

## EDUCATION PEDAGOGY/LEARNING AND THE FUTURE OF HUMANITIES IN DIGITAL AGE

By

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### Abstract

**T**he myriad problem of unemployment, poverty, illiteracy, frustration, lack of self-confidence and the dwindling of the vision of educational system is chocking it's all round development. The problem is the formal pedagogy, especially in developing countries which has failed to meet up with the primary goals of education, namely the cultivation of individuals who are able to face the challenges that arise in the society. It is pertinent to note that most people have not had the opportunity to actualize their desire through self-effort and learning. The purpose of this paper is to prospects solution to these critical problems confronting the educational system of pedagogy in terms of leaning, which is how to develop every child that will have self-confidence in facing the challenges of the modern world and how to build progressive graduates that will brings about a true democratic society. The paper employs analytic method. In the light of these challenges, this paper sets to employ John Dewey pragmatic approach to education in resolving some of the issues contained therein and recommend that pragmatic approach to education posits that education should not be holistically centred on the mind alone, but on practice. Hence, the paper concludes and encourages both learning by doing and co-operation between the learners and the teachers. The pedagogical system of education in term of learning, need to be changed by approaching education as a systematic to be functional in learning by doing, this in turn will enhance qualitative education for future humanities and self-reliant in a digital age.

**Keywords:** Education Pedagogy, Society, Teaching, Learner and Digital Age.

### Introduction

Education is a life-long process that begins at birth and ends at death. Education does not mean being literate, though it is intrinsically connected to literacy. It is not merely an ability to give meaning to words. It is an acquisition of the art of utilisation of the knowledge. Therefore, it is associated with the process of thinking that creates a certain level of awareness necessary for the transformation of both man and society. From down of civilisation, or even before, man has becomes acquainted with what it means to know, to train and to bequeath beliefs, skills and values to his generations. Teaching

pedagogy, or, in other words, teaching methods, can either be teacher or student-centred and can be low or high-teaching approach. This communication of beliefs and ideas comes in the form of socialisation which the culture and beliefs of a particular society remains viable long after the predecessor are all dead. However, there is systematic and organized way of this communication. This systematic mode of learning is particularly attributed to the beginning of civilization and the ability to read and write in one of the offspring of this process. It is as a result of education that human race has made tremendous achievements in numerous sectors of life: learning from the past and present to build and improve the future. It is from this backdrop that the concept of education emerged. The most effective pedagogy encompass a range of teaching techniques and includes details that will help to guide teachers to structured, class group work, learning, assessment in practice and individual activity. These pedagogies focus on improving qualitative education in both the teachers and the learners and future of humanities in digital age.

### **Conceptual Notion of Education**

According to the *Oxford Advance Learner's Dictionary*, (2005) education is a process of teaching, training and learning, especially in schools or colleges to improve knowledge and develop skills. These are the two Latin words that define education. Education, which was derived from the Latin word “educare” means to bring up (development); and “educere” means to lead out (problem solving). Education is the process of acquiring ideas, knowledge and skills through which a person could be apply to solve the daily life problems by being aware of what is right and what is wrong. Education is a complete package of impacting and shaping of one's life and qualifies to become a better human in the world. Education is seen as a process of imparting and acquiring knowledge through teaching and learning, especially at schools or similar institutions.

### **What Is Teacher's Pedagogy**

Teacher's pedagogy refers to the pedagogy that is centred towards the teacher, who gives the most meaningful course of information. In this approach, the teacher has a large responsibility of giving correct information to the students in the right way, irrespective of their teaching styles. The teacher can give a clear understanding of how the students are doing concerning their learning and also be an effective model for the target language. There are five major approaches of pedagogical learning.

#### **1. Constructivist**

In this approach, the students are allowed to be present in the process of understanding and gaining knowledge rather than just passively receiving information. This encourages critical thinking among the students and gives a learning environment in which they can connect with what they are hearing.

#### **2. Collaborative**

Here, the students form groups of learners that learn together and work to solve a problem, build strategies, ideas, create products or complete a task. This is a joint intellectual effort by the students among themselves or with the help of the teachers.

