

**ECAD 6008 – Professional and
Pedagogic Studies: Leading the
Learning: what, how and why am I
teaching?**

Friday 08/09/2023

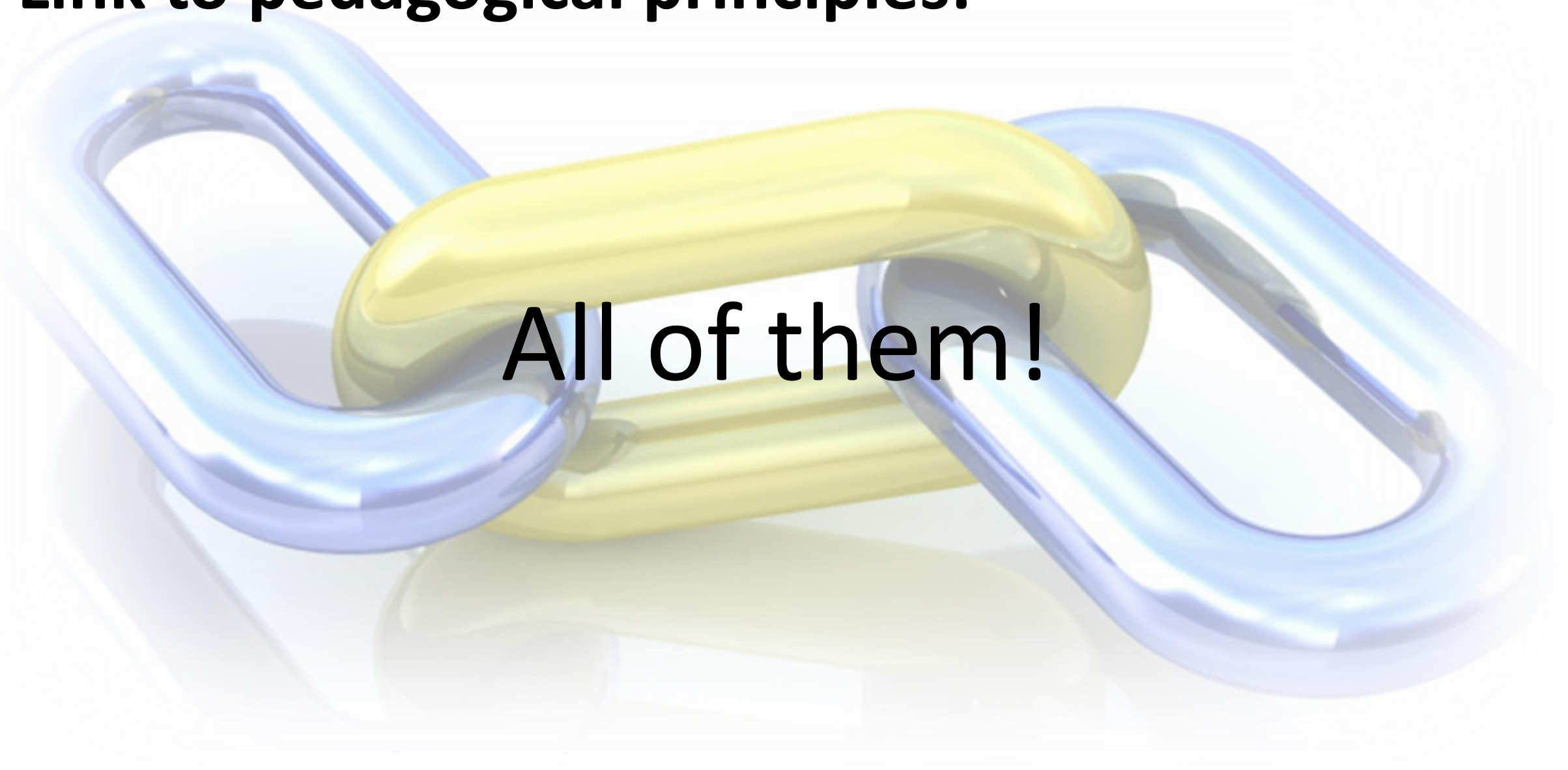
Pedagogical Principles



**PGCE Business
and Geography
– Session 2**

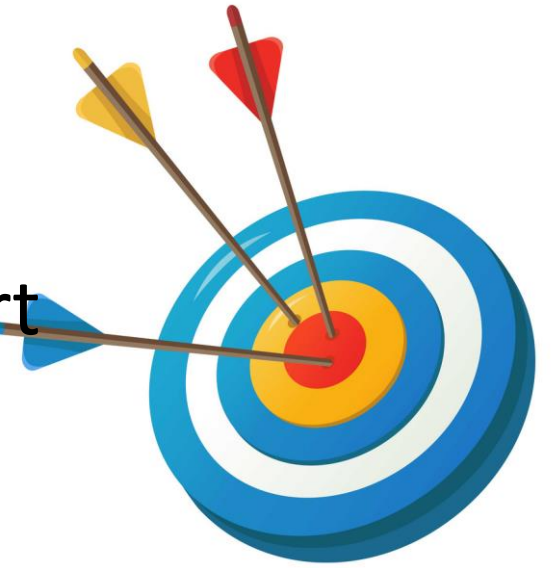
Link to pedagogical principles:

All of them!



Session aims

- Understand the 12 Pedagogical Principles as part of recommendations of Successful Futures (Donaldson, 2015)
- Begin to understand and critique pedagogical approaches supported by neuroscience
- Understand how pedagogy is changing in the context of 21st century demands
- Begin to critically apply relevant Pedagogical Principles to the teaching of Business/Geography concepts





**What is
pedagogy?**

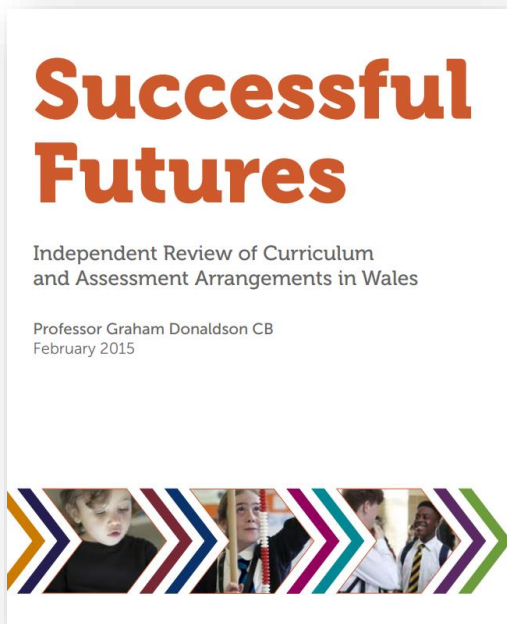
A contested Term?

- Derives from the ancient Greek word 'paidagogos' – a slave who led children to school.
- Art and science of teaching? (But what about learning?)
