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Challenges Related to Pedagogy in Curriculum

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Abstract:

The challenge of schooling in the global knowledge economy is to equip all students with knowledge, skills and behavior to prosper in our modern, ever changing world. This requires expert teaching that builds a picture of what each child already knows and how they learn, and that helps them to understand how to progress to fulfill their learning potential with pedagogic practices and well framed curriculum that can meet wide range of student needs. This will be achieved with three tier system of curriculum-teacher-student. If these three true to their duties we can achieve a remarkable glory in the field of education. In addition to these responsibilities the present paper highlights some positive outcomes of good curriculum and pedagogic practices with ICT and TLM. Students' success somewhat depends upon teachers' training and efficiency program.

Keywords: Challenge, Curriculum, Pedagogy, ICT, TLM

1. Introduction

After certain development in various fields we measure little development in education. No doubt, all school students are entitled to an excellent education and genuine opportunity to succeed as education is also converted with smart boards and information communicative approach. If we concentrate on it we require highly skilled teachers, adept in problem solving communication and teamwork. An exiting and challenging curriculum in the compulsory yrs. of schooling, evaluating the growth in students pick up, access to productive pathway in the post compulsory yrs. With high quality teaching that secures success for students. The curriculum needs to be appropriately pitched, accessible and not overloaded, and assessment modes need to be aligned to pedagogic design. Any CPD needs to ensure full coverage of the curriculum, including the newer subjects, such as health education and life skills, and to ensure differentiation for students with special needs.

1.1. Aim of the Research

- Understanding problems associated with current teaching and learning implemented. The wide range of tools available means that students can start by determining the pedagogy they wish to implement and be confident that the system will possess the tools to match their requirements.
- To design a concept-based pedagogical approach that takes into consideration the teaching and learning problems associated with school informatics.
- To implement the approach in four secondary schools and to report on students' views on the contribution of the approach to learning school informatics.
- To discuss the implications of the approach for the teaching and learning of school informatics in secondary education.

Pedagogy is a concept which is essentially a combination of knowledge and skills required for effective teaching. It can be called science, art, theory, practice of teaching. It can make a difference in the intellectual and social level of students. But Teachers face certain challenges so they must be aware of them which should be taken into consideration in both planning and performing:

1. Diversity – In experience, personality, learning style. But students must also be recognized as diverse, both in life experiences, personalities and their use of learning strategies/learning styles.
2. Responsible and self-directed – which may contradict their predilection for conservative teaching students may assume responsibility and act self-directed. But the interchange of experiences in teaching situations can be regarded as pushy or intrusive, thus the interchange of experiences need to be controlled by the teacher, who must acknowledge the students' personal boundaries.
3. A need to learn by Motivation – which may be contradicted by forced participation. When students participate in learning processes in an educational program, it must be experienced as useful, meaningful and has to stem from a need to learn, to instill both the conscious and subconscious motivation.

4. Ready to learn willingly – which may be contradicted by a forced participation and by asymmetric teacher - learner relations. Students are considered to be responsible for their own learning as they are considered to have free will. But this is not valid if they are forced to participate in an education programmer. If the learner is forced to attend against his own will the pedagogical paradox of learning becomes a further challenge for the teacher, who has to navigate in an asymmetric relation between two students.

1.2. Significance of Pedagogy

- Firstly, a 'pedagogy' approach to teaching learning design emphasizes the way in which technology is a mediator of learning rather than its driver. Trainee teachers are encouraged to concentrate on applying the educational theory they are learning rather than focusing on the technology as the primary concern. This allows them to design their lessons based on grounded and relatively stable sets of educational principles rather than the particular nuances of ever-changing technologies.
- The 'pedagogy' approach is relies upon a concrete context in order to teach learning design skills. In this way students can actually practice the learning design process within a context so that they are applying the skills that they are learning rather than merely reading them as abstract concepts. This supports stronger definition and retention of learning design skills.
- Because the pedagogy is emphasized above the technology, it facilitates abstraction of learning design concepts. Students are not bound to a particular technology or technological system to apply their learning design skill.
- Must be an empirical study.
- Must report on more than six schools.
- Must describe the pedagogy used and any outcomes in enough detail that its component elements can be identified.
- Must report on how data were gathered and on whether any attempt was made to guard against bias.
- Must focus on education in a low- or lower-middle-income country.

1.3. Pedagogical Strategy with Three Major Phases

- a) Presentation phase
- b) Problem Solving phase
- c) Summary phase.