#### **3. Integrative**

For the integrative approach, the students are given a learning environment that helps them in connecting with their learning across the syllabus. The four objectives of integration include-

- Understanding the process of learning
- Differentiating issues by relevance
- Making use of the lessons in practical scenarios
- Associating the concepts in regular lives

#### **4. Reflective**

As a reflective approach, the students are expected to evaluate themselves. It means observing the activities of the teachers and other students in the classroom and analysing why they do it and how it works.

#### **5. Inquiry-Based Learning**

In the inquiry-based learning method, the educators are expected to not just answer the queries of the students, but also build a culture where their ideas are explored, challenged, improved, and refined. It aims to take the students from the position of wondering about a question to understanding the answer and then questioning it further. The most effective pedagogies encompass a range of teaching techniques, including a detailed guide for teachers structured and whole-class group work guided learning, assessment practice and individual activity. These pedagogies focus on improving higher-order thinking and meta-cognition and make good use of questioning and dialogue in doing so. At structural learning, we try to steer away from teaching fads such as learning styles (it was once thought that children should be labelled a visual learner, Whatever learning environment you are operating in, it's good practice to utilise what research is available to us. We all share the same goal in enhancing the learning experience of children. Our focus has always been on developing deep learning experiences. This involves unpicking the learning process and designing effective teaching strategies that really get children thinking. It might be that the learning environment sometimes restricts our ability to embrace what we know is the best teaching method. Schools are always pushing for time and busy timetables require organized classrooms that cannot always deviate or act spontaneously. We create learning resources that support active learning in the classroom. The universal thinking framework enables teachers to unpick learning tasks and carefully design learning strategies that scaffold complex classroom tasks. This type of pedagogical approach gets to the heart of student thinking. Deep learning comes from deep thinking; if the student is not engaged mentally then they probably will not be able to understand the lesson content.

#### **Pragmatism and Pedagogy in Learning**

Over the course of the 1890s Dewey steadily moved away from absolute idealism towards the pragmatism and naturalism of his mature philosophy. In Dewey problem-centred schools, the teacher as a resource person guides rather than to direct learners. Teachers using the problem-solving method need to be pertinent with their students. This theory of knowledge emphasises the necessity of testing thought by action. Hackathorn J. (2011). Assert that, article in education is intended in part to explore the implications of his functional pedagogy and to test it by experiment. However, it could be wrong to cultivate the purpose and interests of children just as they stand". Effective education required these purposes and interests to be used by the teachers in order to guide the child towards his understanding of the sciences, history and arts.

The pedagogical system calls upon teachers to perform the extremely difficult task of reinstating into experience the subject-matter of the curriculum in Dewey concept of education that every educative process should begin with doing something and the necessary training of sense perception, memory, imagination and judgement should grow out of the conditions and needs of what is being done. This is the way in which learning in itself takes place before any specific instruction and schooling set in. Informal education in schools should connect with these informal learning processes by providing adequate learning environments. Pedagogical communication should cluster about what Dewey calls occupations". This concept stands for activities where significance transcends the mere school context. The primary aims lie in the activity itself and its respective motives, objectives, and requirements. As a way of making education progressive as well as pragmatic, one must rely or trust on the best available scientific facts in line with concrete theories of learning. Progressive education

is famous for insisting that learning take place by doing.

### **Education and Pragmatism/ Future of Humanities in Digital Age**

The word pragmatism is derived from the Greek word *pragma* meaning (“action” or power). Pragmatism is a school of thought in philosophy; it dominated the United States in the first quarter of the 20th century. Thayer S.H (1986) said, pragmatism is based on the principle that the usefulness, workability and practicality of ideas, policy and proposals as criteria of their merit. It stresses the priority of action over doctrine or experience over fixed principles and it holds that ideas borrowed the meanings from their consequences and their truths from their verification. According to *Webster's Integrated Dictionary*, Pragmatism is 'a practical approach to problem-solving'. It is a system of philosophy that emphasises practice as a way to attain the best results. It is also a way to emphasize the principle of truth and idea and a system of thinking which aims at the best practical alternative to a given situation.

