



New Teaching Trends





New
Teachers



1. Philosophy of teaching
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 - 2.2 Psychological approach
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1. Philosophy of teaching

According to Chism (1998) a philosophy of teaching statement consists of:

1. **Conceptualization of learning**

“What do we mean by learning?” and “What happens in a learning situation?”

2. **Conceptualization of teaching**

“What do we mean by teaching?” and “What is the teacher’s role?”

3. **Goals for students**

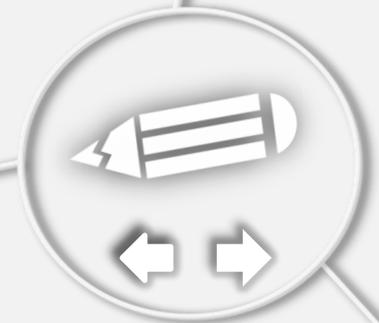
This section should entail the description of what skills the teacher expects her/his students to obtain as the result of learning.

4. **Implementation of the philosophy**

“How are concepts about teaching and learning and goals for students transformed into classroom activities?”

5. **Professional growth plan**

“What are my future goals for growth as a teacher?”



References

The process of identifying a personal philosophy of teaching and continuously examining, testifying, and verifying it through teaching can lead to change in teaching practice and ultimately foster professional and personal growth.

Thus, before revising the theoretical framework take some time to answer the questions previously presented and write your personal reflective teaching statement.

You may also want to read some philosophy of teaching statements and compare your views to them.

- <http://trc.virginia.edu/resources/reflections-on-teaching/reflective-statements-by-gtas/kilbane/>
- <http://trc.virginia.edu/resources/reflections-on-teaching/reflective-statements-by-faculty/ramazani/>



2.1 Conceptualizing learning. Philosophical approach

The philosophical approach is one way of answering to the question: What is learning? Or better stated: What is knowing? Beatty et al. (2014) present different elements of philosophy of education and their influence on teaching.

| Philosophy | Epistemology | Goal of education |
|---|---|--|
| Idealism Descartes | Knowing is the rethinking of latent ideas | help students discover values that are absolute and eternal (theory) |
| Realism- Empirism Aristotle John Locke | Knowing consists of sensation and abstraction | help students develop values based on sensory data and natural laws (practice) |

According to Carlile & Jordan (2005), these two major philosophical approaches are seen as “an enduring dichotomy in Western thought” focusing on theory over practice and vice versa respectively.



(Continued)

| Philosophy | Epistemology | Goal of education |
|--|--|--|
| Pragmatism Peirce | Knowing results from experience and use of scientific method | help students know things by examining their experience interacting with the ever-changing world. (Instrumental knowledge) |
| Existentialism Kierkegaard Nietzsche | Knowing is to make personal choices (personal and nonscientific) | to awaken people to freedom to choose, for it is through the nature of their choices that people define themselves. |
| Critical theory Marx Paulo Freire | Knowing comes from critical analysis of conflicts in society | encourage students to develop awareness of themselves in society, examining social relationships, power, class, and motives. |

