

EMS TRAINING PROGRAM ADMINISTRATION MANUAL

Policy Number: T-840	Page: 1	of: 2
Title: Pedagogical Elements for online (web-based) on CE Programs		
Regulatory Authority: 12VAC5-31-1710		
Date of Issue: April 15, 2009	Effective Date: May 1, 2009	

- A. Pedagogical elements are a way to define structures or units of educational material. For example, these could be: a lesson; an assignment; a multiple choice test or a quiz; a discussion group; or a case study. Pedagogical elements would **not** include: textbooks; web pages, video conferences or a podcast.
1. When beginning to create web-based programming, the pedagogical approaches need to be evaluated. Simple pedagogical approaches make it easy to create content, but lack flexibility, richness and downstream functionality.
 2. On the other hand, complex pedagogical approaches can be difficult to set up and slow to develop, though they have the potential to provide more engaging learning experiences for students. Somewhere between these extremes is an ideal pedagogy that allows a particular educator to effectively create educational materials while simultaneously providing the most engaging educational experiences for students.
 3. Some of the various pedagogical approaches for web-based programming include:
 - a. **Instructional Design** is the practice of arranging media and content to help learners and teachers transfer knowledge most effectively. The process consists broadly of determining the current state of learner understanding, defining the end goal of instruction, and creating some media-based "intervention" to assist in the transition. Ideally the process is informed by pedagogically tested theories of learning and may take place in student-only, teacher-led or community-based settings. The outcome of this instruction may be directly observable and scientifically measured or completely hidden and assumed.
 - b. **Laurillard's Conversational Model** The conversational approach to learning and teaching is slightly different from others. This model is based on discussion of the teaching/learning *system*. While this is a feature of some of the humanistic approaches, they are largely interested in the values underpinning teacher/learner interaction. Other approaches focus on learning as an attribute of the learner (as the

- person who is changed by the experience), and separate out the teaching as simply a process of facilitation, a means to an end.
- c. The **conversational approach** looks at the on-going learner-teacher interaction, and particularly in Laurillard's model, at the process of negotiation of views of the subject which takes place between them in such a way as to modify the learner's perceptions. From this a set of criteria has been developed for the judgment of teaching/learning systems, particularly those based on educational technology.
 - d. **Cognitive perspective** focuses on the cognitive processes involved in learning as well as how the brain works. This approach examines internal mental processes, such as creativity, perception, thinking, problem solving, memory, and language. Cognitive psychologists are interested in how a person understands, diagnoses, and solves a problem, concerning themselves with the mental processes that mediate between stimulus and response.
 - e. **Emotional perspective** focuses on the emotional aspects of learning, such as motivation, engagement, fun, etc.
 - f. **Behavioral perspective** focuses on the skills and behavioral outcomes of the learning process. Role-playing and application to on-the-job settings.
 - g. **Contextual perspective** focuses on the environmental and social aspects which can stimulate learning. Interaction with other people, collaborative discovery and the importance of peer support as well as pressure.