

Postmodern Openings

ISSN: 2068 – 0236 (print), ISSN: 2069 – 9387 (electronic)

Coverd in: Index Copernicus, Ideas RePeC, EconPapers, Socionet,
Ulrich Pro Quest, Cabel, SSRN, Appreciative Inquiry Commons,
Journalseek, Scipio, CEEOL,
EBSCO

Postmodern Educational Methodology and Pragmatic Strategies Used within Learning Process

Marius Costel ESI
Narcisa Loredana POSTEUC

Postmodern Openings, 2014, Volume 5, Issue 1, March, pp: 53-61

The online version of this article can be found at:

<http://postmodernopenings.com>

Published by:

Lumen Publishing House

On behalf of:

Lumen Research Center in Social and Humanistic Sciences

Postmodern Educational Methodology and Pragmatic Strategies Used within Learning Process

Marius Costel ESI¹
Narcisa Loredana POSTEUCĂ²

Abstract

An important issue of postmodern educational matter is the inquiry of supporting and training competent persons as active operators, both in the belonging field or in similar fields (and, why not, even in different fields as transdisciplinary connectors). Otherwise, we consider that the importance given to the cognitive and axiological dimensions must emphasize a purely social connotation within a new-built educational system. In these conditions, the dynamic of the current educational reality sends to the organization of a social system in a post-structural manner. Therefore, the decisional substantiation on the actual level of learning processes reflects the fact that the unity of scientific knowledge is sustained by optimal educational models, perfectible in the postmodern educational openings.

Keywords:

Educational Practices, Educational Environment, Educational Methodology, Learning Process, Scientific Knowledge, Postmodern Educational Openings

¹ Marius Costel ESI - PhD Lecturer, Stefan cel Mare University, Suceava, Romania, Email Address mariusesi@yahoo.com, +00748990272

² Narcisa Loredana POSTEUCĂ - M.A. Student, Stefan cel Mare University, Suceava, Romania, Email Address elensye@yahoo.com, +00753525186

1. Introduction

The relevant aspect in this inquiry is rendered precisely by the interdisciplinary connections, which are substantiated on the conceptual-theoretical transfer that occurred due the new scientific results. In this way, the social educational actors involved in this activity must assume all their entire activity within this whole valued approach, in which the idea of responsibility represents a priority due to the growth/progress of scientific knowledge. Nevertheless, outlines as accuracy and general validity are restated in terms of ontological or phenomenological customization. In this regard, there can be seen, on the human consciousness` line, a scientific-axiological weight, depending on which connections are established between fields that are different from reality. As postmodern critiques argue for multiple specific forms of reasoning (St. Pierre, 2000), the applications in pedagogical sphere must reappraise this updating of the necessity criteria to the contextual relevancy and utility.

This approach manner is sustained by a concrete educational model, otherwise build on true value- skills, in the way in which these are perceived in the social sphere. A more accurately prospect of this model is represented by the three-dimensional pattern, which implies the reconsideration of political aims, methodological practices as well as representational styles (Constas, 1998). Moreover, the obvious methodological influences, in a purely pragmatic social framework, legitimize the fact that education is related, in its approach, to (self)training as cognoscible-axiological structure. Also, the expression of pragmatism at social level involves a number of conceptual-theoretical correlations, regarding the distinguished forms of social-educational organization. As a fact, the transition to a postmodern society still requires an adequate matching in terms of the methods of discourse and value orientation.(Skrtic & Saylor, 1996).

We have admit that, in order to become pragmatic, a social system must be build firstly on a spontaneous education. Secondly, we consider that the perspective of an efficient social-politic behavior claims an educational approach that promotes the genuine/authentic values. Therefore, the social-methodological correspondences transpose into an operational plan the finalities that were assumed on the educational display.

