SHANTHA GROUP OF INSTITUTIONS

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FACULTY DEVELOPMENT PROGRAM

ON

Submitted by:

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ABSTRACT

- Pedagogy is the study of teaching processes (Smith, 2019).
- Teachers at all educational levels must make sure that they implement teaching strategies, materials, and methods in a way that will significantly advance student learning (Jones & Brown, 2021).
- Additionally, a variety of concepts, methods, and techniques are used that are intended to improve student learning as well as the general quality of the educational system. (Anderson, 2020).
- Throughout time, it will be essential to employ cutting-edge, scientific, and contemporary techniques in teaching. (Taylor, 2022).
- However, it must be made sure that any modifications and enhancements are beneficial to the pupils (Miller & Davis, 2018).
- The pupils ought to utilize them efficiently and accomplish their academic objectives (Williams, 2021).
- Thus, it can be said that pedagogical approaches are essential for encouraging student learning, accomplishing academic objectives, and improving the educational system as a whole (Brown, 2023).

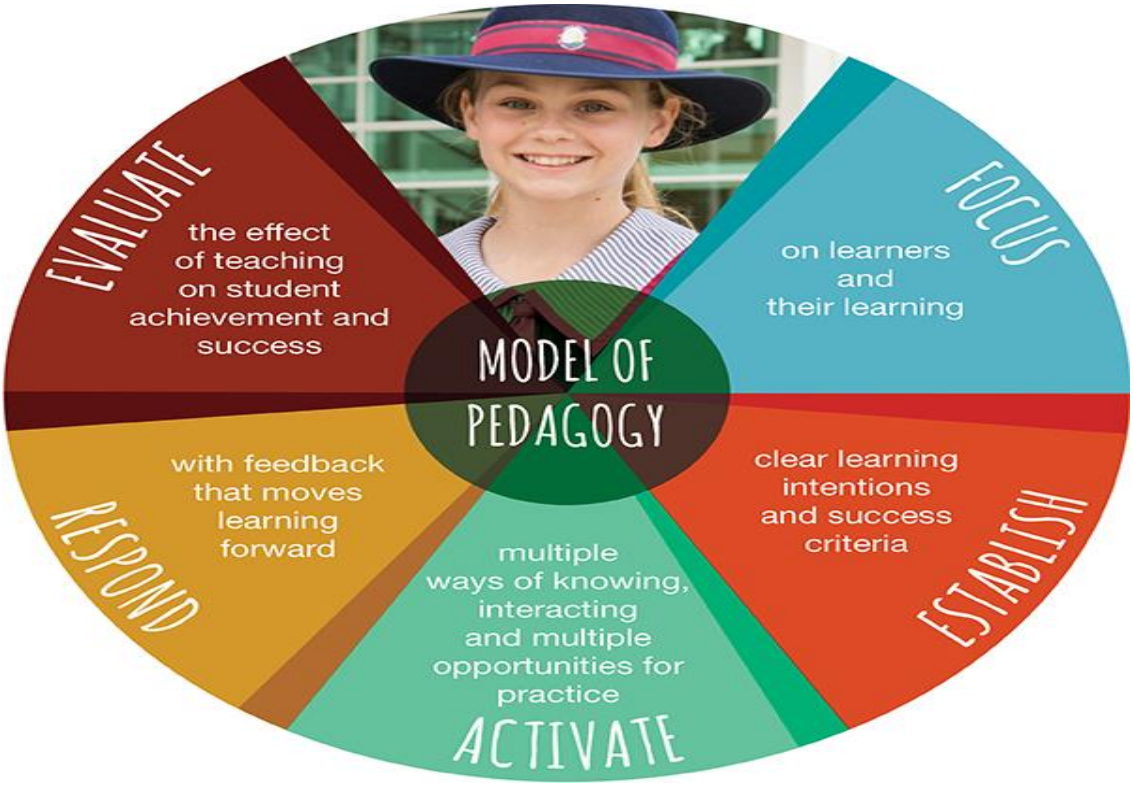
ANALOGIES

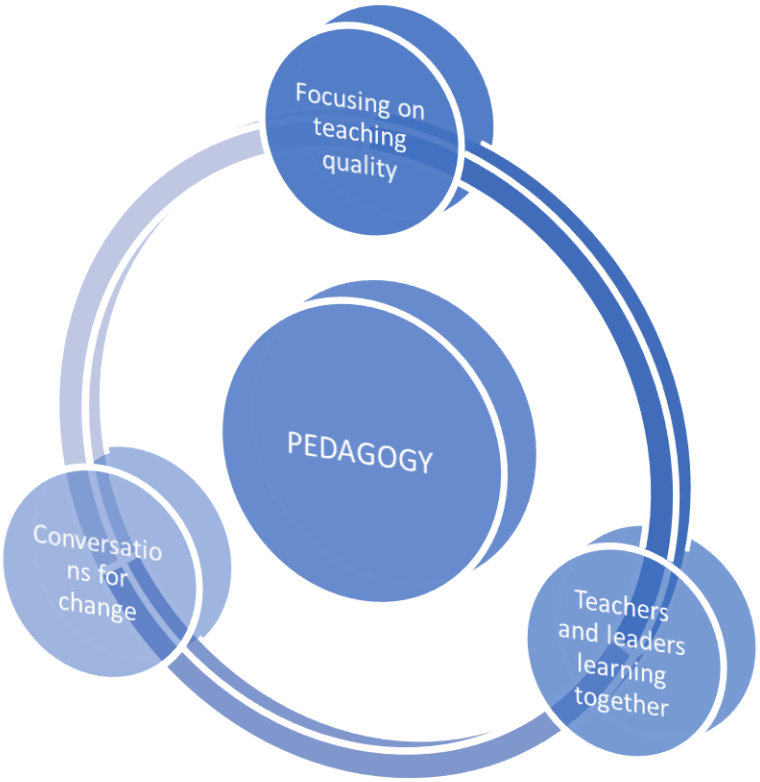
- Teaching and fishing are similar in that you use different lures for different fish and different approaches for different students. (Kolb, 1984; Tomlinson, 2014).
- Education is similar to lovely music.…
    - Where teaching strategies serve as the tools
    - They produce sound when played by themselves….
    - They create wonderful music when performed in unison with rhythm, feeling, and melody! (Merrill, 2002)

PEDAGOGY

- Pedagogy is a broad phrase that refers to the actions taken by teachers to affect their students' learning (Alexander, 2008).
- It arises from a variety of sources, such as theories and research findings, political motivations, practical evidence, introspection on both an individual and group level, the experience and knowledge of educators, and community demands and expectations. (Loughran, 2010).

- When comprehending the purpose and importance of pedagogy, it is crucial to comprehend the task of teaching and instructional approaches.
- The broad term "pedagogy" refers to the actions taken by teachers to affect other people's learning.
- It arises from a variety of sources, such as theories and research findings, political motivations, practical evidence, introspection on both an individual and group level, the experience and knowledge of educators, and community demands and expectations.
- When comprehending the purpose and importance of pedagogy, it is crucial to comprehend the task of teaching and instructional approaches.
- The teachers evaluate their pedagogical approaches when they encounter difficulties and are unable to perform their job responsibilities in a way that meets their expectations (Shulman, 1987).
- In the event that there are any shortcomings in the teaching strategies, they concentrate on improving them.
- Effective pedagogy not only yields results in relation to input, but it also serves as a shared set of principles and goals that all participants can support (Vygotsky, 1978).
