Authentic Pedagogy: Proposition for Education

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ABSTRACT

The majority students penetrate the planet of work hardly able to transfer learning to real life condition This collapse to transfer learning has been largely attributed to the old pedagogy that support passive learning and regurgitation of comfortable at the cost of profound mastery of content. Some Educationists propagate a paradigm shift from the old approach which separates knowing from doing to authentic pedagogy which encourages real life learning. In authentic learning the function of the teacher is to assist the learning process and enable learners to take full responsibility of their own learning. The learner's tone of voice must be heard. Students accepting the role of professionals, simulating real life situations to enhance transferability of knowledge. The approach enables learners to think seriously develop problem solving skills and connect learning in the classroom with the real world. A real pedagogy places emphasis bury alia on learning tasks that relate to real life situations, use of materials that experts use in their profession, collaborative work (joint effort), scaffolding of students' effort, the development of critical thinking as well as the utilize of multidisciplinary approach to teaching.

Key Words: *Authentic Learning, Transfer of Learning, Pedagogy, Traditional Approach, Critical.*

INTRODUCTION

In education, the term authentic learning refers to a wide variety of educational and instructional method focused on connecting what students are taught in school to real-world matter problems, and applications. The basic design is that students are more expected to be interested in what they are learning, more aggravated to learn innovative concepts and skills, and better set to accomplish something in college, careers, and adulthood if what they are learning mirrors real-life contexts, equips them with practical and useful skills, and addresses topics that are relevant and valid to their lives outside of school. For related discussions, see 21st century skills, relevance, and rigor.

An genuine way to teach the scientific method, for example, would be to ask students to build up a hypothesis about how network work that is based on first-hand explanation of a local natural habitat, then have them devise and conduct an experiment to prove the hypothesis. After the testing is completed, students might then report, present, and defend their answer to a panel of real scientists. In contrast, a "fewer authentic" way to train the scientific method would be to have students understand about the concept in a textbook, memorize the given process, and then take a multiple-choice test to establish how well they remember it.

In the "authentic" learning example above, students "learn by doing," and they obtain the foundational skills, knowledge, and understanding that working scientists essentially need and use in their profession. In this case, students would also learn allied skills such as critical thinking, difficulty solving, formal scientific examination, message taking, research methods, writing, presentation techniques, and public speaking.

"Fewer authentic" learning situation, students obtain knowledge generally for purposes of getting a good grade on a test. As a result, students may be a reduced amount of likely to remember what they learned because the concept remains abstract, theoretical, or disconnected from first-hand experience. And since students were never essential to use what they learned in a real-life situation, teachers won't be able to determine if students can translate what they have learned into the practical skills, applications, and habits of mind that would be useful in life outside of school.

DEFINITION

"Education has but one main purpose to prepare students for the real world. To do that we need to get "real" in education. It's Imperative that we provide ongoing, authentic learning opportunities to our students." (Steve Revington)

MAIN FEATURES OF AUTHENTIC LEARNING

There is no ideal account of authentic learning. Educators must develop their own interpretations of what creates sense for the students in their classrooms. However, the literatures mean that there is several facial appearance of authentic learning. It is vital to note that authentic learning tasks do not have to have all the facial appearance they can be notion of as being on a spectrum, with tasks being more or fewer authentic. The features of authentic learning include the following:

a. Authentic learning is centered on authentic, valid, real-world tasks that are of mind to the learners.
b. Students are enthusiastically occupied in exploration and inquiry.
c. Learning, most often is inter disciplinary. It necessitates totaling of comfortable from a number of orders and front to outcomes beyond the domain-specific learning outcomes.
d. Learning is strongly related to the world away from the walls of the classroom.
e. Students become busy in multiple tasks and higher-order thinking skills, such as analyzing, produce, scheme, influence, and estimate in sequence.
f. Learning start with a question, which cannot be contracting in that it permit the student to construct there have control of response and inquiry. The outcome of the learning experience cannot be fixed.
g. Students make a product that can be joint with an audience outside the classroom. These products have value in their own right, rather than simply for earning a grade.
h. The follow-on products are real allowing them to be shared and critiqued; these feedbacks allow the learner to be reflective and expand their learning.
i. Learning is student motivated, with instructor, peers, professor, parents, and outside specialist all assisting and coaching in the learning practice.
j. Learners employ instructional scaffolding method at critical times.
k. Students have chance for social discourse, collaboration, and reflection.
l. Sufficient resources are on hand.
m. Assessment of authentic learning is included effortlessly within the learning task in order to reflect similar, real world assessments.
n. Authentic learning provides students with the chance to examine the problem from special view, which allows for challenging solutions and a diversity of outcomes instead of one single correct answer.

o. Students are provided the chance for articulation of their learning process and/or final learning product.

