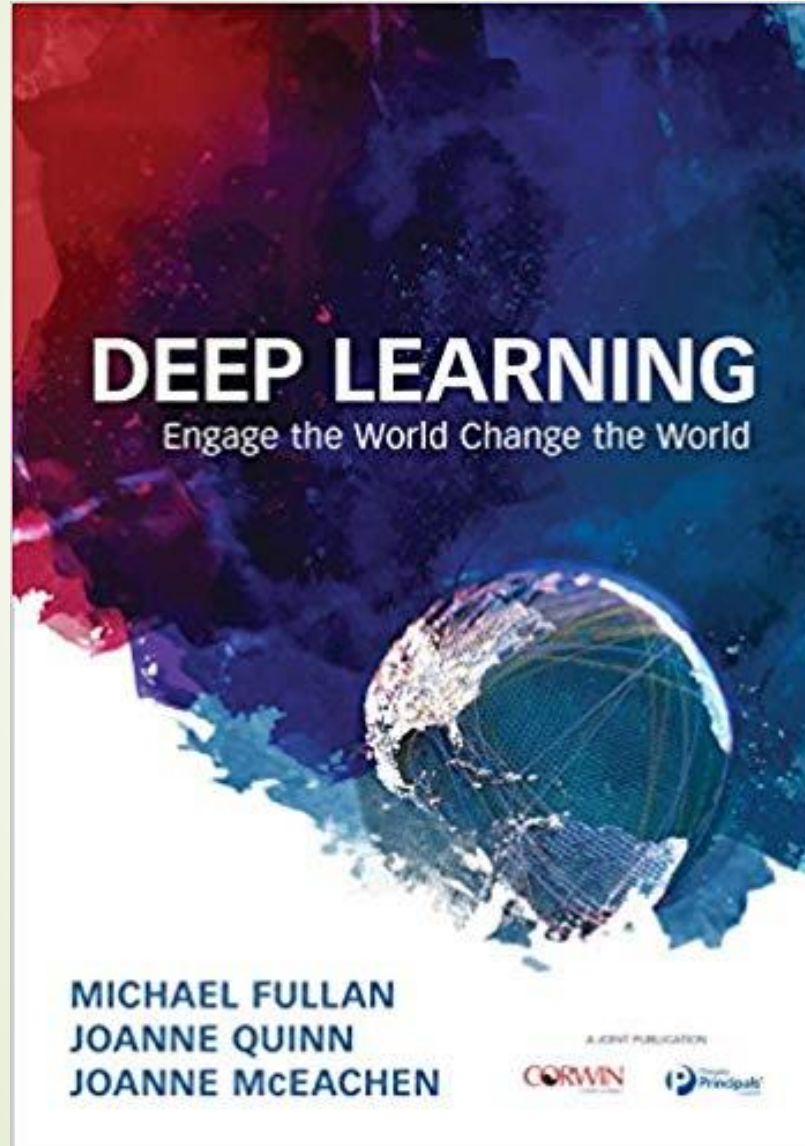
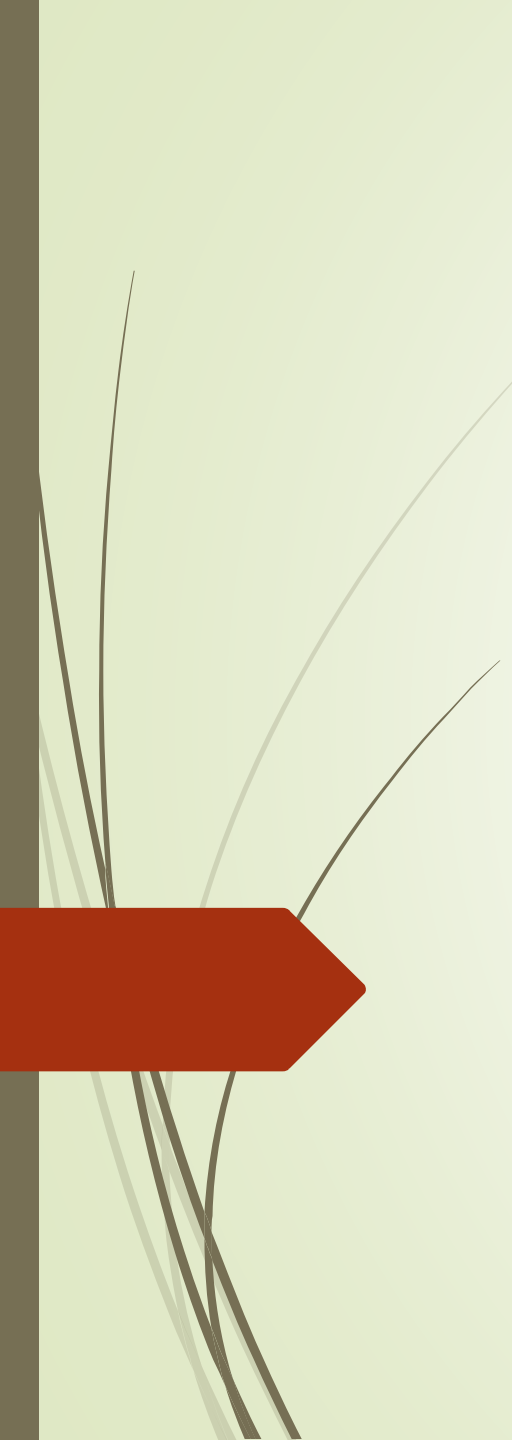


