



THE USEFULNESS OF REALITY PEDAGOGY (AN APPROACH OF TEACHING AND LEARNING) IN EDUCATION

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Abstract: Reality Pedagogy is a 21st-century teaching-learning approach pioneered by Christopher Emdin, a Columbia University Professor, in 2001. In the present review paper the author studies many studies that find that reality pedagogy focuses on how a teacher acquires an understanding of students' classroom realities or knowledge. Reality Pedagogy is a method of exchanging knowledge between professors and students. In this strategy, the instructor plays an important role in engaging students in the class and motivating them. The student's job in this strategy is to actively participate in each activity and gain competencies. This method employs a series of pedagogical tools known as the "5 C's" to ascertain students' realities and to allow students to engage in each phase and express themselves in a democratic classroom. Five pedagogical tools are included in the reality Pedagogy approach: Cogeneration of conversation (problem-solving ideas), Co-teaching (students as teachers), Cosmopolitanism (equal opportunities and responsibility for all students), Context (Taking knowledge from the classroom and applying it in a social context), Content (Theoretical knowledge or content must be based on immediate requirements and applied in real-world situations and daily living). Reality Pedagogy is an approach to teaching that focuses on students' understanding and application of their knowledge. To put the concept into effect, teachers must first learn about their students' lives from their friends, parents, and the student community, and then determine their involvement in classroom activities.

Keywords: -Reality Pedagogy, Pedagogic tool, Cogenerative Dialogue, Co-teaching, Cosmopolitanism, Context, Content, Students' community, self-efficacy.

I. INTRODUCTION

Reality Pedagogy is a teaching and learning approach that focuses on teachers gaining an understanding of student realities and then using this knowledge as the foundation for instruction. It starts with the basic premise that students are the experts on how to teach and the content experts. Reality pedagogues/teachers believe that for teaching and learning to occur, students and teachers must exchange expertise. Teachers need a collection of tools known as the "5 C's" to get insight into student realities and allow students to express their actual selves in the classroom to support this conversation.

Reality pedagogy employs five pedagogical strategies in which students and teachers collaborate to better science teaching and learning. Cogenerative dialogue (cogens), coteaching, cosmopolitanism, and, more recently, context and content are the five pedagogical tools (Emdin, 2009).

1.2.0. HISTORY OF REALITY PEDAGOGY

Reality pedagogy is a teaching and learning approach which is introduced by Christopher Emdin, professor in the Department of Mathematics, Science and Technology at Teachers College, Columbia University in 2001. The teacher's understanding of students is the focus of this strategy. The teaching and learning in this setting are based on the reality of the student's experience. The teacher recognizes each pupil and where he or she has come from, which could be their culture or the group to which they belong. Based on the information obtained by the teacher, the student uses it as a point of instruction in the classroom. (C. Emdin,2009)

As a result of previous research in urban classrooms, he coined the term reality pedagogy, which focuses primarily on understanding urban students and their culture within a specific social space, such as the science classroom. Reality pedagogy, which is similar to critical pedagogy in some ways, serves to raise students' awareness of the sociopolitical factors that influence the teaching and learning process (Emdin,2011). Reality 1854 is progressing toward its objectives. Investigating the Impact of Reality Pedagogy: Understanding its Application in Urban Immigrant Communities Students' pedagogy employs five pedagogical tools that involve students and their teachers working together to improve science teaching and learning.

1. Teacher's role in classroom Engagement

In elaborating further on the necessity of teacher-student communication, it should be noted that the teacher plays a crucial role in the student's engagement with the class. A 1993 study by Skinner and Belmont discussed the relationship between students' motivation and engagement and the teacher's behavior with the students. Here, the author's research suggests that there is a reciprocal relationship between the teacher's behavior in terms of his or her involvement with the students and their learning processes and the student's emotional and behavioral engagement and involvement in the classroom. In that study, involvement in the classroom is defined as "the relationship between the teachers and the student in the whole process.... Teachers are involved with their students to the extent that they make time for, express affection toward, enjoy interaction with, are attuned to, and dedicate resources to their students" (p. 573). Engagement is defined as having both behavioral and emotional qualities.

