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The Significance Construction of Higher Education Pedagogy

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Abstract: The outcomes of higher education pedagogy encompass cognitive products, aesthetic products, and identity products. Traditional teaching models often lack an exploration of meaning and interactive relationships. Through a comparative analysis of teaching models and a methodological perspective, this study uncovers the objectives, foundations, and approaches to constructing pedagogical meaning, which are to foster the recognition of professional cognition and practitioner identity, strike a balance between value judgments and embodied practices, and forge connections between disciplinary symbols and real-life symbols. As witnesses of social environments, higher education institutions should place emphasis on the integration of online and offline teaching spaces in their practical endeavors to construct pedagogical meaning. Furthermore, the generation of faith in disciplinary methodologies within teaching content and the cultivation of dynamism in teaching approaches are crucial aspects to consider.

Keywords: Meaning; Construction; Pedagogy; Professional; Higher Education

1. Introduction

Curricula serve as the fundamental units in constructing talent development systems in higher education institutions and represent the fundamental carriers of the talent development process. In the face of the unprecedented "great upheaval", it becomes crucial to address the changes in teaching modes, structures, and the volume of instructional content brought about by media technology. It is imperative to incorporate a wider range of research encompassing teaching theory and practice.

2. The Importance of Exploring Meaning Construction and Problem Statement

The outcomes of higher education pedagogy encompass cognitive products, aesthetic products, and identity products. It is essential for professional educators to constantly convey or demonstrate to students that transcending the "limitations" and "imperfections" of their respective fields is a crucial pathway towards attaining a fulfilling life, freedom, and personal development. Weick (1993) introduced the Sense-Making Theory, which posits that knowledge is subjective and individually constructed. The process of information seeking and online retrieval is an interactive problem-solving process that leads to the formation of different meaning construction process [1]. Maitlis (2005) distinguished between the concepts of sense-giving and meaning construction. Sense-giving focuses more on the mutual influence of understanding organizational events among group or organizational members, particularly highlighting the impact of leaders on the generation of real-life meanings among organizational members [2]. As organizational leaders in the classroom, higher education educators must leverage technological and methodological transformations while fully considering the emotional attitudes and interactions of participants. This enables the sense-giving and construction of professional skills, professional attitudes, and practitioner identity. Higher education institutions need to proactively explore the cognitive-attitudinal-interaction of participants, particularly in the formation of quasi-professional identities, by transforming their teaching models. They should incorporate emotionally engaging bodily exercises. Traditional teaching models lack iterative interaction, leading to insufficient resources for internalizing students' professional values and confirming quasi-professional identities. If the purpose of a curriculum revolves around "knowledge supply" and overly prioritizes "functionality", the teaching objectives can

ultimately devolve into assessing students' accumulation of disciplinary knowledge, accuracy, and expressive skills. Teachers may become mere conveyors of textbooks and knowledge, and the instruction may become driven by "exam-oriented teaching", resulting in narrow and flat curricula. Insufficient attention is paid to the underlying mechanisms of subject material presentation and students' attitudes and behavioral tendencies. The lack of a professional order decoding framework that "guides students to delve deeper into" the subject matter creates a situation where university students become content with "superficial knowledge". The traditional exam-oriented teaching paradigm brings about a sense of alienation and loneliness within the "learning environment" [3]. Disciplinary teaching resources are abstract and integral, but they come "alive" and brimming with meaning and creativity when they are transformed into the emotional attitudes and identity confirmation of classroom participants.

In the traditional teaching model, there is a lack of sufficient support and encouragement for students to see themselves as practitioners of a "professional identity". As a result, students often become mere "observers" rather than "active participants" in their academic and real-world experiences, hindering their autonomy and creative expression in learning. In educational practices, there is a failure to establish a positive relationship between the younger generation and the realities they face, impeding meaningful actions. Pedagogy from the perspective of professional identity practitioners recognizes that both internal and external environments are dynamic, and the interplay of "cognition, attitude, and interaction" is constantly shaping and reshaping. As the ability to share and engage in dialogue among members improves, the collective construction of professional rationality and professional spirit becomes clearer.

