In search of a new pedagogy: initial observations

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Major Research Questions

1. What are the prevailing pedagogical practices in Asia-Pacific region?

2. What are the cases of innovations in pedagogy in schools?

3. What are the recommendations for the development of effective pedagogical practices in the region?
In search of a new pedagogy for transnational understanding and development (all country reports)

From traditional pedagogical practices

To progressive pedagogical practices
Changing paradigm (1)

From Teacher Centered Approaches to teach and learning

(a matter of degree in disseminations across countries in the study)

To Student Centered Approaches to teaching and learning

(policy discourse of all countries in the study)
What are the problems with teacher centered approaches?

- Teacher talks
- Little student participation
- Focus on declarative knowledge
  - Focus on information
- Focus on transmission model
  - Lack of motivation
- Knowledge reproduction
- Focus on quantitative aspect of learning
What are the benefits of student centered approaches?

- Student active participation (Joyce Model, Singapore)
  - Focus on procedural knowledge
  - Focus on generic skills (Indonesia)
- Focus on process of learning
  - Motivation
- Student ownership (STEAM, S.Korea)
  - Knowledge creation (Malaysia)
- Focus of qualitative aspect of learning
Changing paradigm (2)

From Examination Oriented

To Whole Person Development

(Definitions are different, for example, India and Japan.)
What are the problems with exam oriented pedagogy?
(all country reports)

- extrinsic motivation
- Surface approaches to learning (rote)
- Measurable learning outcomes only
- Missing values, character building
- Unbalanced curriculum experiences
- Emphasizing competitiveness and selection
- Elitist values
What are the benefits of a whole person development?

• Balance between Mind, Body and Moral (Japan)
  Mind (knowledge, truth, innovation)
  Body (character building, Health, Beauty)
  Moral (responsibility, community, human society) (Indonesia, Japan, Singapore)

TOWARDS A GLOBAL CITIZEN?
Changing paradigm (3)

From Textbook Dominated Classroom
To Multi Media Learning Environment
What are the limitations of a textbook dominated classroom learning?

- Restrictions on access to various forms of knowledge and information
- Easily outdated information
- Low motivation
- Inflexibility
- Uniformity of learning pace, progress, and learning outcomes
- Deskilling teacher (semi-professionalism)
What are the benefits of a multi media learning environment?

- Various forms of accessing knowledge & information
- Updated information moment by moment
- High motivation with animations and graphic representations (Nepal)
- Flexibility of places of learning
- Diversity of learning outcomes to cater for individual needs (S.South Korea)
- Enhancing ICT skills in learning & activities (Singapore)
Changing paradigms in pedagogy

From Teacher Centered
To Student Centered
Meaning: SUBJECT KNOWLEDGE to SKILLS FOR LIFE LONG

From Examination Oriented
To Whole Person Development
Meaning: REPRODUCTION to CREATION
Changing paradigms in pedagogy

From Textbook Dominated
To Multi Media Learning Milieu

Meaning:  T Semi Professionalism
To T Full Professionalism
Underlying values of the changing paradigm in pedagogy

From a modern pedagogy (uniformity)
To a pedagogy for future (diversity)
Constraints on shifting approaches

1. Policy directions: lack of consensus among stakeholders
2. Teacher Training: lack of systematic teacher development programmes; quality of programmes
3. Teacher conditions: lack of support, lack of incentives; lack of conducive work environment; overloading with administrative and teaching duties
4. Government: lack of commitment; lack of consistency and sustainability
Differences in stages of dissemination and foci of innovations

1. Implementation process and dissemination patterns

Indonesia: a sporadic model
Japan: a networked model
Sporadic to Networked Model of Dissemination ?
Differences in stages of dissemination and foci of innovations

2. Evidence of theory-driven design in curriculum & instruction

S. Korea: differentiated instruction
   i. different levels
   ii. In class activities with choices
   iii. Aligned with formative assessments

Japan: verbal activities
   i. externalization of thoughts in linguistic forms
   ii. Integrating past experiences with new
Differences in stages of dissemination and foci of innovations

3. Focus of innovation
Malaysia: master teachers, coaches
India: structure of studies in schools (time)
Nepal: strong traditions, slow take up
Fiji: no policy on pedagogy
Indonesia: school culture
S. Korea: deepening design and individual needs
Japan: reservation about reflective skills
Shifts in pedagogy

Uniformity

- Goals
- Contents
- Activities
- Assessment

Diversity
Questions for group discussions

1. Do you also notice similar shifts occurring in approaches to teaching and learning in your country? Do you notice other shifts? If so, what are they?

2. What are the constraints that prevent your country from implementing the shifts in approaches to teaching and learning?

3. What needs to be done in order to remove the constraints and create favourable conditions for the implementation of the shifts? What are the roles of the government, schools, parents and communities, teacher educators and universities and research institutes in implementing the shifts?
THANK YOU

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