2. STUDENT'S ROLE IN CLASSROOM ENGAGEMENT

STUDENTS THAT ARE ENGAGED EXHIBIT CONSISTENT BEHAVIORAL INVOLVEMENT IN LEARNING ACTIVITIES, AS WELL AS A GOOD EMOTIONAL TONE. THEY CHOOSE TASKS AT THE EDGE OF THEIR COMPETENCIES, TAKE ACTION WHEN GIVEN 10 CHANCES, AND PUT IN A LOT OF EFFORT AND CONCENTRATION TO COMPLETE LEARNING TASKS; THEY EXHIBIT GENERALLY POSITIVE EMOTIONS DURING ONGOING ACTION, SUCH AS ENTHUSIASM, OPTIMISM, CURIOSITY, AND INTEREST

1.4.0. TOOLS OF REALITY PEDAGOGY: THE 5C'S

In terms of students, research in reality pedagogy employs a variety of tools. The first of these five tools is cogenerative discourse (Tobin, 2006), which has been shown in prior research to result in the use of the next two tools: coteaching (Roth & Tobin, 2005) and cosmopolitanism (Emdin, 2006, 2007b). Context and content (Emdin, 2009) are the final two technologies that have only lately been established.

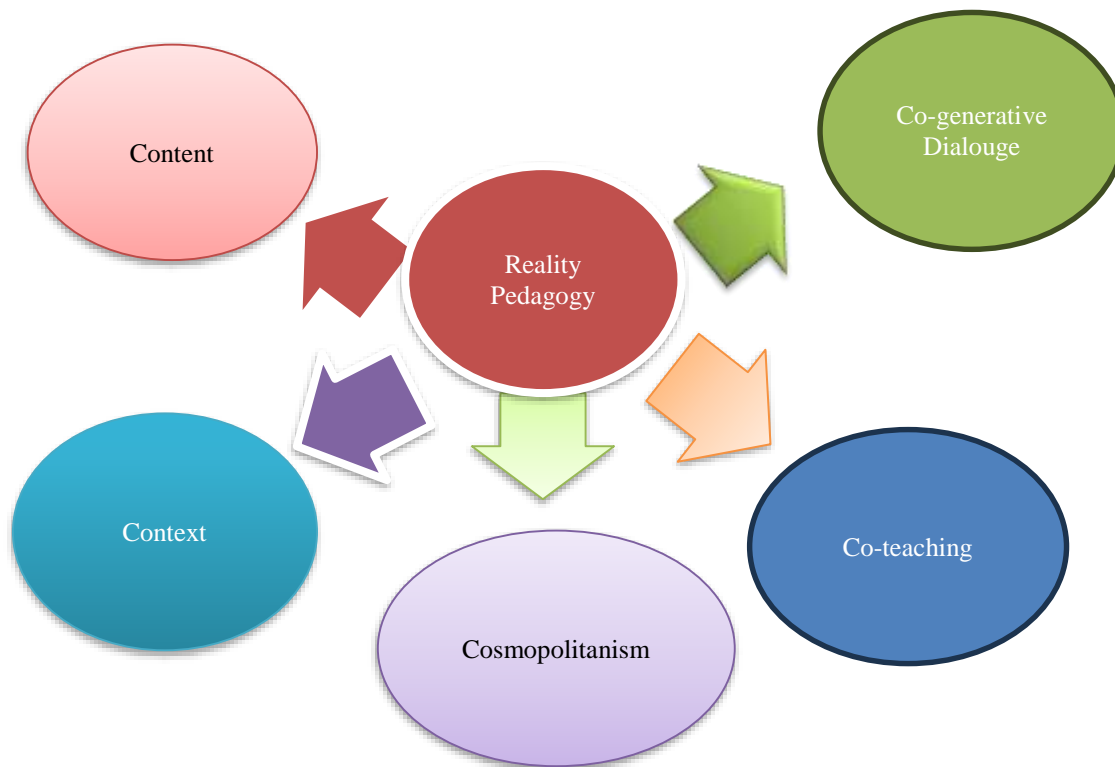


Figure 1: Tool of reality Pedagogy

1.CO-GENERATIVE DIALOGUE:

Tobin (2005) defines cogenerative discourse as a conversation between participants concerning a shared experience. By creating a field to talk about classroom learning, they provide participants an opportunity to reflect on shared experiences and they open arenas where participants can take collective responsibility for the results in the classroom.