- Therefore, when teachers are effectively implementing pedagogical methods, they will play a significant role in fostering student learning and improving the educational system as a whole..





IMPORTANCE OF PEDAGOGY

- Improves Teaching: According to Smith (2019), a carefully thought-out methodology in the classroom can significantly raise student learning. This will improve learning outcomes by assisting students in comprehending the subject (Jones & Brown, 2021).
- Encourage Collaborative Learning: Pedagogy encourages students to work together and learn from one another. By understanding and embracing the opinions of others, students adapt to cooperative learning environments and develop into stronger leaders (Taylor, 2022).
- Steer clear of monotony: pedagogy fosters children's development. It challenges students to examine, assess, and create in addition to helping them think beyond memory and comprehension. Additionally, it improves student learning (Miller & Davis, 2018).
- Students May Learn in Their Own Way: Properly designed pedagogy can support students' learning in a number of ways. Students can stick to their preferred learning approach

because it supports a variety of learning styles. As a result, students get more knowledge and improve their skills and learning results (Williams, 2021).

- Improves Teacher-Student Communication: The instructor is better able to understand the student and support them in areas where they struggle (Brown, 2023).
- Pedagogy & Learning Enhancement: By simplifying difficult concepts, effective pedagogy raises the caliber of instruction and enhances student learning (Alexander, 2008).
- Pedagogy as an Academic Discipline: It focuses on student interactions and relationships while examining how knowledge and skills are taught in educational environments. (Shulman, 1987).
- Conventional vs. Modern Teaching Methods: Teachers used to rely on conventional methods, but these days they use technology, visual aids, and creative approaches to improve student learning (Mayer, 2009).
- Student-Centered Learning (SCL): Pedagogical approaches put the needs of students first, making sure that instruction meets their requirements and promotes an improved educational system (Weimer, 2013).
- Theory-Practice Relationship: To improve learning experiences and competency development, effective pedagogy combines theoretical understanding with real-world application (Kolb, 1984).
- Technology in Education: Projectors, PCs, and mobile devices are examples of digital tools that help students learn and advance academically (Selwyn, 2011).
- Curriculum Development: To achieve pedagogical changes, curriculum approaches must be improved to better suit students' grade levels, learning styles, and academic objectives (Tyler, 1949).
- Removing Learning Barriers: To avoid academic gaps and improve overall educational achievements, it is crucial to make sure that instructional strategies adequately meet the needs of students (Tomlinson, 2014).
- The value of pedagogy is found in its capacity to mold the educational process, guaranteeing that students successfully understand ideas while encouraging motivation, engagement, and critical thinking. A well-organized teaching strategy fosters creativity, improves student comprehension, and supports lifelong learning. (Freire, 1970).

