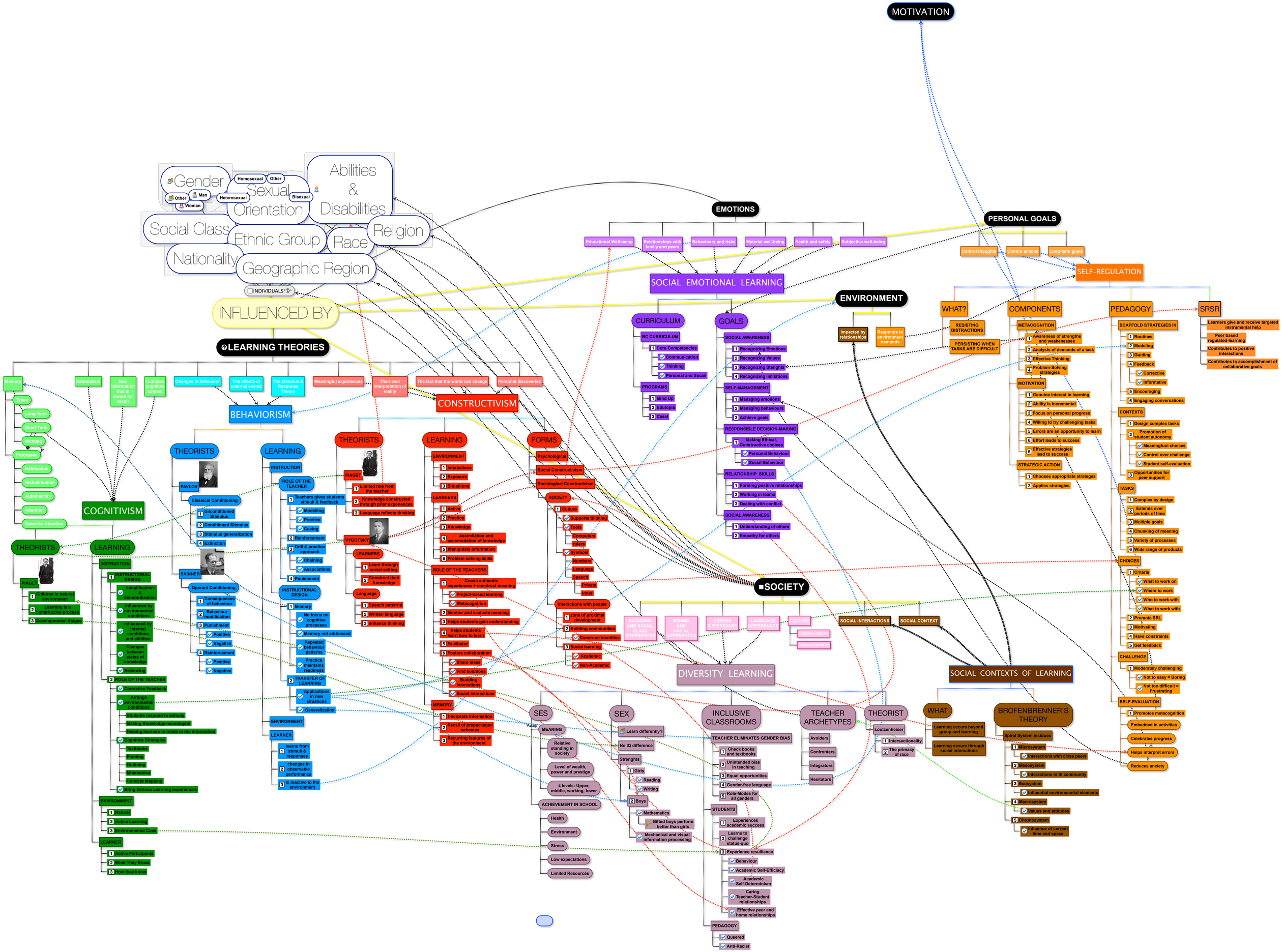
MOTIVATION
Gender
Man
Woman
Other
Homosexual
Other
Heterosexual
Bisexual
Sexual Orientation
Abilities & Disabilities
Social Class
Ethnic Group
Race
Religion
Nationality
Geographic Region
INDIVIDUALS*
INFLUENCED BY
EMOTIONS
Educational Well-being
Relationships with family and peers
Behaviours and risks
Material well-being
Health and safety
Subjective well-being
SOCIAL EMOTIONAL LEARNING
CURRICULUM
BC CURRICULUM
1 Core Competencies
Communication
Thinking
Personal and Social
PROGRAMS
1 Mind Up
2 Edutopia
3 Casel
GOALS
SOCIAL AWARENESS
1 Recognizing Emotions
2 Recognizing Values
3 Recognizing Stenghts
4 Recognizing limitations
SELF-MANAGEMENT
1 Managing emotions
2 Managing behaviours
3 Achieve goals
RESPONSIBLE DECISION-MAKING
1 Making Ethical, Constructive choices
Personal Behaviour
Social Behaviour
RELATIONSHIP SKILLS
1 Forming positive relationships
2 Working in teams
3 Dealing with conflict
SOCIAL AWARENESS
1 Understanding of others
2 Empathy for others
PERSONAL GOALS
Control thoughts
Control actions
Long-term goals
SELF-REGULATION
ENVIRONMENT
Impacted by relationships
Responds to environment demands
WHAT?
