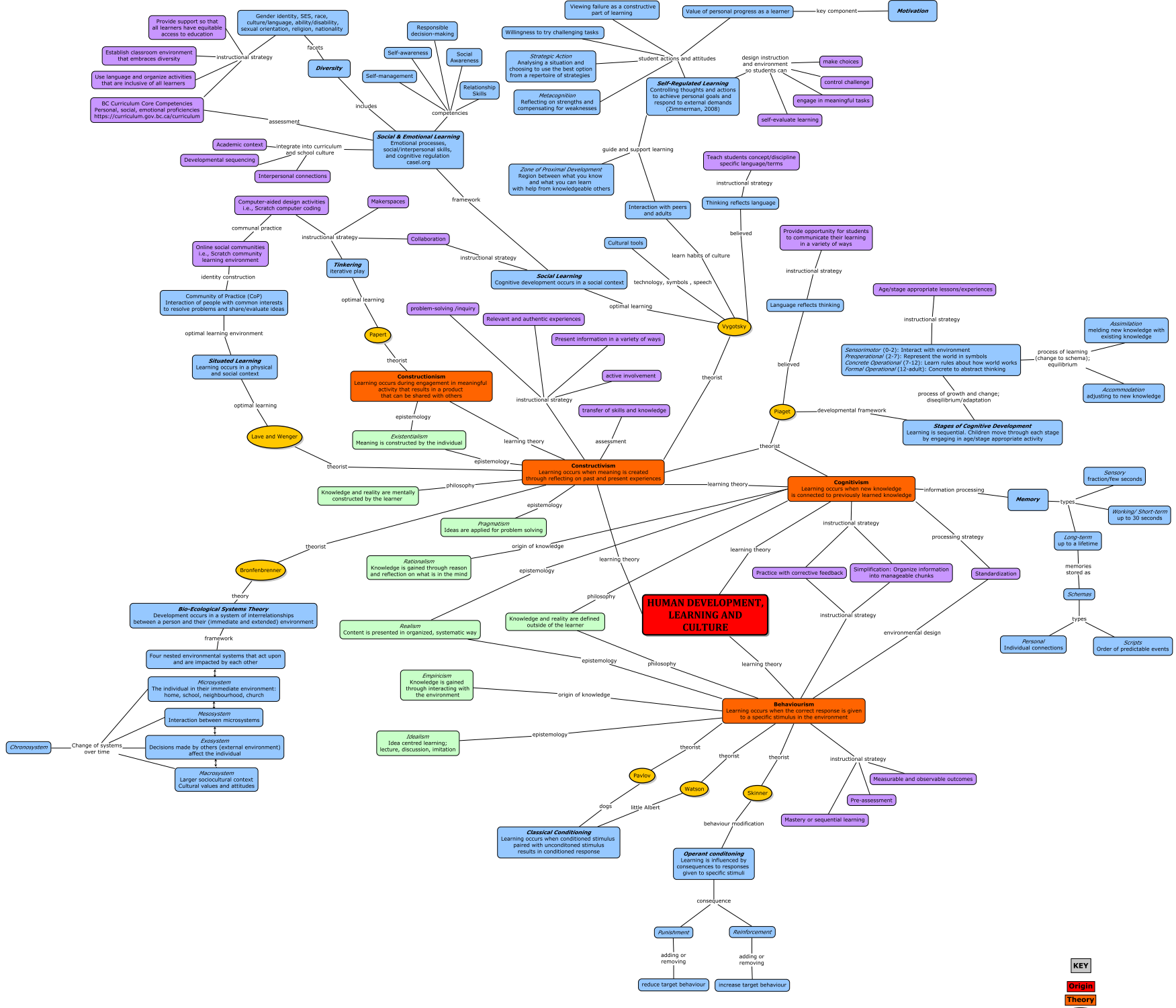
HUMAN DEVELOPMENT, LEARNING AND CULTURE
Social & Emotional Learning
Emotional processes, social/interpersonal skills, and cognitive regulation casel.org
Diversity
Gender identity, SES, race, culture/language, ability/disability, sexual orientation, religion, nationality
facets
Provide support so that all learners have equitable access to education
Establish classroom environment that embraces diversity
Use language and organize activities that are inclusive of all learners
instructional strategy
BC Curriculum Core Competencies Personal, social, emotional proficiencies https://curriculum.gov.bc.ca/curriculum
assessment
includes
competencies
Self-awareness
Social Awareness
Self-management
Relationship Skills
Responsible decision-making
Academic context
Developmental sequencing
Interpersonal connections
integrate into curriculum and school culture
framework
Viewing failure as a constructive part of learning
Value of personal progress as a learner
key component
Motivation
Willingness to try challenging tasks
Strategic Action
Analysing a situation and choosing to use the best option from a repertoire of strategies
student actions and attitudes
Metacognition
Reflecting on strengths and compensating for weaknesses
Self-Regulated Learning
Controlling thoughts and actions to achieve personal goals and respond to external demands (Zinnmerman, 2008)
design instruction and environment so students can
make choices
control challenge
engage in meaningful tasks
self-evaluate learning
guide and support learning
Zone of Proximal Development
Region between what you know and what you can learn with help from knowledgeable others
Teach students concept/discipline specific language/terms
instructional strategy
Thinking reflects language
believed
Interaction with peers and adults
Cultural tools
learn habits of culture
technology, symbols , speech
Vygotsky
theorist
Social Learning
Cognitive development occurs in a social context
optimal learning
instructional strategy
Collaboration
Makerspaces
Computer-aided design activities i.e., Scratch computer coding
communal practice
Online social communities i.e., Scratch community learning environment
identity construction
Community of Practice (CoP)
Interaction of people with common interests to resolve problems and share/evaluate ideas
optimal learning environment
Situated Learning
Learning occurs in a physical and social context
optimal learning
Lave and Wenger
theorist
Tinkering
Iterative play
optimal learning
Papert
theorist
Constructionism
Learning occurs during engagement in meaningful activity that results in a product that can be shared with others
epistemology
Existentialism
Meaning is constructed by the individual
epistemology
Constructivism
Learning occurs when meaning is created through reflecting on past and present experiences
learning theory
assessment
instructional strategy
problem-solving /inquiry
Relevant and authentic experiences
Present information in a variety of ways
active involvement
transfer of skills and knowledge
Knowledge and reality are mentally constructed by the learner
philosophy
Pragmatism
Ideas are applied for problem solving