2. Postmodern scientific substantiation of educational methodology

The educational process requires as a new stage of educational acceptance a series of cognitive and affective approaches. Thereby, seen as an integrator system, the didactic methodology must assume the consideration of some researches and application strategies of current adjusted informational contents. In this way, a methodology is seen as an assembly of methods, processes and techniques which are based on pedagogical principles and/or teaching endeavor. Therefore, a didactic methodology involves a concrete method on the practical action's level. But, since a trans-realistic to virtual informational acquirement is available and, moreover, maintained by the current technological advancement, rethinking didactic methods constitutes an educational challenge.

A clearly understanding of scientific substantiation of educational methodology implies certain explanatory-normative meanings of the axiological structures in which there are analyzed, from an epistemological point of view, the "shapes" of a specific educational reality. In this way, at axiological level, the instructional activities which are initiated and assumed by the social-educational actors lead to the idea of educational epistemology, idea that highlights new theoretical models. Therefore taking into consideration the postmodern scientific paradigms implies the acceptance of a reevaluation of educational dimensions and conceptual/theoretical correlations in terms of cognitive casement. As far as the methodological contents can be applied for every training/development organizational entity under the principle of participation (Carey, 2002), it is required a coordination with the ontological and epistemological coordination influences (Pillow, 2000).

Designing the learning contents must subordinate to the curricular perspective assumed at educational level. In this way, depending on certain skills-training strategies, the informational contents gain an instrumental, but also an axiological character. That means, in the extent that these skills are related to the educational finalities that are pursued in the learning system and learning process, that the new paradigmatic openings legitimize the necessity of a reevaluation in terms of curriculum design. In this way, is set a pragmatic relation between the educational performance and the integrated skills, through which it is emphasized the evaluation of the instructive-educational activity and the

moral creativity (Jeder, 2008). The diverse body of cultural criticism (Giroux, 1994) also implies as postmodern pedagogical proxy concepts like responsibility and representation. Therefore, it can only be applied or embodied the progressive methods and the optimal upscaling instruments.

Generally, educational performance highlights, in the new paradigms context, certain axiological connections, which are obvious, otherwise, in the creativity - innovation relation (these being reported to the idea of value). For example, ethical values and dimensions could be integrated into noocracy (Adămuț, 1994). But the concept of “progressive ethics” should define the entire social activity as representations of different ethical degrees. Following this model, the premises of a progressive method for the postmodern education is reached as a response to the multiple interpretations in knowledge assessment.

In this context, as a result of an serviceable design of every learning content, are obvious personalized educational approaches, meaning that the rate of understanding aspects is composed at operational level, depending on different educational postmodern practices. Taking into consideration that education represents withal a specific process of the human personality, it should not be neglected the possible correlation between the design of learning contents and the resulted psychological and social implications. In other words, such a step must be related to a learning psychology, through which the educational activity can be adapted to a new enabled social requirement.

In this regard, the teaching communication has a fundamental role within an appreciative counselling (Cuichi & Sandu, 2010). This situation should determine an encouragement in terms of designing postmodern cognitive structures which are fulfilled into an axiological dimension. Through awareness of some inadequacies of design consistency, particular for this type of cultural transition, there can be established a scientific grid knowledge methodology that is characteristic to this approach type.

3. Cognitive and affective approaches

The methodological context correlates with the scientific field to the extent that didactic transposition proves to be more than efficient. On the one hand, seen as a theory of learning-teaching methods, and on the other hand, as a system of these methods, didactic methodology sends this significances to a step that is characteristic to educational actors (teachers and students), and also to an activity which is specific to the didactic process into a particular lesson. In these conditions, we can admit a conceptual – theoretical link between didactic methodology and curriculum theory. As a result, a didactic methodology becomes efficient from a postmodern perspective as far as the curriculum implementation within learning processes challenge the performance axis. Moreover, the rejection of the modernist concepts of curriculum (Piirto, 1999) claims the reorientation of every pedagogical objective as a wider competence of cognitive, but also affective expression

