

A, B, C

OF PEDAGOGY

PEDAGOGY

- P = Problem-solving
- E = Efficiency
- D = Doing
- A = Attention
- G = Gain
- O = Open-endedness
- G = Growth
- Y = You

PEDAGOGY IS THE ART OF TEACHING WITHIN A SPECIFIC
CLASSROOM MANAGEMENT PROCESS.

PEDAGOGY IS A VAST
THEME, AND ALTHOUGH IT IS MAINLY TEACHER-LED, SOME
STUDENT-LED ACTIVITIES CAN MAKE IT MORE
LEARNER-CENTERED !

IT INVOLVES THE TEACHER ! YOU, TO DIRECT IT AND LATER
FACILITATE IT !



A

Arrange your classroom so that your **pedagogical** methods can be easily applied.



B

Build an ample background of your learners' learning styles and multiple intelligences to help them receive your planned **pedagogical** practices .



C

Create communication,
collaboration, comparison, content-
based cultures in your classrooms for
more solidified **pedagogical** practices.



D

Decide what best **pedagogical** practices to utilize according to your learners' needs.



E

Engage your learners in high-order skills so that your **pedagogical** practices can align with 21st century skills.



F

Foster environments that encourage doing rather than just seeing. 90 % of learning outcomes are achieved through “doing” **pedagogical** practices – moving and acting.





G

Give opportunities for reflective questions and generate as many insights from the learners as possible while applying your **pedagogical** practices.



H

Highlight your best **pedagogical** practices, those that provoke thoughts and interactions with your learners so that you expand them later as you build on concepts.



Ignite enthusiasm and drive for all types of learning, such as crossover learning, reflective learning, concept mapping, etc.. so that you diversify your **pedagogical** practices and outcomes.



J

Join content, delivery techniques, and
technology to shape your modern
pedagogical practices and outcomes.



K

Keep all your learners engaged in your pedagogical practices by tailoring to their interests.



L

Learn to view your **pedagogical** practices through a bird's eye, so that all factors are considered and targeted with alignment to your objectives.



M

Maintain an adaptive approach in your **pedagogical** practices. Test them, then decide what to keep and what to discard so that no time is wasted, and no learning is missed.



N

Never underestimate, overestimate, or make quick judgements. Give yourself time to check your **pedagogical** practices and whether they serve the growth of your learners.



0

Open up to new **pedagogical** practices rather than abiding by the same paradigms. Go out of your comfort zones.



P

Plan in advance so that you are always ready long before **pedagogical** practices are put into action. It is important to plan because you are expected to work on critical thinking and problem-solving, which require steps to follow in order to reach an answer.



Q

Quiet classrooms also mean that there is learning taking place; however, only when learners are collaborating to earn their learning outcomes can quiet classrooms prove productive acquisition of skills. **Pedagogical** practices require systematic thinking and reflection, done individually or collaboratively.



R

Retention is as essential as access to information because both are complementary to make your **pedagogical** practices effective on a short-term and long-term scale.



S

Solicit feedback from your learners and your peers regarding your **pedagogical practices, using discussions, surveys, reviews, journals, and other forms. This feedback helps you refine your practices.**



T

Teach with heart and mind to reach all your learners. **Pedagogical** practices become more effective when they address learners holistically.



U

Unite your strategies with your set of values about yourself, your learners, and your community. **Pedagogy** is not a separate entity. Selecting our **pedagogical** practices is highly influenced by the above values.



V

View your **pedagogical** practices from all sides – their correlation to your curriculum requirements, your learners' needs (through scaffolding, differentiation, enrichment, personalization), their correlation to your school statement, and international standards, mainly technology and 21st century skills.



W

Weave your **pedagogical** practices around the following key areas: collaboration, transformational self-leadership, 21st century competences, engagement, innovation, critical thinking, personalization, media, and communication.



X

X out limitations or assumptions that could disperse your **pedagogical** efforts. Reframe your thoughts to positive, high-expecting, stimulating interactions. Accept all answers from your learners and design your sessions accordingly.



