

Trends in Pedagogy for 21st Century: A Comprehensive Review

[¹] Shubhangi Taneja, [²] Dr. Rakhi Dua

[¹] Research Scholar, K.R. Mangalam University, Sohna, Haryana, India

[²] Assistant Professor, K.R. Mangalam University, Sohna, Haryana, India

Corresponding Author Email: [¹] tanejashubhangi78@gmail.com, [²] rakhi.dua@krmanagalam.edu.in

Abstract— In 21st century teaching and learning process is dynamic in nature. So, for this process we need a strong pedagogical practices so that we achieve maximum learning. For teacher it is necessary to opt for different pedagogies to cater the needs of every student. This paper deals about the review of past five year’s researches on trends in pedagogies. In this paper, we have discussed about the term pedagogy in detail. This study also deals with different kinds of pedagogies which are existing in our education system. Lastly, it deals with conclusion and opinion regarding different pedagogical practices.

Index Terms— learning, pedagogy, pedagogical practices, teaching.

I. INTRODUCTION

Pedagogy term have taken from Greek word ‘Paidagogos’ means a child and ‘Agogos’ means a leader. It means to use a student centric method in class to optimize learning. According to Merriam Webster, “Pedagogy is the art, science and the profession of the teaching.” It links with the teaching styles and assessment practices also. Better pedagogy practices leads to maximum learning outcomes.

Pedagogy is a process which involves teacher student and curriculum to achieve educational aims. Aims are broader in nature so to achieve them we set objectives on a daily basis. As a teacher we plan a lesson and set some objectives and after the lesson is over we assess are set objectives. The classification of different types of pedagogy’s works on the principle of 3H’s that is head, heart and hand. We use variety of pedagogies with the students to increase their sensory learning.

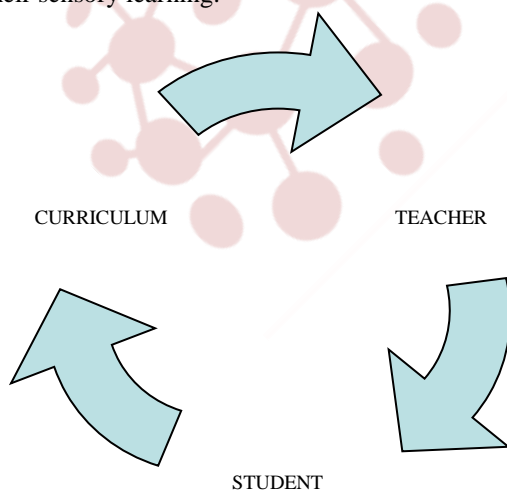


Figure 1: Pedagogy is a Cyclic Process.

II. PAPER ORGANIZATION

In this paper, past five-year researcher’s review has been Shared. This paper presents a systematic review of research conducted over the past five year, covering the year 2018 to 2023. We aim to chronologically outline the literature according to year wise on ‘pedagogical trends use in the Classrooms.’

Author Dr. Elena A.Makarova, 2018 emphasizes the blending and digital pedagogy which is helpful in transforming the educational environment. All points related to pedagogical style are outlined below:

1. Education through digital technology is deemed more effective in competence-based learning then traditional methods.
2. Innovative teaching method are advocated for their potential to intensify the effectiveness of instructor and aid in training. The author concludes in her studies that blending digital education tools with innovative teaching techniques help overall in selecting and overall problem, analyzing and synthesizing information and increasing self-esteem and awareness in work development.

Author Kareedapath, 2018 focus on critical pedagogy in classroom practice, utilizing a case study method conducted in Kerala. This paper discusses the work of Paulo Freire in critical pedagogy. This study aims to fill the gap by using the qualitative methods such as interviews, observation and document analysis. The author explores how teachers in Kerala are incorporating critical pedagogies in the classroom. The participants in this study face challenges that are created by institutional norms and standards and the subjectivity of the teacher also effect the critical pedagogy. This study contributes in the education by promoting social justice and equity in India.

Author Rao and Kishore,2018 paper titled on ‘The future of digital pedagogy’ from an Indian perspective discuss the

potential of digital pedagogy for imparting education and suggests that assessment and evaluation system should also transition to a digital mode. The study selects engineering students as the sample population and poses a variety of question about digital education aiming to recommend guidelines tailored to the Indian context. It emphasizes that the quality of education is determined not only by teaching and learning but also by the evaluation system. Through qualitative methods such as interviews, surveys and case studies, the researcher aims to investigate how digital pedagogy is being conceptualized and practiced in Indian schools and higher education institutions. By examining many factors like infrastructure, teacher training curriculum design and the student experiences, the study tries to provide insights into the opportunities and challenges of digital pedagogy in India. Ultimately this research contributes to frame suitable policies to create, supervise and sustain the digital pedagogy for our teaching and learning processes and to serve the nation and entire world.

In the study "latest trends in understanding pedagogy and pedagogical context" by Ganiger Bharati, 2020 emphasizes on using latest pedagogies in the teaching-learning process. She talks about the diversification of learners in the classroom, so to cater their needs we have to use various pedagogical methods. She discussed about the constructivism and connectivism in her research paper. She talks about the cognitive and metacognitive abilities of learners, so that learner can draw out meaning from ideas. No pedagogy is perfect in all, it depends on learners and situation. Overall, the study highlights the importance of constructive thinking by the teacher in determining the pedagogical approach according to the learners needs and understanding of the pedagogical context.

In the research paper titled 'Research trends in Media pedagogy between the paradigm of risk and paradigm of opportunity' (Tomczyk, 2021) author emphasizes the use of ICT in education. This research mainly focuses on two aspects of digitalization in the education process: the positive and the negative impact. The author points out many errors based on the unexpected increase in information overload and information noise about the impact of ICT on individual behavior. Moreover, the study not only tries to address negative aspects but also aims to build the framework for utilizing the positive aspects of media pedagogy effectiveness. This study provides new direction for further research to delve deeper into the concept of media pedagogy.

A paper titled 'a systematic review on pedagogical trends and assessment practices during the COVID-19 pandemic teacher's and students' perspectives by Seraj, Chakraborty, Mehdi and Roshid, 2022. In this paper authors talk about the shift in pedagogy from traditional to online because of COVID-19 pandemic. Even assessment strategies also changed due to change in teaching pedagogy. This paper examines various pedagogical trends opted by educators and the impact of these trends on student learning outcomes. It

would also explore the challenges faced by teachers and students during this transition, along with potential solutions and best practices. The review likely synthesizes existing literature to offer insights and assessment practices in the context of remote learning during the pandemic.

In the paper titled "A systematic Review on the current trends of education and pedagogy in the human and social studies (HSS) by Bosco Ekka, author gives a major trend shaping HSS education and pedagogy and author critically analysis all the trends. This paper also includes recommendations for future research and practice to strengthen HSS education and also talks about the positive outcomes for all learners. He identified many trends which gives a new wisdom to educators and we can focus on holistic development of student and globally aware educational experience.

III. CONCLUSION

In classroom to achieve learning right pedagogy is needed. In this paper various review literature has been shared about the pedagogy and the challenges of using it. But required studies did not mention the weak areas of every pedagogy and how to overcome it. Mostly studies talk about the digital pedagogy but alone one pedagogy is not sufficient. Classroom situation is always dynamic and we can't rely on one method to be used with the student. Except merits and demerits of every pedagogy we need to learn the psychology of the student that what method they want in classroom. Teaching-learning process should be students-centered and teacher should act as a facilitator to inculcate problem solving and critical thinking skills in the students.

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