

1. Pedagogy

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- 1.1. **Pedagogy** (/ˈpɛdəɡɒdʒi/ or /ˈpɛdəɡoʊdʒi/)^[1] is the science and art of education.
- 1.2. Its aims range from the full development of the human being to skills acquisition. For example, [Paulo Freire](#) referred to his method of teaching people as "[critical pedagogy](#)".
- 1.3. In correlation with those instructive strategies the instructor's own philosophical beliefs of instruction are harbored and governed by the pupil's background knowledge and experience, situation, and environment, as well as [learning goals](#) set by the student and teacher. One example would be the [Socratic schools of thought](#).^{[2][3][4]}

2. Etymology and generalizations

- 2.1. The word comes from the [Greek](#) παιδαγωγέω (*paidagōgēō*); in which παῖς (*país*, genitive παιδός, *paídos*) means "child" and ἄγω (*ágō*) means "lead"; so it literally means "to lead the child".
- 2.2. Other relevant roots from Greek include μικρό παιδί^[5] or toddler; αγόρι^[5] or boy child; κοριτσιών^[5] or girl child; μικρό παιδί^[5] or young child, indicating that παιδί is used with very young children of both sexes.
- 2.3. An instructor develops conceptual knowledge and manages the content of learning activities in pedagogical settings.
- 2.4. This is consistent with the Cognitivism of Piaget, 1926, 1936/1975; Bruner, 1960, 1966, 1971, 1986; and Vygotsky, 1962, where sequential development of individual mental processes such as recognize, recall, analyze, reflect, apply, create, understand, and evaluate are scaffolded.
- 2.5. The learning technique is adoptive learning of procedures, organization, and structure to develop an internal cognitive structure that strengthens synapses in the brain.
- 2.6. The learner requires assistance to develop prior knowledge and integrate new knowledge using Verbal/Linguistic and Logical/Mathematical intelligences.
- 2.7. The learner must learn how to learn while developing existing schema and adopting knowledge from both people and the environment. This is low order learning of conceptual knowledge, techniques, procedures, and algorithmic problem solving.^[6]

Contributors to pedagogy [\[edit\]](#)

A number of people contributed to the theories of pedagogy, among these are

Paul Lewis	Janusz Korczak
Johann Friedrich Herbart	William G Perry
Josef Albers	Johann Heinrich Pestalozzi
John Asimakopoulos	Jean Piaget
Caleb Gattegno	Simon Soloveychik
Benjamin Bloom	Rudolf Steiner
John Dewey	Lev Vygotsky
Adolphe Ferrière	Henry Giroux
Célestin Freinet	Peter McLaren
Paulo Freire	Maria Montessori
Friedrich Fröbel	Pierre Bourdieu
Eugenio María de Hostos	Joseph Jacotot
Kurt Hahn	Tsunesaburō Makiguchi
John Hejduk	John Taylor Gatto
Gloria Jean Watkins (bell hooks)	
John Amos Comenius	
Shinichi Suzuki (violinist)	