



Co-funded by the
Erasmus+ Programme
of the European Union

102 – Induction to Pedagogy for NGO staff

Module 2 – Improving your pedagogical skills, communication skills and pedagogical methods – PART 1

Prepared by UPB



NGEnvironment

ERASMUS+ Programme – Strategic Partnership
Agreement No.
2018-1-DE02-KA204-005014

Foster European Active Citizenship and Sustainability
Through Ecological Thinking by NGO's



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Agenda for PART 1

1. Pedagogy? – A definition

1.1 Standards of Effective Pedagogy

1.2 Benjamin Blooms

Taxonomy of educational Objectives (1956)

1.3 Benjamin Blooms new Taxonomy

2. Face-to-face Courses

2.1 Strengths of Face-to-face Courses

2.2 Creating courses

2.3 Creating Courses – Blended Learning

Learning Outcomes of Module 2

- ❖ Understand pedagogical skills
- ❖ Understand and use the different types of communication
- ❖ Be able to make educational decisions
- ❖ Be able to communicate effectively



Source: Roman Synkevych,
https://unsplash.com/photos/84Nqz_pdyzd

Overview on Module 2:

Improving your pedagogical skills, communication skills and pedagogical methods

Module/Unit	Learning Outcomes – The learner will:	Indicative Content
Improving your pedagogical skills, communication skills and pedagogical methods	<ul style="list-style-type: none"> • Understand pedagogical skills • Understand and use the different types of communication • Be able to make educational decisions • Be able to communicate effectively 	<ul style="list-style-type: none"> • Pedagogical methods • Course creation and didactics • Communication models • The development of support for NGO staff in starting and developing a business

1. Pedagogy? – A definition

“Pedagogy, study of teaching methods,
including the aims of education
and the ways in which such goals may be achieved.”

(Encyclopedia Britannica; Edwin A. Peel, so also on the internet: <https://www.britannica.com/science/pedagogy>, 15-05-2019)



Task

Have a look at the following video.
After watching write down the most
important aspects about Pedagogy!

Share your ideas with the group.



Pedagogy

- Video 1: **What is Pedagogy? | Definition of Pedagogy | Pedagogy Definition**

<https://www.youtube.com/watch?v=HvV7yf5O-d0>

Free Audio Books – YouTube Standard Licence

- Video 2: **What is PEDAGOGY? What does PEDAGOGY mean? PEDAGOGY meaning, definition & explanation**

<https://www.youtube.com/watch?v=BTf6jQj2dl4>

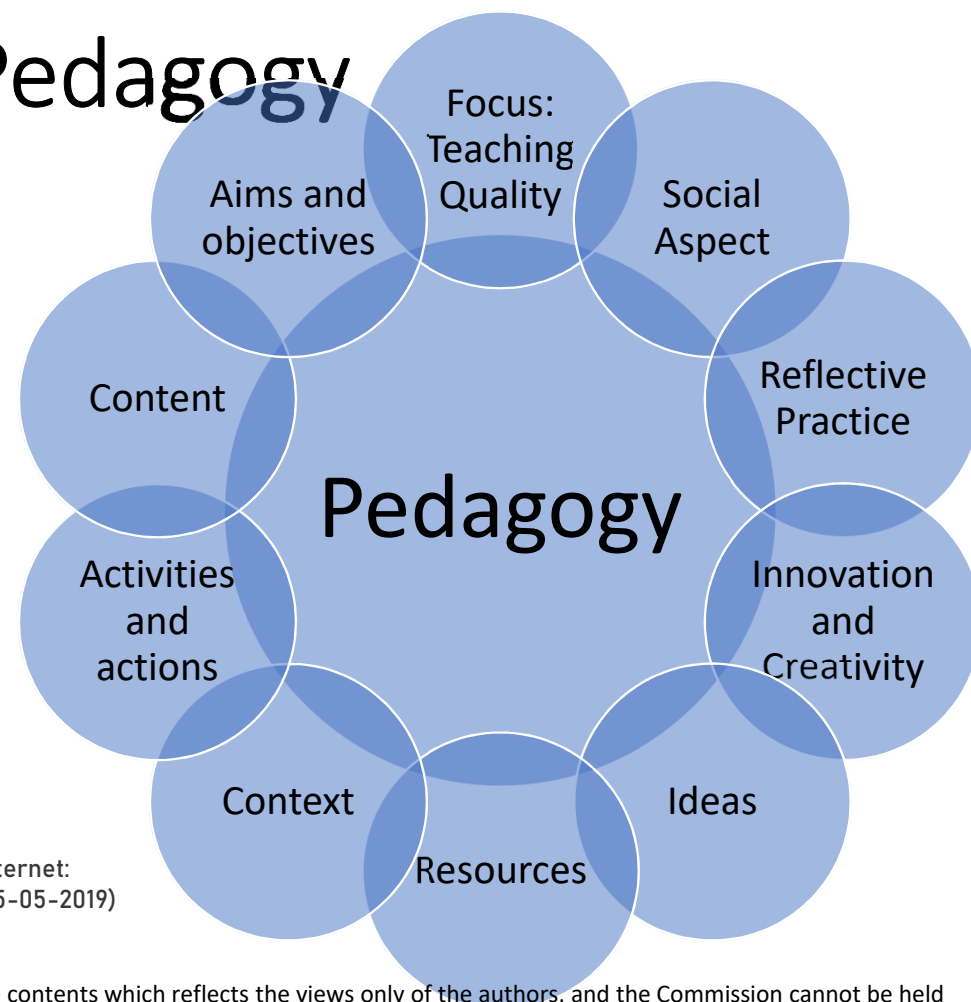
The Audiopedia - YouTube Standard Licence