3. The Methodology of Meaning Construction

The primary education directs its attention towards education per se, while higher education concerns the interplay between education and society. The aim of higher education lies in nurturing specialized agents of action, imparting them with rationality as the essence of disciplinary pedagogy. This rational construction of meaning entails comprehending how students interpret the notion of "professionalism", which refers to the "irreplaceability" of both the subject of professional behavior and their actions as the said subject.

3.1 The Objective of Meaning Construction: Facilitating Professional Cognition and the Recognition of Professional Identity

Within the classroom, the evolution of textbook discourse into instructional discourse, along with the interplay of emotional experiences and relationships, is crucial for its "vitalization". "The intrinsic good of professional ethics embodies the practice-specific virtues, yet moral character cannot exist in isolation; it must be contextualized within specific social circumstances. Different professions, precisely due to their distinct operations of knowledge and techniques, coalesce around specific ethical commitments" [4]. Hence, in teaching, the goal is not merely for students to acquire cognitive knowledge but, more importantly, to cultivate professional ethics and experiences of identity, actively and repeatedly filling and constructing them. As individuals, we exist in a state of survival, and teaching practices, which serve as vital means of socialization, involve processes of reframing and contextualization. Through affirmation, connection, and commonality, they foster the rational cognition, professional attitude, and enhanced identity formation of participants, ultimately realizing holistic human development. By reinforcing the affirmation of the lifeworld, we can better achieve the connection and commonality of the theoretical world. Amidst the tension created by the dual dimensions of professional paths and life paths, teachers and students engage in realization, dialogue, reflection, and construction.

3.2 The Cornerstones of Meaning Construction: Balancing Value Judgments and Embodied Practice

Olick (1999) asserted that "we cannot perceive history as a succession of separate moments... The intentions of the past not only rely on the past-present relationship but also on the cumulative and continuous construction and

reconstruction of the past-present relationship that preceded it"[5]. From an individual's perspective, it is through the integration of "macroscopic scans" (factual judgments) into "microscopic insights" (embodied practices) and by refusing to isolate individuals and reality from the chain of history that qualitative transformation (value conclusions) can occur. The significance of teaching "goes far beyond mere explanation; it becomes the resolution of truth and reality". Ultimately, education is about developing human beings who exist within the correction of the relationship between profession and individuals, culture and individuals, and morality and individuals. The authority of educators is manifested in two aspects: professional knowledge and personal integrity. The former is demonstrated in the specific teaching context by presenting knowledge rigorously, systematically, and scientifically, while the latter entails students "respecting their teachers and trusting their principles" [6]. The orchestration of emotional engagement among classroom participants serves as a prerequisite for incorporating professional cognition into individual life memories. To instill faith in the realm of expertise among students in the digital age, it is necessary to complement it with rituals that involve physical engagement. By employing various teaching methods, such as mapping, experiments, and scenario-based exercises, while considering the emotional and attitudinal development of classroom participants, teaching can place greater emphasis on the significance of professional belief and its symbolism.

3.3 The Modes of Meaning Construction: Connecting Disciplinary Symbols and Life Symbols
Through the use of symbols, meaning is disclosed at multiple levels, emotions and attitudes are conveyed, and identities are accurately delineated. The intertwining of disciplinary discourse and ethical principles in life responds to the context, fostering shared experiences, expectations, and avenues for action. Firstly, the symbols of a discipline convey not only professional semantics but also the aesthetic power of the profession. Secondly, symbols ensure that participants' emotions are swiftly awakened, enabling a

sense of immersive "presence". Participants who recognize the symbol system and develop specific aesthetic habits are more actively engaged in consuming disciplinary exhibitions, conferences, online courses, and actively producing products related to the discipline. Furthermore, the connection between disciplinary symbols and life symbols establishes a bridge between theory and reality, assisting participants in establishing commonalities. Through the design and implementation of the classroom, teaching participants perceive, perform, and transmit the content, thereby promoting social acceptance and the consolidation of meaning.

