Human Development and Learning Concept Map

Behaviourism
- changes in observable performance
- learning is observable & emphasis placed on external events

Theorists: Skinner, Watson, Pavlov

Skinner
- Punishment vs. Reward
- Operant Conditioning
  - consequences of behaviour impact likelihood of future occurrences

Watson, Pavlov
- Classical Conditioning
  - Unconditioned stimulus (UCS)
  - Conditioned stimulus (CS)
  - CS + UCS = Conditioned response
  - association formed between UCS and CS

Behaviourism
- Classroom Practice
  - tally marks for good behaviour
  - reward jar = class party
  - sticker charts
- Neo-Behaviourism (Bandura's Social Learning)
  - cognition connects environment to behaviour
  - experience/observation can influence behaviour but does knowledge influence behaviour (i.e. we know it is illegal to speed but do it anyways, except when we have experienced a ticket and that can alter behaviour)

Theory: According to Abramson areas of psychology first developed by behaviourists have since been replaced by cognitivist views and definitions. No clear distinction between behaviourism and cognitivism, especially when referring to teaching.

Cognitivism
- process of thinking as information processing
- process of thinking, memory, knowing, and problem solving
- active participation promotes learning

Theorist: Piaget "activity is key"

Cognitivist
- saw children as *active* learners
- studied children in natural environments
- saw learning as constructive process cognitive growth takes place at developmental stages

Stages
- sensorimotor (age 0-2)
- preoperational (age 2-6)
- concrete operational (age 7-11)
- formal operational stage (age 12-adulthood)

Children must engage in appropriate activities in order to learn. Cognitive growth occurs through adaptation and proceeds through process of assimilation & accommodation

Assimilation (incorporating new information into existing knowledge)
Accommodation (when a student adjusts to new knowledge)

Equilibration (process of balancing what we already know with what we may be asked to learn that doesn't quite fit)

Constructivist
- individual construction of knowledge
- child as "solitary scientist"
- development precedes learning

Theory
- Declarative Knowledge (knowing facts/stories)
  Procedural Knowledge (knowing what to do with the facts)
  Conditional Knowledge (knowing when & why)
  Students need background knowledge memory to build cognitive thinking
- Memory
  - Sensory Memory (SM)
    - fraction of a second
  - Working (short term) Memory (WM)
    - up to 30 seconds
  - Long Term Memory (LTM)
    - up to a lifetime
  - Schemas
    - storage of memories in LTM
    - different types of schemas (personal/scripts
- Processes of Memory
  - Habituation- no need to pay attention
  - Dishabituation- change so you have to pay attention
  - Automaticity- process information with little effort
  - Attention- focus on a task
  - Selective Attention- focus on important parts while blocking out other stimuli
  - Making meaning key to memory but can also use rehearsal, organization, keywords, and imagery

Psychological/Individual

Theorists: Bruner, Vygotsky

Bruner "scaffolding"
- supports learning by modeling, cueing, thinking aloud, asking ques.
- co-operative learning

Constructivist
- social construction of knowledge
- mediated by people and cultural tools
- learning fosters development

Vygotsky "culture is key"

Basic Forms: Social Constructivism, Social Constructionism

Constructivist
- interaction with people in one's world
- cultural tools provided to support thinking (i.e. real tools/symbols/speech)

Zone of Proximal Development
- distance between what you can do on your own and what you can do with help from an adult
- tasks below ZPD= no new learning
- tasks above ZPD= no meaningful learning

Constructivism
- learner must actively "build" knowledge and skills

Theory

Situated Learning
- all learning is contextual, embedded in a social and physical environment

Community of Practice (CoP)
- social learning
- common interest in a subject or problem
- collaboration

Social Contexts of Learning
- learning takes place in natural, practical and social environments

Forms of Knowledge
- Practical (skills we practice)
- embodied (what we do)
- discursive (elaborations in nature)

