

Using Transformative Pedagogy when Teaching Online

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Abstract

Understanding what's lacking among online teaching literature is crucial in serving to researchers and practitioners to develop programs and support mechanisms for online academics in pedagogy. This review formulates a critique of the standards-and competence-based vision of online teaching from the perspective of transformative learning theory. Thus, on offer associate alternate exploration of the skilled development of online academics as adult learners. The results suggest that analyzing the role and competencies of online teachers guides the provision of teacher preparation and training programs, while also addressing issues of online academic acceptance, promoting basic reflection, and integrating technology into educational research. It shows that it can help you solve. Transformational pedagogy encourages students to challenge their own assumptions, address social issues, and take political action. The author extends literature throughout this space by describing ways during which school members will effectively use transformative pedagogy, along with making a secure environment; encouraging students to put confidence in their experiences, beliefs, and biases; the teaching methods that promote student engagement and participation; move real-world issues that address group inequalities; and serving to students implement action-oriented solutions.

Keywords: Online teaching, pedagogy, student engagement, transformative learning, transformational pedagogy

INTRODUCTION

The instructional strategies a teacher chooses to employ can be influenced by differences in the understudies' ages and the material being taught. The research from a wide range of academic disciplines will be used by the instructors to illuminate their decisions, together with their experience supporting those age groups. The foundations for the decisions will become the academic standards, and each teacher will gradually develop their own academic standards. The teachers need to advance students in learning basic reasoning, cultivate self-assessment, and work with civic engagement; in any case, these teachers might be dubious about how they can achieve these goals. The worldview of transformative pedagogy method (Mezirow and Associates 2000; Taylor 2000) can give workforce a helpful hypothetical viewpoint to direct their endeavors [1]. Depictions of groundbreaking instructional method began in the grown-up schooling writing. Mezirow (1991) contended that

understudies experience individual and scholarly development when they wrestle with muddling difficulties since they look at their suspicions identified with the opposing data, search out extra viewpoints, and at last get new information, perspectives, and abilities considering these reflections [2].

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Received Date: July 26, 2022

Accepted Date: August 17, 2022

Published Date: August 22, 2022

Citation: P. Venkataiah. Using Transformative Pedagogy when Teaching Online. NOLEGEIN Journal of Performance Management & Retention Strategies. 2022; 5(1): 22–29p.

WHAT IS PEDAGOGY?

Teaching method is characterized just as the strategy and practice of educating. It incorporates:

1. Teaching styles

2. Teaching hypothesis
3. Feedback and appraisal

At the point when individuals talk about the instructional method of educating, they will be referring the manner in which instructors convey the substance of the educational program to a class. When an educator designs an exercise, they will think about various approaches to convey the substance. That choice will be made dependent on their own showing inclinations, their experience, and the setting that they instruct in.

WHAT IS ONLINE PEDAGOGY?

By using the positive parts of innovation, the online educator can give a quality instructive learning experience. A powerful online instructional method is one that underscores understudy focused learning and utilizes dynamic learning exercises.

WHAT IS TRANSFORMATIVE PEDAGOGY?

Transformative pedagogy is characterized as an instructional method consolidating the components of constructivism and basic teaching method that engages understudies to look basically at their convictions, qualities, and information fully intent on building up an intelligent information base.

REVIEW OF THE LITERATURE

Online Student Learning Outcomes

Results from a web course's perspective on student learning have been proven to be either equivalent to or presumably superior to face-to-face instruction, most often in an extremely hybrid course [3]. According to Prineas and Cini (2011), the assessment of learning outcomes may be improved with the information that will be obtained online (big data and learning analytics) [4]. According to Breslow et al. (2013) and Koller (2012), the United States is about to learn from a wealth of learning knowledge [5]. However, Daniel (2012) and Bates (2012) do not fundamentally agree that the vast amount of knowledge obtained in MOOCs is as useful as anticipated. However, even before the advent of online courses, instructors were starting to realize that after they instructed a web course, they learned a way to teach their ancient courses even higher (Kolowich, 2009). Rivard (2013) and Daniel (2012) concur that MOOCs have promise in renewing the scholarship of pedagogy. additionally, forty ninth of Chief educational Officers (Allen & Seaman, 2013) assume that MOOCs can raise our understanding of learning.

Online Student Retention

Online course retention rates are typically 10–20 percent lower than in-person classes, which is why it is still a problem [6]. From year 2007 to 2012, 73 more instructional professionals reported that retention online could be a growing impediment to widespread adoption [7]. Although Washull (2001) concluded that they were similar, Atchley, Wingenbach, and Akers (2013) discovered that online course completion was only a relic of earlier courses [8, 9]. Furthermore, Atchley et al. (2013) discovered that online course completion varied by course field with some courses launching themselves into the online environment even sooner than others [9].