Task

1.1 Standards of Effective Pedagogy

- ❖ **Joint Productive Activity**
This means teachers and students producing together.
- ❖ **Language Development**
This means developing language across the curriculum
- ❖ **Contextualization**
This means making meaning by connecting school to students' lives
- ❖ **Challenging Activities**
This means **to teach complex thinking**
- ❖ **Instructional Conversation**
This means teaching through conversation

Teaching Tolerance: Professional Development. Five Standards of Effective Pedagogy. On the internet:
<https://www.tolerance.org/professional-development/five-standards-of-effective-pedagogy> 15-05-2019)





NGEnvironment

NGEnvironment -
Foster European Active Citizenship and Sustainability
Through Ecological Thinking by NGOs
Project Number: 2018-1-DE02-KA204-005014
I02 - Induction to Pedagogy for NGO staff

Co-funded by the
Erasmus+ Programme
of the European Union



1.2 Benjamin Blooms Taxonomy of educational Objectives (1956)

See a similar version on
Vanderbilt: Blooms Taxonomy.
On the internet:
<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>
(15-05-2019)

Brief explanations of these main categories

Appendix of *Taxonomy of Educational Objectives (Handbook One*, pp. 201-207):

- **Knowledge** “involves the recall of specifics and universals, the recall of methods and processes, or the recall of a pattern, structure, or setting.”
- **Comprehension** “refers to a type of understanding or apprehension such that the individual knows what is being communicated and can make use of the material or idea being communicated without necessarily relating it to other material or seeing its fullest implications.”
- **Application** refers to the “use of abstractions in particular and concrete situations.”
- **Analysis** represents the “breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between ideas expressed are made explicit.”
- **Synthesis** involves the “putting together of elements and parts so as to form a whole.”
- **Evaluation** engenders “judgments about the value of material and methods for given purposes.”

