

A Comprehensive Review: An Innovative Pedagogy for Future Education

Thayalan Muniandy, Sultan Idris Education University, Malaysia*

Norazilawati Abdullah, Sultan Idris Education University, Malaysia

ABSTRACT

Pedagogical practices with high quality could affect students positively. In recent years, pedagogy in education is learner-centric or teacher-centric. Accordingly, different pedagogical approaches have been used by various traditional studies with an aim of creating an effective education system. Hence, this study intends to comprehensively examine various recent pedagogical practices to find its impact on students. It also attempts to discuss pedagogical statistics in global viewpoint and assess distinct approaches for teaching and learning. The study has also reviewed the Malaysian perspective regarding the pedagogical practices. Finally, it discusses the innovations to be employed in future for an effective education. Various teaching and learning styles are explored which could be opted by educators that suits them, and also employ the learning methods to students based on their ability. Innovations to be made in future pedagogy is also described that could serve as a guideline for researchers to focus for further implementation.

KEYWORDS

Education and Technology, Learner Centric, Pedagogy, Teacher Centric

1. INTRODUCTION

Pedagogy is the method of teaching with its associated educational values, justifications, evidence and theories (Subramani & Iyappan, 2018). It is an approach to be known and skills to be expertise for creating and justifying several decision types related to teaching. Pedagogy is widely employed in educational domains, although the nature and extent of its usage differs for each country (Black & Wiliam, 2018). Applying efficient pedagogical strategies assist students to accomplish better learning and understand their overall education ability. Several studies attempted to use various pedagogical approaches in varied cases. Accordingly, writing autonomous stimulus (undertaking writing activities through choice and pleasure) has been expected to improve writing skills. On the other hand, controlled motivation (undertaking writing for external possibilities) has been probable to impede them. Thus, it is significant that educators employ pedagogical practices in a way that assists the autonomous motivation of students to write rather than fostering controlled motivation. Besides, there exists few experimentally tested PD (professional development) programs for teachers concentrating on the pedagogical methods that are valuable to the autonomous motivation of students to write. A theoretical framework has been presented in writing named CASIS (collaboration autonomy support structure involvement and significant activities). It also possesses empirical indication of its efficiency for students, in-service and pre-service teachers. The analysis revealed that this program promoted high

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*Corresponding Author

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usage of pedagogical methods, but, this did not impact the translation directly to the motivational resources of students. But, few significant variations have been found between the control groups and CASIS students on controlled and identified regulations as an operation of school's socio-economic framework where students and teachers have been sampled (Guay, Gilbert, Falardeau, Bradet, & Boulet, 2020).

Efforts have also been made to meet the global requirements of education in recent years. Educators have been dissipating conventional framework of content verification and memorisation pursuing for training reflexive and critical professionals and the ability to solve issues. In the educator's perspective, capability of permitting students to actively involve in learning and competency skills have been expected (Santos, Figueiredo, & Vieira, 2019). Hence, strategic guidelines have been determined to develop conceptual transformations in HE (Higher Education) students especially in student centered methods for teaching. Analysis has been undertaken through PICO (Population Intervention Comparison and Outcome) technique. Four thematic divisions have been identified such as difference between approaches and concepts to teaching, digital simulation, strategies applied in huge classed and mixed methods with associating ICTs. Using new pedagogical methods advance the engagement of students, enhance creative and critical thinking, minimise apathy and subsidise to peer learning. Thus, PD chances and the colleague's assistance have been vital for consolidating sustainable alterations about the HE teachers. Over the past few years, BME (Business Management Education) has perceived tremendous growth worldwide. Therefore, analysis has been carried out to find the perceptions of postgraduate business learners towards andragogy and pedagogy. Dataset comprising of responses from three hundred and thirteen business students from India has been used. Data collection has been gathered from participants in diverse management programmes of various HL (Higher Learning) institutes in India. Outcomes revealed that students prefer andragogy that could be satisfied only through the business educational providers transferring to learner centric teaching as well as curricula. Preferences of students for andragogy replicate the changing requirements of employers in India. Findings have considered inferences for developing student oriented teaching techniques and curricula in HE sector in India (Muduli, Kaura, & Quazi, 2018). Presently, various pedagogical strategies have been employed which is typically broken into four main categories such as behaviourism, social constructivism, liberationist and constructivism. Efficient pedagogies include diverse range of methods such as structure and whole class group activity, individual activity and guided learning. Hence, the present study attempts to explore varied kinds of innovative pedagogy for future education by comprehensive analysis of different researches.

The major contributions of this study are listed.

- To analyse recent pedagogical practices as well as its impact in recent education to explore the engagement of students, improving creative and critical thinking, apathy minimisation and subsidise to peer learning.
- To enumerate significant pedagogical statistics as a career in global viewpoint.
- To evaluate the learning and teaching approaches in addition to recommendations in pedagogy.
- To discuss the innovations to be focused in future education pedagogy.

1.1 Paper Organisation

Section I discusses the fundamental ideas of innovative pedagogy, different pedagogical approaches employed by various traditional systems, impact of these employment and the aim of the present research. Subsequently, Section II examines the recent pedagogical practices and the engagement of students for these approaches. It also explores the pedagogical statistics in global viewpoint. Followed by this, models and parameters of various education pedagogy, pedagogy status in recent education, analysis of learning and teaching strategies as well as the recommendations in pedagogy are explained in Section III. Then, innovative pedagogy for present and future education is provided in Section IV. The final thoughts of this analysis are summarised in Section V.

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