Teaching and Digital Age

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Abstract

In the digital age the teacher will have strong content knowledge of their subject which being taught, pedagogical knowledge, knowledge of pedagogical reasoning, knowledge of educational psychology, of learner, ability to made a learning relationship, understand how to collect, analyze and apply learning data within the teaching practice.
KEYWORDS: Pedagogical reasoning, Pedagogical content knowledge, Analysis

Introduction

In the era of digital age effective teaching requires high level of professional skill and skill. Teacher prioritize student learning over teaching. Two perspectives are those who prioritize teaching above learning and those who prioritize learning over teaching. Both approach the teaching process from different priorities.

The teacher who prioritizes teaching mainly focus on selection of available resources and teaching tasks that will disseminate subject content for students to learn. Their classes always engaged with learning tasks and focused on getting the work done. Teacher plans a sequence of learning tasks and students has to follow it for learning intension that the teacher has shared with the students. Knowledge creation may be shared through different tasks like movies based on different types of performing arts, tasks prepared by students, learning resources developed by students, stories, results of scientific developments etc. Means focus is on the tasks completion rather than the learning.

The teacher who prioritizes learning thinking from the perspective of the students rather than the teacher. The focus is less on getting work done and more on learning. At the end the students may have nothing physical to show the teacher, but they should be able to explain what they have learnt .A student who demonstrates conceptual understanding, uses critical thought, collaboration, metacognition and creativity within the subject context is considered a successful learner.

Pedagogical Learning and Action in the Digital Age

Actions that a teacher undergoes during the teaching process including namely comprehension of subject knowledge, transformation of subject knowledge into teachable representations, instruction, evaluation of students learning and teachers performance, reflection and new comprehensions. The purpose of teaching is to impart is to impart knowledge to learners and then assess them to ensure that they had learnt the intended information, skills or concepts. Pedagogical reasoning in the digital age prioritizes student learning.

Content Knowledge

The knowledge of the subject includes the concepts, definitions, terms, principles, characteristics, diagrams, processes, generalizations and the nature of the subject which is gain by teacher through academic activity. Students in the digital age will continue to learn what each subject contributes to broader understanding of the society, the world, and methodologies unique to the subject.

Pedagogical Content Knowledge

Pedagogical content knowledge is the understanding and skill needed to teach students the substantive knowledge of a particular subject. It is how to teach a particular concept, methodology or principle based on how students learn, the context, and the resources at hand.

Pedagogical content knowledge is basic and important for effective teaching. An effective teacher will be able to select appropriate resources and teaching strategies to enable the students to master the concepts, skills and methodologies specific to the subject and design opportunities for students to critique, create and share the knowledge. A programme that focuses on pedagogical content knowledge is more likely to directly influence student learning than programmes that focus on the other aspects of the teaching process. In the digital age teachers will be likely to continue to need knowledge of the curriculum they are to follow.

Knowledge of Educational Psychology

In the digital age the knowledge of educational psychology is essential to teacher for making teaching decisions. It is essential for applying appropriate strategies for engaging the students to learn. A teacher who has a strong learning relationship with their students will establish where their interests and motivations lie and use this to help the learner to make connections between the learning and their life. A challenge for the digital age teacher is to maximize the student's perceived value of learning through making explicit connections between the learning and the students participation in society. The teacher who can maximize the perceived value of learning will be able to place greater learning challenges before the students.

According to Richter-Levin and Akirav, 2003, an understanding of how memory works can inform teaching decisions. A teacher can incorporate learning activities which require students to become emotionally involved in the learning. This can be useful when learning aspects which require memorization. This type of learning activity in which students can apply creativity and individual preferences will be remembered long after they have moved on from this class, especially if the students had become emotionally involved in developing their business. Emotional memory tags are thought to help students, particularly young adults, to remember situations and can be useful in education.

Knowledge of Learners

In the digital age the teacher has a leadership role, responsibility and accountability for their students learning, and it will develop the learning relationship with each student. Developing a learning relationship involves not only accessing the learning history of the students being taught it also involves building trust and an understanding of the interests and motivations of the learners. Such a relationship develops through the learning process as the students see the teacher taking an interest in their individual learning needs giving feedback on how they can progress their understanding of concepts and skills. It is a challenging task for teacher to have all their students developing understanding of the concepts being taught when they have diverse funds of knowledge (Hogg, 2010).

The learning relationship with students and their families can provide the knowledge the teacher needs to be able to teach and respond to diversity amongst learners.

Evidence of learning Progress
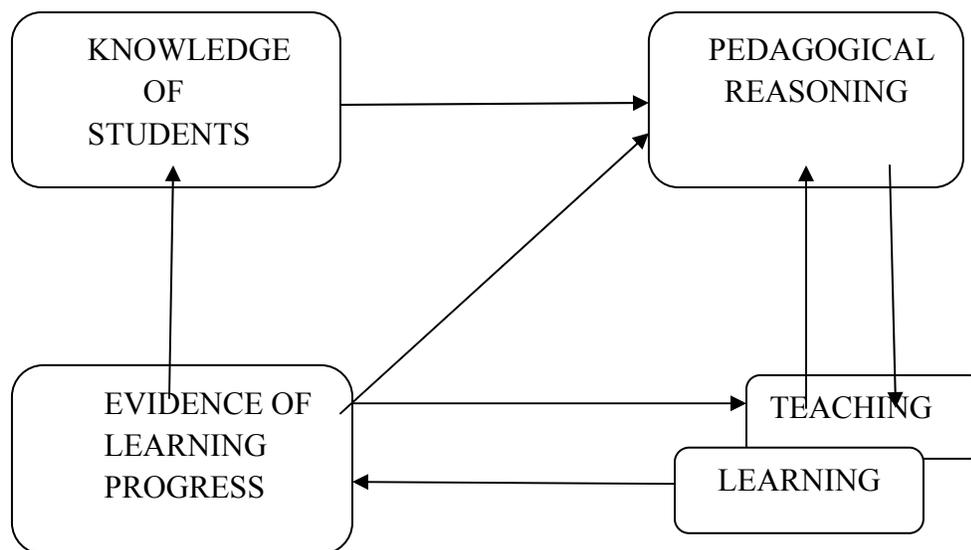
Teacher uses evidence to understand the learning needs of the students being taught. Due to technologies and software's available the students progress can be recorded which provides vital information for teachers. The history of each student gives the evidence of students learning. Teachers are able to explore their students learning achievements through the data system, compare their progress over the years with others in the cohort.

Evidence based Teaching

In digital age teacher collects, analyses, and uses evidence of student learning throughout the teaching process. Different types of evidences like written response, verbal responses, activity responses and results can be used in teaching in this digital age. A student verbalizing what they are thinking as they are learning or carrying out a task can give the teacher valuable insight into their understanding and what to teach at the particular time. This can be a digital attachment to the learning task. The more formal evidence can be downloaded through interactive educational programmes which guide student learning, quizzes, tests and examinations which are students undertake during the learning process along with student directed evidence of learning.

Analysis

Evidence of student learning will be analyzed; this can be evaluated against expected progress. Individual learning progress results will be discussed with the teacher and the students. The evidence can be used to set future learning goals and inform the individual students learning programme or feedback being given. The teacher analyze the data prior to teaching students to inform the decisions about the content, context, and levels of learning activities and expectations of students. They can also compare the progress of the students with previous year's progress. The student learning records can be collated to compare learning progress within cohorts, comparing groups such as those taught by different teachers, different subjects, and cultural groups. The teacher can also examine cohort learning data to identify any aspects in which they need to improve.

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