number of students in a class, actual climate, and accessibility of showing learning materials, etc. It is highly flexible, and adaptation is its key feature.

Different aspects of pedagogy (Persaud C, 2019) are:

1. Social pedagogy: It is related to students' social development. In Germany, it is implemented as Social Work. For example, it develops compassion and being kind-hearted as the mode is through dialogue method.

2. Critical Pedagogy: This is the breakdown and deconstruction of typical world views. The teacher can figure out things on his / her own and in the way s/he desires. For example, in the movie 'Dead Poets' Society', teacher adopts this technique for teaching English literature. Thus, critical pedagogy involves looking for deep meaning and root causes; exploring and analyzing relationships

3. Culturally responsive Pedagogy: The three functional dimensions of this pedagogy are - institutional, personal and instructional. It is basically, a student-centered approach to teaching. For example, it involves sharing of

different ethnicities, races and beliefs. Thus, Political Course is best taught through debates, analysis of different political topics.

4. <u>Socratic Pedagogy</u>: This kind of pedagogy includes the development of social and intellectual skills in order to live more actively. Further, it develops the capacity to challenge traditional assumptions about knowledge through meaningful dialogue, collaborative and inquiry-based teaching and thinking. John Dewey's 'Community of Inquiry' is quoted as an example.

6. Principles of Pedagogy

According to NSW, principles of pedagogy are:

1. Learning climate is strong, conscious and profitable.

2. Pedagogy promotes self-inspiration, ingenuity, autonomy and association.

3. Student requirements, interests and variety are reflected in the learning encounters and program content.

4. Students are tested and given occasions to grow profound understandings considering their qualities and perspectives to construct and apply abilities.

5. Assessment is vital to educating and learning.

According to JS Bruner, educating is the shrewd specialty of scholarly enticement (Dylan William, 2013). Hence, the principles of pedagogy constitute Motivation; Exposition; Direction of activity; Criticism and Inviting imitation.

Shawnee (2019) referred to the following principles:

1. Paulo Freire adopted the cooperative classroom strategy.

2. Maria Montessori adopted learner-directed environment to develop initiative and curiosity.

3. William C. Bagley adopted teacher-centered educational model that preserves society.

According to Necessary Teacher Training College (DNS) the principles of pedagogy include:

1. Theoretical and practical studies.

2. High degree of reality.

3. Coherence and overview.

4. Program generates motivation.

5. Immersion and work of the activist educator.

6. Self-determination.

7. Information is a precondition for achieved insight which is integrated by the instructor.

Korthagen et al, 2006, advocated empirically based and practically oriented pedagogy. Accordingly, the principles comprise of the following:

1. Learning about teaching involves continuously conflicting and competing demands.

2. Subject to be created.

3. Shift in focus to the learner.

4. Teacher (Student) research.

5. Learning to teach working closely with their peers.

6. Meaningful relationships between schools, universities and student-teachers.

7. Modeled by the teacher educators in their own practice.

Principles of Effective Pedagogy according to Quizlet (1990) are Cooperation; Critical Feedback; Descriptive Feedback; Expectation; Expect more; Experience; Interaction; Knowledge of the subject matter; Learning; Many roads; Meaningful; and Taking responsibility.

7. Concept of Effective Pedagogy

Effective instructional method is student-centered focused on educating and learning where instructors have expertise in principle, practice and strategy usage leaving positive effects on the students. It prompts scholastic accomplishment, socio-economic development, securing of specialized aptitudes and an overall capacity to add to the society. Students are the pivot of effective instructional method. In this, three significant strands of philosophical and political aspects on

instructive designs are grounded, namely, Economic efficiency, Social union and Personal development.

Effectiveness of instructional method relies upon topic to be educated, understanding the different necessities of students, and adjusting to the ground conditions in the classroom and the encompassing setting. These teachers trust in the capacity of their students to learn and ensure learning in them.