RESISTING DISTRACTIONS
PERSISTING WHEN TASKS ARE DIFFICULT
COMPONENTS
METACOGNITION
1 Awareness of strengths and weakenesses
2 Analysis of demands of a task
3 Effective Thinking
4 Problem-Solving strategies
MOTIVATION
1 Genuine interest in learning
2 Ability is incremental
3 Focus on personal progress
4 Willing to try challenging tasks
5 Errors are an opportunity to learn
6 Effort leads to success
6 Effective strategies lead to success
STRATEGIC ACTION
1 Chooses appropriate strategies
2 Applies strategies
PEDAGOGY
SCAFFOLD STRATEGIES IN
1 Routines
2 Modeling
3 Guiding
4 Feedback
Corrective
Informative
5 Encouraging
6 Engaging conversations
CONTEXTS
1 Design complex tasks
2 Promotion of student autonomy
Meaningful choices
Control over challenge
Student self-evaluation
3 Opportunities for peer support
TASKS
1 Complex by design
2 Extends over periods of time
3 Multiple goals
4 Chunking of meaning
5 Variety of processes
6 Wide range of products
CHOICES
1 Criteria
What to work on
Where to work
Who to work with
What to work with
2 Promote SRL
3 Motivating
4 Have constraints
5 Get feedback
CHALLENGE
1 Moderately challenging
Not to easy = Boring
Not too difficult = Frustrating
SELF-EVALUATION
1 Promotes metacognition
Embedded in activities
Celebrates progress
Helps interpret errors
Reduces anxiety
SRSR
Learners give and receive targeted instrumental help
Peer based regulated-learning
Contributes to positive interactions
Contributes to accomplishment of collaborative goals
LEARNING THEORIES
Memory
Types
Long Term
Short Term
Working
Processes
Habituation
Dishabituation
Automaticity
Attention
Selective Attention
Rationalism
New information that is stored for recall
Complex cognitive context
Changes in behaviour
The effects of external events
The stimulus & Response Theory
Meaningful experiences
Their own interpretation of reality
The fact that the world can change
Personal discoveries
BEHAVIORISM
CONSTRUCTIVISM
COGNITIVISM
THEORISTS
PAVLOV
Classical Conditioning
1 Unconditioned Stimulus
2 Conditioned Stimulus
3 Stimulus generalization
4 Extinction
SKINNER
Operant Conditioning
1 Consequences of behaviour
2 Behaviour modification
3 Punishment
Positive
Negative
4 Reinforcement
Positive
Negative
LEARNING
INSTRUCTION
ROLE OF THE TEACHER
1 Teachers gives students stimuli & feedback
Modelling
Practice
Cueing
2 Reinforcement
3 Drill & practice approach
Chaining
Associations
4 Punishment
INSTRUCTIONAL DESIGN
1 Memory
No focus on cognitive processes
Memory not addressed
Repeated behaviour patterns
Practice maintains readiness
2 TRANSFER OF LEARNING
Applications in new situations
Generalization
ENVIRONMENT
LEARNER
1 learns from stimuli & responses
2 changes in observable performance
3 is reactive to the environment
THEORISTS
PIAGET
1 Children in natural environment
2 Learning is a constructive process
3 Developmental Stages
LEARNING
INSTRUCTION
1 INSTRUCTIONAL DESIGN
simplification & standardization
influenced by environmental conditions
Influenced by internal conditions and abilities
Changes between states of knowledge
Reviewing
2 ROLE OF THE TEACHER
Corrective Feedback