- Learning is increasingly seen as a life-long project – blurred lines between school/college/adult-learning?

What is pedagogy?

The study of teaching methods, including the aims of education and the ways in which such goals may be achieved. It relies heavily on scientific theories of learning, and to some extent on the philosophy of education, which considers the aims and value of education from a philosophical perspective.

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.



Task 1: Read pages 63-70 which focus on the ‘12 Pedagogical Principles’

Task 2: RAG rate your understanding of the principles – highlight any key words or terminology you may be unsure of

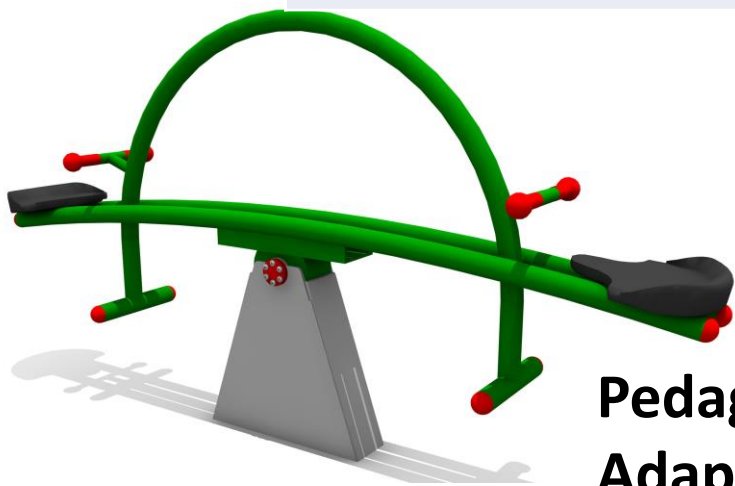


Task 3: Reflect on what the development of these principles may look like in practice. Think about what you might see in the classroom that could evidence these principles being addressed. Write your ideas in the boxes.