A cogenerative dialogue produces a plan of action aimed at improving teaching and learning in a specific classroom. Because of its "co-planning" nature, which involves both the teacher and students, cogenerative dialogue alters both teaching and learning practices. Cogenerative dialogue is designed so that four to five students meet with the teacher after school or during a free class or lunch period. After the same group of students meets two to three times, one of the students will opt out, and a new student will be chosen and invited to the session by the group. This method allows all of the students in the class to participate in the dialogue with the teacher. Students can also choose to have a cogenerative dialogue session without the teacher on occasion. The goal here would be for

them to converse and possibly cogenerate a plan of action for a more functional classroom following their own needs for overall learning.

According to recent research, cogenerative dialogue has enabled students to play an active role in making decisions that directly affect how they learn (Roth & Tobin, 2005; Emdin, 2007b).

This consists of a horizontal dialogical relationship between the teacher and the student. So, between them, they can organize the class and decide upon the aspects and methods necessary to achieve a good environment during the class.

CO-GENERATIVE DIALOGUE CONDITIONS

some measures have been taken to ensure the continuity of the dialogue sessions and the overall progress of each meeting.

The following conditions have been agreed upon by all participants:

- All participants in the dialogues have equal opportunities to speak.
- All conversation is respectful of other participants. (All participants are asked to listen carefully and let their peers finish their thoughts before responding.)
- In one dialogue, a plan of action for addressing issues raised in dialogues must be developed. In this case, all action plans developed during the dialogue must be implemented during the next classroom session.
- The following dialogue's topics should be based on the outcomes of the previous cogenerated actions and how successfully or unsuccessfully they were implemented in the classroom.
- All participants collectively bear responsibility for carrying out all agreements reached during the dialogues. (Emdin, 2009)

2. CO-TEACHING:

It implies accepting that in the pedagogical relationship, both subjects (teacher and student) learn. That is, the trainer not only has the expertise, but he also learns from his students. Students also learn from their peers.

The coteaching tool can also be configured so that students co-teach the curriculum with the teacher. Students co-plan the lesson to be taught ahead of time and review the plan before the teacher's instruction in class. Students and teachers collaborate before, during, and after the lesson is implemented to maximize students' learning opportunities. As a result, it provides yet another reason or opportunity for students' participation and engagement in the lesson, and it promotes empowerment.

The following are the specific components of coteaching.

Buddy system:

- Invite students who have participated in cogenerative dialogues to participate in the Buddy system.
- High-performing students form groups with lower-performing students, and a space in the classroom is created for these groups to focus on their specific strengths and weaknesses.
- Students are assisted in developing action plans for maximizing their strengths and teaching the content to one another.
- This process continues for the duration of a school trimester, and then it is repeated as a new school trimester begins. (Emdin, 2009)

Student as a teacher

(Before class)

- Three to four students who have participated in cogenerative dialogues are invited to co-plan with the teacher.
- Before the teacher's instruction in class, student-teachers review a lesson with the teacher.
- The teacher teaches the lesson to the student-teachers and then receives feedback from the students on the lesson.
- Student-teachers are allowed to ask explicit questions about the lesson's content, which the teacher clarifies.

- The teacher modifies the lesson based on student-teacher feedback.

(During class)

- The teacher or student-teacher introduces the lesson to the entire class and delivers the content.
- The teacher divides the class into groups, allowing student-teachers to be in charge of a group of students.
- The teacher moves from group to group to reinforce content and study how students teach their peers.
- The teacher uses the feedback received as part of a toolkit for future instruction. (Emdin, 2009)

3. COSMOPOLITANISM:

This idea necessitates an equitable division of tasks in the classroom to foster students' sense of community and identity.. The following roles may be alternated among students as desired: greeter of any visitors (teachers, administrators, and any other guests); material and equipment distributor, who distributes handouts and equipment; classroom material manager, who maintains the books and instructional equipment; computer/technology manager, who looks after the technology (computers, laptops, LCD projector, smartboard) in the classroom; discussion leader, and "even" (Emdin, 2011, p. 290). Cosmopolitanism serves to support the smooth operation of the classroom, where students are assigned roles that are sometimes non-traditional, either by the teacher or by the students themselves. In this case, the student's role in the classroom necessitates them. to take ownership and responsibility for the duties required for the classroom to run smoothly As a result, their role is more involved than that of a learner. These roles also help students develop a desire to learn in the classroom and make them feel more connected to their classmates.