APPROACHES OF PEDAGOGY

- Depending on institutional contexts, student needs, and educational aims, pedagogy can be approached in a variety of ways (Alexander, 2008). Among the important strategies are:
- **Teacher-Centered Pedagogy** – This is the conventional method in which pupils passively absorb information from the teacher, who serves as the main source of knowledge. Lectures and direct instruction are two examples. (Freire, 1970).
- **Student-Centered Pedagogy** – This approach emphasizes active learning through group projects, conversations, and problem-solving. Inquiry-based learning and experiential learning are two examples (Weimer, 2013).
- **Constructivist Approach** – The constructivist approach is predicated on the notion that experiences help pupils develop their own understanding. Instead of only imparting knowledge, teachers serve as facilitators (Vygotsky's, 1978).
- **Blended Learning** – which offers flexibility and individualized learning experiences, combines traditional classroom instruction with digital learning techniques (Graham, 2006).
- **Experiential Learning** – promotes practical experiences, real-world applications, and introspective learning. Case studies, simulations, and internships are a few examples. (Kolb's, 1984).

INFLUENCE ON STUDENT LEARNING

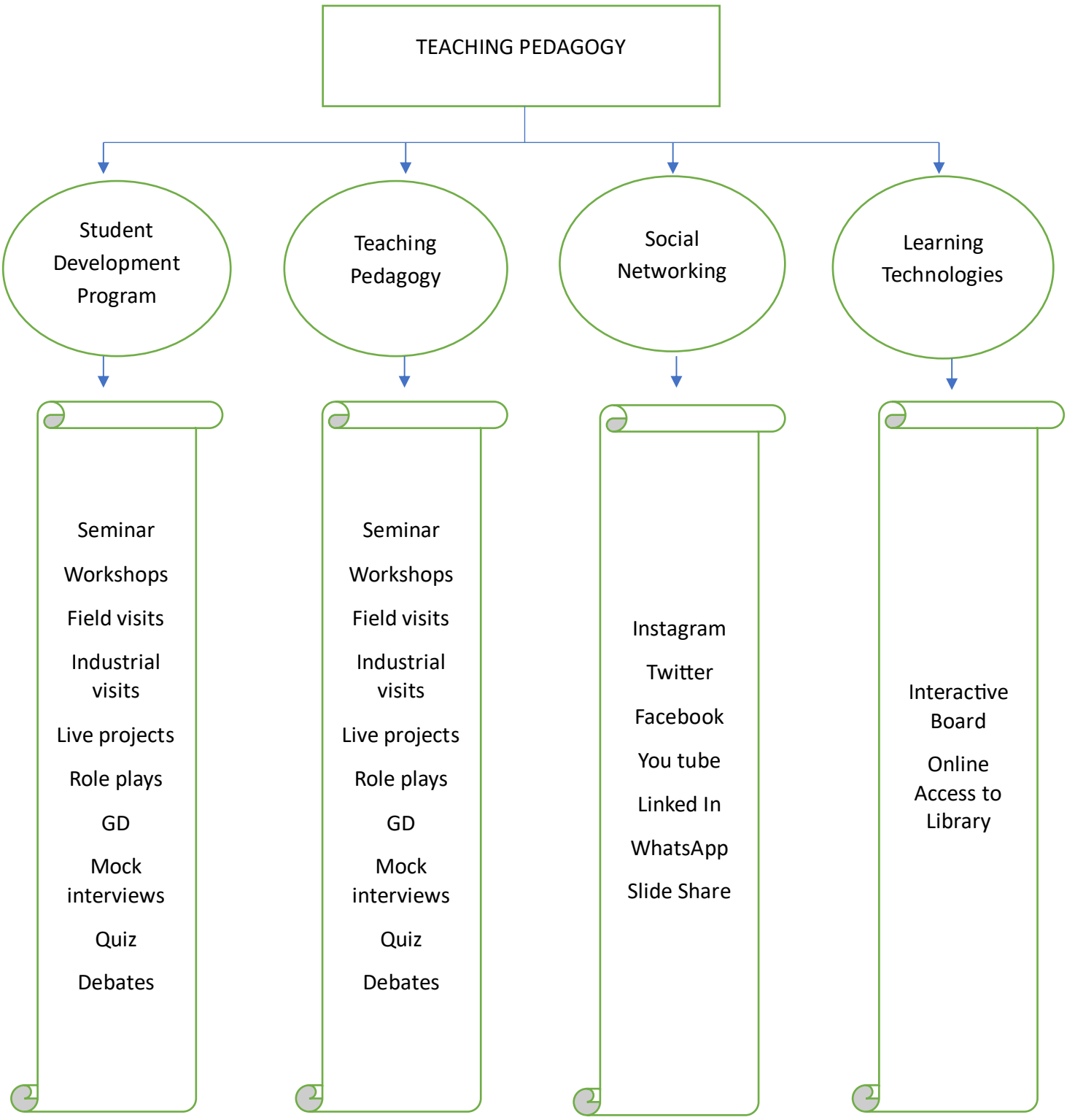
- Because pedagogy determines how knowledge is transmitted and acquired, it has a direct impact on student learning outcomes (Alexander, 2008).
- An effective pedagogical strategy:

1. Improves knowledge retention and comprehension (Bransford et al., 2000).
2. Promotes the development of analytical and problem-solving abilities (Weimer, 2013).
3. Boosts motivation and involvement among students (Ryan & Deci, 2000).
4. Accommodates a range of learning requirements and styles (Tomlinson, 2014).
5. Gets students ready to use their knowledge in the real world (Kolb, 1984).

- Teachers may establish a welcoming, productive, and engaging learning environment that enables students to succeed academically and personally by choosing the appropriate pedagogical techniques. (Freire, 1970).

FIVE PRINCIPLES OF PEDAGOGY

1. Motivation
2. Exposition
3. Direction of activity
4. Criticism
5. Inviting imitation (Bruner (1966)


TEACHING PEDAGOGY
Student Development Program
Teaching Pedagogy
Social Networking
Learning Technologies
Seminar
Workshops
Field visits
Industrial visits
Live projects
Role plays
GD
Mock interviews
Quiz
Debates
Seminar
Workshops
Field visits
Industrial visits
Live projects
Role plays
GD
Mock interviews
Quiz
Debates
Instagram
Twitter
Facebook
You tube
Linked In
WhatsApp
Slide Share
Interactive Board
Online Access to Library

THEORIES OF PEDAGOGY

1. **Herbartianism** - In order to develop moral character, education should be methodical and organized.

(Herbart, 1806)

- The Five Steps of Herbart's Teaching Method:
    1. Preparation – Making connections between new concepts and existing knowledge.
    2. Presentation – Clearly introducing novel ideas.
    3. Association – Making connections between concepts by means of analogies.
    4. Generalization – Using newly acquired knowledge in many situations.
    5. Application – Applying what has been learned to actual circumstances.
- **Application:**
    - Plans Plans for lessons must to be organized and progressing.
    - Learning should focus on moral and intellectual development.
    - To foster comprehension, educators should employ organized questioning and storytelling.
- **The New London Group & Multiliteracies -** Multiliteracies was established by the New London Group (1996) in response to the evolving nature of learning and communication in the digital age.
- **Key Ideas:**
    1. There are various learning modalities (text, pictures, audio, and video).
    2. Education ought to be sensitive to cultural differences.
    3. Technology and digital tools must be incorporated into instruction.
- **Application:**
    - Using digital technologies and multimedia to facilitate interactive learning.
    - Promoting international and cooperative learning.
    - Creating inclusive curricula that take into account a range of viewpoints.

3. **Learning Theories in Pedagogy –**

a) **BEHAVIORISM –**

- Observable behaviours and the impact of outside stimuli on learning are the main topics of behaviourism.
- It asserts that repetition and reinforcement are the means by which learning happens.

(Skinner, 1953; Watson, 1913)

- **Application:**

- Applied to skill-based training and habit formation.
- Reinforcement strategies to promote desired actions, such as prizes and penalties.
- Multiple-choice exams, drills, and rote memorization

b) **COGNITIVISM –**

- The internal mental processes of students, such as memory, problem-solving, and critical thinking, are highlighted by cognitivism.

(Piaget, 1950; Bruner, 1966)

- **Application:**
  - Encourages Promotes comprehension above memorization.
  - Problem-solving exercises, conversations, and concept mapping.
  - Using mnemonic devices and visual aids to improve memory.

c) **CONSTRUCTIVISM –**

- Constructivism According to constructivism, students actively create their own understanding by drawing on their past experiences and knowledge

(Vygotsky, 1978; Dewey, 1938)

- **Application:**

- Case studies, group projects, and practical exercises.
- Teachers assist students in solving problems by acting as facilitators.
- Peer education and cooperative projects.

4. **SOCIAL LEARNING THEORY –**

- Learning happens by modelling and observation.

(Bandura, 1977)

- **Application:**

- Peer learning and role-playing.
- Promoting engaging class conversations.

5. **HUMANISTIC LEARNING THEORY –**

- Focuses Emphasizes mental health, self-expression, and student motivation.

(Rogers, 1969; Maslow, 1943)

- **Application:**
- Establishing a nurturing educational atmosphere.
- Promoting creativity and self-directed learning.

6. **EXPERIENTIAL LEARNING THEORY –**
   - Learning occurs by firsthand encounters and introspection.