The 12 Pedagogical Principles (Donaldson, 2015)

1. Good teaching and learning maintains a consistent focus on the overall purposes of the curriculum
2. Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them
3. Good teaching and learning means employing a blend of approaches including direct teaching
4. Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking
5. Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest
6. Good teaching and learning creates authentic contexts for learning
7. Good teaching and learning means employing assessment for learning principles
8. Good teaching and learning ranges within and across Areas of Learning and Experience
9. Good teaching and learning regularly reinforces Cross-curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them
10. Good teaching and learning encourages children and young people to take increasing responsibility for their own learning
11. Good teaching and learning supports social and emotional development and positive relationships
12. Good teaching and learning encourages collaboration

Old...	New...
Teacher-directed	Learner-centred
Direct instruction	Interactive exchange
Knowledge	Skills
Content	Process
Facts and principles	Questions and problems
Competitive	Collaborative
Summative tests	Formative evaluations
Learning for school	Learning for life



Pedagogy... A new balance
Adapted from Trilling and Fadel (2009)





How do we learn?

Learning strategy

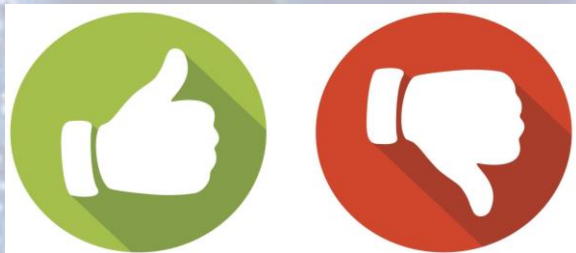
Classroom actions

Spaced practice

Spacing out materials and revisiting concepts regularly

To commit something to memory, it takes time and repetition

‘The ‘spacing effect’ is one of the longest and most enduring findings in cognitive science... findings suggest that humans tend to forget large amounts of information if they only learn something once. Research has consistently shown the power of spacing out learning’



References:

Weinstein, Sumeracki and Caviglioli (2019)

Busch and Watson (2019)

Hendrick and MacPherson (2017)



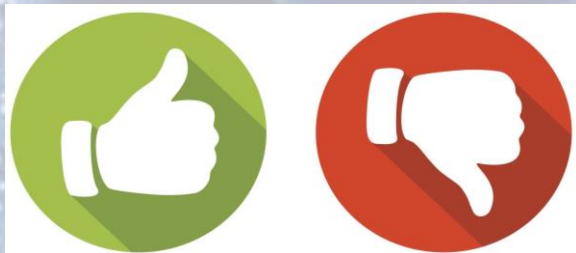
Learning strategy

Classroom actions

Dual coding

Combining words with visuals

Dual coding theory is the idea that when we combine text and visual information, learning is enhanced because information is processed through separate channels. The idea that when information is presented in two formats, information is remembered.



References:

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Busch and Watson (2019)

Hendrick and MacPherson (2017)



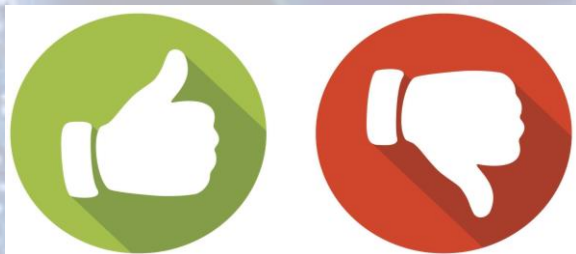
Learning strategy

Classroom actions

Concrete examples

Teacher provides (and asks students for) concrete examples of an abstract idea

Abstract ideas can be vague and hard to grasp... humans are better able to remember concrete information than abstract information. Research shows that students often remember the surface details of an example, rather than the underlying structure – teacher needs to ensure that students can transfer information to other examples



References:

Weinstein, Sumeracki and Caviglioli (2019)

Busch and Watson (2019)