The very basis of the teaching strategy is the presentation phase. The objective of this phase is to generate conceptual understanding using "understanding tools". The second be situated examples and visualizations. By using situated examples, the teacher should enable the students to understand the problem. Then explained through visualizations. Finally, the teacher gives a procedure overview using visual boxes showing the main steps of the problem solving process

1.4. Features of Good Curriculum

- Analysis of curriculum provision to build an understanding of learner profile community, partnership and values.
- Interpreting the conventional and the post compulsory frameworks to create a curriculum plan with a clear focus on what is to be learnt, how learning will occur and how it will be assessed.
- Progressive implementation of curriculum plan.
- Monitoring of student learning on a continual basis.
- Assessment is also a part of curriculum that is valued students work as a learning tool.
- Resulting student outcomes at key points in time and reviewing and revising the plan as appropriate.
- Creates learning environments where students can participate actively.
- Cultivates cross cultural understanding and the value of diversity.
- Effectively allocates time for students to engage in practical experience, discuss and process content and make meaningful connections.

1.5. Responsibilities of Students

- Accepts responsibility for his own learning.
- Actively participates and is authentically engaged.
- Collaborates with other students in teamwork. Displays effective and efficient classroom routines that promote comfort, order and apt student behavior.
- Exhibits a sense of accomplishment and confidence
- Takes educational risks in class.
- Practices and engages in safe and responsible learning.
- Attentive in class and regular in doing homework/project work.
- Have good peer interaction with sharing ideas and resources.
- Verbal interaction with teachers and classmates.

1.6. Responsibilities of Teachers

- Designs lessons that allow students to participate in empowering activities in which they understand that learning is a process and mistakes are natural part of learning.
- Encourages students to accept responsibility for their own learning and accommodates the diverse learning needs of all students.
- Provides students equitable access to technology, space, tools and time.
- Never demoralize a child due to his weakness or disability.
- Performance that can inspire the whole class should be celebrated with suitable rewards like story books or biographies.
- Mark the below average students with different symbols in report cards instead of red mark.
- Friendly behave of a teacher enable an introvert student to exchange his personal issues and difficulties in lively and warm environment.
- Interrogative interaction in class makes entire class participation.
- Special attention given to truants and slow learner.
- Teacher able to use local language that will be relevant in explaining a lesson in the class and student feel comfortable.
- Tailoring instruction to specific student to giving test/homework for constructive feedback.

The transmission orientation concerns how the teacher plans, organizes, and delivers content. It is paramount that the teachers consider themselves experts in their subject matter, and that they see their role in the teaching learning interaction as conveyors of content. In the second perspective, the apprenticeship orientation, the teacher helps the learner not only to understand the content, but also to assume the role in which the content will be carried out. The teacher and content are closely linked to a particular context of practice. Teaching encompasses acting as a role model and demonstrating how content is used in a particular context. The third teaching orientation, the developmental, concerns helping learners solve problems by using their prior knowledge to create new ways of thinking, and fostering the creation of meaning for the learner. Teaching from this orientation differs from the previous two in that it focuses on the learner. While the transmission and the apprenticeship orientations emphasize the relationship of the teacher and the content, the developmental emphasizes the relationship between the learner and the content. The fourth orientation, the nurturing, focuses on the relationship between the teacher and the learner. This relationship is critical in fostering the development of the learner's personal growth and self esteem. The content is the vehicle through which this nurturing relationship is developed, and the connection between learner and teacher is paramount. Finally, describes the fifth, social reform, which concerns the ideals of social change and social reform. The social agenda and the purpose of the educational offering are important here and the learners and content are less in focus.

1.7. Outcomes of Effective Pedagogy

After applying these pedagogic strategies and practices, the review synthesized these factors emerged:

- Professional development aligned with classroom practices and with follow-up support; peer support; support from the head teacher; and a school curriculum where assessment aligned with its content.
- Conversely, there were five factors that prevented teachers from implementing effective practice, often the inverse of those favorable factors: misalignment of initial teacher training with school curriculum; misalignment of continuing professional development with the promoted pedagogy; limited resources and large class sizes; curriculum and assessment; and poor communication with the community and policy makers.
- Just because of well planned pedagogic exercises and teachers efficiency today are able to stand in this competitive world.
- The numbers of studies with positive outcomes are given in many articles and studies by a positive sign .It will surely enhance the positivity and confidence in both students as well as teachers.
- With the help of this pedagogic pattern students became social as they inculcate the sharing while they are doing project work.
- This type of well planned curriculum pitched accessible content. It will also provide continuous assessment, life skills, teaching multigame classroom.
- Now students take interest in text book reading because they have to appear in open text exam.

2. Conclusion

Change is nature's law. So I do agree with this type of diversity in educational practices so that our nation builders can touch the sky by quality education and other curricular activities which are really very helpful in grooming their caliber. I personally admit that all teaching learning material or methods are not applicable to every student as firstly I come to know the prior knowledge and learning level of that student. In teacher efficiency program childe psychology is also a subject to learn that will help a teacher to evaluate the mental state of a child. So changes in educational field are necessary if we truly want to improve it.

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