FIVE PRINCIPLES OF AUTHENTIC LEARNING:

While there has been much attention given to educational standards for curriculum and assessment, "the standards for instruction tend to focus on procedural and technical aspects, with little attention to more fundamental standards of quality."The challenge is not simply to adopt innovative teaching techniques but to give students the opportunity to use their minds well and to provide students with instruction that has meaning or value outside of achieving success in school.

In order to address this challenge, a framework consisting of five standards of authentic instruction has been developed by Wisconsin's Center on Organization and Restructuring of Schools. This framework can be a valuable tool for both researchers and teachers. It provides "a set of standards through which to view assignments, instructional activities, and the dialogue between teacher and students and students with one another."

Teachers can use the framework to generate questions, clarify goals, and critique their teaching. Each standard can be assessed on a scale of one to five rather than a categorical yes or no variable. "The five standards are higher-order thinking, depth of knowledge, connectedness to the world beyond the classroom, substantive conversation, and social support for student achievement."

1. **Greater - Order Thinking:** This scale measures the degree to which students use Superior order thinking skills Superio**r** -order thinking requires students to go beyond simple recall of facts to the more complex raise of manipulating information and ideas in ways that convert their meaning and implications, such as when students synthesize, generalize, explain, hypothesize, or appear at some conclusion or interpretation.

2. **Deepness of Knowledge:** This scale assesses students' deepness of knowledge and understanding. Knowledge is considered deep when students are able to "make clear distinctions, increase arguments, work out problems, construct explanations, and otherwise work with relatively complex understandings."Rather than emphasizing huge quantities of fragmented information, instruction covers fewer topics in systematic and connected ways which leads to deeper understanding.

3. **Connectedness to the World:** This scale measures the extent to which the instruction has value and meaning beyond the instructional context. Instruction can exhibit connectedness when students address real-world public problems or when they use personal experiences as a context for applying knowledge.

4. **Substantive discussion:** This scale assesses the extent of communication to learn and understand the substance of a subject. High levels of substantive discussion are point out by three facial appearances: significant interaction about the subject matter which includes proof of higher-order thinking, sharing of ideas that are not scripted or controlled, and chat that builds on participants' ideas to promote superior collective understanding of a theme or topic.

5. **Social hold for Student Achievement:** The social hold scale measures the culture of the learning population. Social hold is high in classes where there are soaring opportunities for all students, a climate of mutual respect, and addition of all students in the learning process. Contributions from all students are welcomed and valued.

BENEFITS OF AUTHENTIC LEARNING

Educational research shows that authentic learning is an effective learning approach to preparing students for work in the 21st century. By situating knowledge within relevant contexts, learning is enhanced in all four domains of learning: cognitive (knowledge), affective (attitudes), psychomotor (skills), and psychosocial (social skills). Some of the benefits of authentic learning include the following:

- Students are more forced and more likely to be attracted in what they are learning when it is relevant and applicable to their lives outside of school.
- Students are better ready to succeed in college, careers, and maturity.
- Students learn to assimilate and affix knowledge that is unfamiliar.
- Students are bare to different settings, activities, and perspectives.
- Transfer and application of theoretical information to the world outside of the classroom is enhanced.
- Students have chance to collaborate, create products, and to practice problem solving and professional skills.
- Students have chance to exercise professional judgments in a safe environment.
- Students practice higher-order thinking skills.
- Students build up patience to follow longer arguments.
- Students develop give to work across disciplinary and cultural boundaries.

THE THEORY OF AUTHENTIC PEDAGOGY

Authentic pedagogy is based on the premise that students' work should prepare them for the intellectual work that their variety of roles in society will demand of them and involves "intellectual accomplishments that are worthwhile, significant and meaningful" (Newmann, 1996: 23). This theory has been extended into the development of three criteria for authentic intellectual achievement (Newmann, 1996):

1. **Student building of knowledge** ie. A student needs to build their knowledge, building on what they already know (as in constructivist theory). Students are thus involved in organizing, interpreting, evaluating, or synthesizing prior knowledge to solve new problems. Instruction focuses on the development of concepts and deep understanding through cognitive development or knowledge-building, rather than developing behaviors or skills (Fosnot, 1996). Learning is thus an active process, with teaching providing a means of facilitating active student mental processing (Gagne, 1985).
2. **Discipline Inquiry** - involves use of a prior knowledge base, in-depth understanding, and elaborated communication. Students acquire a necessary base of facts, vocabularies, concepts and theories; however the power of this knowledge lies in its use by students to gain a deeper understanding of

specific problems. They use complex forms of communication both to conduct their work and present their ideas.

3. **Value beyond the Classroom** i.e. to "have meaning or value apart from documenting the competence of the learner" (Newman, Secada, & Wehlage, 1995 p.11). Learning activities may include integrating students' experiences outside the classroom into the curriculum, or involving students in new activities beyond their educational environment. The concept of value beyond the classroom involves transferring/applying knowledge to an area that:

    - Has personal significance for the students;
    - Has relevance to the 'real world';

      Has value to society.