Hendrick and MacPherson (2017)



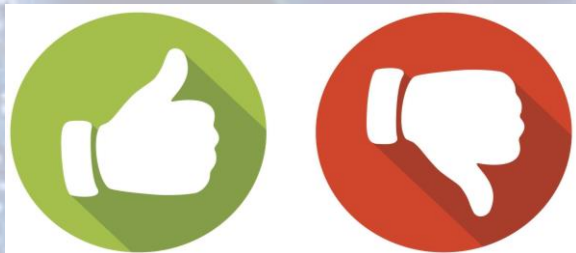
Learning strategy

Classroom actions

Retrieval practice

Bringing learned information to mind from long-term memory – quizzes, multiple choice tests, essay answers, verbally answering questions

Studies have shown that students who revised using retrieval practice outperformed those who just re-read their notes. Research suggests that using retrieval techniques make the memory both more durable and more flexible for future use.



References:

Weinstein, Sumeracki and Caviglioli (2019)

Busch and Watson (2019)

Hendrick and MacPherson (2017)





Misunderstandings

Misunderstanding	% who believe it
Individuals learn better when they receive information in their preferred learning style (eg; audio, visual , kinaesthetic)	93%
Short bouts of co-ordinated exercise can improve right and left brain functions	89%
Differences in left brain/right brain help explain differences in individuals' learning	74%
We only use 10% of our brain	49%
Children are less attentive after consuming sugary drinks and/or snacks	47%

FOURTH INDUSTRIAL REVOLUTION

Education in a time of unprecedented change...