4. The Practical Exploration of Meaning Construction
Meaning is not an object confined within a "scene", but rather a constantly flowing symphony. Higher education curriculum and teaching are dedicated to cultivating the values, behaviors, and psychological experiences required by the community, facilitating students' identification and interaction within a professional community that stems from a passion for their field and a forward-looking perspective.

4.1 Teaching Space: Integrating Online and Offline
Teaching space is not just a physical setting for instructional activities; it is a social space for interpersonal interaction and a spiritual realm for participants' identity affirmation, beliefs, and values. As Sato Akira pointed out, "In the process of teaching and learning, cognitively understanding the teaching content is intertwined with social and ethical issues within interpersonal relationships" [7]. The ultimate goal of higher education teaching is to awaken the latent abilities and intrinsic powers of individuals. The design of the curriculum incorporates various educational approaches and methods to help participants "break free from the constraints and disturbances of external reality, dispel external reality's occupation of their inner selves, and overcome the deprivation of creativity imposed on their existence by the 'alien-other' that appears as a monstrous face of external reality" [8]. Traditional offline lectures of 40 minutes and a few dozen pages of textbooks are not sufficient to achieve the ambitious teaching

objectives of "cognition-attitude-identity affirmation". Universities must utilize new structural forms of teaching space, integrating online and offline, and expanding the pattern of teaching space. Fundamentally, teaching space is social in nature, a "field". Therefore, regardless of whether it is online or offline, interaction should be emphasized and smart technology should be employed. Through extended observation, reading, and experiential activities, emotional connections, attitudes, values, and spiritual belonging can be given due importance. In the classroom, college students engage in exploratory and mutually inspiring processes, guided by a teaching plan and activities that have both a "framework" (structure) and "improvisation" (flexibility), along the learning trajectory closely linked to "creative knowledge" [9].

4.2 Teaching Content: Cultivating Beliefs in Generating Professional Methodology

The allure of teaching stems from a profound concern for reality, and as organizers of instructional activities, teachers must strengthen their guidance towards students' professional attitudes, skills, and spirits within the "living reality". While teaching at the theoretical level strives to "reconstruct" through "evidential reasoning", it is crucial at the level of meaning to "reconstruct" and grasp the ever-evolving significance of the metatheories involved in the profession within the shifting realities. This entails embracing the "thinking patterns in the professional field" that are dynamic, adaptable, future-oriented, and progressive. The application of new teaching technologies (digitization, smart media), innovative teaching models (such as case-based and blended learning), and the social context under new developmental patterns will inevitably continuously uncover the new dynamics of professional principles in the new era within the realm of dynamic practice. This will guide young students in unleashing their own magnificent power.

4.3 Teaching Approaches: Fostering the Fluidity of Learning

Under the construct of meaning, the elements of teaching and learning are interconnected, integrated, and permeated. Whether it's the space or the content of the curriculum, they exhibit continuity and openness, driving the "flow" of student learning. Starting from the prompts of the teaching model, students comprehend knowledge in the context of the new era, enhance experiential aspects such as emotions and attitudes through interaction with peers, and affirm their identities as aspiring professionals through a sense of "sacredness". Learning encompasses autonomy, collaboration, and exploration by participants, as well as the teacher-student-school life experiences and responsible social living. Likewise, teaching is a process in which life influences life. Teachers transition from being mere "transmitters" of knowledge, "managers" of student learning, and "directors" of classroom instruction to becoming active "participants" in interactive activities and helpful "facilitators" in clarifying attitudes. They guide students to enter the academic world, provide "scaffolding" [10], and serve as "guides" to facilitate students' individual explorations or engage them in collective inquiries within a learning community.

5. Conclusions

In the face of changes in teaching models, structures, and content in higher education brought about by technology, under the methodology of meaning construction, cognitive products, aesthetic products, and identity products are all essential outcomes of curriculum instruction. It is imperative not to neglect any one of them.

Acknowledgement

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