Arrange environmental conditions
Students respond to stimuly
Making Knowledge meaningdul
Helping learners to relate to the information
Cognitive Strategies
Textbooks
Framing
Outlining
Mnemonics
Concept Mapping
Bring Various Learning experiences
ENVIRONMENT
1 Natural
2 Active Learning
3 Environmental Cues
LEARNER
1 Active Participants
2 What They Know
3 How they know
both
THEORISTS
PIAGET
1 Limited role from the teacher
2 Knowledge constructed through prior experiences
3 Language reflects thinking
VYGOTSKY
LEARNERS
1 Learn through social setting
2 Construct their knowledge
Language
1 Speech patterns
2 Written language
3 enhance thinking
LEARNING
ENVIRONMENT
1 Interactions
2 Exposure
3 Situations
LEARNERS
1 Active
2 Practice
3 Knowledge
4 Assimilation and accomodation of knowledge
5 Manipulate information
6 Problem solving skills
ROLE OF THE TEACHERS
1 Create authentic experiences + construct meaning
Project-based learning
Metacognition
2 Monitor and evaluate meaning
3 Helps students gain understanding
4 Helps students learn how to learn
5 Facilitator
6 Fosters collaboration
Share ideas
Find solutions
Building innovations
Social interactions
MEMORY
1 Interprets information
2 Recall of prepackaged schemas
3 Recurring features of the environment
FORMS
Psychological
Social Constructivism
Sociological Construcivism
SOCIETY
1 Culture
Supports thinking
Tools
Computers
rulers
Symbols
Numbers
Language
Speech
Private
Inner
Interactions with people
1 zone of proximal development
2 Building communities
Construct identities
3 Social learning
Academic
Non-Academic
SOCIETY
ECONOMIC AND SOCIAL CLASS DIFFERENCES
ETHNIC AND RACIAL DIFFERENCES
GENDER DIFFERENCES
LANGUAGE DIFFERENCES
CULTURE
CULTURAL GROUPS
CULTURAL IDENTITY
SOCIAL INTERACTIONS
SOCIAL CONTEXT
DIVERSITY LEARNING
SES
Ancient
MEANING
Relative standing in society
Level of wealth, power and prestige
4 levels: Upper, middle, working, lower
ACHIEVEMENT IN SCHOOL
Health
Environment
Stress
Low expectations
Limited Resources
SEX
Learn differently?
No IQ difference
Strenghts
1 Girls
Reading
Writing
2 Boys
Mathematics
Gifted boys perform better than girls
Mechanical and visual information processing
INCLUSIVE CLASSROOMS
TEACHER ELIMINATES GENDER BIAS
1 Check books and textbooks
2 Unintended bias in teaching
3 Equal opportunities
4 Gender-free language
5 Role-Modes for all genders
STUDENTS
1 Experiences academic success
2 Learns to challenge status-quo
3 Experience resuilience
Behaviour
Academic Self-Efficiacy
Academic Self-Determinism
Caring Teacher-Student relationships
Effective peer and home relationships
PEDAGOGY
Queered
Anti-Racist
TEACHER ARCHETYPES
Avoiders
Confronters
Integrators
Hesitators
THEORIST
Loutzenheiser
1 Intersectionality
2 The primacy of race
SOCIAL CONTEXTS OF LEARNING
WHAT
Learning occurs beyond group and learning
Learning occurs through social interactions
BROFENBRENNER'S THEORY
Spiral System incldues
1 Microsystem
Interactions with close peers
2 Mesosystem
Interactions in th community
3 Exosystem
Influential environmental elements
4 Macrosystem
Values and attitudes
5 Chronosystem
Influence of current time and space