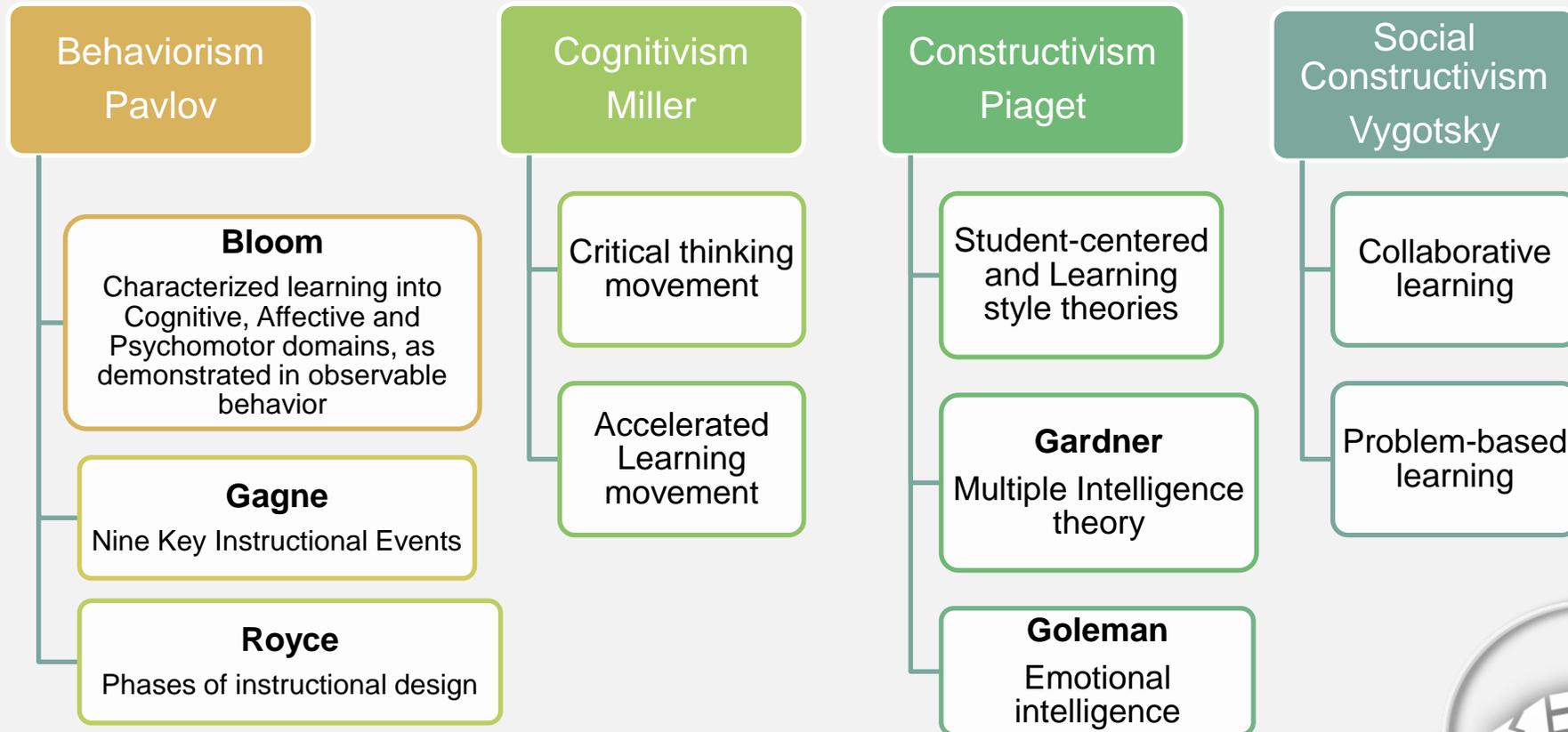
Although the major schools have been mentioned, there are others such as phenomenological, hermeneutic, interpretive, and postmodern philosophies that have not been dealt with (Beatty et al., 2014). Nevertheless, this is a good starting point in an attempt to reflect on the philosophical roots of our teaching.

References



2.2 Conceptualizing learning. Psychological approach

The psychological approaches to learning attempt to answer the question: What happens in a learning situation? Carlile & Jordan (2005) give an account of four psychological theories of learning, their key authors and their respective teaching implications.



Psychological influences and teaching implications (Carlile & Jordan, 2005)

Psychological Approaches

Teaching implications

Behaviorism

(stimulus-response)

- Consider the importance of repetition
- Present strong and varied stimuli
- Plan and sequence learning events
- Specify achievable and verifiable learning objectives in the form of learning outcomes.

Cognitivism

(knowledge as mental structures of processed information)

- Don't overload short term memory by presenting too much material at once
- Chunk material into groups or categories
- Make structure and patterning explicit
- Use key words and terms as memory cues

Constructivism

(learning constructed from knowledge and experience)

- Acknowledge and accommodate student diversity
- Explain the relevance of the topic
- Build on what it is already known
- Encourage active and discovery and independent learning

Social Constructivism

(others as learning mediators)

- Encourage team working and collaboration
- Promote discussion

References



2.3 Conceptualizing learning. Learning styles

James & Maher (2004), state that an effective analysis of learning style should include instruments from three dimensions: cognitive, affective (personality), and physiological.

Learning Styles

Cognitive Dimension

- **Gardner's multiple intelligences theory**

(Musical–rhythmic and harmonic; Visual–spatial; Verbal–linguistic; Logical–mathematical; Bodily–kinesthetic; Interpersonal; Intrapersonal; Naturalistic and Existential)

- **Kolb's Learning Style Inventory**

four basic learning styles: type I: concrete-reflective; type II: abstract-reflective; type III: abstract-active and type IV: concrete-active.

Affective Dimension

- **Myers-Briggs Type Indicator (MBTI)**

It reports results on the basis of four pairs of preferences in how people perceive the world and make decisions: extrovert/introvert, sensing/intuitive, thinking/feeling, and judging/perceiving; with a resulting 16 possible psychological types.