According to Emdin (2011), such roles “Allow students to become invested in the daily operation of the classroom, allowing the teacher to be more effective in the delivery of the content” (p. 290).

4. CONTEXT:

Bringing life from outside the classroom into the classroom to work with it. This means transferring situations and behaviors specific to each student from the social context to the classroom. These situations are then used as educational and pedagogical content. The context in reality pedagogy refers to the incorporation of the students' context into the classroom curriculum and pedagogy. This process focuses on the teacher's use of physical and symbolic artifacts from the students' lives in the classroom. "Physical artifacts" are items from students' neighborhoods, such as rocks from a park, pictures from a local park, or a subway map. "Symbolic artifacts" refer to the use

of intangible artifacts from students' lives, such as the way they speak, references to their culture, or even specific terms.

5. CONTENT:

Subjects and courses must be changed and re-signified to meet the students' most immediate needs. Thus, theoretical knowledge must be applicable and capable of responding to real-world situations encountered by students in their daily lives.

A venue for the co-discovery of content knowledge is created here. "Once it is understood that science or any other discipline being taught is really an unlimited corpus of knowledge ripe for discovery, interrogation, the willingness to exchange within the classroom and support the teacher in the codiscovery of new knowledge begins," Emdin (2011) writes (p. 291).

1.5.0. PRACTICING REALITY PEDAGOGY IN THE CLASSROOM

Reality pedagogy is concerned with teaching that is based on a thorough understanding of the students' communities and the application of this knowledge in the teaching and learning of science. The goal for the teacher who uses this pedagogical approach is to become so immersed in student culture that developing student interest in, and natural affinity for, science becomes second nature.

Beginning the journey toward implementing this pedagogy provides an opportunity for science education to bear witness to the realities of those living in urban areas. Emdin (2009).

Steps Toward Reality Pedagogy in the Classroom Out of

class:

- Teachers visit student neighborhoods once a week and communicate with residents, such as store owners and other neighborhood staples.
- Teachers observe and take notes on neighborhood phenomena and work toward using them as examples and analogies that relate to the science curriculum.
- Teachers spend time listening to and participating in hip-hop culture/music, focusing on specific conversations and song lyrics that are directly related to schools.
- Teachers validate the accuracy or effectiveness of their observations, examples, and analogies with students.

In class:

- The teacher delivers the lesson based on research on student lifeworlds and student feedback; The teacher videotapes the classroom.
- The teacher invites students to participate in cogenerative dialogues and uses a classroom videotape as a starting point for discussion. (Participants in the dialogue watch the classroom videotape, identify parts of the lesson that need to be improved, and develop plans of action to improve the lesson.)
- The teacher and students identify points in the lesson that are directly related to the student's lives and how effective the teacher was in delivering the lesson. Emdin (2009)

As reality pedagogy is a fairly new perspective, there is currently no literature on how it

specifically impacts students in terms of their self-efficacy, their social capital, and how distributed cognition plays a role in the process of the implementation of reality pedagogy. This study thus attempts to contribute to the literature about reality pedagogy in this regard.

1.6.0. TEACHER-STUDENT: A SPECIAL RELATIONSHIP

1.7.0. Teachers must be able to understand, grasp, and engage with their student's experiences to apply reality pedagogy. Using these experiences, educators must design learning settings that address individual needs as well as the skills and competencies to be taught, developed, reinforced, or enhanced. As a result, reality pedagogy views educator-student interaction as fundamental. For the teacher to have a deep understanding of his pupils' realities, the relationship and interchange between them must be close and profound. With this in mind, Professor Emdin asserts that the educator and his students must have a strong mutual trust relationship.

1.7.1. Educational Implications of Reality Pedagogy

- By using this approach to reality pedagogy teachers help students to increase their level of motivation during the teaching/learning process.
- This approach provides more opportunities for students in participation of classroom activities and interaction.
- Teachers are generally encouraged to integrate the reality pedagogy in teaching in the classroom for teaching various subjects and help the student to improve their academic performance and

increase their motivation level.

- A reality pedagogy approach is an approach that involves the student in teaching learning it improves various skills and develops the ability to problem-solving and leadership.

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