

## **Pedagogies of and pedagogies in distance learning materials for teacher education**

**Pedagogy:** 'a sustained process whereby somebody(s) acquires new forms or develops existing forms of conduct, knowledge, practice and criteria, from somebody(s) or something deemed to be an appropriate provider or evaluator. Appropriate either from the point of view of the acquirer or by some other body(s) or both' (Bernstein, 1999)

## **THE PAPER'S CENTRAL ARGUMENTS**

- All texts are 'potentials of a quite specific kind' (Bezemer & Kress, 2008) which have designs on readers (Janks, 2010).
- The pedagogies *of* and *in* teacher education materials offer learner-teachers or teacher-learners particular subject positions which are likely to influence their 'investment' (Norton, 2000) in their studies and their 'take-up' (Adler & Reed, 2002) of the theories and practices advocated by the designers.

### Identifying designers' purposes and imagined readers: Critical Pedagogic Analysis

- What knowledge selections are included and excluded? (pedagogy *of* & pedagogy *in* materials)
- How do designers mediate these knowledge selections? (pedagogy *of* & pedagogy *in* materials)
- What subject positions are constituted for readers as students and as teachers by the knowledge selections and mediating strategies?
- Who may be advantaged/disadvantaged by a particular constitution of an ideal subject?

#### T Ed: Knowledge foci

- Subject/disciplinary kn.
- Pedagogic kn.
- Kn. of how learners learn
- Curriculum kn.
- Contextual kn.
- Kn. of self as learner & teacher
- Academic literacy

#### Examples: 'reading'

Theories/research re reading  
 'Methods' of teaching reading  
 Cognitive & sociocultural processes re learning to read  
 Current curriculum re reading  
 Reading & teaching reading in sociocultural context  
 Metacognitive reflection on identity formations  
 Extension of own & learners' reading / writing competencies

**Knowledge selections and subject positions offered:  
examples from SA materials**

**Learners and Learning foregrounds:** kn. about learning to read & reading to learn & the liberating possibilities of both; kn. re how learners learn & critical reflection on this; academic literacy (for reading extracts from an international literature)

**backgrounds:** pedagogic kn; curriculum kn.

**Language, Literacy and Communication foregrounds:** pedagogic & contextual kn.; reflections on pedagogic practices; curriculum kn. **backgrounds:** kn. about reading / learning theories; academic literacy

**Language in Learning & Teaching (LILT) weaves together** all of the kn. elements; acknowledges readers' pedagogic experience

**SUBJECT POSITIONS OFFERED BY EACH DESIGN TEAM?**

**Mediating knowledge selections: what's involved?**

- **In-text activities**
- **Scaffolded readings**
- **'Cases' or 'Pedagogic Episodes'**
- **Linguistic choices (and explanations of these)**
- **Visual elements - drawings, photos, tables, fonts**
- **Access devices – e.g. icons, margin boxes**
- **Organisation of content – sequencing, introductions, conclusions, headings & subheadings**
- **Layout on the page (or screen)**

### A pedagogic episode: making the familiar strange

Not all of us who read, however, *enjoy* the experience. Reading is hard work and can be exhausting, especially if our experience of the world is very different to the world of the text we are reading.

Think about your own experience of reading at school. Was it similar to Mike's experience? What was different? ...

Making meaningful *links* between the text and our existing knowledge will influence how successful the reading experience will be. (This is why we have tried to use familiar analogies in this text but, more importantly, why we have asked *you* to constantly relate ideas to your lives and practices as teachers.)



## Conclusion to two pedagogic episodes



Zozo Figlan telling a story in 1992 at the Weekly Mail Storytellers' Market in Cape Town.



Mrs Nongenile Zenani, gifted iintsomi teller from Transkei, who told an epic tale over 17 days. (Photo taken by Harold Scheub).

You will see that in this umthamo, we have tried to take account of much of what Kenneth Goodman advises. We hope you have enjoyed working through the activities and found them challenging. We also hope that you can see the way clear to making your classroom more of a **whole language** classroom, and less of a 'bits and pieces' place!



**Readers of L & L imagined as:**

- Diverse re region and ethnicity, with fairly sophisticated kn. of English
- Interested in / able to reflect on own experiences and to use these productively
- Responsive to general suggestions rather than detailed instructions; able to work out how to teach well

**Readers of LLC imagined as:**

- isiXhosa from Eastern Cape interested in preserving traditional culture; may have limited English kn.
- Likely to be working in resource-poor environments
- Responsive to detailed instructions for activities in & beyond the classroom; affirmed by images & descriptions of the local