Physiological Dimension

- **VARK model**

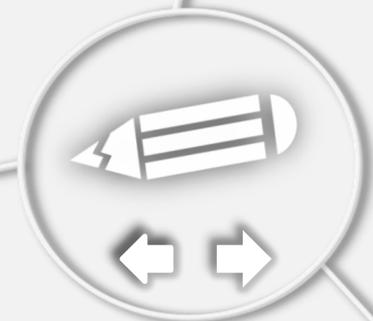
visual, auditory, reading and kinesthetic model



Montgomery & Groat (1998) and Felder (1996) among others consider the above mentioned models and instruments. They also propose different activities to apply learning style theory to teaching situations.

However, Coffield et. al (2004) came to the conclusion that these instruments have not shown to be valid and reliable due to the lack of well-designed investigations and experimentation. In addition, most learning style research, has exhibited a tendency to profile learners into specific categories, and has consequently understated the individual's potential to employ multiple learning preferences (Dembo & Howard, 2007).

Even though knowledge of learning styles theories will probably nurture the pedagogical standing point of teachers helping them understand the learning process from different, and sometimes opposite, theoretical frameworks, educators should be aware of the shortcomings of adopting a certain instrument as a diagnostic assessment of students.



What should teachers concentrate on?

Self-awareness and metacognition

Do not try to determine the composition of learning styles in your classrooms, model different learning strategies and help students develop learning biographies as a way of reflecting on their own learning processes instead (Dembo & Howard, 2007; Coffield et. al, 2004).

Subject specific content and skills

Avoid trying to match instruction to the pupils' learning style. Match instruction to the kind of content you are teaching (Pashler et. al, 2008; Willingham, 2005). Kolb (1981) mentions that creating a mismatch between the students' preferred learning style and the teaching methods may lead to pupils' personal growth and creativity if learning strategies are discussed and used to increase awareness and cognitive skill.



References



Your philosophical and psychological approach to learning will influence your selection of materials and activities, for example. Answer the following questions to help you reflect on this.

- If you had only one task to give your students, what would it be? Why?
- What is the big takeaway you would like your students to have after your class?
- Which philosophy or philosophies do you see reflected in your answers?
- Which was the best activity you have ever had as a student and why?
- Do you try to include such activities in your practice?
- Would you think differently if you taught another subject?
- Do different subjects have different “ways of knowing”?
- Which ways of knowing can you identify?
- Which psychological approach do you see reflected in your answers?



3. Conceptualizing teaching

From Pedagogy to Heutagogy- The two revolutions

According to Hase & Kenyon (2000) the first revolution in education took place when research on how people learn resulted in a movement from pedagogy to andragogy.

| | Pedagogy | Andragogy |
|--------------------------|--|---|
| The learner | Dependent. Teacher directs what, when, how a subject is learned and tests that it has been learned | Moves towards independence. Self-directing. Teacher encourages and nurtures this movement |
| The learner's experience | Of little worth. Teaching methods are didactic | A rich resource for learning. Teaching methods include discussion, problem-solving etc. |
| Readiness to learn | People learn what society expects them to. So that the curriculum is standardized. | People learn what they need to know, learning programs are organized around life application. |
| Orientation to learning | Acquisition of subject matter. Curriculum organized by subjects. | Learning experiences based around experiences, performance centered |

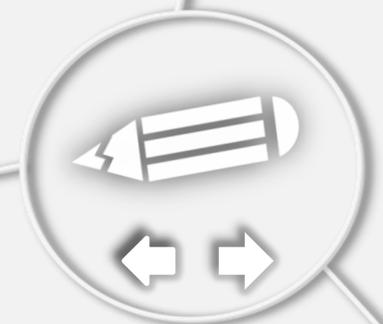
Adapted from Knowles, M. (1970: 43-44)



According to the same authors, the second revolution in education is taking place as the result of technology; moving from Andragogy to Heutagogy.

