PEDAGOGY:

The Missing Link? Aspects of pedagogy

Pedagogy = teaching for learning

- Teaching = scaffolding learning activities + mediation of learning experiences
- Learning = (activities ->) experiences + programmed knowledge + questioning insight

These come together in the pedagogy as process model according to the various contributions of the teacher and the learner to each 'step' in the process. It is too simplistic to treat the model as if the teacher did some steps and the learner did others. Indeed to a greater or lesser extent both teacher and learner contribute to each task. These contributions may or may not be conscious, agreed and/or intended

Some of the outcomes of mediating the learning experience are that

- the learner can make a greater contribution to each step in the process
- the learner has greater awareness of each step...

And where does technology fit in?

- Technology is used in activities: in doing things
- Activities use resources such as tools (embedded technology), information, materials....
- Activities contribute to the completion of tasks
- Tasks are undertaken in order to achieve a result or outcome
- Pedagogy is intended to provide knowledge, experiences and insights that result in learning, that is,

Summary:

Technology -> activities -> tasks -> (products + experiences -> learning) -> outcomes

Pedagogy as process

Processes are made up of various related tasks and activities. A basic set of 'generic pedagogical tasks' has been assumed at this stage of the project. Not all the following steps are necessarily explicit in all teaching and learning.

1. **Establish rapport** as the basis of working relationships

- establish trust, develop shared overall purposes and distribution of responsibilities as a basis for ongoing negotiation of
    - control

- affection
- and inclusion

2. **Choose a learning focus**

- achieve an agreed specific purpose for the efforts to follow
- address several dimensions of learning: hopes, needs, interests, benefits

3. **Check on prior learning**:

- check on hopes, needs, knowledge and experience
- establish a sound basis and starting point for new learning
- establish the zone of proximal development (ZPD) **...more**
- make existing knowledge and skills more readily available
- experience provides a basis for future learning and for independent checking thinking against reality
- saves on rework

4. **Design learning task** and **make provision**

- make purposes (hopes and expectations) and policies explicit
- specify activities and schedules ...
- include means of knowing about progress and achievement
- organise and assign requirements (resources, permissions & responsibilities...)

5. **Undertake Learning Task** (Do it !!)

- teacher and/or student provide scaffolding for the learning activity
- learners act and acquire, process and (re)present information
- monitor progress with the task and activities
- teachers mediate students' undertaking the learning task

6. **Check on learning**: Assessment and evaluation

- reflect on activities, processes, products, experience and learning:
- knowledge & skills acquired
- effectiveness of learning processes used
- self as learner (insights)

7. Explore **transference of learning**

The above leads attention to teacher and student actions and thus to **action learning**, **teacher skills** and **scaffolding** and **mediation.**

Source: Children, on-line learning and authentic teaching skills in primary education