



A Paradigm shift to Equity and Excellence in Education

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Abstract:

Equity and excellence are supplementary to each other. Equity in education leads to excellence in education and vice versa. Equity and excellence is a process in today's era in the field of education. Education has been recognized as a prerequisite for the well being of an individual and so is considered as the fundamental human right.

With the adoption of sustainable development goals (SDG) and education2030 framework for action 2015, education structure has to be equity centered. At the same time, looking at the global development, excellence in education needs to be followed with equity in education. Time has come where both the issues cannot be addressed separately. We need to revisit, revise and rethink about education policies and practices which can address equity and excellence simultaneously.

Teaching needs to be shifted to learning. Learners are needed to be cultivated as lifelong learners. Technological innovations play significant role in transforming educational practices. Students considered as digital natives are to be moulded towards 4C: Communication, creativity, collaboration and critical thinking. Digital natives have already found Web 2.0 tools integral to their daily life. Taking advantage of this "Pedagogy 2.0" in educational practice will prove to be influential towards attaining equity and excellence in education.

This paper explores about learning environment that can be created by incorporating Pedagogy 2.0 in teaching-learning process.

Keywords: *Pedagogy 2.0, personalization, participation, productivity*

1. Introduction

Formal education needs to be transformed to match the needs of 21st century skills. Rethinking pedagogy for the twenty first century is very crucial. Traditional approaches emphasizing memorization and standardized classroom situations have failed in developing critical skills of learner and autonomy to learner is not seen. Teacher centered classroom have transformed to student centered classroom but critical thinking, creativity, communication and collaboration are missing. Saavedra and Opfer (2012) argue that learners don't develop these competencies on their own, unless they are explicitly taught. How best to teach these twenty first century skills are overlooked. Education stakeholders have felt the need of transformation but seldom efforts are made in this direction. Education needs to be promoted beyond walls of classroom and borders. Teaching institutes play a dual role of; accommodating learners need and preparing learners for the better functioning in the world that is unfold. Inclusion of ICT has been a paradigm shift in education maybe in form of: Equality, equity and excellence. Today learners are digital natives and are active rather than spectators. Leadbeater (2008) argues that the successful reinvention of educational systems worldwide depends on transforming pedagogy and redesigning learning tasks. Promoting learning autonomy and creativity is a part of solution. Intervention of technology in education is a ray of hope. It is not just use of ICT in classroom situation but use of ICT should nurture the twenty first century skills.

2. Developmental path of web

Web1.0 with its static content resembles well to chalk and talk mode of classroom. It is the main source of knowledge delivery. Participatory approach or collaboration element is missing. Due to its nature communication and creativity of learner extinguishes with the use of web 1.0. Learners are merely at the receiving end with no inclusion. This turns education a unipolar process.

Web 2.0 is connecting people. People can create and publish content that others can view. Professional platforms are user-friendly and they are helpful in eliminating the technical hitch of learners. Web 2.0 makes education bipolar process. It helps in forming learning community which is engaged in knowledge creation rather than simply gulping the readymade content.

With the advent of new technologies, social media classroom scenario is changing. Digital natives are well equipped with various digital tools and social media tools. It is the need of an hour to channelize their digital knowledge towards digital wisdom. New pedagogies are explored using advanced digital tools. Pedagogy 2.0 is redefining the role at both the ends of classroom. New learning environment is based on three pedagogical principles: Personalization, participation, productivity.

3. Personalization

Personalization is no more a new term in the field of education. We can resemble it with learner centered approach. Age old “One-size-fit-to-all” approach doesnot give freedom to learn as per their learning style. Personalization occurs through collaboration which provides sharing of ideas. Personalized or customized learning gives opportunity to learn at own pace and style. This approach ensures equity rather than equality. Pedagogy 2.0 allows learner to choose the best suitable learning environment to meet their goals. Choice is available in terms of digital tool, learning community, mode of expression, resources etc. The ultimate goal is to achieve desired learning outcome. By incorporating digital technologies and social network tools four generic areas nurtured by personalization approach are summed up by Green, Facer, Rudd, Dillon and Humphreys (2006). According to these researchers, pedagogy should:

- Ensure that learners are capable of making educational decisions as per their needs and goals
- diversify and recognize different forms of skills and knowledge
- Create diverged learning environments
- Include learner focused forms of feedback and assessment.

Pedagogy 2.0 promotes learning in a networked society rather than isolation. Increased level of collaboration with experts, peers and community broadens the horizons of thinking. It provokes critical thinking skills, communication skills, creativity which extinguishes in isolation. Excellence in education can be attained by these skills only.

4. Participation

Participatory learning is not simply a matter of interaction, but of interaction that results in the co-creation of learning (Cynthia Luna Scott,2015).Offering digital tools is not the motto of Pedagogy 2.0 but it should deal with the teaching-learning community who are imprisoned by the structured education pattern. Teachers are experimenting with the advanced tools and media to engage learners in diversified way and open up new possibilities for knowledge creation. At the outset of participatory approach, teacher can frame a network where instructor hosts informal discussion of a topic. Learners are suppose to join the network and interact openly, articulate thoughts and present them. This is the generic mode of participatory approach. Smart tools and devices have simplified many tasks like photo, audio, video capturing and uploading. Along with learners, teachers have to shift to co-learners and be a part of content creation. Project base learning and problem solving pedagogy encompasses around participatory approach.

5. Productivity

The ultimate aim of education is fostering creativity. Educational process should bring out the knowledge from textbooks. Standardization of education is a big concern today. Sustainable Development Goal on Education 2030 aims to ensure equitable quality and promote lifelong learning. Learner's engagement in sharing leads to new knowledge development is also referred as productivity. Knowledge creation is emphasized over knowledge replication. Open sources of knowledge published under the umbrella of creative commons license provides opportunity to revise, remix, reuse and redistribute the content resulting to productivity. Productivity will foster critical thinking skills, higher order thinking skills, collaborative skills and communication skill.

Equity is coined as fairness of the situation. It means cultivating environment where learner can explore resources as per individual needs, any time, any place and at own pace. To address diverted learning style of learners and varied situations, optimum use of digital path in the form of smart tools, social media, professional platforms, intellectual network etc have to be inevitable part of classroom. For better or worse technological tsunami is rapidly reshaping teaching-learning landscape. However challenges still persist. Are teachers ready to change? Will the open content delivery regulate learners? Have we moulded our learners for self-regulation at tertiary level? Can we extend our classroom to networked community? The challenge is to facilitate learning, be less prescriptive and embrace social media tools for knowledge sharing purpose. Let's leverage digital path to attain equity and excellence in education which our digital natives do naturally.

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