21st-Century Skills

Foundational Literacies

How students apply core skills to everyday tasks



1. Literacy



2. Numeracy



3. Scientific literacy



4. ICT literacy



5. Financial literacy



6. Cultural and civic literacy

Competencies

How students approach complex challenges



7. Critical thinking/ problem-solving



8. Creativity



9. Communication



10. Collaboration

Character Qualities

How students approach their changing environment



11. Curiosity



12. Initiative



13. Persistence/ grit



14. Adaptability



15. Leadership



16. Social and cultural awareness

Lifelong Learning

Successful Futures

Independent Review of Curriculum and Assessment Arrangements in Wales

Professor Graham Donaldson CB
February 2015

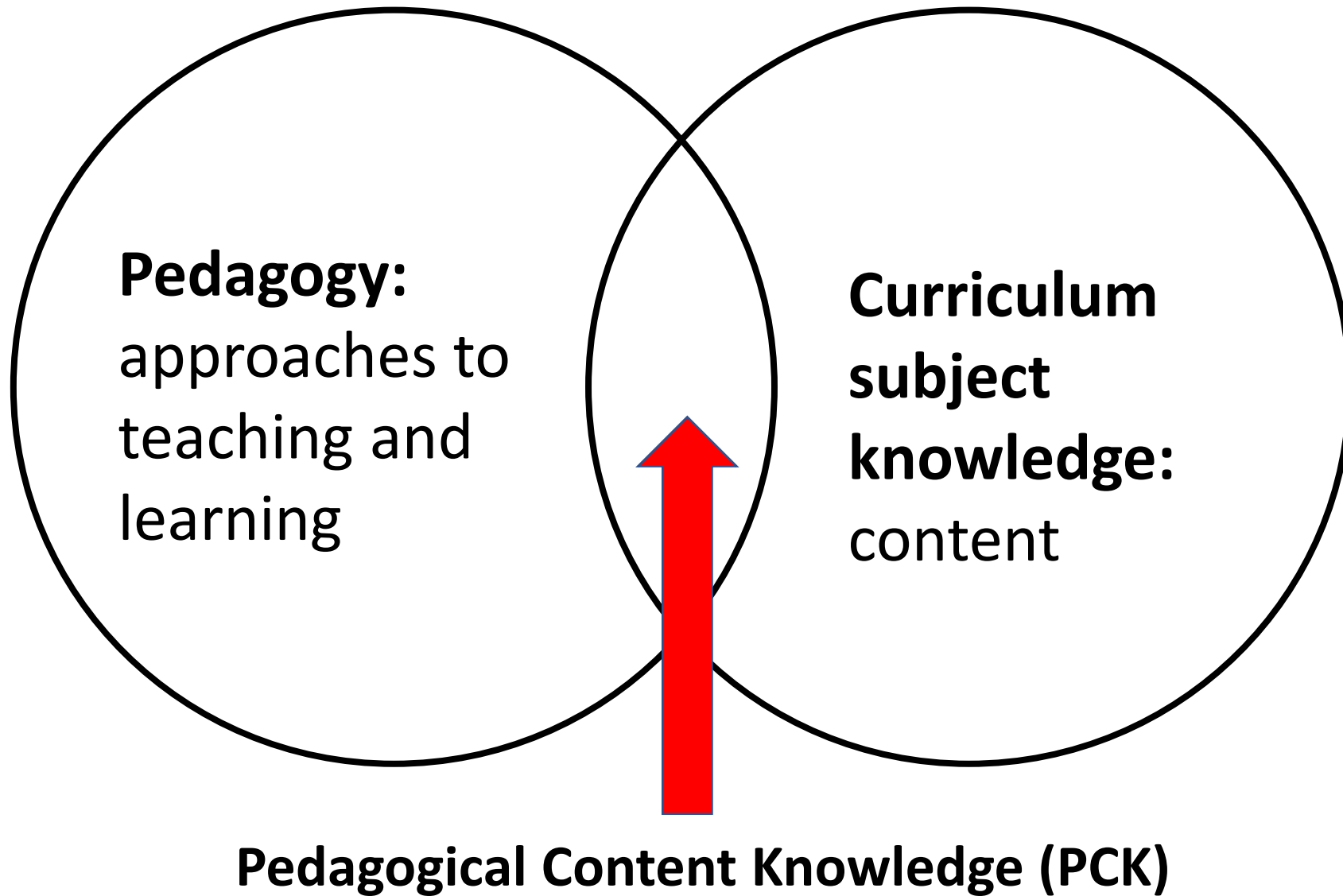


Can you see any links with Successful Futures?



Explore the two documents above:

- To what extent are they similar to and different from Donaldson's 12 Pedagogical Principles?
- Are there any common themes?
- Does anything surprise you?





The content is presented in six clear and distinct topic areas:

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources



Suggest some pedagogical approaches from the documents reviewed today that may be effective for learning and teaching within the WJEC GCSE Business syllabus.

Critically consider the strengths and limitations to these within the context of the Business syllabus.

1

competitive and dynamic business environment	as business growth or external factors such as an increase in consumer incomes
The range of stakeholders involved in business activity	Including owners, employees, managers, customers, suppliers, government and local communities
How stakeholders influence business activity and business decisions	Including decision-making, aims and objectives operational issues, sales, costs and profits
The impact of business aims and objectives on stakeholders	Including financial, employment, operational, social, products and services
How business decisions may have contradictory effects on stakeholders	Learners are expected to understand that with so many different stakeholders there will be disagreements and conflict between them
	Disagreements and conflict include maximising profit, low wages, environmental damage, poor quality products and late payment for materials

2

1.6 Business ownership	
Content	Amplification
The main features of unlimited liability business organisations	Including sole traders and partnerships
The main features of limited liability business organisations	Including private and public limited companies Learners do not need to know the legal process of incorporation Learners are expected to understand the concept of limited and unlimited liability and the implications of this in deciding on business ownership
The advantages and disadvantages of choosing different business ownership	
The main features of co-operatives and	Including aims, ownership and use of profits

3

1.7 Business growth	
Content	Amplification
The reasons why businesses grow	Including to increase profit, improve market share, reduce competition, diversification, spreading risks and benefits of internal economies of scale Internal economies of scale include purchasing, marketing, technical, financial and administrative Learners are not required to know external economies of scale and diseconomies of scale
Different methods of growth:	
• Internal (organic) growth	Including selling more of current products in existing markets, looking for new markets, launching new products, increasing advertising, promotion and investment
• External growth (integration)	Including mergers and takeovers (acquisitions) Learners are expected to understand horizontal and vertical (forward and backward) integration and their benefits and costs The benefits of diversifying into new markets also need to be considered