Evaluation

Synthesis

Analysis

Application

Comprehension

Knowledge

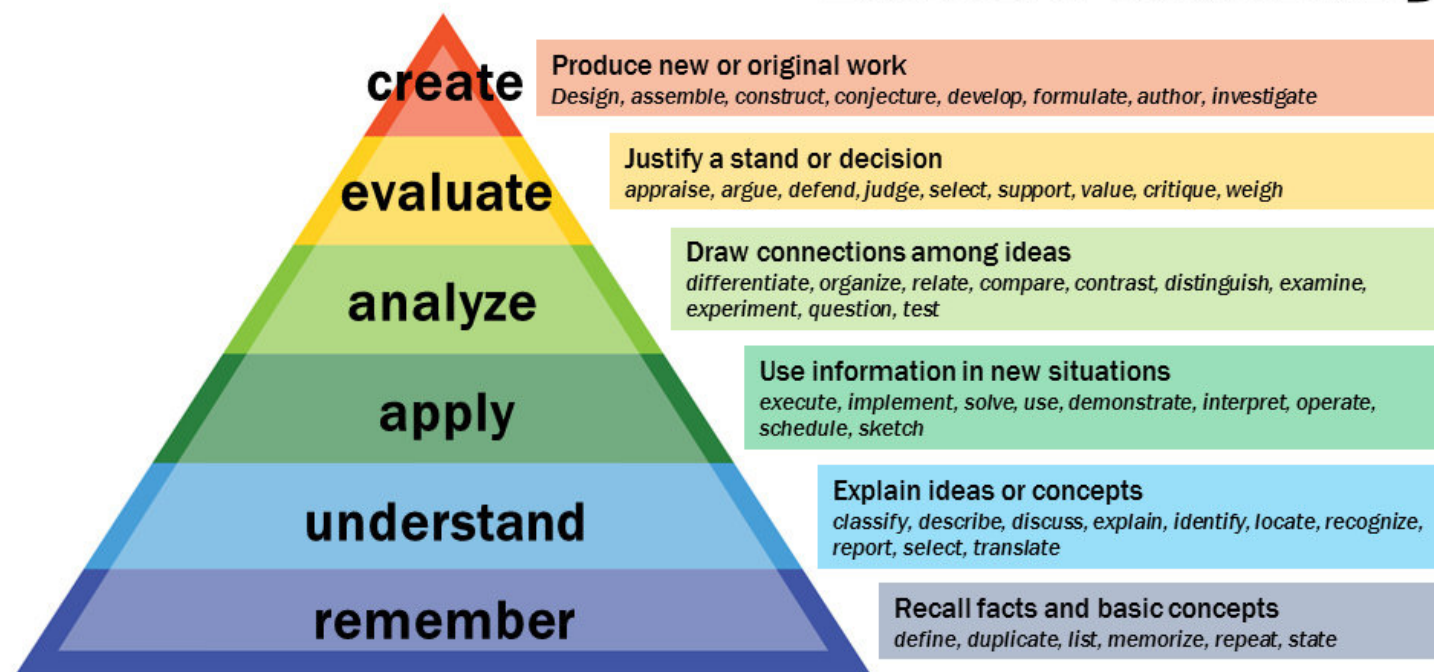
The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



1.3 Benjamin Blooms new Taxonomy

Bloom's Taxonomy

Vanderbilt: Blooms Taxonomy.
On the internet:
<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>
(15-05-2019)



Vanderbilt University Center for Teaching

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



2. Face-to-face Courses

“What is Face-to-Face Course

A traditional [...] education **course** that occurs with the learner and the instructor physically located in the same place at the same time.”

IGI Global: What is Face-to-Face Course. On the internet:
<https://www.igi-global.com/dictionary/face-to-face-course/10798>
15-05-2019)

2.1 Strengths of Face-to-face Courses

“The Strengths of Face-To-Face Training

Face-to-face training, with its emphasis on human interaction, offers some clear advantages:

- It allows learners to raise queries in the moment
- It enables learners to spend time with peers
- Learners can actively practice, collaborate or even compete with guidance from an experienced tutor”

LEO: The Strengths of Face-To-Face Training. On the internet:
<https://leolearning.com/2018/12/blended-learning-elearning-face-face-training/>
(15-05-2019)

