

# The benefits of pedagogy approach of teaching in postgraduation courses

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**ABSTRACT:** Advance teaching pedagogy is one of the innovative approaches to enhance teaching learning process. The nature and quality of postgraduate studies in higher education has become a matter of increasing interest and concern this has been partly produced out of the collapse of the binary system in the mid eighties and the subsequent restricting and repositioning of the higher education sector, following the interventions and decisions of the then minister for education in the federal labour government, in direct relation to new and changing economic imperatives. There have been signs of a shift in national priorities and preoccupations, due to the development of new technologies and development of many globalizations, teaching learning process place a vital role among students where the education has been expanded to macro level, Hybrid teaching includes e learning in addition to the face to face teaching. In this paper, various innovative learning strategies for modern technology are discussed in details. The presence of students with disabilities in general class rooms stimulates educators to consider the match between classroom climate, curriculum, teaching practices and the needs of students with identified learning differences. The purpose of this monograph is to summarize the literature base that informs our current understanding of the best approaches to support students with disabilities in inclusive settings.

## I. INTRODUCTION:

The objective of this work is to incorporate technology in to teaching methods to create a rich learning experience for students and a rewarding teaching experience for faculty. The two educational models practiced across the globe are face to face learning and hybrid learning. Pedagogy is often described as the act of teaching. The pedagogy adopted by teachers shapes their actions, judgments, and other teaching strategies by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Its aims may range from furthering liberal

education to the narrower specifics of vocational education. Conventional western pedagogies view the teacher as knowledge holder and student as the recipient of knowledge, but theories of pedagogy increasingly identify the student as an agent and the teacher as a facilitator. Instructive strategies are governed by the pupils background knowledge and experience, situation and environment as well as learning goals set by the student and teacher. One example would be the Socratic method. The communicative strategies found in this could be tested as an intervention but getting further details of teachers feedback and attention, group work and use of TLMs. Students perceive is that they can interact better with the faculty and classmates, remain engaged. Improvement in students soft skills, critical thinking and problem solving. Computer skill and technical skills of students increase. Faculty perspective is that they accomplish course teaching objective better, can re-evaluate course work material. The effectiveness of in-class activity increases. It encourages out of class learning.

## PEDAGOGY IN POST GRADUATION:

Pedagogy the most commonly understood as the approach to teaching, is the theory and practice of learning, and how this process influences, and is influenced by, the social, political and psychological development of learners. Pedagogy, taken as an academic discipline, is the study of how knowledge and skills are imparted in an educational context, and it considers the interactions that take place during learning. Both the theory and practice of pedagogy vary greatly, as they reflect different social, political, and cultural contexts. Pedagogy is often described as the act of teaching. The pedagogy which is adopted by teachers shapes their actions, judgments, and other teaching strategies by taking into consideration the theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. In the recent days, the nature and quality of postgraduate studies in higher

education has become a matter of increasing interest and concern. This has been partly produced out of the collapse of the binary system in the minds of the students. Within this board re-organisation, the question of postgraduate education looms large. In recent years there has been a considerable upsurge in activity and, as zuber-skerritt and ryan(1994) point out, “intense debate” around the question of postgraduate study. In Australia and overseas, there is now a substantial body of research of various kinds into postgraduate education. In context of increasing government pressure for universities to be both more ‘productive’ and more accountable, however, much of this attention is focused on policy issues and questions, and on the organisation and administration of the postgraduate reaserch degree, addressing concerns such as “complation rates; completion percentages; the quality of programs, supervision and students; and the costs and benefits of postgraduate education”(Holdaway, 1994). In accord with the scuttiny of educational practices and programs elsewhere, in school and related sites(eg TAFE), universities have been encouraged to rationalise their undergraduate programs and like, and alongside this has come increasingly a call to re-evaluate similarly postgraduate programs, with reference particularly to research-oriented higher degree studies. Within this latter, the PhD program in particular has been the subject of debate, with, as well, as issues already gestured at here, growing interest in matters of ‘composition’ and higher-order literacy, and of course thorny questions about ‘relevance’. The scene is set for new and innovative forms of imagining and thinking about how best the intellectual and learning resources of the nation can be harnessed in the service of genuinely significant social productivity.

#### **MODERN PEDAGOGY :**

An article from kanthmandu post published on 3 june 2018 described the usual first day of college in an academic calendar. Teachers meet their students with distinct triats. The diversity of attributions among children or teen exceeds similarities. Educators have to teach students with differentiated strategy in pedagogy and not the traditional approach for teachers to accomplish goals efficiently.

American author and educator carol ann Tomlinson defined differentiated instruction as “teachers” effort in in the responding to inconsistencies among students in the classroom”. Differentiation refers to methods of teaching. she explained that differentiated instructions gives

learnings of a variety of alternatives for acquiring information. Primary principles comprising the structure of differentiated instruction include formative and ongoing assessment, group collaboration, recognition of students ‘divers levels of knowledge, problem-solving, and choice in reading and writing experiences. In this concept students can ”understand the same materials in the same manner and that a standardised, collective measures is very much impartial towards linguistic approaches in instruction and assessment as well as to some extent logical and quantitative styles.

