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Theory of Development & Learning

Social Contexts of Learning

Notable Figures

Bronfenbrenner (Ecological Systems Theory)

Meso = interactions between different parts of person's micro systems
- micro systems interconnected
- interactions direct impact on individual
- ie. relationship parents & teachers
- (+) when work together
- (-) when work against one another

Macro = cultural environment in which person lives; all other systems that affect them
- in. economy, cultural values, political systems
- exposure to different cultural perspectives; values

Chrono = dimension of time in relation to person's development
- timing of event during development (ie. death of family member)
- affect something over time/generation (ie. stock market, WW2)

Micro = system closest to person; direct contact
- ie. home, school, work
- family, peers, teachers
- **most influential level**
- relationships are bidirectional

Exo = setting; does not involve person as active participant - still affects them
- something external affects them (ie. parent receives job promotion, away for work)

Archer (Critical Realist)
3 Orders of Reality
- natural
- practical
- social

natural - time constraint
practical - technological constraint
social - work-related constraint

E-Learning (contexts)
- individual
- 1-to-1
- group
- community

Blended Learning = combination of contexts
- sometimes all 4

3 Forms of Knowledge
- embodied = what we can do in nature (direct experience; becomes second nature; context dependent)
- practical = skills acquired in practice (eventually becomes embodied)
- discursive = proportional elaborations we can make in social order

Impact on Education:
- student comfort, safety at school (sense of belonging)

Diversity

Link to BC curriculum:
Personal Awareness & Responsibility
Social Responsibility

Challenges:
- lack of policy
- heteronormative, stereotypical examples
- teacher discomfort, lack of training
- one identity brought to forefront/overshadows other elements of identity

Needs:
- inclusion for all (ie. LGBTQ+, gender neutral washrooms)
- all layers of identity present at one time (belong to many cultural groups)
- eliminate gender bias

Culturally Inclusive Classrooms
- students experience academic success
- space to critically challenge status quo
- experience resilience (academic self-efficacy, behavioural self-control, academic self-determinism, caring student-teacher relationships, effective peer-home relationships)

Types of Diversity
- Cultural
- Gender
- SES

What is it?
- "queered anti-racist pedagogy - acknowledge and explore the ways students do not silence "other" identities to foreground queer identity
- fluid notions race, sexuality, gender, class, dis/ability

Culture
- knowledge, values, attitudes, traditions that guide behaviour of group people/allow them solve life problems
- important part cultural identity = self-knowledge

Intersectionality:
- interacting effects on various aspects of individuals identity/social positioning
- ie. race, class, gender, dis/ability, sexual orientation

Teacher Archetypes
- avoider (homophobia met with silence from teacher)
- confronter (teacher educates students about hate speech)
- integrator (combat issue of homophobia through curriculum)
- hesitator (teacher wants to do something but doesn't know how to confront hatred)

Impact on Education:
- children entering school without necessary skills
- well-designed, implemented programs = positive social, emotional, behavioural, academic outcomes

Behaviourism

Idealism (behaviourist)
- idea centered
- teacher central to learning
- lecture, discussion, imitation

Realism (behaviourist)
- content systematic, organized
- standardized tests, textbooks, curriculum isolated to subject area

Role of Teacher
"Sage on the Stage"

Impact on Education:
- students expected to achieve specific, desired outcome
- behaviours are rewarded or punished (consequences)
- external reinforcement changes behaviour over time
- punishment changes behaviour over time

What is it?
- a process
- a experience causes change in behaviour
- effect of **external** events on individual
- observable behaviours

Watson

Classical Conditioning (Pavlov)
- unconditioned stimulus (ucs)
- conditioned stimulus (cs)
- cs + ucs = conditioned response (cr)
- association forms b/w ucs and cs
- cs alone leads to response

Notable Figures:
Skinner (operant)
- good consequence = likely to repeat behaviour
- bad consequence = unlikely to repeat behaviour
- ie. hand on hot stove

Neo-Behaviourism (Bandura)
- observation influences behaviour*
- *not all the time (ie. speeding ticket)

Punishment vs. Reward
Reinforcement and Punishment
- Punishment always decreases behaviour
- Reinforcement always increases behaviour
- Reinforcement serves to maintain or increase behaviour

Operant Conditioning (Skinner)
- consequence of behaviour influence probability of reoccurrence
- target behaviour want to change (train new behaviour)

intermittent reinforcement *most effective over time* (to change behaviour)

fastest way to change behaviour = consequence EVERY time

Cognitivism

Schemas:
- how memories are stored in LTM
- many types of schemas
- schemas are what's LTMs attach to

Working (short term) (WM)
- focused on explicit task
- up to 30 seconds

Processes of Memory: Habituation
- no longer paying attention to stimulus
- action becomes habit