Online Teaching and Learning: Best Practices

Best practices in online teaching and learning are studied by many people and shared among them [10–12]. There are numerous similarities between them. As Ragan (2011) puts it, “Show up and teach” (p. 5), the instructor should have a strong presence. The online teacher still needs to pay attention to the direction of the course and demonstrate to the students that she/he is present and taking notes. Second, the online course needs to foster a sense of community among the students. This, according to Palloff and Pratt (2007), is a process including people, a goal, and a technique that yields reflective/transformative learning as the final result [12]. Third, the teacher must construct cooperative experiences for the participants. Boettcher (2011) recommends exploitation cluster work or groups to change co-construction of data and to explore various views [10].

PURPOSE OF THE STUDY

This review of the literature is on transformative pedagogy online teaching sought after to synthesize and critically examine the literature on roles and competencies for online teachers. The literature on online teaching explains online teacher's roles, for instance, online teacher, e-moderator, online tutor, help, or online educator. During this review, online teacher is outlined as a college member; United Nations agency teaches online; online teaching is outlined as teaching that is conducted largely online; and face-to-face teaching is outlined as teaching that is conducted in a physical room. Moreover, courses tutored fully online are named as online courses and people tutored face-to-face or during an intermingled mode involving face-to-face and online ways are known as ancient courses [13].

METHODOLOGY/RESEARCH DESIGN

This article depends on optional information which is gathered from different hotspots for the survey of writing on extraordinary instructional method online educator jobs and capabilities started as a wide quest for examination online instructing. After the recognizable proof of key articles and associated structures, the pursuit was restricted right down to the subjects of online teacher jobs and capabilities. The articles encased during this survey contain each subjective and quantitative review. They were arranged through an enquiry of online data sets, as well as scholarly resources information center (ERIC), instructive search elite, and Google Scholar; the tables of items in key diaries, such as British Journal of Scholastic Technology, Journal of Distance Education, Distance Education, Journal of Asynchronous Learning Networks, the net and better Education, Computers and Education, junior school Record, The Journal of Open and Distance Learning, Quarterly Review of Distance Education and the Yankee Journal of Distance Education; and catalogs of significant articles.

CURRENT PEDAGOGICAL METHODOLOGIES

The different pedagogical approaches could be isolated into four classes: behaviorism, constructivism, social constructivism, and liberationist behaviorism.

Behaviorism

A behaviorist instructional method utilizes the hypothesis of behaviorism to educate its methodology. A behaviorist educational methodology would say learning is instructor-focused. It would advocate the utilization of direct guidance and talk-based exercises. What does a behaviorism instructive methodology resemble in a study hall? Behaviorist instructional method is the hypothesis that the instructor ought to be the sole power figure and leads the exercise.

Constructivism

Constructivism is a hypothesis that individuals learn through encounters and reflection. A constructivist teaching method puts the youngster at the focal point of the learning and is here and there called 'undetectable teaching method'. A constructivist approach would fuse project work, request-based learning, and may receive a Montessori or Steiner strategy. What does a constructivism instructive methodology resemble in a study hall? Constructivism depends on the instructive exploration of Piaget (1896–1890). Piaget expounded broadly on 'constructions', a thought that students come prepared to learn, and the educator should assemble exercises to work with their learning.

Social Constructivism

A social constructivism instructional method could be viewed as a mix of two needs: educator-guided and understudy-focused. The educator would utilize bunch work components; however, would utilize more modest gathering sizes, and breaking point the decision in subjects. The instructor may likewise utilize educator demonstrating, addressing, and a combination of individual, pair, and entire class guidance.

Liberationist

Liberationist is a basic teaching method created by the Brazilian teacher, Paulo Freire. Freire was the director of the department of education and built up a methodology of training where he had the option to show unskilled grown-ups to peruse in only 45 days. Freire focused on eliminating the two hindrances to learning: neediness and appetite. A liberationist approach is one where the understudy voice is set at the middle, and a vote-based system is placed into the study hall. The educator ought to give space and freedom to the understudies to feature their learning, and this can appear as a presentation, discourse, or dance.

Viable Online Pedagogy

Internet learning is not “slapping schoolroom content on the web” [14]. The use of a conveyance instrument, similar to the net or blackboard “should not frame the educational apply”. The innovation should be given “the component through that the web instructor executes the simple and straightforward teaching method strategies for that course or subject”. The web-based educator ought to utilize innovation to support the course happy. By using the positive parts of innovation, the net instructor will give a top-notch scholarly learning mastery.