(Kolb, 1984)

- **Application:**
- Hands-on activities, simulations, and real-world applications.
- Reflection and feedback sessions

7. **CONNECTIVISM –**
   - Online interactions and digital networks facilitate learning

(George Siemens, Stephen Downes)

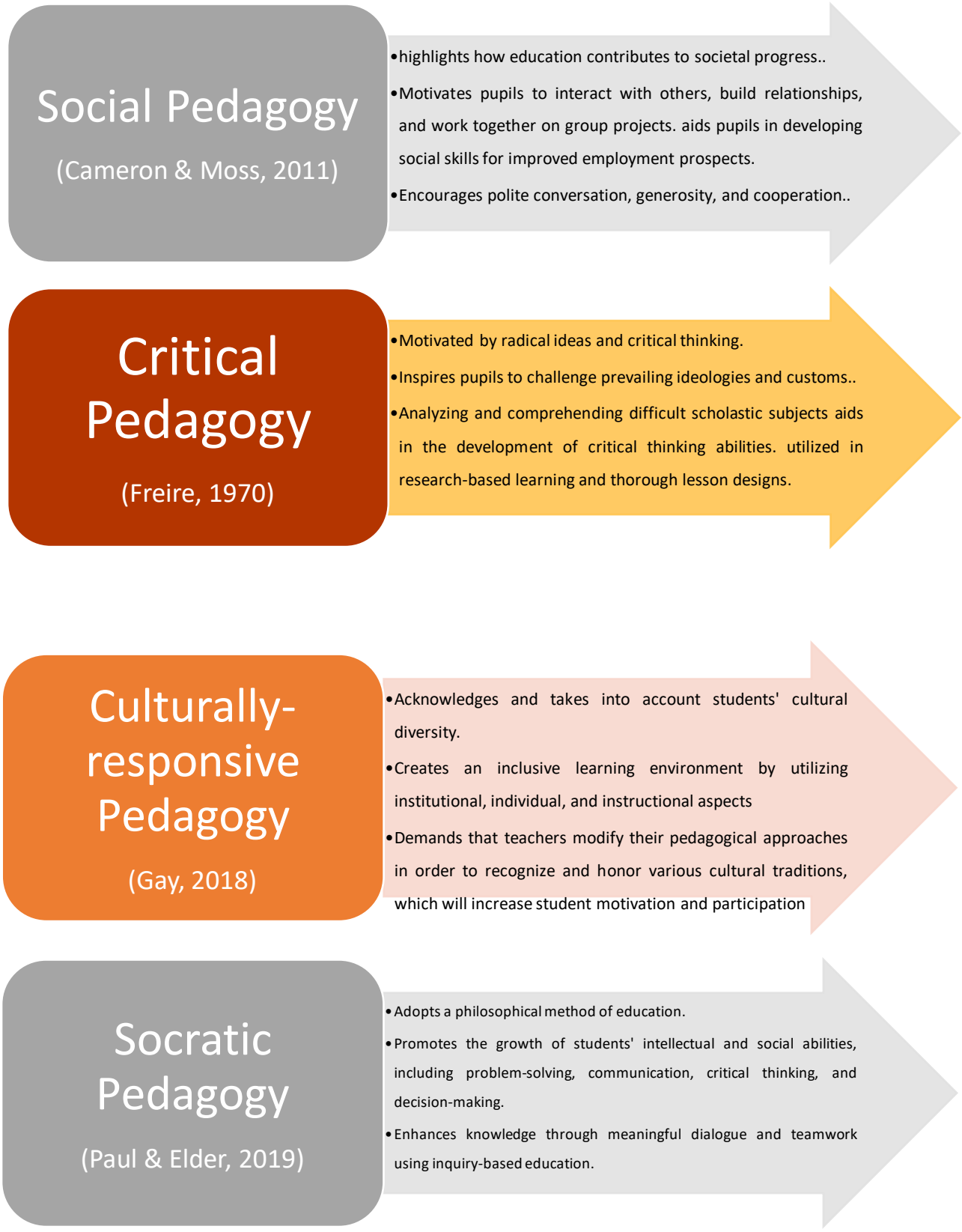
- **Application:**
- Making use of digital resources for collaboration, forums, and technology.
- Promoting lifelong and self-paced learning.