It further refers to thinking the way of considering things or as a system of philosophy which maintains that the principle of an idea can be judged only by its practical results. Dewey's pragmatic philosophy of education is to educational enterprise what renaissance was to philosophy in the 19<sup>th</sup> century. He gave a scientific methodology of education. His progressive education is based on variously known as experimentation, instrumentalism and pragmatism. As a pragmatist, the criteria for truth are to find a basic way of experience that is workable and relative to an individual's place and circumstance. Truth therefore, consists in the usefulness of an idea in practice. The message of Dewey's pragmatic philosophy of education which was initially important was that education should not be the teaching of mere dead facts, but the skills and knowledge which students should learn are to be integrated fully into their lives as citizens. Dewey in his book: *Experience and Education (1938)*, defined education as a process for preparation of getting ready.

What is to be ready for are the responsibilities of adult life, since growth is the characteristic of life, education is all about growing. It therefore, means that educational process has no end beyond itself; it is an end in itself. The advantages that education confers help man in solving problems especially when his environment poses threats to him. The adult uses powers to transform his environment thereby occasioning new idea which redirects his powers and keep them developing. In Plato's system of nature, the mind has no role to play in grasping reality. Underlying these various separations that found the foundational assumption to the isolation of the mind is from activity. To remedy this situation, Dewey advocates for a philosophy which recognizes the origin, place and function of the mind in an activity which controls the environment. Dewey believes that children are endowed with untrained powers. The teachers and parents should direct this power and take caution, because what are important are the child's impulses which move towards development of the society.

Dewey's philosophy is usually classified with the general heading of pragmatism, though his own name for it was instrumentalism and experimentalism; which require explanation and internal differentiation. Whereas Idealism and Realism dated back to ancient Greece, pragmatism developed in the twentieth century America. The older traditional philosophies rested on the antecedent conception of reality in which truth is a priori or prior to and independent of human experience. Pragmatism contends that a “truth” is a tentative assertion based on human experience. The originators of pragmatism were Charles .S. Peirce, William James, and John Dewey. William, I. (1921). Pragmatism is popularly regarded as a philosophy of consequences, that is to say, it uses results or consequences as a criteria of judgement. But this description seems inadequate putting into consideration what the three men had in mind.



The origin of pragmatism in Peirce's mind lies in his attempt to find a means of explaining intellectual concepts. He was dissatisfied with the abstractions of traditional metaphysics, and one word is to be defined by other words, and without any real conception ever being reached. Instead, it is certain and unchanging world in which truth is universal and eternal as Plato claimed, Peirce's world is in a state of flux and is indeterminate. Because the world is indeterminate, the lives and the actions in it are also changing, relative and indeterminate. To make sense of this kind of world, Peirce argued that one need to do the best job that is possible. Possibility however, is not certainty. One need to estimate what one can do by using the theory of possibility for what is likely to happen if a person acts in a certain way. Because of this, certain actions bring about reactions in a way that can be quantified and one can estimate them. It is probable that such reactions will occur in the future. This is necessary to understand however, the actions and reactions in themselves are never occurring in exactly the same way. However, probability provides one with sense of intelligence directed towards possible action. With this in mind, this work investigates the thoughts that are possible which one can formulate tentatively or generalise.

Although Charles Peirce initiated pragmatism, that it was generalized and popularized by William James and John Dewey. James's ideas are regarded as stimulated by the human need to choose between possible ways of acting in a situation. When a person chooses and thinks, James says that his conclusion can guide his actions but they are also provisional and subject to further revision. A person's belief gives the person the rules he can call good and force, right and wrong, while realising that he may likely keep revising the guidelines as he encounters different situations in the course of life. In traditional education, subject-matter, curriculum and disciplines were organized deductively as bodies of principles and theories with factual content and examples. "Formal education became excessively abstract" and bore little relationship to the learner's own personal and social experience. Dewey J. (1899). Furthermore, the subject matter of the curriculum should aim at preparing students for future situations after the completion of formal schooling. They created additional division that separated the child from the curriculum and the school from the society.

