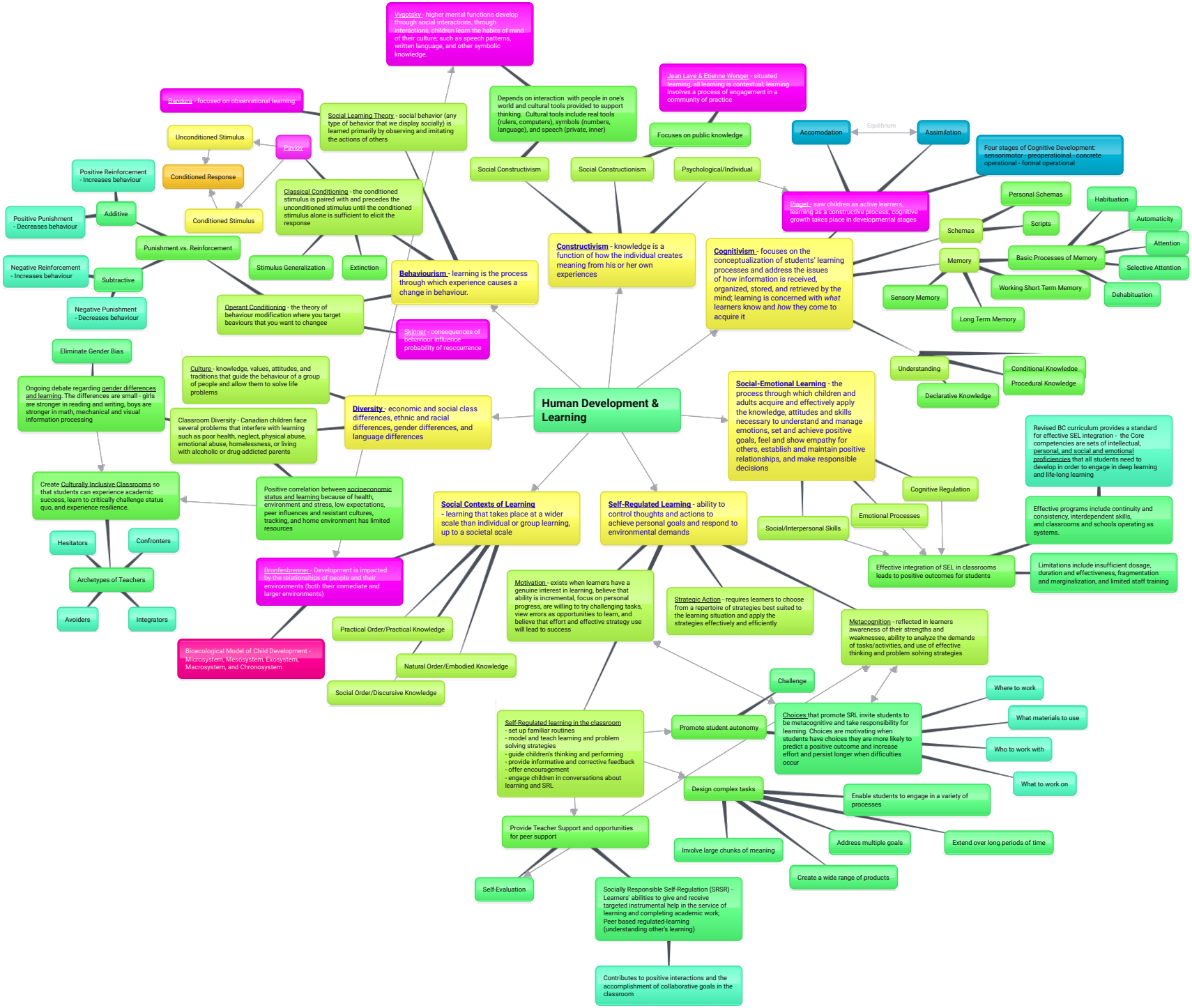
Human Development & Learning
Vygotsky - higher mental functions develop through social interactions, through interactions, children learn the habits of mind of their culture; such as speech patterns, written language, and other symbolic knowledge.