8.   *Standards of Effective Pedagogy*

Standards ensure learning in students which is the key feature of any type of pedagogy (CREDE). They are:

a. *Joint productive activity* (JPA) maximizes teaching and learning through cross-cultural, human and hard-wired strategies which is the kind our parents / teachers mentor their wards / graduates and see learning in action. It connects schooled concepts and everyday concepts.

b. *Developing competence in language* (*Language development*) is a metagoal of education. Frequently we experience social language, formal academic language and subject matter language lexicons which are critical for success in school. The study of science, mathematics, art and history require specialized language genres and its reading, writing, speaking, listening and lexicons can be taught as though they were a second language.

c. *Contextualization* involves teaching rules, abstractions and verbal descriptions in culturally meaningful contexts and increases student engagement with learning activities.

d. *Challenging activities* appropriate to student needs is critical for academic success which can be assured through bilingual curriculum and provides careful leveling of tasks so that they are motivated to stretch.

e. *Instructional conversation* happens through exchange, addressing and sharing of thoughts and information. It relates to formal school information to the student's individual, family and network information.

9. *Strategies of Effective Pedagogy*

According to Fullan (1991) instructive change relies upon what instructors do and think. It's as basic and intricate as that. The different strategies are: Pedagogical content knowledge; Group work; Resources; Increment in responding; Bilingualism; Variety; Positive attitude towards students; Organization; Shared goals; Homework; Classroom climate; Behaviour management; Collaborative learning; Personalized learning; Making links explicit; Dialogic teaching and learning; Assessment for learning; Plenary; Paying attention; Classroom environment; and Student characteristics (IIEP).

10. *Principles of Effective Pedagogy*

The principles of Effective Pedagogy according to Nisai Learning (2019) are Inclusion; Motivation; Quality assurance; Consistency and transparency; and Innovative approaches to achieve ambitions. It is a holistic learning and has pathways to university and future employment.

Chris Husbands and Jo Pearce (2012) proposed the following as principles of Effective Pedagogy:

i. Pupil voice
ii. Behaviour, knowledge and understanding and beliefs
iii. Learning outcomes – short term, long term
iv. Pupils' previous learning and experience
v. Scaffolding pupil learning
vi. Group work – whole class, small group, pair work
vii. Higher order thinking and Metacognition – dialog and questioning.
viii. Assessment for learning
ix. Inclusion

Mary James & Andrew Pollard (2011) discussed 'Effective Pedagogy' in detail and proposed the following ten 'evidence-informed' principles. They contend that by applying the principles to distinctive context of advanced social science research methods, we will be enriching, and creating new pedagogical knowledge. They are categorized as four

broad areas which is a multilayered nature of innovation in pedagogy. This is diagrammatically depicted in Figure 1.

x.   Policy frameworks   ix. Supports for learning D. Teachers & Policies

viii. Informal learning
 	
    vii. Individual & social processes & outcomes
 	
    vi. Active engagement
 	
C. Personal and social processes and relationships

v. Assessment congruent with learning
 	
    iv. Scaffold learning
 	
    iii. Prior experience, Personal & Cultural
 	
    ii. Valued forms of knowledge
 	
B.   Curriculum, pedagogy and assessment

i.   Life in its broadest sense A.   Educational Values and purposes

Figure 1. Principles of Effective Pedagogy (Mary James & Andrew Pollard, 2011)

    I.   Educational Values and purposes

  1. Equips learners for life in its broadest sense.

Education has seven categories of outcomes, namely, Attainments; Understanding; Cognitive and creative; Using; Higher order learning; Dispositions; Membership, inclusion & self-worth.

    II. Curriculum, pedagogy and assessment

  2. Engages with valued forms of knowledge such as Big ideas, key processes, modes of discourse, ways of thinking and practicing, attitudes and relationships.

  3. Recognizes the importance of prior experience and learning personal & cultural experiences.

  4. Requires learning to be scaffold.

  5. Needs assessment to be congruent with learning.

Learning outcomes and learning processes are helpful to know learning in advance and whether learning has occurred. Knowledge is of three types according to Gilbert Ryle. They are codified; other cultural; & personal knowledge. According to Eraut, 'An individual's performance utilizes a few sorts of this information in some coordinated structure, and is affected by both setting and emotions'.

III. Personal and social processes and relationships

6. Promotes active engagement of the learner

Pedagogy advances students' freedom and self-rule, collection of learning systems and practices, positive learning demeanors, furthermore, will and certainty to become specialists in their own learning.

