# LEARNING STRATEGIES IN LANGUAGE TEACHING (integrating TPACK)

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International Islamic University Malaysia
Day One
10TH Sept 2021
0800-0900 WIB
University Brawijaya

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**1) Objectives of the session**

**2) Understanding TPACK**

**3) Some Philosophical consideration in Education**

- Dewey
- Vygotsky
- Bruner

# Objectives of the session

- To familiarize with the notion of TPACK in the classroom

- To have more understanding of the philosophies and concepts related to education in integrating TPACK in the classroom
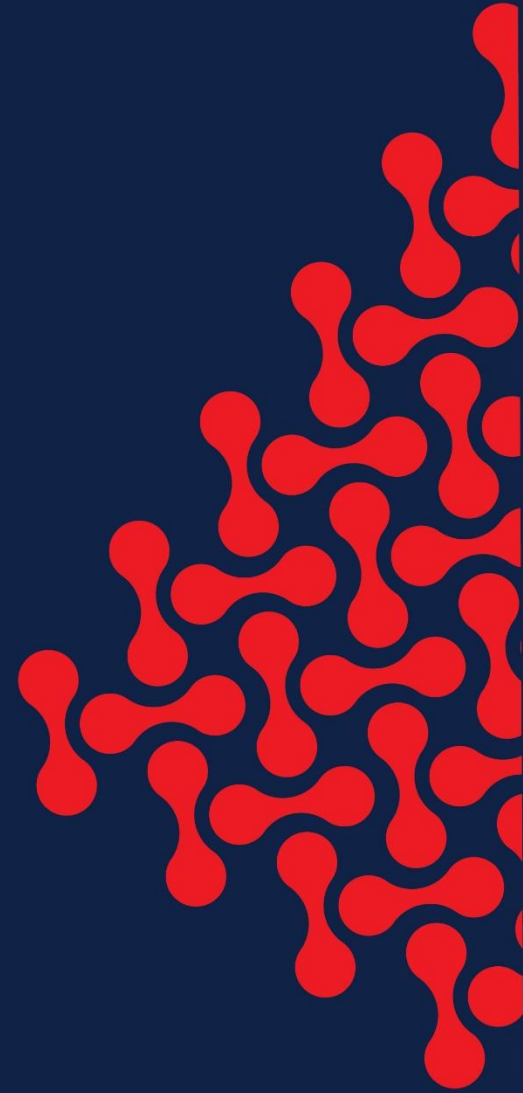
# Understanding TPACK in Language Teaching

- Teachers need to have a good understanding of how technology can be coordinated with pedagogy and content knowledge in order to integrate technology effectively into classroom instruction (Gess-Newsome, 2002; Graham et. Al., 2009; Nies, 2005)

- **TPACK** is a framework that is made of :-

  - PCK – Pedagogical Content Knowledge
  - TCK – Technological Content Knowledge
  - TPK – Technological Pedagogical Knowledge
  - TPACK – Technological Pedagogical Content Knowledge

    (Mishra & Koshler, 2006)

# Understanding TPACK in Language Teaching (continued)

- TPACK framework has not been fully established – fuzzy boundaries (Archambault & Barnett, 2010)

- **Challenges of TPACK**

- framework is complex
- lacks theoretical clarity
- undefined components

# Translate?

A blessing in disguise.....

**01**

Then you can translate that as however way in whatever means or approaches that you are comfortable with.

**02**

Design it according to you expertise.

**03**

Be creative.

# Some Philosophical Consideration in Education

- Dewey (1859)

- Dewey referred to his philosophy as instrumentalism, rather than pragmatism, though the two are related. Instrumentalism sees the value of an idea or tool being its use as an instrument for getting results. Bearing this in mind, learning should be relevant and rewarding – rather than only theoretical.

- Education should also equip students to take a full and active part in shaping their future society. Traditional education, he believed, saw children as empty, passive receptacles to be filled with ideas. This helped to support the existing order.
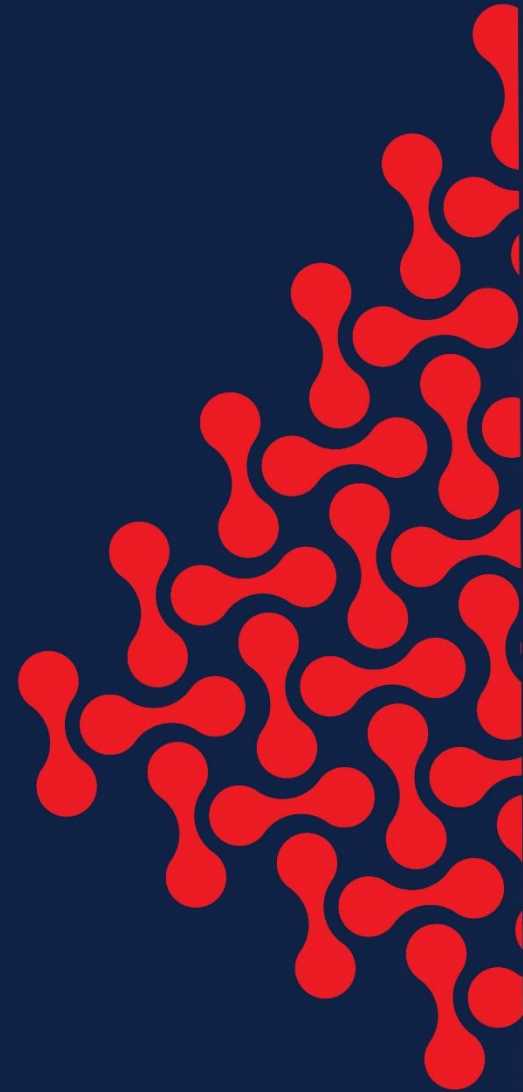
# Some Philosophical Consideration in Education (continued)

- Dewey (1859)

- Progressive education, for which he – rightly or wrongly – became known, saw school as an opportunity for children to develop as individuals and citizens. They may even be able to find their real vocation. He wrote:

- "To find out what one is fitted to do, and to secure an opportunity to do it, is the key to happiness."