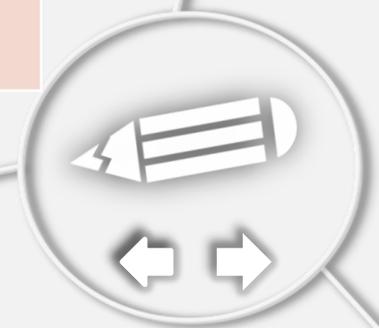
| | Traditional Pedagogy | Andragogy | Heutagogy |
|-------------------------------|--|--|---|
| Learner's control | Dependent on the teacher/instructor | Independent with a limited reliance on teacher | Independent and self-determined |
| Content | Determined by the teacher | Determined by the teacher and learner | Determined by the learner |
| Process | Teacher- centric | Learner - centric | Learner-centric |
| Mode of Instruction | Teacher- led , transmission of knowledge through lectures and face-to-face contact, hand-outs, task performance. | Learner-led: self-study, reflection and practice. Teacher as a facilitator | Student reflects on own learning and self-transformation. Limited teacher's involvement |
| Motivation to learn | Extrinsic, grades, fear of punishment or failure | Intrinsic, response to personal/career needs | Self-Actualisation and Self-Fulfilment |
| Learner's Expectations | Needs guidance | Dependent on self-direction | Self-Determined and Self-Development driven |
| Learning Focus | Subject-centred, clinical style of learning | Life /Career-centred and process centred, exploratory, trial and error | Career-centred, task performance and knowledge driven |
| Outcome Objectives | Measure of attainment and teacher's praise | Career Progression, self-development | Self-Betterment and transformation |
| Ownership of Learning | Teacher | Learner | Learner |

Adapted from Ahonsi, S. (2012:12)



Thijs et al (2001) sum up the ongoing discussion stating that emergent pedagogy is active, collaborative, creative, integrative and evaluative.

| | Traditional pedagogy | Emergent pedagogy |
|---------------|--|---|
| Active | <ul style="list-style-type: none"> • Teacher prescribed • Whole class instruction • Little variation • Program-paced | <ul style="list-style-type: none"> • Learner determined activities • Small groups • Differentiation • Pace determined by learners |
| Collaborative | <ul style="list-style-type: none"> • Individual • Homogeneous groups | <ul style="list-style-type: none"> • Working in teams • Heterogeneous groups |
| Creative | <ul style="list-style-type: none"> • Reproductive learning • Known solutions to problems | <ul style="list-style-type: none"> • Productive learning • Find new solutions to problems |
| Integrative | <ul style="list-style-type: none"> • Theory not linked to practice • Separate subjects • Discipline based | <ul style="list-style-type: none"> • Strong theory and practice links • Relations between subjects • Thematic |
| Evaluative | <ul style="list-style-type: none"> • Teacher-directed • Summative | <ul style="list-style-type: none"> • Student-directed • Diagnostic |



References

4. New teachers' roles

From lecturer to educational leader

With approaches based on andragogy and heutagogy teachers are leaving the broadcast model of lecturing, becoming facilitators of learning experiences (Tapscott, 2008).

According to Crosby (2000) there are six key roles of today's teachers

Information
provider

Role model

Facilitator

Assessor

Planner

Resource
developer



Moreover, teachers are increasingly encouraged to become educational leaders. Harrison & Killion (2007) state that there are ten key roles for teachers as educational leaders:



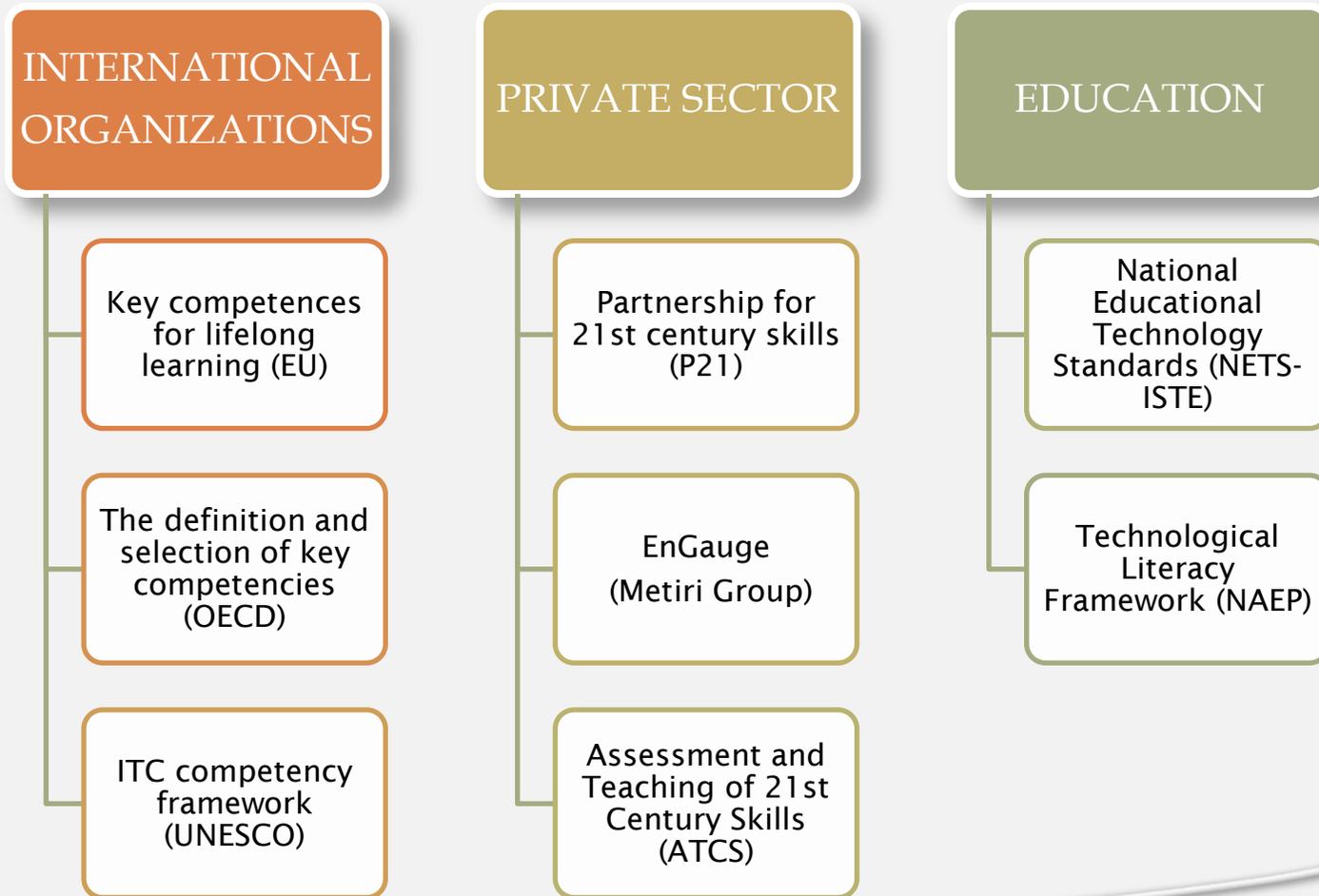
The role of today's teachers is therefore evolving and it is more demanding than ever. In what ways do you see this in your context? Which roles do you perform now and which ones would you like to perform in the near future?



References

5. Goals for students_ 21st Century Skills

According to Voogt & Roblin (2010) a heated debate has been going on regarding this subject with these protagonists*:



**References*

Findings

All frameworks

Communication
Collaboration
Digital literacy
Citizenship

Most F

Critical thinking
Problem solving
Productivity
Creativity

Some F

Learning to learn
Flexibility
Adaptability

The frameworks seem to converge on a common set of 21st century skills (collaboration, communication, ICT literacy, and social and/or cultural competencies (including citizenship)). Most frameworks also mention creativity, critical thinking , productivity and problem solving. Some frameworks also point to the need of flexibility, adaptability and learning to learn.



Findings

Finegold & Notabartolo (2010), provide a revised grouping of 21st century skills:

Analytic skills

- Critical thinking, problem solving, decision making, research and inquiry.

Interpersonal skills

- Communication, collaboration, leadership and responsibility

Ability to execute

- Initiative and self-direction, productivity

Information processing

- Information literacy, media literacy, digital citizenship, ICT operations and concepts

Capacity for change

- Creativity and innovation, adaptive learning, learning to learn, flexibility

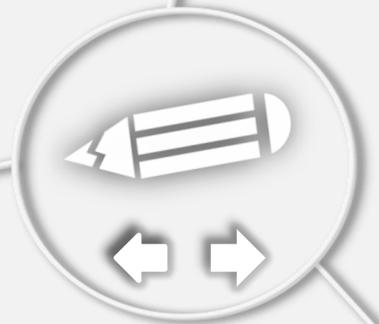


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6. Conclusion

The purpose of this module has been to reflect on your philosophy of teaching. We have conceptualized learning and teaching on one hand, and we discussed the goals for 21st century students on the other. We will consider implementation and professional growth in following modules.

Take some time to reflect on this topic and write your conclusions.



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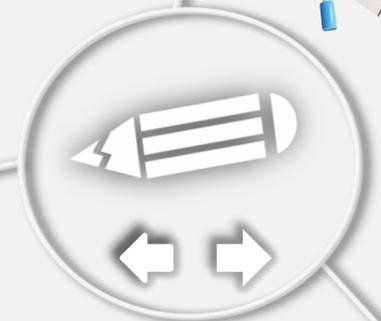
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