Learning & Development

Constructivism

- Vygotsky
  - zone of proximal development
  - cultural tools provided to support thinking
    - symbols
    - speech
    - real tools
  - speech patterns
  - written language
  - learn through social settings
  - symbolic knowledge
  - social construction of knowledge
  - Individual construction of knowledge
  - thinking reflects language
  - language reflects thinking
- Social Contexts of Learning
  - embedded in social & physical environment
  - contextual
  - learning is
  - situated learning
  - community of practice
  - public knowledge
- Social Constructivism
  - co-construction
  - Bruner
  - scaffolding = an action that supports a learner
  - theorists
  - meaningful
  - involved in authentic tasks
  - problem-solving skills
  - develop effective knowledge structure
  - become expert learners
  - create their own knowledge
  - learn by doing
  - active participant
  - interaction between learner and environment
  - manipulate information
- Social Constructionism
  - links formed to embedded knowledge
  - learning takes place in a context
  - knowledge = how individual creates meaning from experiences
  - creation of cognitive tools
  - key concepts
    - create meaning
    - mind filters input from world to produce own reality
- memory
  - always under construction
  - cumulative history of interactions
  - use prior knowledge
- teachers/ instructional design
  - debate
  - guide on the side/facilitator
  - discussions
  - real world tasks, cognitive apprenticeships, multiple perspectives, social negotiation, reflective awareness, guidance
  - best suited for more advanced knowledge
  - collaborative learning
  - reflective awareness
  - information from many sources
  - relevant
  - realistic settings
  - create authentic experiences
  - assessment = transfer of knowledge to new skills/problems
- Piaget
  - children as active learners
  - teacher
    - limited role - assist children
  - theorist
    - growth in developmental stages
    - engage in appropriate activities
    - ????
  - learners
    - active involvement
    - make connections with previously learned material
    - use appropriate learning strategies
    - What they know and how come to acquire it
    - thoughts, beliefs, attitudes, & values are influential

Cognitivism

- 1950's
  - mental processing
    - how information is received, organized, stored
    - task analysis
    - cognitive tools
    - Vygotsky
  - key elements
    - discrete changes between states of knowledge
    - emphasis on complex cognitive processes
- learners
  - transfer = how information is stored
  - forgetting = interference/missing cues
  - prominent role
  - make knowledge meaningful
- teachers/ instructional design
  - goal = communicate/transfer knowledge
  - use feedback to guide mental connections
  - simplification & standardization
    - basic building blocks
  - task analysis
    - study learner to determine predisposition and design instruction
  - focuses on mental activities
  - Practice with corrective feedback
  - Objectivistic = world is real, external to the learner
- information stored in organized way
  - assist in organizing information
    - advanced organizers, analogies, matrices, mnemonics, concept maps

Behaviourism

- Skinner
  - behavioural objectives task analysis criterion-referenced assessment
  - pre-assessment
  - must assess learners to know where to begin (Response to Intervention)
  - arrange environmental conditions
  - prompts paired with target stimuli
  - has influenced our teaching practices
    - Instruction cues practice reinforcement rewards
  - teachers/ instructional design
    - punishment
    - removal of attention
  - behaviour modification
    - punishment & reinforcement
    - target behaviours you want to change
  - operant conditioning
- Pavlov
  - use stimuli to get desired behaviour
  - classical conditioning
  - effects of external events on an individual
- Bandura
  - transition to cognitive learning theories
  - Social Learning Theory
    - people learn from one another
      - observation
      - imitation
      - modeling
- learners
  - need practice and review
  - transfer of knowledge is through generalization
  - influenced by environmental conditions
  - arrangement of stimuli and consequences
- key elements
  - experience causes a change in behaviour
  - master early steps before complex steps
  - desired response to a stimulus
  - responses with reinforcement will reoccur
  - little attention to how habits are stored or recalled
  - Learn from observing others

Social and Emotional Learning

- SEL in Schools
  - adequate & flexible funding
  - SEL in all subject areas
  - training is needed
  - strengthen standards
  - research strategies for integration into the day
  - support assessment of SEL
  - networking & continuous learning
- Effective SEL Program /SAFE
  - active learning
  - sequenced activities
  - target specific skills
  - develop social skills
- Programs/philosophies in BC
  - PATHS
  - The Alert Program
  - mindfulness
  - Calm, Alert, and Learning
  - Zones of Regulation
  - Mindup
  - Tribes
- Five Competencies (CASEL) (http://www.casel.org/)
  - self-awareness
  - self-management
  - responsible decision making
  - relationship skills
  - social awareness

Social Contexts of Learning

- Bronfenbrenner
  - development impacted by relationships of people & their environment
  - immediate environment
  - world we live in
  - microsystem (home)
  - mesosystem (community)
  - exosystem (child & family)
  - macrosystem (values, attitudes)
  - chronosystem (time & place)
  - mode of child development
- Archer
  - forms of knowledge
    - embodied
    - practical
    - discursive
- Vygotsky
  - three orders
    - social
    - work-related constraints
    - practical
    - technological constraints
    - natural
    - time constraints

Diversity

- Aspects of Diversity
  - Culturally inclusive classrooms
  - Ethnic & Racial Differences
  - Language Differences
  - Gender Differences
  - Economic & Social Class Differences
    - poverty
- Resources
  - Schools Codes of Conduct
  - Out in Schools (http://outinschools.com/)
  - ARC Foundation (http://www.arcfoundation.ca/)
  - VSB Blog Site / Pride (http://blogs.vsb.bc.ca/pride/)
  - Safe, Caring, and Orderly Schools

Self-Regulated Learning

- Dr. Perry
  - peer to peer
  - co-regulation
    - peer to adult
    - task understanding
  - metacognition
  - promotes
  - self-assessment
  - reduces anxiety
  - student autonomy
    - control over challenge
    - Vygotsky - Zone of Proximal Development
    - meaningful choices
- Dr. Shanker
  - Self-regulation
    - cognitive
    - biological
    - emotional
    - social
    - Calm, Alert, and Learning
    - prosocial
  - The Mehrit Centre (https://self-reg.ca/)
- Canadian Self-Regulation Institute (CSRI - http://www.self-regulation.ca/)
  - physical & behavioural
  - cognitive
  - cultural
  - social & ecological
  - psychological & spiritual
- Canadian Consortium for Self-Regulated Learning (SRL - http://srlcanada.ca/)
  - Socially Responsible Self-Regulation (SRSR)
    - positive interactions
  - strategic engagement
    - reflective
    - responsive
    - proactive
    - engaged
    - thinking

Motivation

Learning Environments

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