

**THE EDUCATION
COLLABORATIVE**

2023 June Convening

**Effective Pedagogy and Instructional Design:
Methods for Establishing Student-Centered
and Engaging Learning Experiences**

Facilitator/Speaker/Panelists Details

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Session Outline

- The Principles of Effective Pedagogy and Instructional Design.
- E-Pedagogy and the use of Technologies for an Effective and Engaging Learning Experience.
- Student –Centered Learning and the Design of Learning –Outcomes.
- Assessments of Learning and the use of Constructive Feedback.

Session Learning Outcomes

By the end of the session , participants will be able to:

- Explain the principles of effective pedagogy and instructional design.
- Discuss the role of E-Pedagogy and the use of technologies in promoting student - centered learning.
- Apply best practices for designing student-centered and engaging learning experiences.
- Create assessments that measure student learning and provide valuable feedback.

Introduction

- The contemporary higher education system is going through different phases in the bid to enhance teaching and learning through effective pedagogy and instructional design processes.
- At the center of every instructional design and lesson delivery is the **learner**.
- For any pedagogical principles and strategies to be effective, the interest of the learner must be considered.

Introduction cont.

- There are individual differences among learners in terms of their learning abilities, competences, skills and styles.
- It is therefore not a good practice to ignore these principles when designing learning activities and instructions for the learners.
- This shows how pertinent it is to put theory into practice when we talk about effective pedagogy and instructional design.

Introduction cont.

- E-pedagogy and the use of technologies for instructional design and lesson delivery can be applied effectively for student engagement and active learning in higher education through modern Learning Management Systems .

Introduction cont.

- The instructional design and lesson delivery should be enhanced using:
 - Well stated learning outcomes
 - Assessments that are well aligned to the learning outcomes, learning activities and content
- The use of constructive feedback should be encouraged for the attainment of desirable learning outcomes.

Effective Pedagogy and Instructional Design

Effective Pedagogy:

- Student centered teaching and learning approach where educators are reflective in their theory , practice and policy implementation in teaching.
- Effective teachers provide students with the opportunities to be critical thinkers and problem solvers.

Instructional Design:

- Principles and procedures by which instructional materials, lessons and whole teaching and learning systems can be developed in a consistent and systematic manner.
- A good instructional design process promotes active and effective learning .

Reflection

**“ A well prepared and engaging teacher is a catalyst , a spark
that creates the desire to learn in our students”—Robert**

John Meehan.

The Principles of Effective Pedagogy and Instructional

Teaching and learning in higher education can be effectively designed and implemented when the facilitators of learning put students' needs at the center of any learning and teaching activities .

Pedagogical principles that can be effective involve the considerations of the following:

- Student –centered teaching and learning.
- Motivation- intrinsic and extrinsic.
- Innovative approaches to teaching and learning.
- Students' voices.

The Principles of Effective Pedagogy and Instructional -cont

- Inclusion.
- Democratization of teaching and learning.
- Quality assurance.
- Teaching strategies that encourage active learning and engagement of the students' cognitive, affective and psychomotor domains.
- Recognition of individual differences among learners.

Instructional Design Principles

Effective pedagogy entails effective instructional design.

Effective instructional design principles must include the following :

- The instructional design must be student – centered.
- Must follow a well defined system.
- Must be constantly reviewed and assessed for continuous improvement.
- Be engaging and inclusive .

Instructional Design Principles -cont

A look at the following instructional design principles and models:

- Robert Gagne's
- David Merrill's
- The ADDIE Model
- Bloom's Taxonomy of educational objectives