epistemology
Bronfenbrenner
theorist
Bio-Ecological Systems Theory
Development occurs in a system of interrelationships between a person and their (immediate and extended) environment
theory
framework
Four nested environmental systems that act upon and are impacted by each other
Microsystem
The individual in their immediate environment: home, school, neighbourhood, church
Mesosystem
Interaction between microsystems
Exosystem
Decisions made by others (external environment) affect the individual
Macrosystem
Larger sociocultural context Cultural values and attitudes
Chronosystem
Change of systems over time
Provide opportunity for students to communicate their learning in a variety of ways
instructional strategy
Language reflects thinking
believed
Piaget
developmental framework
Stages of Cognitive Development
Learning is sequential. Children move through each stage by engaging in age/stage appropriate activity
Age/stage appropriate lessons/experiences
instructional strategy
Sensorimotor (0-2): Interact with environment
Preoperational (2-7): Represent the world in symbols
Concrete Operational (7-12): Learn rules about how world works
Formal Operational (12-adult): Concrete to abstract thinking
process of growth and change; diseqilibrium/adaptation
process of learning (change to schema); equilibrium
Assimilation
melding new knowledge with existing knowledge
Accommodation
adjusting to new knowledge
theorist
Cognitivism
Learning occurs when new knowledge is connected to previously learned knowledge
learning theory
information processing
Memory
types
Sensory
fraction/few seconds
Working/ Short-term
up to 30 seconds
Long-term
up to a lifetime
memories stored as
Schemas
types
Personal
Individual connections
Scripts
Order of predictable events
instructional strategy
processing strategy
Practice with corrective feedback
Simplification: Organize information into manageable chunks
Standardization
instructional strategy
environmental design
learning theory
Rationalism
Knowledge is gained through reason and reflection on what is in the mind
origin of knowledge
Realism
Content is presented in organized, systematic way
epistemology
Knowledge and reality are defined outside of the learner
philosophy
Empiricism
Knowledge is gained through interacting with the environment
origin of knowledge
Behaviourism
Learning occurs when the correct response is given to a specific stimulus in the environment
Idealism
Idea centred learning; lecture, discussion, imitation
epistemology
theorist
Pavlov
theorist
Watson
theorist
Skinner
instructional strategy
Measurable and observable outcomes
Pre-assessment
Mastery or sequential learning
dogs
little Albert
Classical Conditioning
Learning occurs when conditioned stimulus paired with unconditoned stimulus results in conditioned response
behaviour modification
Operant conditoning
Learning is influenced by consequences to responses given to specific stimuli
consequence
Punishment
Reinforcement
adding or removing
adding or removing
reduce target behaviour
increase target behaviour
KEY
Origin
Theory
Theorist
Epistemology/Philosophy
Theoretical Framework
Implications for Teaching
Sheela John
EPSE 501