### **How do we Advance the Pedagogy of Teaching?**

The Structural Learning community is very much a global community. Different school systems have different approaches such as project-based learning or direct instruction. Many schools have moved away from collaborative learning whilst others see this as an essential part of the educational experience. Whatever learning environment you are operating in, investing in the development of sound classroom pedagogy is essential. The Rosenshine principles of instruction provided Schools with a list of modern teaching methods that were all evidence-based. These aspects of teaching provided classroom practitioners with solid guidance. His practices of teaching were well received within the profession of teaching as they weren't prescriptive. Every teaching situation could utilize these impactful approaches to instructional delivery. Traditional learning practices were quite rightly questioned with the release of this paper. Many inspectors' favoured methods of teaching that were simply not well researched.

Learning pedagogy addresses the different ways students understand information and is equally as important as teaching pedagogy in understanding and supporting every student. Every teacher knows that no two students are the same, so discovering how each student learns best can help them personalize instruction. There are several theories about how students learn. One popular concept is Gardner's *Theory of Multiple Intelligences*, which developmental psychologist Howard Gardner created. Gardner's research analyses various learning styles and helps determine strengths and challenges for each type of learner. The theory states that there are three broad categories in which people learn—visual, auditory, and tactile—and among these groups are nine specific types of

intelligences:

### **Learning Process for Designing knowledge with Action**

In education, the attainment of settlement is a progressive matter for continuous discussion. The pragmatic theory of education lies in its propensity to accommodate future inquiries. Through education, virtue is inculcated not by imposing values upon the child but by cultivating fair-mindedness, objectivity, openness to new experiences and courage to change one's mind in the light of further experience. In efforts to re-establish that practical use of knowledge with action as subsumed in pragmatic theory of education, this is engaged to what is called the application of intelligence in the problem of men. The educational process which is best suited for the societies.

Pragmatic meaning of education is the critical estimate the theories of knowledge and moral development which are formulated in social conditions, but which operate in societies nominally democratic to bring about the adequate realisation of the democratic society. The reiteration on the practical use of knowledge is an attempt to remould the traditional empiricism as to free philosophy from static intellectualistic prejudices.

Pragmatic theory education makes education an instrument of action with emphasis on the effects of knowledge on the individual's lives. Issue of transmission is the question of what is to teach, by what method and this has been a task for what will be the curriculum characteristic of a teacher in schools. Teachers are important in transmitting the roles of a pragmatic theory of education. This is why teachers is concern with the subject matter of science as representing a given stage and phase of the development of experience. Dewey J. (1976), claims that, every teachers must transmit knowledge in a dignified manner capable of inducing growth. This is shaped to say that every teachers should realized the dignity as been called as a teacher that he is the social servant set apart for the maintenance of proper social order and the securing of the right of social growth. The curriculum should contain higher motives above the present social life of a child with this; the subject matter of the school curriculum should make gradual differentiation out of the primitive unconscious unity of social life. The best content of curriculum made manifest through teaching is the best type of teaching that bears in mind the desirability of affecting interconnection. With this in mind, a student will systematically be led to utilise earlier lessons so as to help understand the present and also to use the present to thrown additional light upon what has already been acquired.

### **Issue of Learning**

Learning is active and it involves reaching out of the mind. It involved organic assimilation starting from within. To talk about learning is a something the individual should do when studying. Learning requires thinking because thinking" is the method of intelligent learning and learning is that which employs and rewards the mind. In educational psychology, today it is widely agreed that constructive learning is the key to successful learning with regard to this, Slavin in his book, *Education Psychology Theory and practice said:*

One of the most important principles of educational psychology is that teachers cannot simply give students knowledge. Students must construct knowledge in their own mind. The teachers can facilitate this process by teaching in a way that make informative meaningful and relevant to students, by giving opportunities to discover or apply idea themselves and by teaching students to be aware of and consciously use their own strategies for learning.

### **Issue of Knowledge**

The characteristic motion of knowledge peculiar to pragmatic theory is that knowledge is the tool for managing experience-no such thing as genuine knowledge and fruitful understanding except as the

offspring of doing. The ability to adopt to change is what makes ones knowledge pragmatic. This is affirmed that knowledge is power and knowledge is achieved by sending the mind to school.

