

## **INNOVATING PEDAGOGY**

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This work is dedicated to the awareness of the role of attitudes and emotions in teaching and learning. Educators want their students to pay attention in class but, ideally, they want more: students should have the right attitude, and they should be fully engaged and deeply absorbed in their learning experience, since that will lead to higher levels of achievement and satisfaction. Gratitude as a pedagogy suggests reflecting on attitude in order to bring about improvements in wellbeing, relationships and learning. Practising gratitude has been shown to lead to an increase in students' ability to focus in class and to remain resilient when facing difficulties, while teachers have been better able to deal with stress. The approach seems highly relevant in times of adversity and the positive feelings it generates may go some way towards counteracting the emotional anxiety and cognitive stress brought on by uncertainty and insecurity at the present time. Research suggests that people learn best when they are in a mental state that makes their learning easier or more enjoyable.

The pace of innovation and the ability to adopt new practices differs around the world, and of course not every suggested pedagogy is suitable for every setting. Yet increasingly, innovative pedagogies display a shared propensity to promote connection and collaboration (including between students and teachers), taking learning beyond classroom walls into a virtual space and enabling participants to reach out to others who may be on the other side of the world. Several pedagogies also display a trend towards foregrounding positive attitudes that can help people to navigate an uncertain environment.

Best learning moments: The idea of best learning moments builds on the psychological concept of cognitive absorption, or 'flow', defined as deep involvement or immersion in an activity or task, often accompanied by feelings of enjoyment. People experience this mental state and these feelings when engaged in an activity that is appropriately challenging to their skill level, resulting in full concentration and focus. Best learning moments can result in deep learning and high levels of satisfaction, and they may also be particularly memorable. They may occur in situations involving hands-on activity and participation, and they fit in well with learner-centred approaches that take individual differences in learning into account. Teaching tips for creating memorable moments include talking about students' interests, asking challenging questions and accepting that all students are different. Technology-enhanced learning environments can be designed to create opportunities for best learning moments – for example, through use of mobile devices, games-based learning and immersive experiences, and through using data from learning analytics. New ways of capturing best learning moments can support reflection on learning and improving the design of learning technology. Best learning moments can also be opportunities for 'teachable moments', which are unplanned opportunities that arise

when a teacher senses that students are engaged and ready to absorb some insights, such as a general point from a shared experience.

**Equity-oriented pedagogy:** Developing educational opportunities that are inclusive requires thinking not only about equality in opportunities to access education but also about equity, whereby each student can achieve similar positive outcomes, regardless of their background and characteristics such as gender, disability or ethnicity. Finding fairer ways to improve learning for all requires consideration of barriers at many levels, from personal to cultural and societal. Strategies in equity-oriented pedagogy include listening to students and adapting teaching, recognising uneven impacts of use of educational technology, awareness of how assessment practices can be unfair and drawing on pedagogical frameworks such as Universal Design for Learning (UDL). UDL seeks to accommodate individual learning differences and provides principles of curriculum design that focus on offering students multiple means of engagement, representation (e.g. alternative formats) and expression or action. New technology and increased online and hybrid learning provide opportunities for increasing personalisation and cocreation of learning, although possible inequitable effects of technology must be considered. Where the focus is on developing individualised support for learners, this should not reduce the social benefits of learning together or unintentionally create new barriers. By putting a focus on fairness, rather than on whether access is possible, equity-oriented pedagogies can offer a more holistic approach when considering inclusion.

**Student co-created teaching and learning:** The co-creation of teaching and learning materials by teachers and students can lead to greater empowerment of students and better relationships. Students can share responsibility with teachers for designing materials and activities as well as assessments. They can co-create new content and experiences or amend existing ones. The approach resembles ‘communities of practice’, whereby a group of people come together, linked by a common interest, and meet regularly in order to find ways of improving their practice. As students participate in the co-creation activities, they negotiate with others and form and evolve their identities. Examples of co-creation range from small group activities, often relating to specific courses, to largescale involvements such as surveys, interviews, consultations, testing of materials, workshops and critical reading of course content. Barriers to uptake of this approach include the need for students to have specific skills or expertise, and a concern that their involvement may change the direction of content creation from what was originally planned. There may also be frustration when the process does not work smoothly, and there is a risk that co-creation may not involve all students, thereby contributing to feelings of exclusion. When co-creation works well, students often report positive feelings of enthusiasm and involvement and they can acquire new skills. Cocreated materials may also save them having to buy expensive textbooks.

**Telecollaboration for language learning:** Learning a second language can bring many advantages, such as an increased likelihood of attaining further education, work and professional collaboration. The availability of free-to-use online communication tools has created new opportunities for authentic contexts for language learning and cultural learning, in the form of telecollaboration projects that connect learners in different

locations. Telecollaboration enables a student to tutor another in their first language, while also learning their collaboration partner's language as part of the same exchange. Such projects may be formally supported within an educational institution or informal. Telecollaboration has been found to improve learners' communication skills, expand their vocabulary and grammar knowledge, and help them to appreciate other cultures and to use their second language accurately and appropriately. Records of telecollaboration may be useful for follow-up tuition or task improvement. The quality of the learning opportunities in telecollaboration is dependent on learners' commitment and motivation, and learners and teachers may need to be trained in telecollaboration principles and strategies. Some learners have reported cross-cultural tensions when working on language tasks. Overall, telecollaboration can contribute to building a student-centred learning environment characterised by peer teaching, autonomous learning and tailored learning based on learners' personal interests and needs.

**Corpus-based pedagogy:** A large collection of texts or other samples of naturally occurring language – for example, a collection of newspaper articles across several decades or a collection of informal conversations – is known as a corpus. Language teachers, students and developers of teaching materials may access a corpus to obtain authentic linguistic data and devise corpus-based tasks for teaching and learning. Corpus-based pedagogy has received attention in recent years as a result of advances in computing science that facilitate extraction of information from a corpus – for example, to find out how certain words are used. Learners can access online corpora with or without the help of their teachers, and they can analyse their own use of language by comparing their linguistic choices with the patterns and structures retrieved from a corpus. The retrieval and analysis of language use in context thus provides learners with a research-based understanding of language forms and functions. The corpus-based approach can be applied in many areas including learning languages for specific purposes, teaching text analysis, support for writing in a particular genre, and scrutiny of existing textbooks to discover their features and to suggest improvements. It can also enable comparisons between word usage or concepts in different languages to help develop cultural awareness. Researchers maintain that there is a need for more corpora that are accessible, diverse and adaptable for language instruction.

Corpus-based pedagogy facilitates language teaching and language learning in aspects of syllabus design, materials development and activities that may be done in class or out of class. It provides teachers and students with authentic linguistic data, which can be used repeatedly. The data stored in a corpus can be retrieved by software tools for corpus processing. In this sense, corpus-based pedagogy provides learners with a good opportunity for data-driven learning. However, this pedagogy has its challenges in terms of demands on teachers' knowledge and skills, requirements for students' aptitude and expertise, and difficulty in corpus building, which requires the investment of considerable time and effort by staff.

## **References**

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