Strategies for consolidating these standards and relating best practices in the online educating, and extraordinary teaching methods are:

1. *Student commitment, motivation homeroom management strategies*: The significance of local area and joint effort in gaining comes from at least two groups. Social craftsman, similar to Bulgarian money related unit Vygotsky, “affirm understudies do not learn in disconnection” though mental element therapists keep up with “individuals normally learn and work cooperatively” [15]. Laurillard (as referred to by Rovai) contends “advanced education ought to rise above admittance to information or content”. It ought to embrace “commitment with others inside the slow improvement of their own figuring out”. Commitment is created through understudy cooperation with companions and teacher.
2. *Working meaning of e-learning or online learning*: For a really long time, instructors have given distance schooling to students (McVay and Rocker, 2007). The appearance of the web modified distance training into e-learning, online learning, or any distance instruction conveyed through an electronic framework. William Horton gives a succinct working meaning of e-learning: “e-learning is that the utilization of information and PC innovations to make opportunities for growth” [16].
3. *Effective web-based teaching method*: An effective online teaching method is one that underscores understudy-focused learning and utilizes dynamic learning exercises. “Intelligence, workforce, and understudy presence region unite fundamental in an effective online learning climate” [14].

Charge Pelz (2009), a teacher of mental science and Sloan consortium award for excellence in online teaching winner, provides 3 standards of successful online instructional method:

Guideline 1: Let the understudies do (a large portion of) the work. The additional time understudies pay drew in with the substance, the extra they will learn.

Guideline 2: Interactivity is the substance of compelling non-concurrent learning.

Rule 3: Endeavor for presence: social, mental, and educating presence.

4. *Preparing to teach online*: Numerous teachers guess they should be a master or a “nerd” to have the capabilities to show online. Writers knockout such as Rossen (2004) in the book ‘Teaching Online: A reasonable Guide’ declares “Nerds do not basically make the least difficult online educators. Partner interest in teaching method should return first, innovation second”. It is essential to shape the advancement as “clear as achievable, and it ought to be

viewed as an instrument to change learning the substance of the course” [14]. To begin, all you might want to have region unit for ensuing essential pc and web information and abilities:

- Setting up organizers and catalogs on an intense drive
 - Appropriate utilization of information handling programming: cut, duplicate, and glue; limit and expand windows; save records
 - Handle e-mail interchanges along with connections
 - Utilize a program to get to the net
 - Writing board essentials like making your seminar available, dealing with the course menu, adding things, and appending documents. ASU flat solid support course for college.
5. *Online learner characteristics, technology, and skill requirements:* To be a decent candidate for online learning, the scholar should be committed to learning, have a positive perspective, be willing to require on a challenge, and possess time-management skills. Generally, the normal schoolroom allowed, even conditioned the learner to be passive. They need to lead of their learning to achieve success.
 6. *Internet teaching strategies and the role of the online teacher:* The capacity to be told online has changed these unique facultative environmental factors that is controlled or haggled by the student. A learner-centered online schoolroom has the flexibility to boost the interactivity and collaboration.
 - *Online instructors:* Square measure currently is facilitators of knowledge guiding students toward solutions. A modification or modification to the instructor’s pedagogy is needed. so as for online learning to achieve success, lecturers likewise as learners should fight new roles within the teaching-learning relationship, and college should be willing to unleash management of learning to the scholars (“Instructional ways for online Courses”, 2011, paragraph 2).
 - *Discussion/forum:* Adult learner prefers this educational strategy as a result of its interactive and facilitates participation. The discussion format permits the learner to explore his/her life experiences and apply them to new state of affairs. Self-reliant learning in online learning supports the self-reliant learner in following personalized and self-paced learning activities.
 - *Little cluster work:* The net course is often divided into smaller and additional manageable teams. The little cluster will discuss content, share concepts, solve issues, and supply peer feedback for assignments.
 - *Cooperative learning:* Combining 2 or additional students to figure along on a project of assignment. Employers need employees with cooperative skills and square measure searching for graduates of instructional programs that teach these skills.
 7. *Develop an online course:* Create the course schedule as well as clear deadlines. There is variety of components to contemplate once making the course schedule. These include:
 - Time unit
 - Beginning and ending of week
 - Student work
 - Student enrollment
 - Classroom discussions
 8. *Create an effective online syllabus:* For virtual schoolroom courses, the curriculum is the skeleton that articulates the course. It is the foremost vital page in a web course. The curriculum could also be long, however it ought to be clearly organized and beautifully formatted [16]. The course of study is the most “valuable document” in an internet course. The course of study is the road map leading the scholar to everything they have to achieve success within the course. An outline of the course and a “context for activities” ought to be placed among the course of study.
 9. *Online learning tools*
 - *Non-concurrent specialized tools:* A full shift of devices is realistic to the web teacher to showcase cooperation between the researcher and instructor, the researcher and course satisfied, and furthermore the understudy and friends.