### **Education Pedagogy for the Child and the Teacher**

In the formal learning process the child and the teacher are left alone in this formation of the process in which the teacher as a professional is expected to direct, communicate and share experiences with the child learner. The teacher recognizes that teaching involves human interaction relationship and requires that the teacher process accurate understanding about pupil and their behaviour. The teacher in his interaction with the child should encourage rather than condemning the pupils to punishment. All the child needs is the teachers collaboration so that he can explores his environment and gain control over it. It is a problematic encounter that leads children to use their intelligent to solve their challenges. The teacher role is simply to determine how the discipline of life shall come to the child. As regards discipline, the social life of the child should be taken a focus of concentration or correlation. This becomes one of the ways to make the child conscious of his or her social challenges as it will enable the child to perform those fundamental type of activities which make civilization what it should be in the society.

### **Education for Social Integration as a Means for Development**

There are factors that are responsible for the emergency of social disintegration. They include ethnocentrism, differences in economic interest, frustration and social discrimination. Social integration in a society ( with the instrumentality of different leaders at the helm of affairs to have the interest and vision of avoiding self-group interest for the greater good of the majority and keep in fact, equal opportunity and privilege for all. Fact about human behaviour is taught in school and college levels. People learn how to manage their anger, frustration and ask why social discrimination is practised. National policy on education (2004), assert that, education learned from this perspective of gaining facts about good human behaviour make education a thing of continued reconstruction of experience, character and mode of thought. A good educational aim must be an outgrowth of existing conditions and needs of a particular individual to be educated, and it has to flexible and not rigid.

### **Education Pragmatism and Pedagogy in Learning**

In problem-centred school, the teacher as a source of person guides rather than direct learning. Teacher using the problem solving method need to be patient with their students. This theory of knowledge emphasizes the necessity of testing thought by actions. Education is intended in part to explore the implications of the functional pedagogy and to test it by experiment. Pedagogical communication should cluster about what Dewey calls “occupations”. This concept stands for activities whose significance transcends the mere school context. The primary aims in the activity itself and its respective motives, objectives, ends and requirements. Informal education in schools should connect with these informal learning processes by providing the learning environment. This is the way in which learning itself takes place before any specific instruction and schooling set in. Progressive education is famous for insisting that learning take place by doing. This means that whether the subject is history, literature or science, if it cannot be learned through an activity, then it immediately fails under suspicion.

Education is centred on the child who learns through experience and should match with the social reality. The child cannot be isolated from social experience, which is the microscope of the society. It is a believed in cultivating children capacity for the exercise of deliberative and urge teachers to teach not ready- made knowledge” as it was called but a method that would enhance moral reasoning. The best way to do this is to introduce students at the outset to a mode of associated living which is a characteristic of democracy. A school should be a community of full participation, conjoint communication experience in which social sympathy and deliberative moral reason would

develop”. According to Neubert S. (2009), an educator John Dewey belief in democracy to the school’s ability in providing a staging platform social progress pervades all his work, but it is perhaps most clearly stated in his early pedagogic creed, in which he asserts that: Education is the fundamental method of social progress and reform.

Alternatively, student-centred learning guides the student to be an active participant in their learning process. While the teacher still delivers content, they take on more of a coaching or mentoring role to help students learn. Student-centred assessments, like formative assessments, are given more frequently to assess their learning progress and can be more objective than teacher-centred assessments. Teacher-centred learning focuses on the teacher giving lectures and sharing content through direct instruction. In this case, the focus is on the teacher's knowledge and conveying that to students. As a result, teacher-centred assessments are meant for students to show how well they remember that knowledge at the end of a unit.

### **Issue of Value**

The term value means a distinct intellectual act an operation of comparing and judging to evaluate. The term value is inextricable in Education, that everything about Education is valuable. The pragmatic theory of Education sets at a good process of living capable of making one's life fruitful and significant. Low- and high-tech approaches refer to how many digital tools are incorporated into the learning process. A high-tech method could include technology like a learning management system (LMS), and a low-tech approach could be more paper-based, using hand-outs and worksheets. Issue of Society, the issues of society is characterized calls for this vital question “what is society”? Why are institutions involved in the issue of education processes? The question is elucidated more in projections and position of theory vis-a-vis education. Learning pedagogy addresses the different ways students understand information and is equally as important as teaching pedagogy in understanding and supporting every student. Every teacher knows that no two students are the same, so discovering how each student learns best can help them personalize instruction. There are several theories about how students learn. One popular concept is Gardner's Theory of Multiple Intelligences, which developmental psychologist Howard Gardner created. Gardner's research analyses various learning styles and helps determine strengths and challenges for each type of learner. The theory states that there are three broad categories in which people learn—visual, auditory, and tactile—and among these groups are nine specific types of intelligences.

