

From EdTech to PedTech

A resource from www.OneLifeLearning.co.uk

What is my pedagogical stance?

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| The role of a teacher should be: | To connect learners' existing perspectives and identities, with real-world practices – enabling them to recognise relevance in their own lives. | To scaffold learners in developing a step-by-step understanding of established knowledge claims – moving from concrete to abstract ideas. | To take learners through a step by step process of accessing, acquiring and retrieving information. To provide authority and definition about what is learned and how it is learned. |
| The role of a learner should be: | To be a learner is to be on a journey of identify formation within a particular community. Motivated by belonging, and being appreciated as a participant within that community, engaging in valued ways of working. | To be a learner is to be an active constructor of knowledge, whose potential is dependent upon their stage of development or prior experience. Motivation comes from understanding and making sense of the world | To be a learner is to have potential based on specific pre-determined attributes. Learning is an individual activity of knowledge acquisition, processing and recall. Motivation comes from meeting other's expectations and gaining rewards. |
| Knowledge: | Is socially situated – meaning emerges through interaction. Knowledge is knowing what to do in particular contexts, and can be carried by individuals or groups. | Is constructed through dialogue, but acquired by individuals. It does not represent an objective reality, but is viable if it fits a particular experience. It can transfer across situations. | Represents how the world really is. Symbols carry meaning which are stable across contexts. Knowledge is transferrable. Knowledge can be acquired by an individual. |
| The role of schooling should be for: | Becoming competent in valued social practices. These include procedures, concepts and tools specific to a given community. These collectively lead to an understanding of how to operate and contribute meaningfully within specific communities. | Developing mental models and helps a person understand how to apply these across situations. School helps a person understand different ways of thinking, reflecting different subject domains. These collectively provide an education which ensures access and engagement with future studies, training or employment. | Acquiring pre-defined knowledge, forming habits and learning rules and procedures. These will collectively prepare a person for future studies, training or employment. |
| Pedagogical Stance: | Aligns with Sociocultural theory | Aligns with Constructivist theory | Aligns with Behaviourist theory |
| Seminal Texts: | Lave, J. and Wenger, E. (1991) <i>Situated Learning. Legitimate peripheral participation</i> , New York, Cambridge University Press. | Piaget, J. (1936) <i>Origins of intelligence in the child</i> , London, Routledge and Kegan Paul. | Skinner B. F. (1969) <i>Contingencies of Reinforcement: A Theoretical Analysis</i> , Century Psychology Series. |

Acknowledgements: This table draws on the work and influence of Professor Patricia Murphy and Professor Peter Twining ([link](#))