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Beyond Student Centred Learning Towards Educative Pedagogies

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Aim of presentation and limitation

- Discuss different meanings of student centred approaches and their limitation

- Criticism of the "centeredness'" model to re-focus on teacher

- Discuss a framework that can be used to research and improve teaching

Limitation

- I do not assume that what comes from outside Thailand is automatically good/appropriate here

Beyond Student Centred ….

- Meaning of "beyond" …. "Work with the concept and work against it" (Christie, 2005)

- Two origins of the discourse of Student Centred
  - Learning theories
  - Human rights discourses

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Learning theories ...

- Origins vary: Dewey, Piaget, Vygotsky ...etc
- Constructivism or Constructivisms?
- Some main tenets:
  - Students need to be active in their own learning
  - They develop their own individual meaning
  - Learning depends on previous learning
  - Teacher as a facilitator
  - Learning is facilitated by students interest

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- Constructivism is <u>not</u> ....
  - Discovery learning
  - Activity learning

- It does <u>not</u> imply that ....
  - Skills and procedures are not important
  - The teachers role is minor

Human rights discourse …

- 1990 UN Convention on Human Rights of the Child
  - Young people are not citizens in preparation
  - rights apply to all young people without exception
  - Young people's interest is paramount

- Critical education movement
  - Michael Apple, Paulo Freire, the Frankfurt School
  - Empowerment of young people as active citizens in school and for future

Divergent agendas ....

- Focus on learning vs focus on education
  - Does learnification of education serve the goals of education for active citizenship (Biesta, 2010)?
  - Goals of education for qualification, socialisation and subjectification (empowerment?)

- Two dictionary meanings of the word interest
  - A state of curiosity or concern about or attention to something
  - Regard for one's own benefit or advantage

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Is the discourse of Centredness Useful….

- Competing models
  - Content centred
  - Teacher centred
  - Outcome centred

- Reality of classroom with it over crowdedness and lack of resources
- Accountability demands on teachers
- Regimes of testing and standardisation

Refocus on teacher and teaching

- New focus in research on the teacher. Not all of it of equal use! (e.g. research on teachers beliefs)
- Arising realisation that large amount of failure of past reform can be explained by forgetting about the role of the teacher as crucial element of change
- Massive amount of research on effective teaching and teacher change. How do teachers make sense of this research
- Gaps between teachers knowledge and academic knowledge.

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Frameworks for teaching …

- Different schemes desgined to help teacher focus on their teaching
  - Bloom taxonomy
  - Debono Thinking Hats
  - Gardner Multiple Intelligences
- General characteristics
  - Do not describe specific teaching methods
  - Help teacher reflect (and change) teaching
  - They are not education based or not comprehensive

Productive Pedagogies framework

- Based on years of research around the world on good and effective teaching
- Similar models developed in USA – Authentic Pedagogies
- Developed in Queensland – Australia
- Adapted and changed in NSW and other states

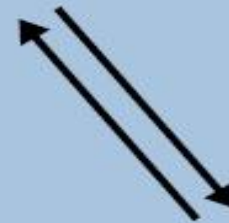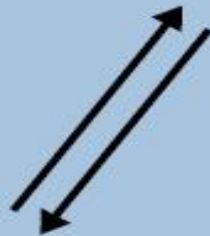- Productive pedagogies provides a vocabulary for us to talk about classroom instruction.
- It isn't a magic formula but rather it's a framework for staffroom, inservice, preservice training, to describe various things we can do in classrooms
- this isn't a 'one approach fits all model of pedagogy'.
- It has the possibility of providing a dialogue between teachers, school administrators, teacher educators, about these 'repertoires' and about which aspects of our teaching repertoires work best for improved intellectual and social outcomes for distinctive groups of kids

Productive Pedagogies

- Intellectual quality

- Connectedness

- Supportive learning environments

- Recognition of difference

Intellectual Quality

Students can manipulate information and ideas in ways which transform their meaning and implications, understand that knowledge is not a fixed body of information, and can coherently communicate ideas, concepts, arguments and explanations with rich detail.

- Higher-order thinking
- Deep knowledge
- Deep understanding
- Substantive conversation
- Knowledge as problematic
- Metalanguage

Connectedness

Ensure that students engage with real, practical or hypothetical problems which connect to the world beyond the classroom, which are not restricted by subject boundaries and which are linked to their prior knowledge.

- [Knowledge integration](#)
- [Background knowledge](#)
- [Connectedness to the world](#)
- [Problem-based curriculum](#)

Supportive Classroom Environment

Ensure that students influence the nature of the activities they undertake, engage seriously in their study, regulate their behaviour, and know of the explicit criteria and high expectations of what they are to achieve.

- Student direction
- Social support
- Academic engagement
- Explicit quality performance criteria
- Self-regulation

Recognition of difference

Ensure that students know about and value a range of cultures, create positive human relationships, respect individuals, and help to create a sense of community.

- Cultural knowledges
- Inclusivity
- Narrative
- Group identity
- Active citizenship

Possible uses

- Single teacher reflect on his/her teaching
- Group of teachers working together as critical friends
- School discussing what is needed to be done to improve teaching
- Professional development programs
- Research involving teachers

NOT to be used for

- Teacher evaluation from above

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Comments …..

- Views about the arguments presented here. Do you agree/disagree with any of them

- What are the implication for research and professional development in your country

- How relevant are these to your context (including policy and educational priorities)