### **Social Pedagogy**

Social pedagogy provides a holistic way of dealing with children and their families in ways that help their growth, well-being, and education. Social pedagogy indicates that education is critical to the well-being and development of students. Therefore, in the broadest sense, these types of pedagogical practices are understood as forms of practice that support social learning and development in one's life. By nature, students are social persons. But, they also need the education to express themselves effectively. Depending upon different cultural and social backgrounds, how public education is provided can differ from one country to the other. Examples of Social Pedagogy: An example of social pedagogy is how countries are using social education to highlight the significance of things like kindness and empathy. Practitioner's knowledge plays a major role in using the right materials for students to explore at the right time in their development. Social pedagogy refers to the education system that deals with common social issues related to human needs, such as social inequality, its reasons and consequences for the residential children, who are a group of vulnerable children living with a group of other children looked after by the hired workers who are hired to work on a shift basis and live in the residential setting.



### **Education and Critical Pedagogy in Learners**

It is a teaching philosophy that persuades classroom teachers to encourage learners to critique structures of oppression and power. A Brazilian educator and philosopher, Paulo Freire, is regarded as one of the founders of critical pedagogy. Freire believed that as the first step towards social change and liberation, oppressed people need to become critically conscious. He mentioned that the learners are not actively participating in their learning, in problem-solving or interacting; but they are mainly engaged in receiving, memorizing, and repeating information. Hence, Critical pedagogy is also considered progressive and even radical by some policy makers because it critiques power structures that are frequently taken for granted. Critical teaching aims to encourage students to challenge their ideas and thoughts, their practices, and their beliefs, to gain a deeper understanding and think critically. Examples of Critical Pedagogy: Educators can incorporate critical pedagogy by using audio-visual material to encourage students to look at the causes and deeper meaning of everything from politics to war and religion; or by analysing and exploring power issues and relationships in their families. Students may also look for statements that are biased toward media and popular culture. Critical teaching frequently depends upon the students' approach towards teaching in which teachers uncover different strengths of students' backgrounds, and nurture them to assure that students are confident to express their feelings, and accomplish their goals.

### **Leaning in Cultural Responsive Pedagogy**

Culturally responsive teaching considers cultural contexts. To apply culturally responsive teaching, teachers make changes in their pedagogical practice, after child observation, to suit the cultural needs of a child belonging to any specific cultural background. Sometimes the educational institute makes changes in its policies and procedures to facilitate more community participation. Example of Culturally Responsive Pedagogy: A culturally responsive teaching approach encourages and takes into consideration diverse races, beliefs, ethnicities, and the background of students. The cultural responsiveness of a cooking lesson would be to provide access to video pedagogy to provide knowledge about the cultural cuisines in the course of the study. Cultural responsiveness of a political study would mean debates and analysis of a wide range of political topics, in various cultural contexts. In legal studies, it means to keep various cultural and religious beliefs and differences in view such as how different communities might view similar legal matters.

### **Socratic Pedagogy**

Proposed by the Greek philosopher, Socrates, the Socratic pedagogy mainly involves the dialogue between the instructor and students. The teacher would ask students probing questions and explore the underlying beliefs that shape the perceptions and views of the students. There are three steps of the Socratic Method:

1. The teacher would provide an initial description or opinion;
2. Then, the teacher would ask a question to raise an exception to that opinion or description;
3. Provide a better opinion or description.

Socratic pedagogy includes a process in which learners can develop their psychological and social skills to become active members of a democratic society. Students get the support to challenge traditional concepts about knowledge, explore alternatives, and create educational knowledge using their experiential learning, ideas, and meaningful dialogues with others. Thus, the Socratic pedagogic creed, (1964), pedagogy curriculum will mostly include the anonymous peer review process, collaborative instructions, comparative context and thinking as learners explore established ideas with others to open their minds and develop a better understanding of concepts. Example of Socratic pedagogy: Socratic pedagogy in science or mathematics can be seen when

students look beyond the obvious to assess what and why a specific scientific or mathematical process is, and how is that applied in society. This type of discussion does not necessarily find a particular answer, but it raises new questions for the dialogue. It aims to address the cultural diversity among students. It helps to comprehend cultural differences among the students and increases awareness about cultural differences in school.