As a canonical structure, an educational methodology is seen from the perspective of initiated steps in the teaching-learning-evaluation activities. This concept claims the insurance of an optimal interaction between every concrete manner of action and the assumed strategies on the teaching process level. In this context, we can admit that an postmodern educational methodology mult also subordinate to the newest teaching technology, seen as an organized form of training, depending on a certain structure of knowledge (concepts, theories, rules, laws, specific operations etc.). Educational methodology analyzed from the didactic technology point of view (that matches in a specific system of teaching-learning-evaluation) is still related to a conceptual-theoretical framework; taking into account the assumed objectives (skills), it highlights a communication relation in terms of both, the binomial teaching framework pupil/student and the assessor-rated binomial. Yet, as a function of social organization, any genuine pedagogical practice demands a comittment to social transformations (McLaren,1995). Surpassing therefore the available educational model, poststructuraltural didactics should explore the fragmentation of the subject by alternating perspectives.

Substantiation of a discursive strategy (Bocoş, 2008) at educational level implies an epistemic analysis of the learning process. In this way, the educational analysis is focused on the correlation objectives - methodological contents - evaluation. So, the presence of specialized

methods assures the necessary premises for an efficient evaluation of educational contents. As an example, enabling a postmodern evaluation practice presume the incorporation of mediation criteria for uncertainty and irreducible plurality (Greene, 2001), defining the relational quality of education.

Communication's understanding within teaching activity depends on the strategy addressed by the person who sends the message, but also by the person who receives this particular message. In this context, communication related to the concept of "teaching strategy" sends, from the curriculum theory point of view, to an approach that promotes a systematic, integrative, globalizing vision in the methodology field (Frumos, 2008). Florin Frumos notes the fact that, in the diversity of definitions given to teaching strategy in different specialty papers, could be identified a series of characteristics (goal; planning and anticipation of the approach; structuring/organization of resources and methods), that help reaching educational finalities (objectives/skills). In this way, the existence of these constants at a conceptual-theoretical level highlights the following features that are specific to every teaching strategy: complex operational structure (in which are included methods, processes, teaching aids, organization forms of learning), planning of components, materializations of some goals, enhancement of the teacher's professional creative potential. The further transfer to postmodern significances of communication also presume the management of the message circuits, as well as the "polyvocal organizational response" (Tyler, 2005).

4. The instrumental value of the quality in the postmodern educational system

The methodological step which is specific to the specialized language sends to the training of capacities and attitudes, so that the relationship between pupil/student and teacher should be one that is build on efficient communication. That represents a line of competitive education that does not necessarily assume an assimilation and consolidation process of pedagogical information. In this way, there are targeted those aspects that have a practical, applied character - specific already within all teaching processes- in order to perpetuate freedom and liberty in the area of truth and knowledge (Ekanem & Esikot, 2013).

Skills organization through a certain value system is possible depending on the development of the specific socialization processes. In this manner, the meanings of this socialization form confirm the fact that scientific education is built on conceptual-theoretical structures, well located from the understanding perspective. Therefore, the assumed social context depends rather on the social actors involved, generating, as Mal Leicester summarizes, “a plurality of perspectives both in the sense of recognition of the validity of a multiplicity of perspectives or accounts or theories” about the same subject (Leicester, 2000).

The instrumental value of the quality in the educational act depends on certain scientific criteria that are assumed at social level. This image marks a social strategy that the educational actors that are involved in this step must take into consideration. In this context, it's been speculated a scientific education that can be accomplished only if the idea of reevaluation of the educational contents reports to the pivotal social nucleus. The scientific perspective is visible at conceptual-theoretical level in the display of a general theory of education.

The logic of educational reality implies the existence of a strategic model in terms of training the communication skills. As a postmodern subjection, communication competences acquire not an administrative function (as the modern educational methodology upholds), but an instrumental role. For this purpose, the main operative didactic methods have to acquire a gradual acceptance usage. Therefore, we can direct the postmodern methodological progress by following an ascendent three dimensional demarche: interactive- integrative-participatory techniques.