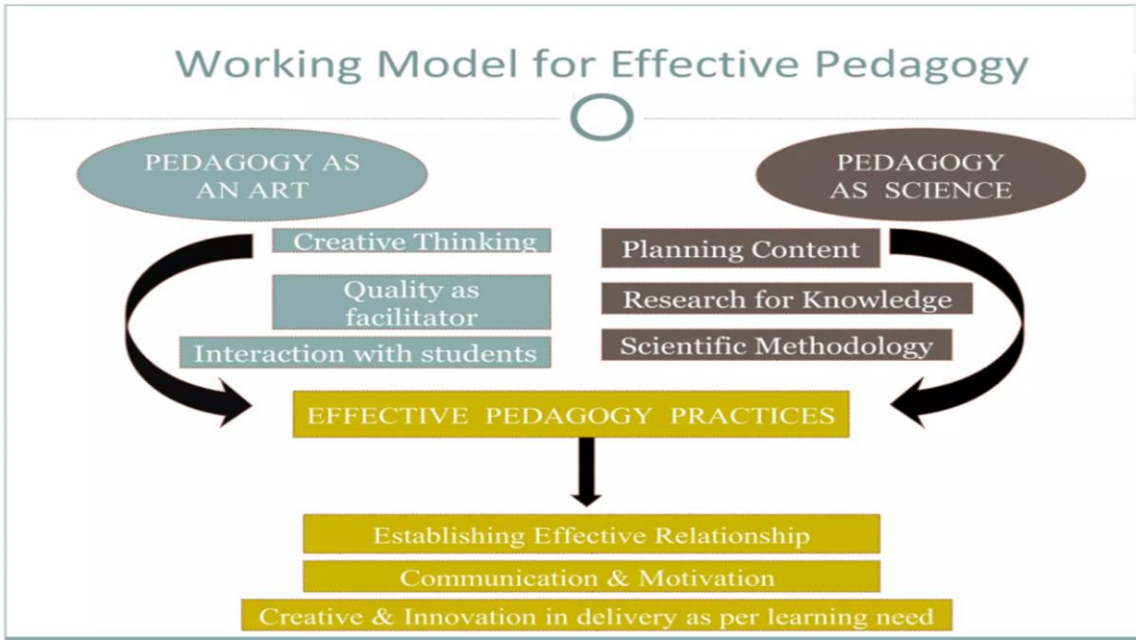
BLOOM'S TAXONOMY

- Benjamin Bloom created Bloom's Taxonomy, a hierarchical listing of cognitive abilities used in teaching (Bloom, B. S. (Ed.)., 1956), (Anderson, L. W., & Krathwohl, D. R. (Eds.)., 2001).
- Teachers can create learning objectives and assessments with the use of the taxonomy
- There are **six** levels:
  a. Remembering – Recall fundamental ideas and facts.
  b. Understanding – Describe concepts or ideas.
  c. Applying – Make use of knowledge in novel contexts.
  d. Analyzing – Make links between concepts.
  e. Evaluating – Support judgments and viewpoints.
  f. Creating – Generate fresh or unique work
- **Application:**
  - Creating lesson plans that get harder and harder.

- Formulating inquiries that encourage higher-order reasoning.
- Creating tests that measure various cognitive levels.

ASPECTS OF PEDAGOGY





UNDERSTANDING GENERAL AND SPECIFIC OBJECTIVES

Learning Objectives - Statements that outline the goals that students should accomplish at the conclusion of a lesson, module, or course.

- **General Objectives**: *Overarching learning objectives that specify the outcomes that students should attain at the conclusion of the course. These emphasize general attitudes, abilities, and knowledge.*
- **Specific Objectives**: More precise and quantifiable goals that outline the skills that students should possess at the conclusion of each lesson or unit.

GENERAL OBJECTIVES – THE BIG PICTURE

📌 **Characteristics**:

✅ **Broad** in scope

✅ Represents **long-term learning goals**

✅ Provides **overall guidance** for the subject

📌 **Examples**:

🔷 *Developing a basic grasp of human body processes and their clinical applications*.

🔷 *giving students the ability to evaluate and treat musculoskeletal problems*.

🔷 *empowering them to interpret diagnostic results and study physiological responses to various situations.*

Steps to Formulate General Objectives

1. **Examine the Syllabus**: note the main topics covered.
2. **Establish the Purpose:** Recognize the primary objective of the subject's instruction.
3. **Emphasis on Competencies:** Incorporate the learning domains of emotional (attitude), psychomotor (skills), and cognitive (knowledge).
4. **Frame Generalizations:** Employ action verbs such as **"develop," "appreciate," "understand," "analyze," and "apply."**

SPECIFIC OBJECTIVES – MAKING LEARNING MEASURABLE

📌 **Characteristics:**

✅ Concentrated on smaller learning units (either session- or chapter-wise).

✅ Definitely quantifiable and time-bound**.**

✅ directs student evaluations and regular lesson preparations

📌 **Examples (For Respiratory System - Physiology):**

🔷 ***Knowledge-Based Goal:*** *Describe the respiratory system's composition*.

🔷 ***Application-Based Goal:*** *Describe how breathing works and what influences compliance.*

🔷 ***Skill-Based Goal:*** *Calculate and analyze the findings of pulmonary function tests.*

Steps to Formulate Specific Objectives

1. Divide the syllabus into units or chapters; each should have specific goals.
2. Use action-oriented language; Bloom's Taxonomy (Remember, Understand, Apply, Analyze, Evaluate, Create) aids in establishing quantifiable goals.
3. Specify expected outcomes: Describe what students should be able to do.
4. **Align with Assessments**: Verify that particular goals correspond with tests, practicals, and clinical assignments.