4

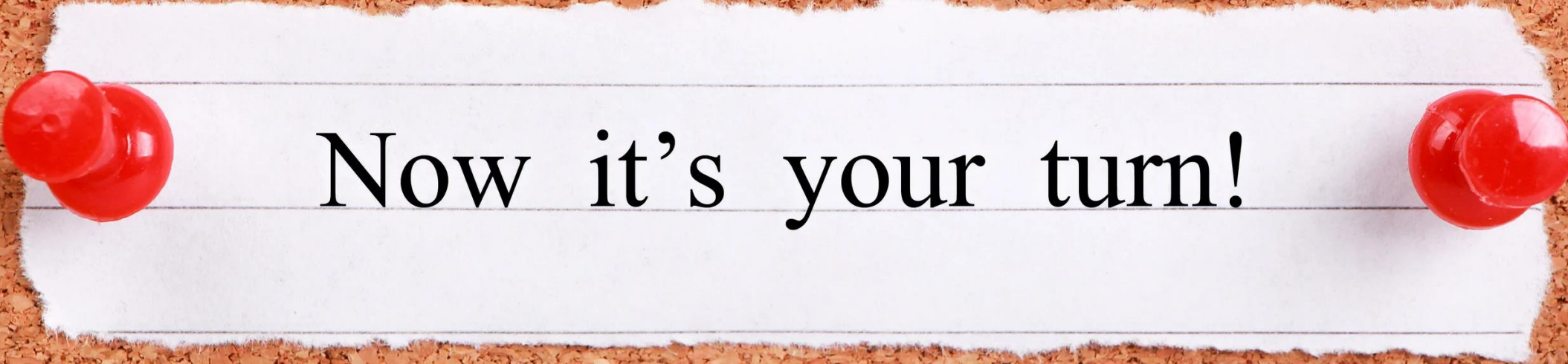
1.8 Business location and site	
Content	Amplification
The factors influencing where a business locates	Including proximity to market, costs, infrastructure labour supply and materials These factors focus on a geographical area for location
The factors influencing the siting of a business	Including accessibility, footfall, costs, size, proximity/closeness to competitors and personal reasons These factors focus on a specific site within a geographic location
Selecting the most appropriate location and site for different businesses in different contexts and scenarios	Learners are expected to apply their knowledge of business location and site to different business contexts

5

2.2 Ethical influence on business activity	
Content	Amplification
What is meant by business ethics	Including the identification of ethical and unethical business practices
The conflict between ethics and profit	
The types of ethical issues that impact on business activity	Including ethical marketing, suppliers, animal rights, social responsibility, treatment of workers and fairtrade Learners need to understand that most businesses have ethical policies, some of which go beyond legal requirements
The advantages and disadvantages of adopting ethical policies on businesses and their stakeholders	Including positive effects such as increased consumer attraction, stability of suppliers, employee motivation and negative effects such as the impact on business costs and profitability Learners are expected to apply their knowledge of ethical influence to different business contexts

6

4.1 Sources of finance	
Content	Amplification
The main internal and external sources of finance to new and established businesses	Including: Internal • Owner's capital • Retained profit • Selling assets External • Family and friends • Bank loans and overdrafts • Venture capitalists and business angels • New partners • Share issue • Trade credit • Leasing • Hire purchase • Welsh, UK and European Union Government grants
The advantages and disadvantages of the different sources of finance	



Now it's your turn!



Watch the two episodes of 'The Classroom Experiment' before Tuesday's session and make notes.

This is a crucial introduction to assessment principles



BBC

Episode 1

BBC

Episode 2

An introduction to Pedagogy

lesson parents discipline family university
elementary learn play
childhood education academy
book teaching read profession social
class practice teacher study
lecture environment
pedagogy
school pedagogies children individual
classroom student college
human potential
method learning
educational knowledge
training reading pupil
child interests educator theory
interests educator theory
kindergarten preschooler
studying tuition kid
academy



In no more than 3 sentences, write a summary for this book that may be included on the back cover.

References:

Weinstein, Y, Sumeracki, M and Cavigliolo, O (2019). Understanding how we learn. Oxon: Routledge

Busch, B and Watson, E (2019). The science of learning. 77 Studies that every teacher needs to know. Oxon: Routledge

Hendrick, C and MacPherson, R (2017). What does this look like in the classroom? Bridging the gap between research and practice. John Catt Education Ltd: Woodbridge