KONSEP NEW PEDAGOGY DEEP LEARNING





(Teachers' Pedagogical
Capacity)
&
Contemporary Learners'
Roles.

Evolusi dalam Konsep Pedagogy

A society's beliefs about what matters most—has governed the definitions of pedagogy



In the agricultural and industrial eras

Classrooms with four walls, intended to hold a certain number of students and featuring a chalkboard at the front, dictated the types of relationships that might be possible between learner and teacher.



Through global connectivity,

Eg: a Skype session with an expert teacher on the other side of the world is just one example of shifting opportunities.

Pedagogues (Greece)
(Slaves whom wealthy family trust to mentor their son, sitting with them in 'class')

Pedagogues
(Denmark)
(Early Childhood Educator)

Three Clusters of Pedagogy

- Antiquated Pedagogy
- Classical Pedagogy
- Contemporary Pedagogy

We need new pedagogy for a new time.



Antiquated pedagogy: What do we cut?

Antiquated pedagogy refers to dated approaches to teaching and learning that are not designed to engage the learner—the teacher as pedant expounding knowledge in a space shared with students.



“Education thus becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and makes deposits which the students patiently receive, memorize, and repeat”



The following are descriptions of roles for the learner that we would identify as antiquated that **we should cut**.

- **Learner as receptacle**
- **Learner as placeholder**
- **Learner as robot**
- **Learner as obedient receiver**
- **Learner as follower**
- **Learner as nonentity**

Classical pedagogy: What do we keep?

Classical pedagogies support and help students to become more confident, self-directed learners.

Certainly models and approaches developed through the early 21st century to promote critical thinking are considered classical and timely, informing our current discussions on teaching for innovation. Educators commonly accept the notion that we must support higher-level thinking, critical analysis, and synthesis

A list of possible classical roles for students:

- Learner as critical thinker
- Learner as collaborative team member
- Learner as project-based planner
- Learner as creative thinker
- Learner as researcher
- Learner as knowledge organizer

We don't want to lose them because of "technology"; rather, we hope to sustain them.

Contemporary pedagogy: What do we create?

“contemporary” = “belonging to the present time” or
“characteristic of the present time,”
imply that contemporary pedagogy will always be evolving

With the anytime/anywhere search capabilities of Internet browsers and the availability of digital media and tools for sharing power, the notion of classroom walls has been disrupted.

The implications for a deliberate pedagogical shift in roles and responsibilities are glaring, yet the system holds fast to past models

Contemporary Roles – For Learner and teacher



Learner as self-navigator

the new learner takes on the role of self-teacher

Being both teacher and learner is critical to self-navigation

self-directed learning is meaningful when students are directly taught self-management strategies and the ability to reflect upon and to ascertain consequences from decisions they make

Teacher needs to model being a *professional learner*

Teacher needs to coach learner during their internet-based investigation.

Learner as social contractor



Today, learners can connect immediately with others throughout the world



the word “**contract**” suggests formal, meaningful commitment



creating meaningful, secure, and productive social contracts is learned behavior.

Teachers can model negotiation in the shaping of agreements to empower learners in selecting partnerships for learning.



Learner as media critic and media maker



A modern learner are bombarded with information from multiple media, including television, film, and digital sources




Our students need our assistance in distinguishing the difference between mediocre and excellent media when expose to intense and widespread forms of media.



Preparing learners to be criticals of online sources and instructing them in how to read a website are central to cultivating self-navigation.



Learner as innovative designer



The word “**design**” connotes artistic compositional choices made to find a creative solution to a real-world situation, often with economic impact.


Learner as globally connected citizen

Four global competencies that support new pedagogy. Specifically, learners can and will do the following:


1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives**, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas** effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers.
4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.



What New Roles for Learners Mean for Teachers and Schools



In contemporary pedagogy there is a notable shift. **The teacher is also a learner** and the students can be learners and teachers simultaneously.



All these new roles for students mean that we, the teachers, are learning with them. We need to be self-navigating, social-contracting, media-savvy, innovatively designing, globally connected teachers.

We need new pedagogy for a new time but we must keep

- Classical roles for students:
- Learner as critical thinker
 - Learner as collaborative team member
 - Learner as project-based planner
 - Learner as creative thinker
 - Learner as researcher
 - Learner as knowledge organizer

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