WRITING EFFECTIVE LEARNING OBJECTIVES

Use SMART Criteria:

✅ ***S****pecific* – Clearly outline the lessons that pupils will learn

✅ ***M****easurable* – Observable or measurable

✅ ***A****chievable* – ***Practical*** for pupils to complete

✅ ***R****elevant* – ***Complies*** with course objectives and material

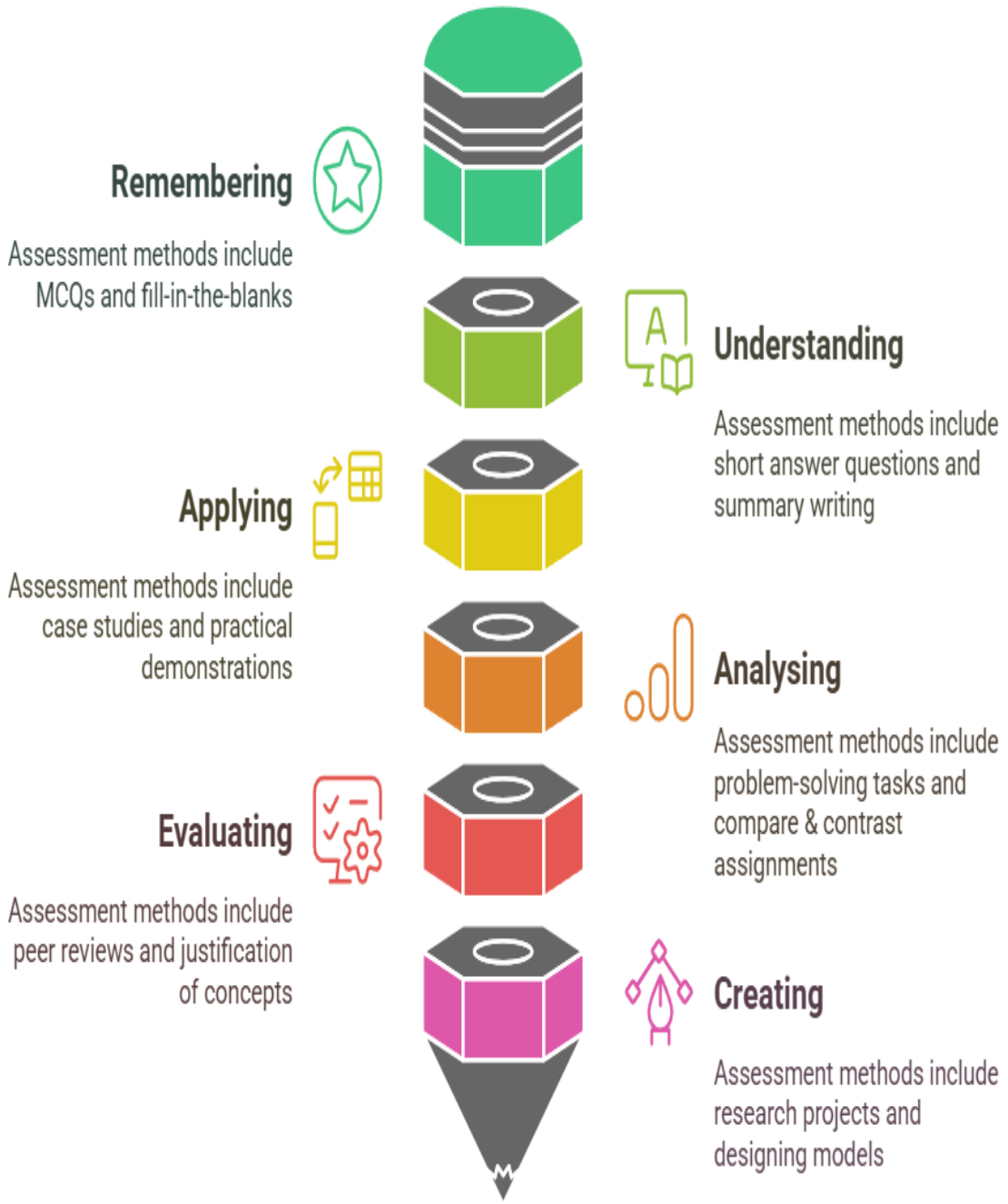
✅ ***T****ime-bound* – ***Indicates*** when it must be completed

📌 **Example**:

🔷 *Poor Objective: Understanding the digestive system.*

🔷 *Better Objective: List the digestive system's components and explain how they affect food metabolism.*

Educational Assessment Alignment



LESSON PLAN FORMAT

SHANTHA GROUP OF INSTITUTIONS

Peresandra Cross, Peresandra, Chickaballapur
Taluk & District-562104

LESSON PLAN ON _____

Submitted To -

Submitted By -

Previous Knowledge of Student:

AV Aids Used:

Objectives

General Objectives:

1

2

3

Specific Objectives:

1

2

3

4

TIME	SPECIFIC OBJECTIVES	CONTENT	TEACHING ACTIVITY	STUDENT ACTIVITY	AV AIDS	EVALUATION

KEY FACTORS INFLUENCING PEDAGOGY

1. **Taking Student Voice into Account–** (Cook-Sather, 2006)

- **Importance:**
  - Promotes student involvement in decision-making.
  - Improves classroom comfort and motivation.
  - Offers chances to voice thoughts and worries.
- **Implementation:**
  - Hold feedback meetings.
  - Engage students in the process of organizing events.
  - Permit pupils to talk to teachers about their problems.

