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Evaluation of Pedagogical Literacy in Education

Erol KOCOGLU
Inonu University

Abstract: Pedagogical literacy can be defined as the competence that enables teachers, one of the most important variables of the learning-teaching process, to make knowledge-based decisions in the selection of pedagogical instruments used in their education life. Pedagogical literacy can also be defined as the capacity of understanding and recognizing the role of pedagogy in education by using the pedagogical thinking and decision-making skills of the teacher as a thinking, producing and criticizing individual in solving the problems he encounters in and around the school. It can be said that pedagogical literacy, which is effective in shaping the development and changes of teacher behaviors in the education process, comes to the fore more in education programs that include text applications that students can easily access, together with meaningful and understandable activities in the learning-teaching process. In this study, the concept of pedagogical literacy was evaluated in detail within the framework of pedagogical knowledge and pedagogical content knowledge. In addition, the importance of pedagogical literacy in the educational process was evaluated by the researcher with the support of the literature.

Keywords: Education, Pedagogy, Pedagogical Literacy, Assessment.

Introduction

The concept of pedagogy, in general, shows the interaction in the classroom (Li, 2008), how the teaching is done, how the content is presented and how the lesson is administered (Du, Kou & Coghill, 2008; Anderson-Levitt, 2011), from management and assessment processes to lesson plans, It has an inclusive feature from teaching environments to student characteristics, from teaching method techniques used to teacher qualifications. In addition, the concept of pedagogy has been defined as "the art and science of teaching" by looking at it from a wider perspective (Matuga, 2001). Pedagogical knowledge can be defined as the knowledge of learning and teaching time, practice, strategy, ways or methods in the learning environments where formal education takes place, as well as information containing information about the learning, teaching and evaluation purposes of the students participating in the learning environment (Mishra & Koehler, 2006; Harris, Mishra, & Koehler, 2009; Karakus, 2015).

Pedagogical literacy can be defined as the competence that enables teachers, one of the most important variables of the learning-teaching process, to make informed decisions in the selection of pedagogical instruments used in their education life (Usta & Karakuş, 2016). This literacy can be evaluated within the professional knowledge competence, one of the teacher qualifications included in the Turkish National Education Basic Law No. 1739. It can be said that pedagogical literacy, which is effective in shaping the development and changes of teacher behaviors in the education process, comes to the fore more in education programs that include text applications that students can easily access, together with meaningful and understandable activities in the learning-teaching process (Darling-Hammond & Bransford, 2005; Darling-Hammond, 2006; Kristina, 2010). For this reason, it can be stated that education programs should be organized in a pedagogical context in order to gain these literacy skills more effectively in the learning environment.

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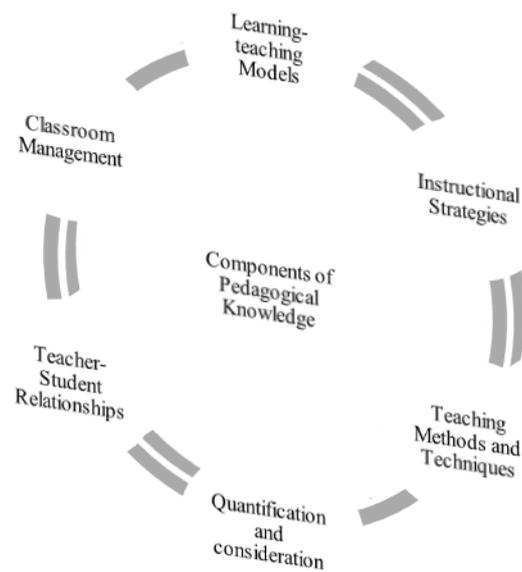


Figure 1. Components of pedagogical knowledge

Method

In this study, in which the type of pedagogical literacy was evaluated in the education process, the qualitative research method was used and it was shaped by the document analysis model. In document analysis, data is obtained by examining existing records and documents. Document analysis includes the processes of finding, reading, taking notes and evaluating resources for a specific purpose (Karasar, 2005). In other words, document analysis is a series of processes that take place in the process of examining and evaluating printed and electronic (computer-based and internet-enabled) materials (Bowen, 2009). The process is also defined as the examination of written materials containing information about the phenomenon or phenomena that are aimed to be investigated (Yıldırım & Şimşek, 2013).