- *E-mail tool in blackboard*: From the control board, pick the “course tools” tab and pick “send e-mail”. An instructional exercise video on e-mail capabilities is viewed as under the “correspondence” tab inside the level strong support for school course.
- *Organized content*: Understudies can add to x assortment of non-concurrent conversation subjects all through the semester connecting with name perusing and content. The teacher can cause the question, and students can respond thoughtfully to the announced queries and to student postings. To boot, the scholar can cause queries that enhance the discussion.
- *Questions and answers*: Whenever students have queries or ideas on a few topics, they will use the queries and answers discussion board to hunt answers and input from their peers and therefore the pedagogue. Students ought to be inspired to answer queries posed by their classmates.
- *Student lounge*: Students will correspond with one another regarding the course or non-course connected subjects.

10. Learning objectives

- *Clear*: Articulate the data and abilities you wish understudies to accumulate by the highest point of the course
- *Understudy-focused and worthy*: Depict targets as far as what we would like the researchers to be prepared to do at the highest point of the course
- *Use action verbs*: Zeroing in on substantial activities and ways of behaving grants the coach to frame understudy learning explicit and conveys to understudies the kind of scholarly exertion anticipated.
- *Quantifiable and precise*: Since learning targets should direct the selection of appraisals, they cannot be loose.

OUTCOMES OF THE STUDY

Integrating Technology into Pedagogic Inquiry

One more drawback related with the overall writing is regarding innovation as separate element, similar to the job of human in Charles Goodyear et al. (2001) study, mechanical job in Berge’s (1995) study, and specialized abilities in exploitation of the choices of the product bundle in Salmon’s (2004) study. Notwithstanding, Koehler, Mishra, and Yahya (2007) contend that ‘innovation cannot be treated as a mental substance irrelevant and separate from information concerning showing undertakings and settings—it is not exclusively concerning how innovation will respond, yet in addition, and perhaps extra essentially, how innovation can help them as educators [17, 18]. Thus, specialists, outstandingly inside the area of innovation combination contend for extra coordinated and layered educator information (Mishra and Koehler, 2006). Online speakers should rise above simple capacity inside the online advances and associate in educational request during which they think about the confounded connections between advances, instructional methods, and furthermore the substance in their online showing setting (Koehler and Mishra, 2005). It is through the mix of innovation into the instructive request that speakers will bear an extraordinary technique for looking at the educational capability of online innovations and developing online growth opportunities among their substance regions [18].

Advancing Vital Reflection

Groundbreaking learning includes modifying edges of reference through essential reflection on suspicions, confirmative challenged convictions through talk, making a move on one’s intelligent understanding, and basically evaluating it [1, 2]. It is through such critical reflection that non-public heading is finished by troublesome presumptions rather than accretive them as they are. Reflection might be a central question for raising an instructor’s follow. Schön (1983) states that taking part inside the technique for persistent learning is a significant component of talented practice: online learning conditions have the fitness of sanctionative the investigation and disclosure of most recent instructive methodologies, such as empowering majority rule, request based social learning rehearses (Kreber and Kanuka, 2006). Hence, the principal focal point of online educator arrangement and

advancement programs must be outfitted towards empowering online educators' critical intelligent practices, through that they cooperate in groundbreaking learning rehearses with their understudies.

EMPOWERING ONLINE ACADEMICS

Many examinations on forming online educator jobs and skills follow a specialized read of instructing which will in general object the significance of information and cost transmission rather than a more extensive feeling of training [19]. This admirer assortment of direction in capability-based educator schooling approaches has been scrutinized with issues scrutinizing the attestation that the jobs region unit thought to be taken by individuals while not obstruction, dismissal, and recreation [19, 20]. Frequently, these admirer sees make light of the significance of educator organization in endlessly molding the conditions of their experience [19, 20].

EMERGING PROBLEMS IN ONLINE TEACHING ANALYSIS

If a definite pedagogy of online learning is to emerge, the role of online academics within the online atmosphere must be explored. As shown, higher than the literature describes a range of roles and competencies for online academics. These skills region unit depict as information or execution based with the terms equipped and exemplary used to underscore the show of abilities at entirely unexpected levels (Varvel, 2007). Online scholastics are expected to have a different arrangement of skills and their degrees of use relies upon the specific circumstance or job they are expected to perform, and conjointly the kind of assets and backing accessible (Bawane and Spector, 2009,).

CONCLUSION

Fundamentally, transformative pedagogy urges instructors to do much more than simply impart knowledge. Rather, regardless of whether the course is offered in a traditional or online manner, this teaching strategy aims to fundamentally and respectfully improve students' attitudes and analytical abilities to support their progress. The goal is for students to leave these seminars with more than just material knowledge; they should also have a broader understanding of the world, more compassion, greater self-awareness, and a desire to effect change. The Internet can be a very efficient channel for this type of teaching and learning as opposed to being an obstacle to transformative pedagogy. Online learning provides a variety of tools to encourage collaboration, communication, and information sharing, which eventually aids students in challenging their presumptions, seeking out alternative viewpoints, and grappling with complex issues.

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