#### **PEDAGOGY APPROACHE:**

##### **Critical pedagogy:**

Critical pedagogy is both a pedagogical approach and a broader social movement. Critical pedagogy acknowledges that educational practices are contested and shaped by history, that schools are not politically neutral spaces, and that teaching is political. Decisions regarding the curriculum, disciplinary practices, student testing, textbook selection, the language used by the teacher, and more can empower or disempower students. It recognizes that educational practices favour some students over others and some practices harm all students. It also recognises that educational practices often favour some voices and perspectives while marginalizing or ignoring others. Another aspect examined is the power the teacher holds over students and the implications of this. Its aims include empowering students to become active and engaged citizens, who are able to actively improve their own lives and their communities. Critical pedagogical practices may include, listening to and including students ‘knowledge and perspectives in class, making connections between college and the broader community, and posing problems to students that encourage them to question assumed knowledge and understandings. The goal of problems posing to students is to enable them to begin to pose their own problems. Teachers acknowledge their position of authority through their actions that support students.

##### **Dialogical learning:**

Dialogical learning is learning that takes place through dialogue. It is typically the result of egalitarian dialogue; in other words, the consequence of a dialogue in which different people provide arguments based on validity claims and noy on power claims.

##### **Student-centered learning:**

Student-centered learning aims to develop learner autonomy and independence by putting

responsibility for the learning path in the hands of students. Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving.

#### **BENEFITS OF PEDAGOGY APPROACH:**

A lot has changed since the emergence of web 2.0 tools and approaches in the mid-2000s. The tide of digital information has led to sweeping changes to learning and teaching. More importantly, how do you use these tools to effect change in this new culture of learning. This is because of being pressured into learning more about open educational resources at your college, or have a genuine interest in open pedagogy, there are many benefits to be reaped from this generation of teaching approaches.

##### **1. A culture of learning :**

A new culture of learning is emerging where play, questioning, and imagination are pivotal to the continued quest for knowledge. Engaging in participatory culture is a creative endeavour, whereby more experienced contributors can mentor less experienced peers in a supportive and socially connected community. Thus it leads to peer-to-peer learning, a changed attitude towards intellectual property, the diversification of cultural expression, and the development of skills valued in the modern workplace.

##### **2. Increased openness and trust:**

The learner dialogue is central to beginning the process of inquiry to re-purposing and sharing of resources for the sole intention of obtaining feedback from supportive peers within a personal learning network. By building confidence and independence, a healthy culture of learning motivates people to find their inner creative-self and become trendsetters.

##### **3. Innovation and creativity:**

Mobile learning can be used to support socially connected learning communities, with teachers using it to design more creative teaching strategies that encouraged and supported learner-driven innovation and ways of working together. By developing innovative models of learning that personalize experiences and incorporating new opportunities for using open accessible content, teachers can develop increased opportunities for attainment needed in the workplace through assessment of existing competency and knowledge presented in portfolios.

##### **4. sharing ideas and resources:**

Through sharing knowledge and ideas, and actively asking for assistance within a socially networked community of peers, educators are exposed to effective practices in open environments. The effect that occurs through sharing resources acts as a conduit for expanding the personal knowledge and skills of teachers. This open process can enhance not only the quality and diversity of learning and teaching materials through OER, but also teaching methods and the design of learning environments.

##### **5. Student Engagement:**

By engaging your students with OER, teachers empower students to take the lead, solve problems, and work collectively to produce artifacts that they share, discuss, reconfigure, and redeploy. When students are encouraged to become fully involved in the learning process, creative work is produced. Multiple 2.0 Web tools help users build relationships between people and objects, as they work on a shared interest through interactions in the close proximity of a digital social space.

##### **6. Reflective Practice:**

Teaching practice is changing from the broadcast model to one of curation in our digital information-rich world, where learners with access to the Web can access a myriad of resources. Co-constructing professional knowledge through facilitated and shared reflective practice, leading to innovation and change in the curriculum design.

Through accessing and uploading OER within media-sharing communities, teachers engaged in dialogue with others and reflected on both the suitability and the quality of not only the resources they found, but also those they produced. The likelihood of public scrutiny was a springboard for reflective practice.

##### **7. Peer Review**

Technologies representative of the social participatory Web lead to more open practices that inspire learner-generated content, peer critique, and collective aggregation, where the material collated or created by individuals can be augmented by the wider community through peer feedback, tagging, sharing, and modification.

## **II. CONCLUSION:**

There are lots of ways where we as practitioners can have the classroom environment presented to the students to give them plenty of opportunities to gain personal, social and emotional development. The students can work on their own



or they can work in small groups. A teacher should be close by if the student needs help. The students should have the chance to work as a team in the different learning areas if they choose to. Students learn appropriate social behaviours mostly through observational learning, which is why it is always important that teachers should do.