2. **Teachers' Conduct and Performance –** (Hattie, 2009)

- **Important Elements:**
  - Possession of necessary credentials and skills.
  - A friendly and approachable demeanor.

- Expertise in instructional strategies.
- Equitable chances for every learner.
- Utilizing cutting-edge and contemporary teaching techniques.

3. **Teachers' Knowledge and Understanding-** (Shulman, 1987)

- **Conditions for Good Instruction:**
  - Thorough understanding of the subject.
  - Research and ongoing education.
  - Utilizing a variety of instructional resources.
  - The capacity to mentor and advise pupils.

TEACHER PERFORMANCE METRICS	
FACTOR	**DESCRIPTION**
Qualifications	Essential degrees and certifications
Teaching Methods	Innovative, interactive, and engaging
Student Interaction	Positive and supportive environment
Evaluation Techniques	Effective assessment methods

4. **Learning Outcomes: Long- and Short-Term–** (Biggs & Tang, 2011)

- **Goal types–**
  - *Short-term:*
    - Completing tasks, tests, and involvement.
  - Long-term:

- Career readiness and skill development.

- **Method:**
  - Clearly define goals.
  - Cooperation between students and teachers.
  - The application of organized teaching strategies.

5. **Students' Prior Knowledge and Experience–** (Kolb, 1984)

- **Significance –**
  - Assists in relating newly acquired knowledge to prior experiences.
  - Promotes experience sharing among students to enhance education.
  - Enhances pedagogical advancements by utilizing student perspectives.
- **Strategies for Implementation–**
  - Class discussions.
  - Case studies and practical implementations.
  - Sessions for peer sharing.

6. **Supporting Learners' Progress–** (Wood, Bruner, & Ross, 1976)

- **Idea: –**
  - Transitional assistance for the growth of students.
  - Employing guided tactics that change as students advance.
- **Scaffolding Types–**
  - Intellectual Support: Diagrams and concept explanations.
  - Social Support: Group conversations and peer mentoring.
  - Emotional Support: Fostering drive and self-assurance.

7. **Methods: Individual activity, guided learning, and group learning –** (Johnson, Johnson, & Smith, 1998)

- **Effective Techniques for Learning:**

- Collaborative projects and teamwork are examples of group learning.
- Guided Learning: Activities led by the instructor.
- Individual Activity: Studying and testing at your own pace.

Learning Techniques and Their Benefits	
TECHNIQUE	**BENEFIT**
Group Learning	Improves communication and teamwork skills
Guided Learning	Provides structured learning and guidance
Individual Activity	Encourages self-motivation and critical thinking

8. **Evaluation Techniques–** (Black & Wiliam, 1998)

- **Assessment types –**
  - Formative:
    - Discussions, tests, and assignments in class.
  - Summative:
    - Projects, presentations, and exams.
- **GOAL:**
  - Assess students' comprehension.
  - Assess students' comprehension.
  - Modify instructional strategies as necessary.

9. **Meeting Various Learning Requirements–** (Tomlinson, 2014)

- **Difficulties:**
  - Varying educational backgrounds and aptitudes.
  - Different learning tempos.
- **Remedies**

- Methods of personalized learning.
- Teaching methods that are inclusive.
- Flexible teaching strategies.

CONCLUSION

- **Pedagogy** is defined as the actions teachers do to affect students' learning.
- **Awareness & Recognition:** The value of pedagogy must be recognized by both teachers and students.
- **Complex Nature:** Pedagogy encompasses a range of methods and techniques.
- **Pedagogical Types:** These comprise Socratic, culturally sensitive, critical, and social pedagogy.
- **Important Elements Emphasizing Pedagogy:**

1. Student Voice: Promotes involvement and active participation.
2. Learning outcomes are influenced by the performance and conduct of teachers.
3. Teacher Knowledge and Understanding: Crucial to good instruction.
4. Clear Learning Outcomes: Takes into account both immediate and long-term objectives.
5. Prior Learning & Experience: Expands on what pupils already know.
6. Scaffolding Learning: Encourages students' gradual growth.
7. Diverse Teaching Methods: Consists of individual exercises, guided learning, and group learning.
8. Assessment Techniques: Guarantees a successful assessment of students' development.
9. Meeting Diverse Needs: Attends to a range of requirements and learning styles.
10. Academic Objectives & Educational Enrichment: Enhances the system of education as a whole.

- **Concluding Remark:** Teachers can improve student learning and add to the enhancement of the educational system by understanding the importance and meaning of pedagogy.

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  Matches with in-text citation present, but no quotation marks

Top Sources

2% Internet sources
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Integrity Flags

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