Y

Yield a desire for ongoing learning. **Pedagogical** practices should aim at creating open-ended scenarios for learning, which are infinite and evolving. Learning does not end in that **pedagogical** session. It stretches the paths for learning at more advanced levels.



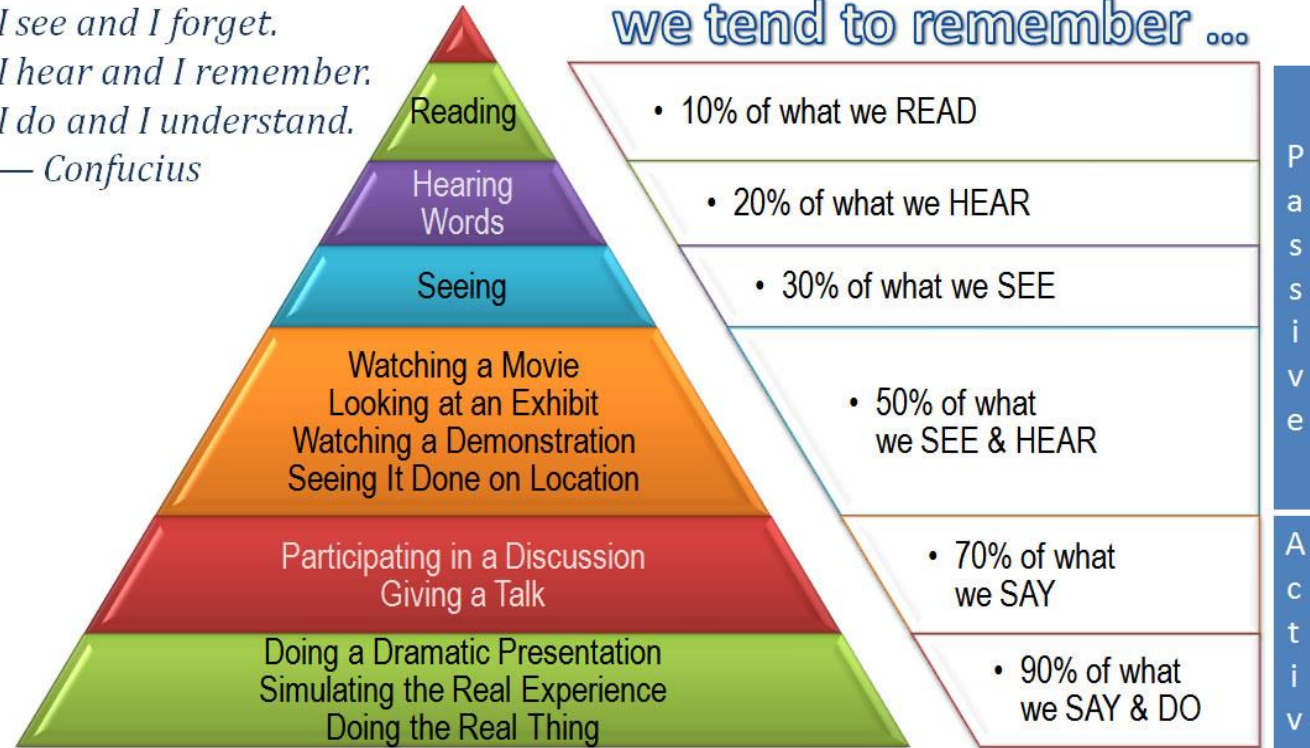
Z

Zone your **pedagogical** practices effectively into categories that vary according to its resources and contexts – hands-on learning, independent learning, collaborative learning, blended learning, and flipped learning.

The Cone of Learning

sparkinsight.com

*I see and I forget.
I hear and I remember.
I do and I understand.*
— Confucius



After 2 weeks,
we tend to remember ...

Source: Edgar Dale (1969)

REMEMBER !
ACTIVE PEDAGOGY



MANAL ZEINEDDINE

**Global Education Influence
Professional Development
Quality Consultancy**

CONTACT:

WWW.ORBITSDEVELOPMENT.COM

info@orbitsdevelopment.com

manal.zd@gmail.com

9 6 6 5 6 9 3 1 3 8 0 3 - 9 6 1 7 6 7 5 9 1 8 9