Education for the Future
Pedagogical Approaches in the Asia-Pacific Context
Nepal case study

Ganesh B Singh
FOE, TU, Kathmandu
UNESCO, Bangkok
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Coverage

• Pedagogical approaches in the past
• Pedagogical practices in the existing classroom
• Innovative pedagogical practices
• Pedagogical approach for the future
Pedagogical approaches in the past

• Religious system of education oral transmission, recitation, repetition, rote memorization, and drill

• 1853 modern English system school – recitation, repetition, rote memorization, and drill – *imprint strong*

• Possibility of good practices to develop into higher level concept
Pedagogical practices in the existing classroom

• Educational commission, plan, program, project documents suggested various classroom pedagogy approaches

• In practice classroom pedagogy dominated by lecture, textbook reading, paraphrasing, drill, and rote memorization

• Higher grades examination focus – regular school time, extra coaching and private tuition

• Cognitive content more on focus
Innovative pedagogical practices

• Innovative programs/projects emphasized mainly child centered approaches

• Positive outcomes and improved classroom practices such as lesson structuring, timed activities, responsibility sharing, provision of materials, interactive, student’s participation, community involvement, increased achievement, etc.

• Anomaly innovative program/project when expanded or mainstreamed the impact seem to wear off
Pedagogical approach for the future

• Cognitive and non-cognitive skills to face the challenges and foster the possibilities
• Cognitive aspects covered more or less adequately
• Non-cognitive skills essential in the modern day world such as value education, living together, life skills, critical thinking not adequately and properly incorporated
Pedagogical approach for the future

• Some of these aspects covered in the curriculum, textbook content and teacher training

• Classroom delivery not as intended

• These skills are behavioral and need to inculcate through interaction and activities, not content learning and memorization only
Implications

• Good practices need to be tapped and developed
• Non-cognitive skills – delivery where the classroom environment itself is made a model to experience the elements
• Reduce content to make room for non-cognitive elements
• Build upon the existing practices, step by step, expand the successes
Implications

• Activities/actions within various agencies, persons and systems be prioritized
• Teacher preparation programs with adequate modeling and practice
• Teaching non-cognitive skills be conscious and knowledgeable deliberation not something which comes by chance and passes away without knowing
• Link with assessment practices
Thank you