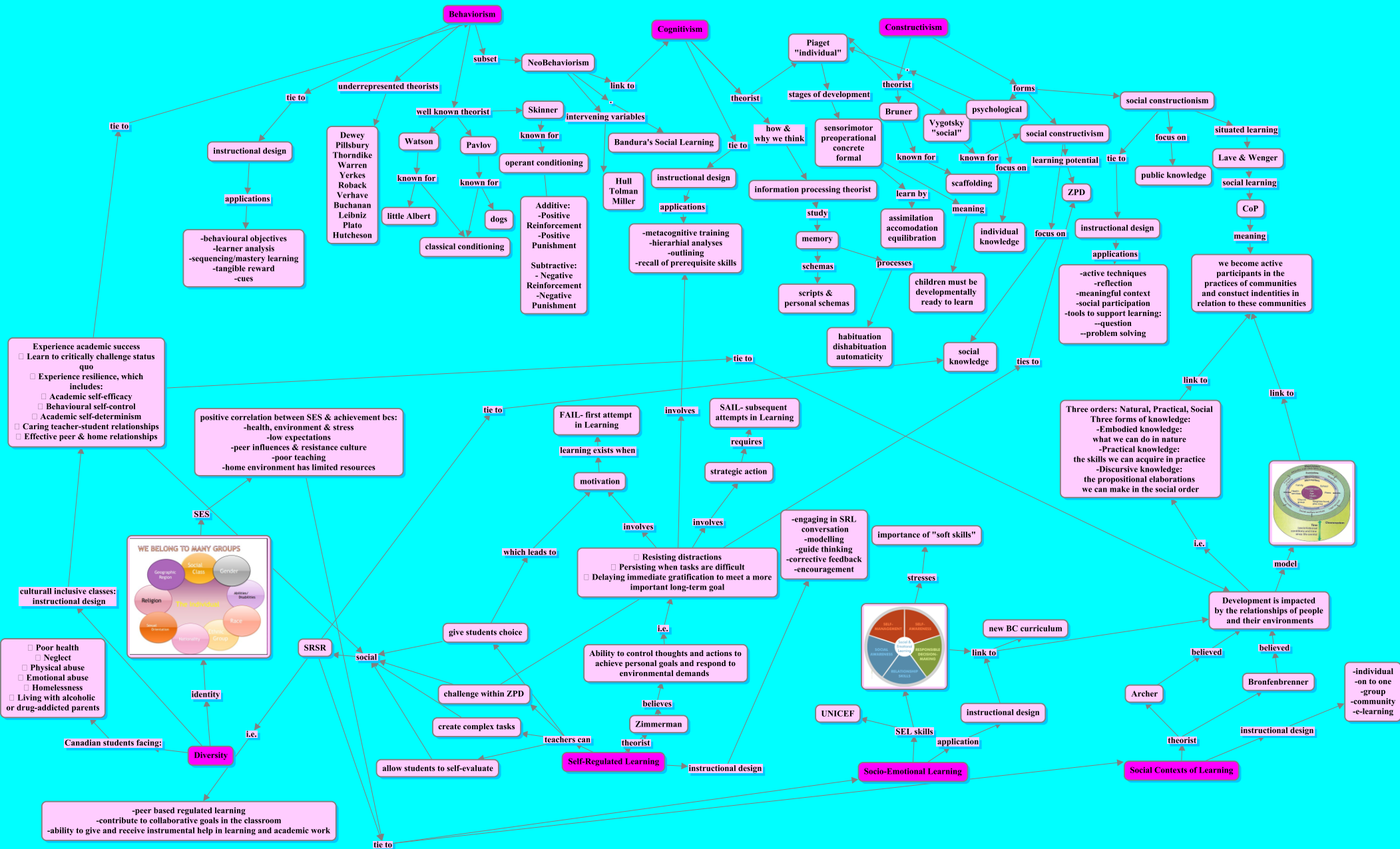
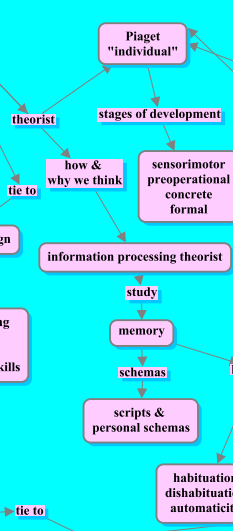


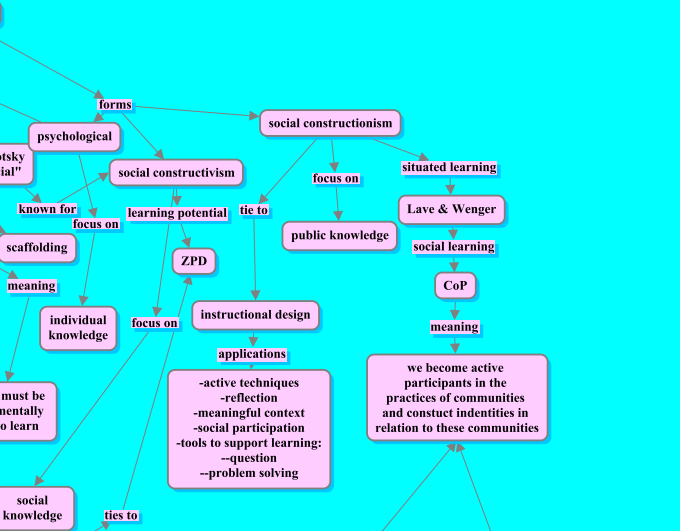
HUMAN LEARNING AND DEVELOPMENT



Cognitivism



Constructivism



- Experience academic success
- Learn to critically challenge status quo
- Experience resilience, which includes:
 - Academic self-efficacy
 - Behavioural self-control
 - Academic self-determinism
- Caring teacher-student relationships
- Effective peer & home relationships

positive correlation between SES & achievement best:

- health, environment & stress
- low expectations
- peer influences & resistance culture
- poor teaching
- home environment has limited resources



- cultural inclusive classes: instructional design
- Poor health
 - Neglect
 - Physical abuse
 - Emotional abuse
 - Homelessness
 - Living with alcoholic or drug-addicted parents

Canadian students facing: Diversity

- peer based regulated learning
- contribute to collaborative goals in the classroom
- ability to give and receive instrumental help in learning and academic work

FAIL- first attempt in Learning

SAIL- subsequent attempts in Learning

learning exists when: motivation, strategic action

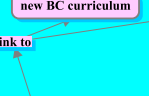
- Resisting distractions
- Persisting when tasks are difficult
- Delaying immediate gratification to meet a more important long-term goal

-engaging in SRL conversation

- modelling
- guide thinking
- corrective feedback
- encouragement



importance of "soft skills"



Three orders: Natural, Practical, Social

- Embodied knowledge: what we can do in nature
- Practical knowledge: the skills we can acquire in practice
- Discursive knowledge: the propositional elaborations we can make in the social order



Development is impacted by the relationships of people and their environments

Archer

Bronfenbrenner

-individual
-on to one
-community
-e-learning

SRSR

social

give students choice

challenge within ZPD

create complex tasks

allow students to self-evaluate

Self-Regulated Learning

instructional design

Socio-Emotional Learning

Social Contexts of Learning

tie to

tie to

tie to

involves

involves

involves

involves

involves

i.e.

believes

theorist

application

stresses

link to

link to

application

link to

link to

model

i.e.

believed

believed

theorist

theorist

application

application

instructional design

instructional design

tie to

tie to

tie to

tie to

tie to

tie to

tie to

tie to

tie to

tie to