- https://www.thepositiveencourager.global/john-deweys-approach-to-doing-positive-work/
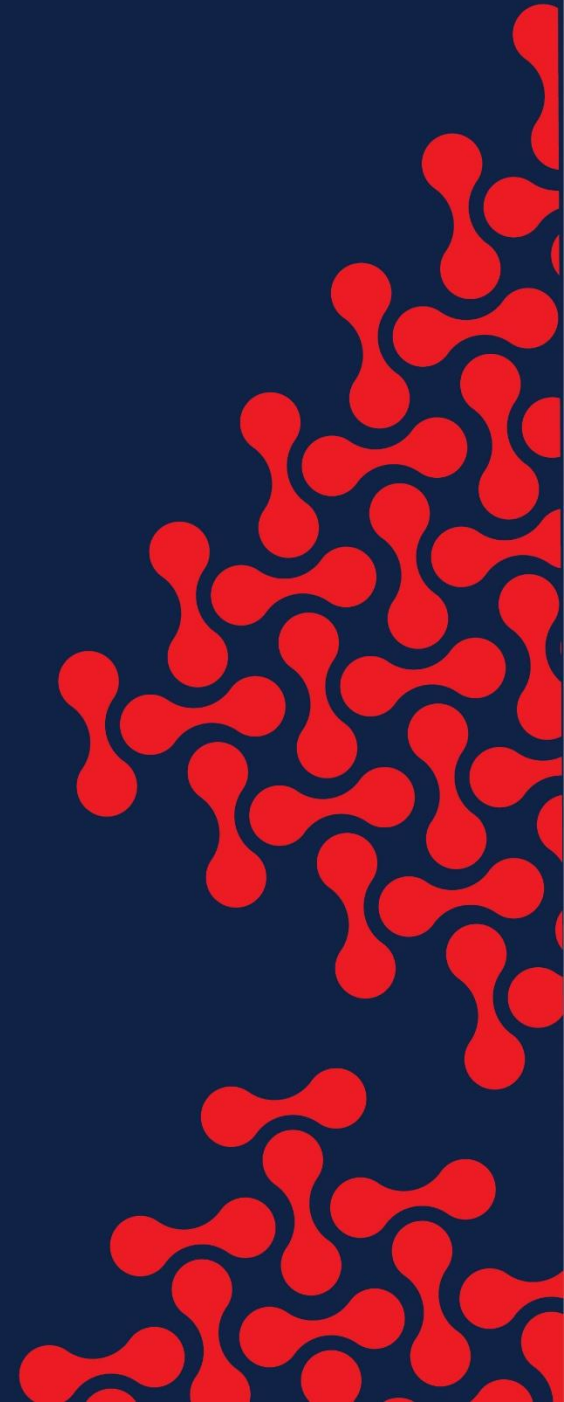
# Some Philosophical Consideration in Education (continued)

- Lev Vygotsky (1896-1934)

- a Russian teacher who is considered a pioneer in learning in social contexts. As a psychologist, he was also the first to examine how our social interactions influence our cognitive growth. He was convinced that learning occurred through interactions with others in our communities: peers, adults, teachers, and other mentors. Vygotsky sought to understand how people learn in a social environment and created a unique theory on social learning. He determined that teachers have the ability to control many factors in an educational setting, including tasks, behaviors, and responses. As a result, he encouraged more interactive activities to promote cognitive growth, such as productive discussions, constructive feedback, and collaboration with others. Vygotsky also stated that culture was a primary determinant of knowledge acquisition. He argued that children learn from the beliefs and attitudes modeled by their culture.

- https://educationaltechnology.net/lev-vygotsky-sociocultural-theory-of-cognitive-development

# Some Philosophical Consideration in Education (continued)

- Bruner (1915 – 2016)

- Bruner's theory on constructivism encompasses the idea of learning as an active process wherein those learning are able to form new ideas based on what their current knowledge is as well as their past knowledge. A cognitive structure is defined as the mental processes which offer the learner the ability to organize experiences and derive meaning from them. These cognitive structures allow the learner to push past the given information in constructing their new concepts.

# Some Philosophical Consideration in Education (continued)

- Bruner (1915 – 2016)

- The learner, often a child, will take pieces of their past knowledge and experiences and organize them to make sense of what they know, then base further concepts and solve additional problems based upon a combination of what they already processed and what they think should be processed next.

- https://www.teach-nology.com/currenttrends/constructivism/bruner/#:~:text=Bruner's%20theory%20on%20constructivism%20encompasses, well%20as%20their%20past%20knowledge.&text=Communication%20between%20the%20learner%20and%20teacher%20is%20the%20key%20concept.

# TO BE CONTINUED...

Day Two
17$^{\text{TH}}$ September 2021
0800 - 1000 WIB