2.2 Creating Courses

Analysis
of the
target
group

Analysis
of aims
and
objectives

Analysis
of
contents

Selection
of
teaching
methods

Design of
teaching
materials

Organisational
Design

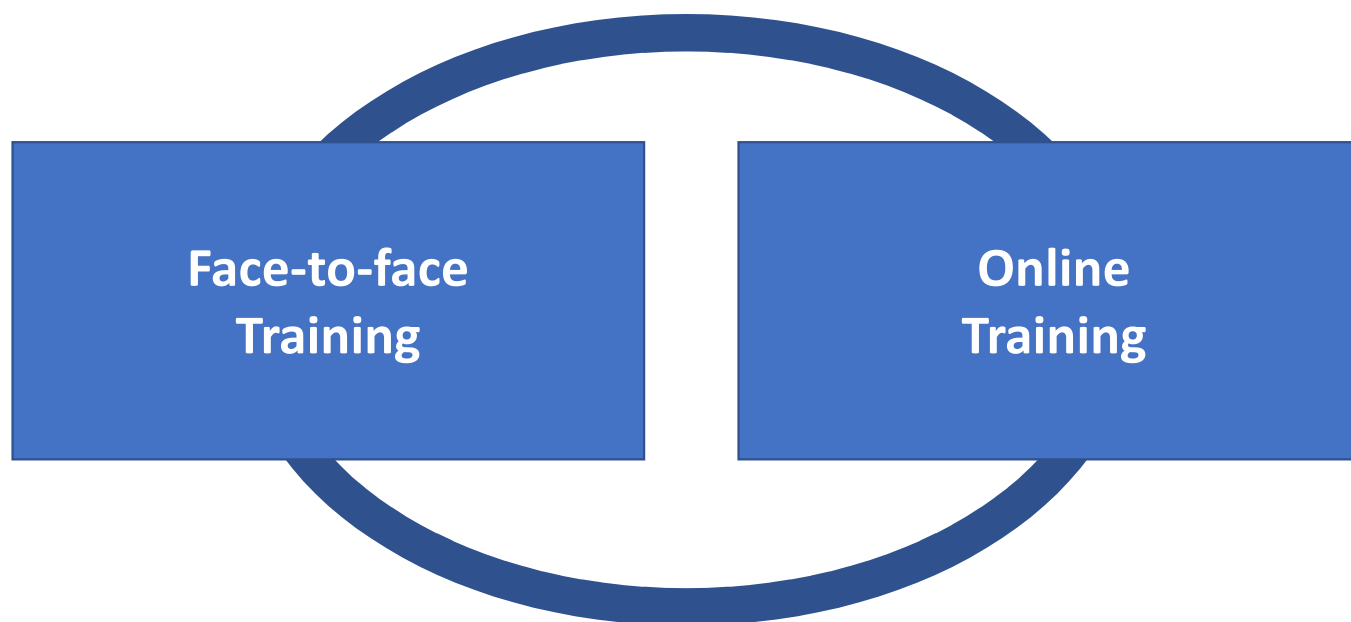
Course
Implemen-
tation

Course
Marketing

Course
Evaluation

2.3 Creating Courses – Blended Learning

What is Blended Learning?



2.3 Creating Courses – Blended Learning

- mix of **e-learning** with **classroom instruction**

“Blended learning” designates the range of possibilities presented by combining internet and digital media with established classroom forms that require the physical co-presence of teacher and students.’

Norm Friesen (2012): Report: Defining Blended Learning.

On the internet: http://learningspaces.org/papers/Defining_Blended_Learning_NF.pdf, date: 15.12.2017

Definition of Blended Learning – A cloud of words and phases

Task





Blended Learning

Look at the words and phrases in the word cloud concerning Blended Learning.

Task

1. Please, try to write some sentences about 5 of the words and phrases. What does they mean to you?
2. Are there any words you don't know in the Blended Learning context?
Do some internet research about these phrases.

Have a look:

- Video 1: Blended Learning Environments -
Part 1: What is Blended Learning

<https://www.youtube.com/watch?v=llh4jJlvF44>

Frederic Skrzypek 2013 – Creative Commons

- Video 2: The Basics of Blended Learning -
Fundamentals of Blended-Learning

<https://www.youtube.com/watch?v=3xMqJmMcME0&list=PLn9ipWqcNZ9zLBPODa4ZPNfP6-zAtdvNf&index=15>

Education Elements Uni Paderborn 2012 – YouTube Standard Licence



Co-funded by the
Erasmus+ Programme
of the European Union

Thank you very much for your attention!

Prepared by UPB



NGEnvironment

ERASMUS+ Programme – Strategic Partnership
Agreement No.
2018-1-DE02-KA204-005014

Foster European Active Citizenship and Sustainability
Through Ecological Thinking by NGO's

Websites:

<http://www.ngenvironment-project.eu/>
<http://ngenvironment.eduproject.eu/>

Sources

- ❖ eAdvocates for International Development (2017): EU registration options for NGOs - Preparing UK-based NGOs for Brexit: A guide to establishing NGOs in Europe. Available under <http://www.a4id.org/wp-content/uploads/2017/02/EU-registration-options-for-UK-NGOs-post-Brexit-FINAL-PDF-1.pdf>.
- ❖ BMZ (2019): Nichtregierungsorganisationen (Private Träger und Sozialstrukturträger). Available under https://www.bmz.de/de/ministerium/wege/bilaterale_ez/akteure_ez/nros/indx.html.