

# Culture and Literature Module

## Basic Models of Pedagogy

Developed by Proportional Message



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# What are pedagogical models?

**Pedagogical models** are the different approaches to teaching that can be carried out by trainers/teachers in the classroom. Depending on the model they use, teachers will carry out a series of actions and focus on different parts of the learning process.

Because there are different ways of learning, and because each learner is unique, trainers must be equipped with different pedagogical models to be able to adapt to different situations.



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# What are pedagogical models?

Pedagogical models are cognitive models or theoretical constructs derived from learning theory that enable the implementation of specific instructional and learning strategies. Examples of pedagogical models include learner-centered or teacher centered learning environments, problem-based learning, inquiry-based learning, and project-based and case-based learning.



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# Important elements

Pedagogical models always focus on three elements:

- What is intended to teach
- How is it intended to teach
- How it will be measured if learning has been achieved

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# Teacher-centered learning environments

In these types of learning environments, the teacher is more involved in the learning process of students.

For example, by directly providing information and instructions (e.g., in a traditional lecture). Typical for teacher-centered environments is that information is told independent of the context in which it occurs (Lea, 2003).



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# Teacher-centered learning environments

## *“Traditional Teaching Model”*

Teacher-centered environments are characterized as more stable and well-structured (Elen, Clarebout, Léonard, & Lowyck, 2007).

The teacher must, therefore, have great communication skills as well as being an expert in their subject.



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# Student-centered learning environments

The pedagogical model is known today as a "traditional teaching model", although originally it was called "*transmission model*". This model understands teaching as a direct transmission of knowledge from the trainer to the learner, putting the focus completely on the learner.



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# Student-centered learning environments

Students have responsibility over their own learning, opposed to a prominent role of the teacher. The following characteristics are part of student-centered approaches (Beaten, Kyndt, Struyven, & Dochy, 2010):

- Learners are active and independent.
- The teacher has a guiding or coaching role.
- Knowledge is viewed as tool instead of a goal.



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# Problem-based learning

One well-known method is problem-based learning (PBL). In PBL, learners work collaboratively in small groups on realistic, ill-structured problems (e.g. description of a situation that could happen in real life), under guidance of a tutor (Barrows, 1996). The problem (i.e. authentic task) forms the starting point of the learning process.



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# Inquiry-based learning

Learners start a discussion about the problem based on common knowledge and their own experiences. Learners need to formulate learning issues about the aspects of the problem that stayed unclear during the discussion. Afterwards, they search for relevant literature by themselves.

The trainer guides the discussion rather than he/she provides information to students (Loyens, Kirschner, & Paas, 2012).



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# Inquiry-based learning

Curiosity of the learners plays big part in this learners-centered instruction type. Questioning is the start of this approach.

Learners need to investigate, create new knowledge, and discuss. The role of the trainer is to both guide the group process, and to provide information to students (Savery, 2006).



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# Project-based learning and Case-based learning

Project-based learning is somewhat similar to problem-based learning, as learning is organized around a collaborative goal (Savery, 2006). The difference between both methods is that the vehicle is a project rather than a problem.

Learners need to accomplish a well-defined end product (i.e. project) and the learning process is to tackle the obstacles they meet when achieving the project. Trainers act as coaches to give expert guidance and suggestions for improvements.



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# Domains of Pedagogy

## Engage

Trainers know the learners and engage with them, building supportive, motivating and inclusive learning environments.

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## Explore

Trainers present challenging tasks to support learners in generating and investigating questions, gathering information and develop ideas; Help learners expand their perspectives and preconceptions.

## Explain

Trainers explicitly teach relevant knowledge, concepts and skills in multiple ways to connect new and existing knowledge. They monitor and provide structured opportunities for practising new skills.

## Elaborate

Trainers challenge learners to move from surface to deep learning, building the ability to transfer and generalise their learning. They support reflection, questioning

## Evaluate

Trainers use forms of assessment and feedback to help learners improve learning and development. They monitor progress and analyse data to draw conclusions about teaching practices, areas for improvement and learners' individual needs.

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# Strategies for senior trainers



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# Activate learners' prior knowledge

Learners are not blank slates; they enter the classroom with diverse experiences. Trainers should encourage students to draw on their prior knowledge in order to contribute to group discussions, which provides an anchor to learning.



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# Make learning contextual

Tie lessons from the curriculum to the learners' social communities to make it more contextual and relevant.

Discuss different topics that matter today, in their school, or in your community. Take the concept you're learning about and create a plan that enables learners to draw parallels.



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# Encourage learners to leverage their cultural capital

Because not all learners come from the same background, it's important to encourage everyone to leverage their cultural background and contribute with their experiences and knowledge.



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Trainers have the unique power to impact the lives of their learners. Making use of thoughtful, inclusive instruction can have positive effects on learners that last far beyond their time in the “classroom”.

Employing responsive teaching strategies is a small step toward enacting meaningful reach to other senior learners.



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