Gagne's Nine Events of Instruction

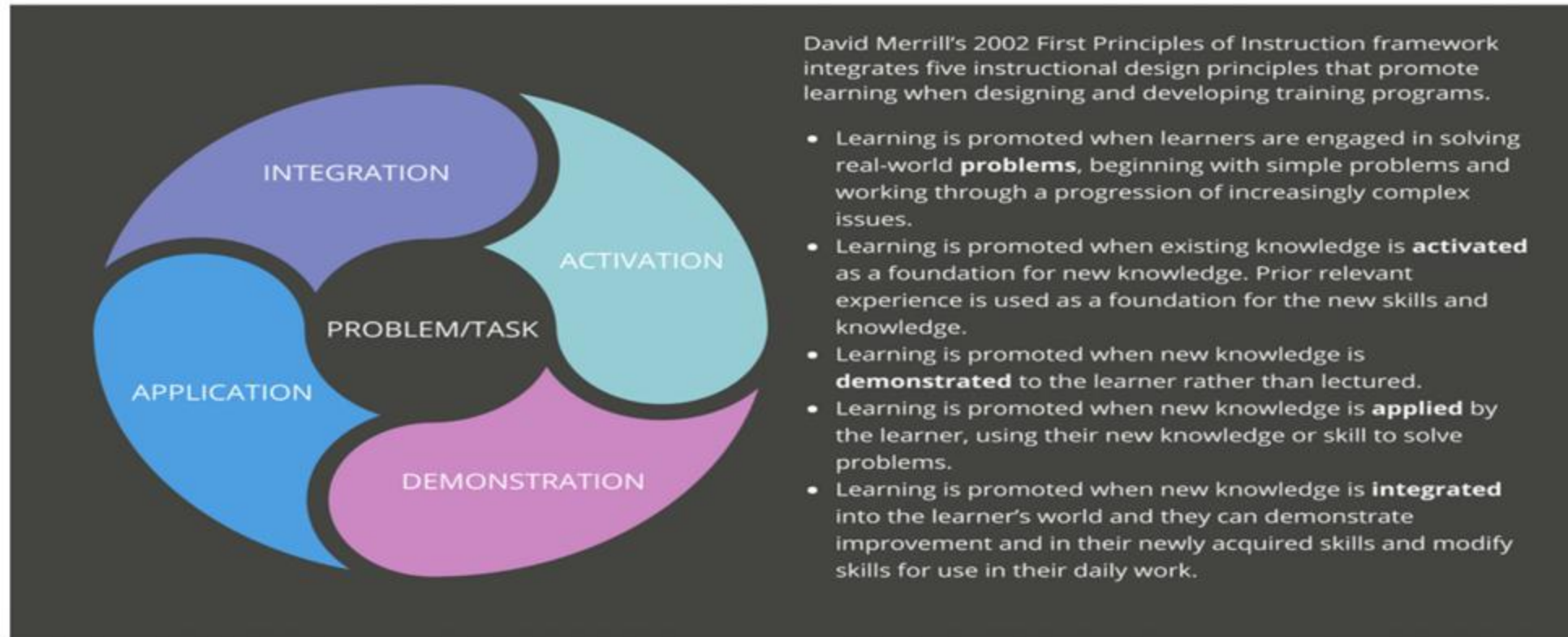
NINE EVENTS OF INSTRUCTION

by Robert Gagne

- 01 GAIN THE STUDENT'S ATTENTION
- 02 INFORM STUDENTS OF OBJECTIVES
- 03 STIMULATE RECALL OF PRIOR LEARNING
- 04 PRESENT THE CONTENT
- 05 PROVIDE LEARNER GUIDANCE
- 06 ELICIT PERFORMANCE
- 07 PROVIDE FEEDBACK
- 08 ASSESS PERFORMANCE
- 09 ENHANCE RETENTION AND TRANSFER TO THE JOB