It aims to encourage the students to gain more knowledge from other sources along with what is provided to them. This helps the students to find alternative solutions to the problems. Role of pedagogy in effective learning, it enhances student participation in learning and makes them more receptive to what is being taught. The main focus is given on the outcomes of courses and the students are free to learn in their styles. It encourages the students with special needs to be a part of the mainstream teaching ways and engage with other students. The student studies a particular subject with a clear objective of outcomes such as gaining skills and knowledge of the subject. Pedagogy is a student-centred approach in which the students take responsibility for learning in their ways. Teachers evaluate the students regularly to see if they are improving and moving towards their target outcomes. The study methods encourage teamwork and group projects for the students to meet like-minded individuals and work with them. These help students to develop cognitive skills using evaluation, detailed analysis, comprehension, and application of the courses.

### **Recommendations**

This paper recommended that pedagogy in teaching can be used to assess an educator's understanding of how the students learn. The teachers are focused on presenting the syllabus to the students in such a way that it is relevant to their needs. Pedagogy demands classroom interactions between the teachers and the students which create a significant impact on the learner's mind. The educators, teachers and students should embrace the methods of pedagogy in our educational system for the promotion and improve impact of the learners for the good of our society and developmental goal in leaning and future of humanities in digital age. Pedagogy and child's development work hand-in-hand. It helps the student to think in different ways and move beyond the traditional methods of memorization and comprehension for learning. It invokes complex processes of learning among the students such as analysing, creative thinking, and evaluation. Further, it makes students more receptive to what the teacher is teaching. A well thought pedagogy can help the students to grasp education in various ways. It caters to the learning abilities of different students. Students can follow their preferred ways of learning and stick to them. In this way, the students develop a better understanding of the subject, which eventually improves their skills and learning outcomes. Students with special needs require different ways of learning and teaching in the institutes. Implementation of a suitable pedagogical approach will help them learn better and encourage them to be a part of the mainstream learning community. The teacher understands the student in a better way which helps them to focus on the student's weaknesses and guide them. Difference between a pedagogical approach and pedagogical techniques A pedagogical approach is a completely unified method of looking at teaching.

### **Conclusion**

In this way, the well-taught, modern-day pedagogy is a complete interrelation of the concepts and ideas, along with the ways of teaching the students. It also indicates that these practices have direct involvement with the student's achievements, results, and skills developed after following the approach. Implementation of a well-suited pedagogy can be aided with the help of a learning management system for the faculty and students. The system offers a large variety of options for learning, keeping track of the syllabus, solving questions and problems whenever they are ready, connecting with classmates, communicating with teachers, and taking control of their learning experience. Further, it helps the teacher keep a personalized look on the students using the software If

a well-taught pedagogy is implemented in the classrooms, the quality of education can show a drastic improvement. This will benefit the students by helping them thoroughly understand the education material, thereby improving the learning outcomes. The implementation of pedagogy in education encourages the students to work together towards completing a task and learn together.

This increases their perceptions by understanding and taking views from the other students, thereby adapting the cooperative learning environments making them better leaders in the future. It takes several elements from all the approaches of pedagogy which include Constructivism, Behaviourism and Liberationism. It further applies that approach in all aspects of teaching is a pedagogical technique that defines a set of actions performed by the teacher in the classroom for teaching. It includes flipped learning, computational thinking and deep learning. It is more granular than the entire pedagogical approach. It is aimed towards the social development, awareness, and well-being of the students. The teaching must consist of values and moral education. It aims towards comprehending and deconstructing several daily life problems and issues. It encourages the students to dig deeper into things and try to understand their thoughts and beliefs on a certain topic. Curriculum development is a crucial component of any education and training activities, it is a road map to knowledge and it builds knowledge topology. Curriculum development includes consideration of aims, intended learning outcomes, concise content, learning and teaching methods and assessment. The study concludes by raising pedagogical signposts through which the ideals of education learning and future humanities in digital age.

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