Depends on interaction with people in one's world and cultural tools provided to support thinking. Cultural tools include real tools (rulers, computers), symbols (numbers, language), and speech (private, inner)
Social Constructivism
Social Constructionism
Psychological/Individual
Jean Lave & Etienne Wenger - situated learning; all learning is contextual; learning involves a process of engagement in a community of practice
Focuses on public knowledge
Accomodation
Equilibrium
Assimilation
Four stages of Cognitive Development: sensorimotor - preoperatioinal - concrete operational - formal operational
Piaget - saw children as active learners, learning as a constructive process, cognitive growth takes place in developmental stages
Constructivism - knowledge is a function of how the individual creates meaning from his or her own experiences
Cognitivism - focuses on the conceptualization of students' learning processes and address the issues of how information is received, organized, stored, and retrieved by the mind; learning is concerned with what learners know and how they come to acquire it
Schemas
Personal Schemas
Scripts
Habituation
Automaticity
Attention
Memory
Basic Processes of Memory
Selective Attention
Working Short Term Memory
Dehabituation
Sensory Memory
Long Term Memory
Understanding
Conditional Knowledge
Procedural Knowledge
Declarative Knowledge
Social-Emotional Learning - the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions
Revised BC curriculum provides a standard for effective SEL integration - the Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning
Effective programs include continuity and consistency, interdependent skills, and classrooms and schools operating as systems.
Cognitive Regulation
Emotional Processes
Social/Interpersonal Skills
Effective integration of SEL in classrooms leads to positive outcomes for students
Limitations include insufficient dosage, duration and effectiveness, fragmentation and marginalization, and limited staff training
Behaviourism - learning is the process through which experience causes a change in behaviour.
Bandura - focused on observational learning
Social Learning Theory - social behavior (any type of behavior that we display socially) is learned primarily by observing and imitating the actions of others
Pavlov
Unconditioned Stimulus
Conditioned Response
Conditioned Stimulus
Classical Conditioning - the conditioned stimulus is paired with and precedes the unconditioned stimulus until the conditioned stimulus alone is sufficient to elicit the response
Stimulus Generalization
Extinction
Operant Conditioning - the theory of behaviour modification where you target beavioure that you want to changee
Skinner - consequences of behaviour influence probability of reoccurrence
Punishment vs. Reinforcement
Positive Reinforcement - Increases behaviour
Positive Punishment - Decreases behaviour
Additive
Negative Reinforcement - Increases behaviour
Subtractive
Negative Punishment - Decreases behaviour
Diversity - economic and social class differences, ethnic and racial differences, gender differences, and language differences
Culture - knowledge, values, attitudes, and traditions that guide the behaviour of a group of people and allow them to solve life problems
Classroom Diversity - Canadian children face several problems that interfere with learning such as poor health, neglect, physical abuse, emotional abuse, homelessness, or living with alcoholic or drug-addicted parents
Eliminate Gender Bias
Ongoing debate regarding gender differences and learning. The differences are small - girls are stronger in reading and writing, boys are stronger in math, mechanical and visual information processing
Positive correlation between socioeconomic status and learning because of health, environment and stress, low expectations, peer influences and resistant cultures, tracking, and home environment has limited resources
Create Culturally Inclusive Classrooms so that students can experience academic success, learn to critically challenge status quo, and experience resilience.
Hesitators
Confronters
Archetypes of Teachers
Avoiders
Integrators
Bronfenbrenner - Development is impacted by the relationships of people and their environments (both their immediate and larger environments)
Bioecological Model of Child Development - Microsystem, Mesosystem, Exosystem, Macrosystem, and Chronosystem
Social Contexts of Learning - learning that takes place at a wider scale than individual or group learning, up to a societal scale
Practical Order/Practical Knowledge
Natural Order/Embodied Knowledge
Social Order/Discursive Knowledge
Self-Regulated Learning - ability to control thoughts and actions to achieve personal goals and respond to environmental demands
Motivation - exists when learners have a genuine interest in learning, believe that ability is incremental, focus on personal progress, are willing to try challenging tasks, view errors as opportunities to learn, and believe that effort and effective strategy use will lead to success
Strategic Action - requires learners to choose from a repertoire of strategies best suited to the learning situation and apply the strategies effectively and efficiently
Metacognition - reflected in learners awareness of their strengths and weaknesses, ability to analyze the demands of tasks/activities, and use of effective thinking and problem solving strategies
Challenge
Promote student autonomy
Choices that promote SRL invite students to be metacognitive and take responsibility for learning. Choices are motivating when students have choices they are more likely to predict a positive outcome and increase effort and persist longer when difficulties occur
Where to work
What materials to use
Who to work with
What to work on
Self-Regulated learning in the classroom
- set up familiar routines
- model and teach learning and problem solving strategies
- guide children's thinking and performing
- provide informative and corrective feedback
- offer encouragement
- engage children in conversations about learning and SRL
Design complex tasks
Enable students to engage in a variety of processes
Address multiple goals
Extend over long periods of time
Involve large chunks of meaning
Create a wide range of products
Provide Teacher Support and opportunities for peer support
Self-Evaluation
Socially Responsible Self-Regulation (SRSR) - Learners' abilities to give and receive targeted instrumental help in the service of learning and completing academic work; Peer based regulated-learning (understanding other's learning)
Contributes to positive interactions and the accomplishment of collaborative goals in the classroom