

**Thinking About Pedagogy**

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My experience in high school was very traditional, the teacher lectured, and then a few weeks later we were tested on the information that was thrown at us. It was rare for students to have any choice or feedback on the lesson, we just sat back and waited for the bell to ring. Despite my academic success in high school, I don't believe it is an ideal way to learn and it has been refreshing to hear my peers' demand for more interactive teaching. The Merriam Webster dictionary defines pedagogy as "the art, science, or profession of teaching", and curriculum as "the courses offered by an educational institution". Both pedagogy and curriculum can be defined in several different ways, but on the most simple level pedagogy is how we teach, and the curriculum is what we teach, the two concepts are unique but interdependent. How can teachers evolve pedagogy if the curriculum maintains the status quo? This essay will look at inquiry-based pedagogy through technology and why I believe it is central to the modern classroom.

My ideal pedagogy is "learning-centered", which demands teachers to promote deeper understanding, collaboration, and provide students with ongoing feedback. ("Learning-Centered" vs "Teaching-Centered", 2020). Learner-centric or inquiry-based pedagogy is central in modern teaching because it "encourages teachers to allow learners to get in touch with authentic situations and to explore and solve problems that are analogs to real-life" (Shih, Chuang, and Hwang, 2010, p. 51). I believe that alongside the promotion of curiosity, students must also have access to various forms of technology to support their learning. In my research of technology in the classroom, I came across a study done by Shih, Chuang, and Hwang (2010), in which they explored the use of mobile phones in the classroom as pedagogical tools for inquiry-based

learning. The study concluded that mobile phones promoted a “ customized learning pace and process”, and that students' “cognitive learning achievements made significant improvement” (Shih, Chuang, and Hwang, 2010, p. 60). In another study, which was done in Singapore, they came to comparable conclusions but emphasized that if mobile technology is used alongside a traditional “paper-and-pencil curriculum” it “does not lead to increased student achievement” (Norris, Soloway, Tan and Looi, 2013, p. 38). These studies are important to my argument because they hypothesize that that technology and inquiry-based pedagogy is good for the classroom, but simultaneously warn that pedagogy can be confined by an archaic curriculum.

In conclusion, while I believe that teachers must work hard to embrace student-centered pedagogy, I sympathize that some would struggle within the constraints of their curriculum. William Ayers (2019) defines curriculum in his novel as ideally working off “interaction and reflection”, and although it might not always be true, a utopian curriculum joined with inquiry and technology-based pedagogy is my ideal.

## References

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