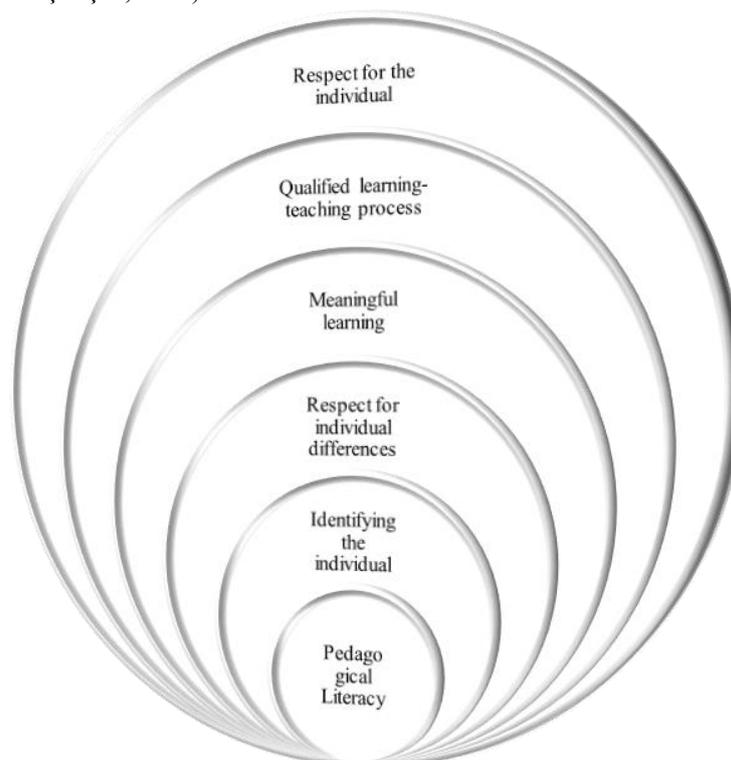


Figure 2. General findings on pedagogical literacy

Results and Discussion

In the research, remarkable findings were reached depending on the document analysis for the study subject. It can be said that these findings stand out as the qualities that pedagogical literacy provides to the learning and teaching process. These attributes are given in Figure 2 above.

Considering the findings given in Figure 2, the reflections of the changes in pedagogical literacy and learning environment in terms of teachers and students have been reached as a result of the document analysis. It can be said that these results are remarkable in terms of better understanding the importance of pedagogical literacy in the education-teaching process.

Another important finding obtained in the study is the qualifications that literacy provides to teachers. These attributes are given in figure 3. Considering these qualities, it can be said that teachers with good pedagogical literacy levels are perceived as a more respected variable by the students in the learning environment.

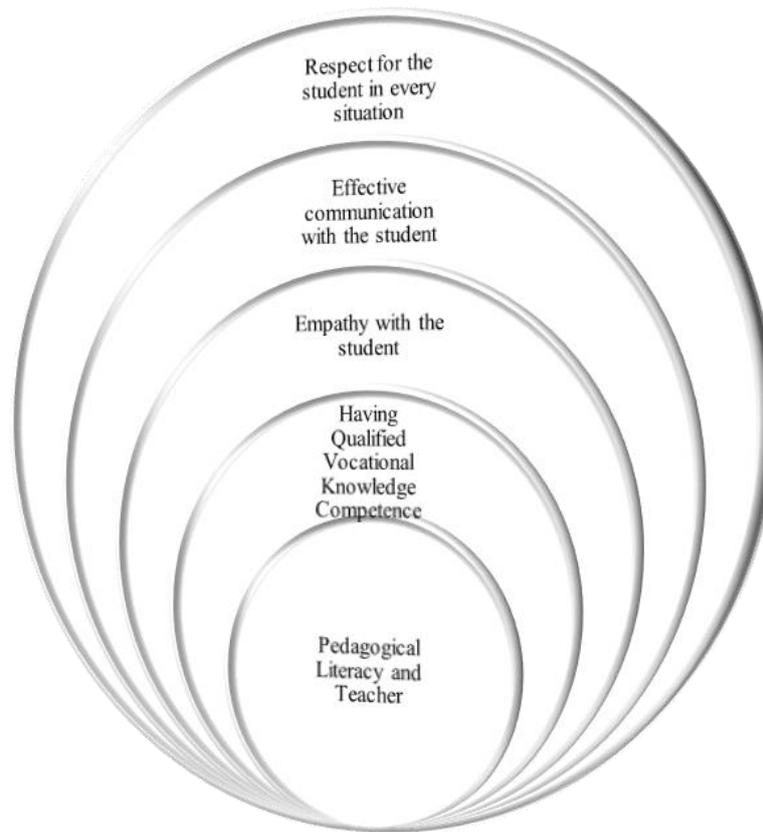


Figure 3. Qualities that pedagogical literacy adds to teachers

Conclusion

In the study, remarkable results were obtained regarding the subject of the study. These results revealed that this type of literacy should be considered as a very important determining factor in today's education world. For this reason, it has been determined that it is necessary to give more place to pedagogical literacy competencies in teacher education. In the study;

- ✓ Pedagogical literacy positively affects the competence of teacher professional knowledge,
- ✓ This literacy affects the learning-teaching process positively in terms of meaningful learning,
- ✓ Teachers who have these literacy competencies value each individual in the learning environment and behave equally to them,
- ✓ It has been concluded that pedagogical literacy is an important skill to be considered in contemporary educational environments.

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Author Information

Erol KOCOĞLU

Inonu University, Faculty of Education,
Malatya, Turkey
Contact e mail: erol.kocoglu@inonu.edu.tr

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