

Effectiveness of Contemporary Pedagogies:

In Teaching, Learning and Assessment.

Introduction:

Indeed, the contribution of micro-teaching in teacher education technique is extremely significant and effective. This super technique of teacher training program provides a variety of opportunities to trainee teachers to deliver pedagogical based knowledge plus subject based knowledge into their teaching practices. Also, it helps them in a way that they achieve a clear picture of their teaching skills, and professional standards for example, lesson planning, delivery of the lesson, assesment of the lesson, feedback from the peers and the most important which is self-evaluation. In order to achieve an effective learning, the need of appropriate teaching and learning assessment environment is fundamental. Other than the equipment resources and venue there is a variety of learning contexts are involved in it, for example the quality of support you offer to student or learner, the environment and it may include a suitable classroom setup. An effective learning is a learning in which you know how to teach a particular subject and know that what are the appropriate tools to asses it. The patience and enthusiasm for a subject can help learners, by means of motivating them to learn more about that specific subject. A trainee teacher's professionalism tells how effectively subject can be delivered and assessed and also make sure that the student has provided a well determined environment where they feel safe, secure, valued and confident. To create an active and strong engagement of a learner with a subject during a lesson should be the most important aim of a trainee teacher, as

“it is not just about teaching, it is mainly about the learning that take place as a result”. (Gravells, 2014) A successful teaching activity mainly depends learners’ achievements and progress, and the key tool to measure learner’s achievement and progress is assessment. Without assessing learners, a trainee teacher won’t be able to know that what has been learnt. As long as the concept of effectiveness concern for a trainee teacher, some researchers has defined it by the achievement or progress of a student while the others spell it out in terms of supervisor’s higher rating of performance. Some of them still relying on comments coming from peers and administrators. According to Cruickshank and Haefele (2001) an effectiveness of a teacher can be measured at various times in terms of being ideal analytical, dutiful, competent, expert, reflective, satisfying, diversity-responsive and respected. Sometime the outside variable makes it challenging to measure the potential of teacher’s effectiveness. Regardless of those complexities, the effectiveness of a teacher can put a long lasting and extraordinary impact on students’ progress. (Stronge, 2018)

There is no doubt that assessment can play a crucial role in learning culture, teacher practice approaches of a trainee teacher should be reflected in the assessment process of assessment. (Lim Hooi Lian1, September 26, 2014) The objective of this essay is to explain the effectiveness of the assessment and analysis in comtemporany pedagogical practices.

Discussion:

Human nature is to search for the magical fix. We normally scanning newspapers, watching TV programs in order to confront the product which can dramatically change our life style. Through several decades, the learning of human brain is a wondered, it is a mystery of what is the connection between the physical object (which is our brain) and substantial informational, knowledgeable and emotional world (what we have in our mind)? How our brain deals with usual and unusual strategies? A straight forward answer to these questions is not very easy but can be explain as, a process of modifying

existing or acquiring new, knowledge, skills, understanding, behaviours, values, or preferences about learning that is way we admit that ability to learn is possessed by humans, and makes them different from another creature. (Lim Hooi Lian¹, September 26, 2014) The curiosity about pedagogy/teaching is an intellectual tool of a good teacher training education system, and this curiosity needs appropriate strategies, techniques and assessment of values and beliefs that the teacher deploys. Pedagogy is a combination of interpretive and generative structure. By this I mean that pedagogy is actually an instructional theory of practice which provides a good knowledge of how to think about educational activities, behaviour and manners in a class room setup. The theory of interpretive of effective teaching practices allows a trainee teacher to introduce a virtuous realization of classroom setup that emerges in learning activities. As long as the generative framework concerns it make a sense of bringing personal development with learning achievement of the peers. Although, it is doubtless that the proper explanation of word pedagogy in education is not very easy task as it includes numerous dimensions of professional knowledge. For example, a trainee teacher has his/her own standards of instructional conveyance, his/her theories of learning and development, his/her understanding of students thinking to and how to motivate their thinking, his /her way of measuring peers understanding of the lesson. Pedagogy is not only holistic theory of teaching and learning but is it a knowledge of putting in a system of activities in order to achieve development and accomplishment of student's learning. (Jr., February 2002) Pedagogy is the act of teacher education in which there is interaction between teacher, student and learning tasks and environment. A pedagogical approach can make and justify numerous types of decisions regarding teaching, learning and assessing. It also, involves activities that makes visible changes in process of learning. According to Watkins and Mortimore pedagogy is a conscious activity designed by a teacher in order to enhance students learning. Bernstein, defined pedagogy 'as a process of assistance in which a teacher introduces or update the existing form of conducting knowledge and deliver it to the learner. Bernstein focused two pedagogy

models (i) a teacher's organizational skills, management skills, the way of responding to the students. (ii) an appropriate theoretical framework that can explain the understanding of different pedagogic approaches: ([Mortimore, 1999](#)) Pedagogical strategies of a teacher about learning mostly depend on their thinking, ideology, delivery of the lesson and practice approach in order to encourage students to feel secure. An effectiveness of pedagogy depends on the approach of a teacher to develop the learning of a student, in other words effective pedagogy teaching activity that establish a remarkable engagement of a student with content, develop some measurable and observable change in the student. ([Mortimore, 1999](#))