7. Fosters both individual and social processes and outcomes

While consulting learners about their learning, the student's voice must be considered as it gives indication of their expectations and it is their right to voice their expectations.

8. Recognizes the significance of informal learning

It is now realized that most of the learning occurs out of the school. In this context, Carol Dweck (1999) proposed Mastery & Learned helplessness which proposes orientations to new learning challenges. James & Biesta (2007) opined that institutional conditions enable or constrain opportunities for independent learning.

Promotion of learner independence & autonomy leads to effectiveness of learning, realization of rights, formation as a person besides manifestation of citizenship & contribution of individuals to history. Thus, socio-cultural theory is the major driver for effective pedagogy.

Quality education and learning can enhance skill and capability. Realizing this aspect many countries strived to ensure quality, if not at all levels, at least at the primary education level. As a result of this many countries have brought legislation. For example, UK – Every Child Matters Act; US – No Child Left Behind Act and India – RTE Act.

Further, it observed that home & school environments complement each other in providing quality education.

According to Cole's (1996) the 'Context' is 'that which surrounds us' and 'that which weaves us together'. It has an impact of new innovation on learning. Sutherland, Robertson and John (2009) thought that the time has come to consider youngsters' out-of-school information and cultures not as 'interruptions' from the principle business of tutoring, however as rich, unpredictable, various and incredible hotspots for learning and as a significant spot to begin in planning training for the 21st century.

IV. Teachers and policies

9. Depends on the learning of all those who support the learning of others

Practice-based inquiry is the point emphasized here. Webb, R., G. Vulliamy, S. Hämäläinen, A. Sarja, E. Kimonen and R. Nevalainen (2004) felt that changing practices can prompt changes in convictions while Ajzen and Fishbein (1980) considered changing conduct relies upon changing convictions since they give the fundamental motivations to ACT. It is the resultant of communications among educator factors (for example, information, mentalities, and conduct), social variables (for example, proficient organizations/networks) and underlying elements (for example, strategy settings).

Elliott (2006) stressed on Research-based teaching which is a type of exploration that centers on beating the challenges of accomplishing great conversation in classrooms, given the standards that have generally molded practice in them. Now, these days we offer 'Practitioner research' inquiry that may be carried out by individual teachers into how-to drive-up standards in their classrooms.

10. Demands consistent policy frameworks with support for learning as their primary focus.

This provides effective learning environments for all learners. At the point when senior administration upholds advancement it gets support.

Seymour Sarason believed that educators can't make the conditions for students to become creative life-long learners, if those conditions don't exist for the instructors themselves. However, Coffield (2008) found that aptitudes area would profit by a 'social association' among government and different partners with more neighborhood and cooperative dynamism.

11. *Implications for Teacher Education*

The principles for effective pedagogy yield certain useful tips and implications for teachers and teacher educators (Svenja Vieluf, David Kaplan, Eckhard Klieme and Sonja Bayer, 2012) which are given below.

a. ITE and CPD empower the arrangement with instructors' requirements, school educational plan and explicit academic practices planned or settings and types of students.

b. Resources are the teacher manuals with scripted lessons.

c. Teacher educators can be retrained, expert teacher educators who understand, model and teach the promoted practices.

d. In-class practice and support is in the form of Regular in-class support and lesson modeling by teacher educators/ mentors who give constructive feedback.

e. Peer support is extended in the form of formal and casual friendly uphold in bunches or schools which permit educators to do joint perceptions, share assets, lesson plans and evaluation procedures, and

f. Principal & community extend awareness and support for teachers and new methods of teaching.

12. *Teacher training*

The Interventions for preparing should fit explicit teaching methods to explicit settings (Svenja Vieluf, David Kaplan, Eckhard Klieme and Sonja Bayer, 2012). They are 'Activity learning; Schools for Life for Rural communities and marginalized students; Use of innovation to help the educational program; Addressing the subject and pedagogical content knowledge besides Reflective abilities needed for educators being

prepared as guides'. The competency-based curriculum is also one of the interventions enabling effective pedagogy.

13. Conclusion

Unless the educational system prescribes the pedagogy strategy, teachers do not address them critically. These issues are policies on education, curriculum and assessment procedures. Thus, to change pedagogical practice, educational planners need to conform to the systemic reforms.

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