Merrill's Principles of Instruction

MERRILL'S PRINCIPLES OF INSTRUCTION



The ADDIE Model



THE ADDIE MODEL

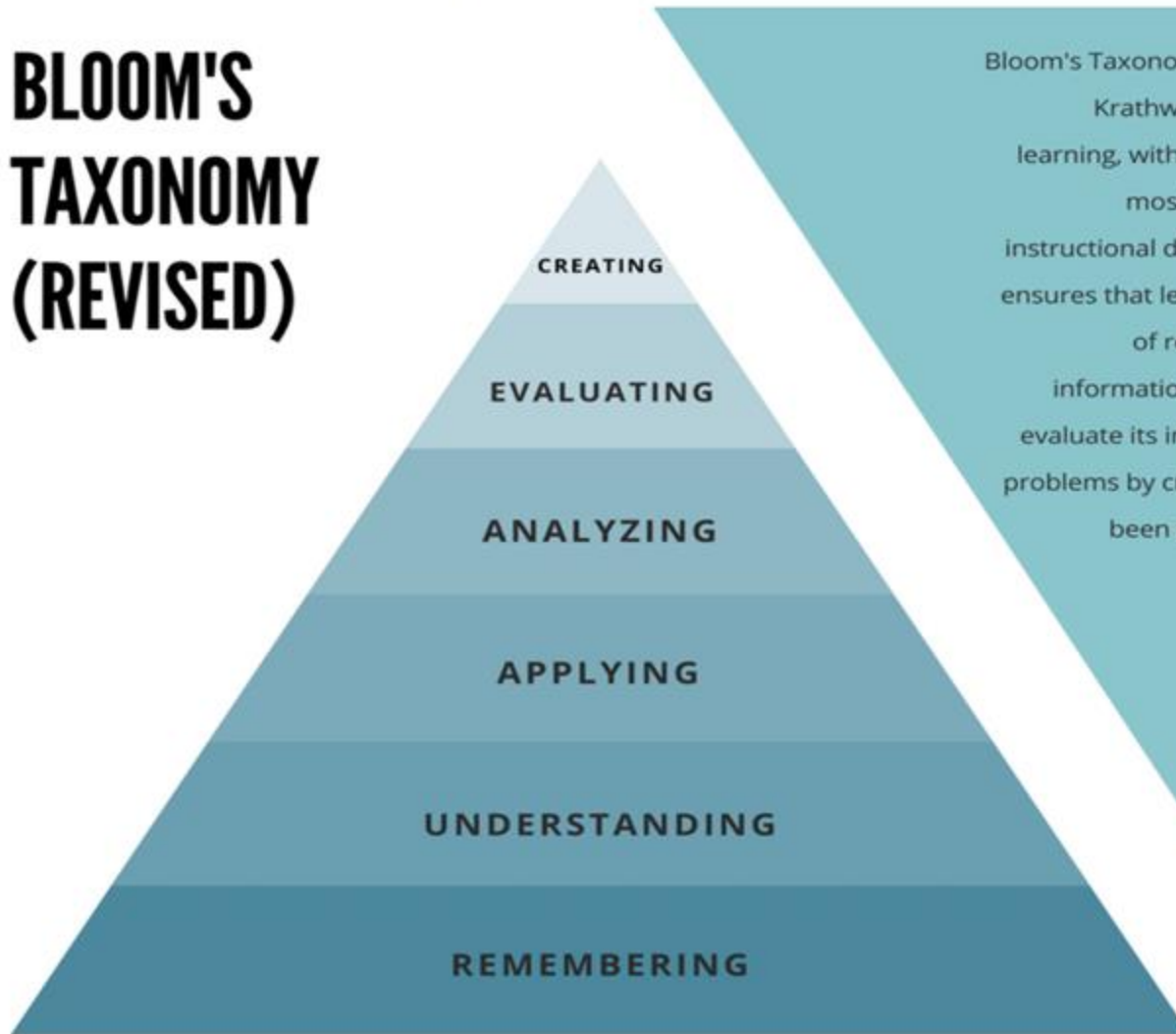
AN INSTRUCTIONAL SYSTEMS DESIGN FRAMEWORK

ADDIE is an instructional systems design (ISD) framework that many instructional designers and training developers use to develop courses. Most current ISD models are variations of the ADDIE process.

In the ADDIE model, each step has an outcome that feeds into the subsequent step.

Bloom's Taxonomy (Revised)

BLOOM'S TAXONOMY (REVISED)



Bloom's Taxonomy, revised in 2001 by Anderson and Krathwohl, defines the six levels of cognitive learning, with the simplest at the bottom up to the most complex, or deepest learning. As an instructional design framework, Bloom's Taxonomy ensures that learners push through the lower levels of remembering and understanding new information, to being able to apply it, analyze it, evaluate its impact, and ultimately to solve unique problems by creating solutions that would not have been possible without the new knowledge.

E-Pedagogy and the use of Technologies

- E-Pedagogy is simply an educational design that incorporates educational quality, value and effectiveness of teaching , learning and assessment activities supported by technology.
- A specifically designed set of principles and practices that focus on how to deliver content using technology (Vaataja, 2021).

E-Pedagogy and the use of Technologies for Effective and Engaging Learning Experience

- How would facilitators of learning use e-pedagogy to promote effective and engaging learning experiences among the contemporary learners?
- What learning management systems do you use at your institution?
- What is your take on the use of the Synchronous and Asynchronous instructional delivery modes?

Student-centered Learning and the Design of Learning Outcomes

- What do you have in mind when designing instructions for your students?
- Do you consider your needs first before your students' needs?
- Have you ever thought about your students' learning abilities and styles?
- Are the verbs you use for designing instructions for your learners stated in measurable and observable behavioural terms?
- What about the sequencing of the intended learning outcomes?

Assessments of Learning and the use of Constructive Feedback

- Using assessments to enhance learning
- The issue of constructive alignment as a tool for facilitating active and effective learning.
- How constructive is your feedback?
- Do you motivate or demoralise learners through your feedback?
- How timely is your feedback?
- The above are burning issues affecting effective pedagogy and instructional design in higher education.

Closure

- “All students can learn and succeed but not in the same way and not on the same day” -William .G. Spady
- What is your personal teaching philosophy ?

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Any Questions?

Thank You