This century needs an effective curriculum that has a capacity to reflect a range of ideas, high standard of teaching, learning and assessing, the use of technology and a strong understanding of the subject matter. It also requires a good and progressive environment to enhance students learning achievements. To explain the theory and power of education Mary James, Andrew Pollard have presented some core principles of effective pedagogy i.e. (i) To Provides learning for life (ii) engagement of a student with assessment type knowledge (iii) recognition of prior learning or experience of a student (iv) an appropriate design of assessment that can achieve maximum learning outcomes (v) in order to enhance the achievement of a learning by building a relationship with others people for learning purposes (vi) promotes active learning (vii) a recognition of the significance of informal learning. ([James, 2012](#))

As we know by now that teacher's objective, ideas, thinking and delivering the content are pedagogic approaches. These pedagogical approaches are the fundamental key stones that encourage professional development of a trainee/initial teacher and aim of contemporary pedagogical approaches is to improve student's skills, understanding and motivation, also, the curriculum should reflect a stu-

dent-centred learning approach rather than teacher-centred. There are different theories of pedagogy such as behaviourism and social constructivism, these learning theoretical approaches are less explicit learning techniques.

Thorndike (1911) and his fellows worked for very first time on Behaviourism as a theory of pedagogy, in this theory with a consistent support a student gets rewards for even a small step of learning or achievement. The theory was quite dominant during 1960s – 70s. afterword's this theory has been challenged by social learning theory, in which the learning was observation-based. However, in behaviourism a teacher transfers the knowledge according to the curriculum, and according to some controlled approaches. Controlled in a that the assessment criteria this approach is exam-oriented where there is not any type of direct involvement of the teacher. This approach (behaviourism) does not expect highly qualified and skilled teachers, including time efficient and does not cost a lot. But on the other side this approach does not include students with their personal individual differences and at the end, the teacher does not get any appropriate idea of students understanding. ([Dr Jo Westbrook, december 2013](#)) Later on, Piaget (1896) presented a new theory of constructivism to develop a structural learning activity in order to explore the environment based on their existing cognitive schemes. The key core of this approach is that the learner is an active participant in the process of learning and a teacher has to take the responsibility to facilitate the process of learning and establish a strong relationship between constructivism and teaching practice. Sjoberg (2007) define a key factor of constructivism that is, the constructive approach of learning is something that is done by a learner, it is not something to imposed on a learner. ([Marikar, April 27, 2017](#))The learns' exhibit actively their existing cognitive schemes in order to explore the environment which provides them an adequate platform to acquire new learning achievements by dealing with new situation, new conditions, and new problems or provide learner a chance to update or modify their cognitive schemes. ([Westbrook, December 2013](#))

The term social constructivism is nothing but a learning approach that examines the knowledge of the world developed by individuals. The theory of social constructivism concludes that the knowledge and understanding are developed with the help of other individuals. The significant factors of this theory are (i) the individuals justify their cognitive schemes by establishing a link with the social world and (ii) the individual's belief in the language which is a most important source that constructs reality. According to Social constructivists, a significant and meaningful learning only occurs when learners (individuals) create an engagement with social activities such as interaction and collaboration. (Asl, 30 April, 2015) The skill of erecting conditions for learning and assessing the learning is a powerful key task in the field of teaching. The process of learning is a powerful paradox. In the interest of growing student/peers' skills, the motivation should move towards student-centered learning from along with constructive learning approaches. Well, in the culture of education teaching, learning and assessment plays a vital role and method of teaching, learning and assessing should reflect individual's learning achievements and understanding.

Conclusion:

Indeed, a good performance of education system highly depends on the quality of teaching, learning and assessing. A good teaching does not only promote good learning but produce good outcomes and as a result we say admit that the students with good outcomes definitely have been taught by a good teacher with good pedagogical skills. Effective pedagogical approaches promote student voice, it provides a clear picture of long-term and short-term learning outcomes, and also it provides a variety of teaching techniques such as, whole-class learning setup, structured group learning, guide base learning and individual learning activities. A successful assessment approach is an output of effective pedagogy, assessment has a potential power to enhance students learning achievement and motivation. The success of pedagogical approaches mostly depends on teachers understanding of

the research and knowledge to improve quality of teaching and learning in teaching practices. Along with the use of knowledge and research- base, personal passion for the topic is also very important in order to aspire learners learning achievement. however, these systematic and sophisticated approaches of teaching and learning are also depending on a teacher and student relationship, the best teacher are those who build a good relationship with students. (Pearce, Autumn 2012)

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