In this manner, we bring into discussion the scientific problematic of the anti-essentialist educational dimension. As the existence of a judicious analysis accomplished from an epistemological point of view can generate a rational capitalization of cognitive structures, the inquiry of the postmodern educational assessment dissolves the unistadial knowledge. Therefore, we consider that, at an educational methodology level, must be allowed an argumentative strategy defined by a logic analysis of language, as well as by a ontologic analysis of contextual thinking.

5. Conclusions

The benefit of a new paradigm reflects, in the teaching activity context, educational strategies that acquire a methodological consistency. The analysis of transitional connectors is based on the fact that the initiated and conducted activities in the learning process reveal an educational reality which is actually the subject of a profound contextual transformation. In this manner, we sustain the idea that individual and collective behaviors send to the patterns and tendencies of social interaction, which are value generators. Moreover, these values are the result of the connections established between social reality and educational reality (seen as socio-educational dimensions which are in a compliance).

As a postmodern opening, the progressive didactics emancipates the intuitional educational practice as proceeding counterpart of multistadial cognition management. Flexing the epistemological boundaries, the approach of pedagogical contents must be guided toward customized pragmatic finalities. While a structural reporting to learning contents fades away in the current educational strategies, it is encouraged a classification of experiences as an instrumental base for informational valuation.

References

- Adămuț, A. I. (1994) *Schiță pentru o Istorie subiectivă a filosofiei (Sketch for a subjective history of philosophy)*. Iași: Publishing Foundation "Chemarea".
- Bocoș, M. (2008) *Didactica disciplinelor pedagogice (Didactics of the pedagogical disciplines)*. Pitești: Publishing Paralela 45.
- Carey, N. (2002) Access: The Widening Participation Success Story, *Access, Participation and Higher Education: Policy and Practice*, Routledge, 229-237.
- Constas, M.A. (1998) Research News And Comment: Deciphering Postmodern Educational Research. *Educational Researcher* 27 (9), 36-42.
- Cuichi, O. M., Sandu A. (2010) Affirmative dimensions of applied ethics. Appreciative therapies. *Review of Research and Social Intervention*, Iasi, 53-62.

- Ekanem, E. F. & Esikot, I. (2013) Morality and Education in a Refutation of Postmodernist Idea. *International Journal of Education and Research* 1(8), 1-10.
- Frumos, F. (2008) *Didactica. Fundamente și dezvoltări cognitive (Didactics. Foundations and cognitivist developments)*. Iași: Publishing Polirom.
- Giroux, H. A. (1994) Slacking Off: Border Youth and Postmodern Education *Journal of Advanced Composition* 14 (2), 347-366.
- Greene, J. C. (2001) Dialogue in Evaluation. A Relational Perspective, *Evaluation* 7 (2), 181-187.
- Jeder, D. (2008) From inframortality to moral Creativity, *Proceedings of The XXII World Congress of philosophy* 37, 115-122.
- Leicester, M. (2000) Post-postmodernism and continuing education, *International Journal of Lifelong Education* 19 (1), *University of Nottingham, UK*, 73-81.
- McLaren P. (1995) *Critical Pedagogy and Predatory Culture, Oppositional Politics in a Postmodern Era, Routledge*, New York.
- Piirto, J. (1999) Implications of Postmodern Curriculum Theory for the Education of the Talented. *Journal for the Education of the Gifted*, 22 (4), 324-353.
- Pillow, S. W. (2000) Deciphering Attempts to Decipher Postmodern Educational Research. *Educational Researcher* 29 (5), American Educational Research Association, 21-24.
- Skrtic, T. M. & Sailor, W. (1996) School-Linked Services Integration Crisis and Opportunity in the Transition to Postmodern Society. *Remedial and Special Education* 17 (5), 271-283.
- Tyler, L. (2005) Towards a postmodern understanding of crisis communication, *Public Relations Review*, 31 (4), 566-571.
- St. Pierre, E. A. (2000) The Call for Intelligibility in Postmodern Educational Research, *Educational Researcher*, 29 (5), American Educational Research Association, 25-28.