Theorist: Bronfenbrenner
- relationships between people and their environments
- not just current environment but also larger environments (the world in which we live)

Archer
- 3 orders of reality (natural, practical, & social)

Bio-ecological Model of Child Development
- Microsystem- Home
- Mesosystem- Community
- Exosystem- Family friends, neighbours, social services, & mass media
- Macrosystem- values & attitudes of the culture
- Chronosystem- Time & place

Diversity
- the range of differences that exist in our classroom such as gender, ethnic, racial, social, economic, language, and many more

Culture
- knowledge, values, attitudes, & traditions that influence a group of people
- important aspect is self-knowledge

Belong to Many Groups
- Race
- Gender
- Religion
- Nationality
- Abilities/Disabilities
- Social Class

In the Classroom
- children face several obstacles that impact learning

Challenges
- poor health
- neglect
- physical/emotional abuse
- homelessness
- living with alcoholic/drug-addicted parents

Correlation
- Socioeconomic Status (SES)
  - relative standing in society
  - level of wealth, power, prestige
  - upper,middle, working, and lower class

Differences Between Girls and Boys?
- no IQ difference
- girls strength in reading & writing
- boys strength in math, mechanical & visual processing

Eliminate Gender Bias
- check textbooks
- classroom practice
- gender-free language
- equal opportunities
- role models from all genders

Culturally Inclusive Classrooms
- students experience academic success
- critically challenge status quo
- experience resilience

Four Archetypes to Change
- Avoiders- homophobia met silence
- Confronters- educate about hate speech
- Hesitators (largest group)- feel like they should do something but don't know how to confront homophobia
- Integrators- combat homophobia through curriculum

Social Emotional Learning
- ability of children and adults to effectively understand and manage emotions, set goals, deal with emotions, and make and maintain positive relationships

Shanker
- Calm, Alert, Learning model
- zones of regulation
- blue, green, yellow, red zones

Is Academic Success Enough?
- Canada ranks in the bottom third in relationship & peers and Behaviour and Risks according to Unicef

- Self-Management
- Responsible Decision-Making
- Self-awareness
- Social Awareness
- Relationship Skills

Resources
- ACT Lessons
- casel.org
- Edutopia
- Mind Up
- Core Competencies
  - communication, thinking, personal and social
  - builds on emotional resilience

"Just Enough" & "Just in Time"
- connects to Vygotsky

Self Regulated Learning
- involves metacognition, motivation, and strategic action
- learners demonstrate reflection on their strengths and weaknesses relative to the demand of the tasks
- learners consider strategies that can be used to ensure ultimate success

Self Regulation
- ability to control thoughts & actions to achieve personal goals & respond to environmental demands
- predicts children's success in school more powerfully than IQ tests or academic knowledge

Socially Responsible Self-Regulation (SRSR)
- learner's abilities to give & receive targeted instrumental help in the service of learning and completing academic work
- peer based regulated-learning
- Positive interactions & accomplishment of collaborative goals in the classroom.

Metacognition
- strengths/weaknesses
- analyze demands of tasks
- problem solving strategies

Motivaton
- genuine interest in learning
- willingness to try difficult tasks
- errors as opportunity
- effort & effective strategy use will lead to success
- focus on personal progress

Strategic Action
- choose from a repertoire of strategies that best applies to learning situation
- effective and efficient strategies

Task Understanding
- Explicit: learners' grasp of requirements, criteria for evaluation, materials
- Implicit: learners' awareness of purpose, concepts, strategies for completing task
- Contextual: learner's knowledge of how task relates to larger ideas

Autonomy Promoting Practices
- Student choice
- Teacher awareness of individual needs (low floor/high ceiling)
- Learners personalized interpretations of opportunities to regulate learning (all, some, few)

Co-regulation
- giving & receiving support
- adult to peer
- peer to peer
- peer to adult
- Scaffolding
- Familiar Participation Structures
- Peer to Peer Support
- Non-threatening Evaluation Practices