Newman and Associates (cited in Elmore & Rothman, 1999: 75) restructured these three criteria into four standards associated with authentic pedagogy:

Upper -Order Thinking - students are involved in manipulating information and ideas by synthesising, generalising, explaining, hypothesising, or arriving at conclusions that produce new meaning and understandings for them.

Inwards Knowledge – students consider the central idea of a topic or discipline with enough thoroughness to explain connections and relations and to produce relatively complex understandings.

Substantive Conversation - students engage in extended conversational exchanges with the tutor or their peers about subject matter in a way that builds an improved and shared understanding of ideas or topics.

Links to the World Beyond the Classroom - Students make connections between substantive knowledge and either public problems or personal experiences.

These four standards provide a useful template for focusing consideration of the curriculum and its assessment.

THE PRACTICE OF AUTHENTIC PEDAGOGY

The term "authentic learning" is usually used to refer to the conversation, exploration and tackling of real-world problems and projects. Core elements of authentic learning are that it should:

- be learner-centered;
- engage active learning;
- Use genuine tasks.

Authentic tasks:

- have real-world significance;
- are ill-defined, requiring students to define tasks and sub-tasks to full the activity;
- comprise complex tasks to be explore over an extended period of time;
- provide the chance to examine the task from option perspectives, using a variety of resources;
- Give the chance for collaboration;
- provide the prospect to reflect;
- can be included and applied across special subject areas and beyond domain- specific outcomes;
- are effortlessly integrated with evaluation;
- Permit for competing solutions and diversity of outcomes.

Within our teaching we are aiming to ensure that students not only *know* the content of the discipline when they graduate, but are able to *use* the acquired knowledge and skills in the real world. To achieve this, assessment must inform us whether students can apply what they have learned in authentic situations. For example, if we want to know if

our students can interpret literature, test a hypothesis, develop a business plan, converse in a foreign language, or apply other knowledge and skills they have learned, then authentic assessments will provide the most direct evidence.

Authentic learning is a pedagogical approach that allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner (Donovan, Bransford, & Pellegrino, 1999). For learning to be authentic, students should be engaged in genuine learning problems that foster the opportunity for them to make direct connections between the new material that is being learned and their prior knowledge. These kinds of experiences have the potential to increase student motivation.

In the process of supporting students' learning, we recognize that they bring with them experiences, knowledge, beliefs, values and curiosities. Authentic learning provides a means of bridging those elements with 'classroom learning'. The literature suggests that authentic learning has several key characteristics.

- Learning is centered on authentic tasks that are of interest to the learners.
- Students are engaged in exploration and inquiry.
- Learning, most often, is interdisciplinary.
- Learning is closely connected to the world beyond the 'classroom'.
- Students become engaged in complex tasks and higher-order thinking skills, such as analyzing, synthesizing, designing, manipulating and evaluating information.
- Students produce a product that can be shared with an audience outside the 'classroom'.
- Learning is student-driven with tutors, student peers, friends, family and outside experts all assisting/coaching in the learning process.
- Learners employ scaffolding techniques.
- Students have opportunities for social discourse.

(Cronin, 1993; Donovan et al., 1999; Newman & Associates, 1996; Newman et al., 1995; Nolan & Francis, 1992).

Assessments associated with "authentic learning" promote the integration of teaching, learning and assessing. Rather than run a 'test' after knowledge or skills has been acquired, the authentic learning model uses the same authentic task as a learning vehicle and as a means to determine the students' ability to apply the knowledge . For example, when presented with a real-world problem to solve, students learn in the process of developing a solution, tutors facilitate the process, and the students' solutions to the problem become an assessment of how well the students can meaningfully apply the concepts. This can facilitate an integrative approach to assessment, yet reducing the potential for over assessment.

Real assessment is an approach in which learning objectives are measure in the most direct, relevant means probable. As such, authentic evaluations are criterion-referenced measures designed to promote the integration of accurate knowledge, higher-order understanding and relevant skills. Authentic assessments are often based on performance, requiring students to use their knowledge in a meaningful circumstance. In authentic

assessment, performance expectations guide learning activities and are made clear to students prior to instruction. Generally, authentic assessment is an in progress process involving both self and external evaluation as well as the gradual compilation of material into an holistic product. While there are differences between traditional and authentic assessment, it is important to remember that traditional and authentic assessments are complementary models; both types of assessment are important to producing well-rounded, informed students.

CONCLUSION:-

Education should be useable. Schools teach benefit education. There should be a hypothesis shift from the old pedagogy which regarded the learner as passive recipient to more progressive approaches such as a AUTHENTIC PEDAGOGY that encourage critical thinking & problem Solving.

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Sometimes life isn't about what you want to do, but what you ought to do.

~ Chetan Bhagat