**ASSIGNMENT WEEK 3**

**Authentic Literacy pedagogy – reading and writing**

An example of authentic literacy pedagogy today is progressivism which is also known as active learning. Many educational theorists and researchers continue to stress the importance of having students engaged in the lesson by creating a learner centered environment that meet students’ expectation and interests. This method is applied in the authentic pedagogy classroom and was advocated by Jean Jacques Rousseau, who came up with this theory. It later made positive impacts on educators such as John Dewey (1859-1952), Maria Montessori (1870-1952) who advocated for teachers to use active learning which encouraged students to inquire and discover new knowledge on their own.

When it comes to reading and writing, authentic pedagogy promotes natural growth, a continuation of processes of language to speak. Students can be placed in groups of twos and presented with picture story books in which they can first look at the pictures and relate the story in their own words followed by reading. Students can also act out the story with their group member. The teacher can also arrange a closing activity in which he/she plans out short paragraphs for example with five lines. Each line on a paper strip. The teacher will then distribute the five strips to the first group. Students will be responsible to read the strip carefully and arrange themselves with the lines in the correct sequence of the story. The students stand in correct order and read out their new arranged paragraph. The teacher is actually encouraging critical thinking in a fun way during reading class. Next, the student would be ready to write their own story. This enables the student to apply pre-knowledge and become actively involved in their own learning with the teacher as the facilitator.

Authentic pedagogy recommends immersion in personally meaningful reading and writing experiences with a focus on processes of reading and writing rather than the formalities of rules and adherence to conventions. This approach is more learner centered and aims to provide space for self expression.

On the other hand, a didactic approach to literacy requires learning the rules of the ways in which sounds and letters correspond. It involves learning the formal rules of what is presented as the one, correct way to write.

Authentic pedagogy enables the students to do things that are linked to everyday reality. Harasim et al (1997), further agrees that having students involved actively in the lesson stimulate their cognitive propensity. Thus, at the end of the lesson students are able to share what they have learned because recalling from doing something is easier. The main aim of progressivism or authentic pedagogy is to transform the traditional expository or didactic pedagogy method to engaging students. Dewey (1916), believes in order to move forward, it is necessary to recreate a meaningful learning experience that will cause learning activities to follow in a sequential order. As a result of this, when a child is exposed to such experience it creates motivation because from the child’s perspective learning becomes meaningful.

Demirci(2017), noted that students are constantly interacting in groups, with the teacher and concrete materials relating to the topic. On the other hand, in the traditional setting/ didactic the students are just being receptive learners by note taking and writing tests to pass. After an examination they tend to forget the content learned in contrast to authentic pedagogy method which helps students’ to learn a new concept in a fun filled learning environment as well as socialize in a positive way.

It can be concluded that authentic pedagogy lead students to become more creative, develop critical thinking skills, fosters problem solving and increase retention.

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