Dishabituation
- something changes so you need to pay attention

Automaticity
- processing information with little to no effort
- action becomes automatic

Attention
- concentrating or focusing mental resources to a task

Selective Attention
- ability to focus on important parts while blocking out other stimuli

Memory:
Sensory Memory (SM)
- stimulus around us
- fraction of a second to a few seconds
- as SM increases, processing speed increases

Working (short term) (WM)
- focused on explicit task
- up to 30 seconds

Long Term (LTM)
- up to a lifetime

Content Knowledge
- ability to remember new information is highly related to amount of knowledge already acquired

Declarative Knowledge = knowing what
- semantic memory
- episodic memory

Procedural Knowledge = knowing how

Conditional Knowledge = knowing when & why

Knowledge

Knowledge and Memory

Memory

Impact on Education:
- children think differently than adults
- children must be developmentally ready to learn
- teachers should use developmentally appropriate practices to enable children to learn

What is it?
- information processing
- how and why we think

Assimilation = incorporating new knowledge into existing knowledge

Accommodation = adjusting to new knowledge

Equilibration
- process of balancing what we know with what we may be asked to learn that doesn't quite fit
- we are always trying to achieve equilibrium (balance) - when balance is disrupted seek to restore equilibrium
- movement through stages - cognitive conflict & disequilibrium

Stages of Cognitive Development

Sensorimotor Stage (0-2)
- child begins to interact with environment

Preoperational Stage (2-6 or 7)
- child begins to represent world symbolically

Concrete Operational Stage (7-11 or 12)
- child learns rules such as conservation

Formal Operational Stage (12+)
- adolescent can transcend concrete thinking and think about the future

- each stage qualitatively different
- stages follow a regular sequence
- experience and time needed to progress

"Providing students with evidence that contradicts their initial beliefs self require them to modify cognitive structures on the basis of new information. Through this process of adaptation, students build new cognitive structures."

Notable Figures:
Piaget
- cognitive development in any stage depends on activity
- children must engage in appropriate activities in order to learn (active learners)
- cognitive growth occurs through (1) process of **adaptation** and (2) process of **assimilation and accommodation**

Piaget (Cognitive Constructivist)
- individual construction of knowledge
- "solitary scientist"
- development precedes learning
- language reflects thinking

"activity is key"

Constructivism

"culture is key"

Vygotsky (Social Constructivist)
- learning occurs through active participation
- cognitive development depends on interaction with others
- learning fosters development
- thinking reflects language

Situated Learning (Lave & Wenger)
- learning is contextual - embedded in social/physical environment
- engagement in "community of practice"

"scaffolding"

Bruner
- role of culture
- children naturally curious; inherently sensitive to culture around them

culture children live in affects:
- who they believe they are
- what they believe they can accomplish
- how they process new information

Notable Figures

Social Constructivism

Communities of Practice
- social learning
- common interest in subject or problem
- collaboration over time
- become more competent - move periphery to centre

Role of Teacher
"Guide on the Side"
- provide activities within ZPD
- encourage students to continually assess how activity is helping gain understanding
- guide students to **question themselves & their strategies**
- classroom environment = students **"learn how to learn"**

What is it?
- creation of meaning through **personal experiences**
- mind filters information to **create** own interpretation of reality (construct own understanding of world)
- memory constantly under construction - changes as new information and experiences are gathered
- **engaging learner in activities**

Impact on Education:
- students create meaning through personal experiences, and acquisition of new knowledge
- students as active participants in creation of learning
- learning must be relevant to students

Pragmatism (constructivist)
- application of knowledge - uses ideas for problem solving
- interdisciplinary

Existentialism

- "authentic tasks" - real world problem solving
- self-reflection - what student is doing, how understanding changes
- social participation
- provide students tools to support learning

Strategies:
- collaborative learning
- gathering multiple sources of information
- debate
- inquiry
- problem solving

Social and Emotional Learning

What is it?
- process of acquiring, applying knowledge, attitude, skills - to understand/manage emotions, set goals, have empathy, positive relationships, responsible decision making
What is SEL?

- self management
- self awareness
- responsible decisions making
- relationship skills
- social awareness

Challenges:
- variety of implementation quality
- no large blocks of time for SEL
- SEL rarely integrated meaningful ways (ie. sole focus on classrooms)
- not sustained (little continuity year-to-year)
- lack practice across multi-age groupings

Needs:
- common language & expectations in schools
- staff training, collaboration
- integration between home & school
- intense programs - embedded in everyday interactions/school culture
- inclusion of shared spaces (ie. hallways, playgrounds)

Outcomes:
- (positive) academic achievement
- (positive) behavioural adjustment (perspective taking, getting along well with other children, solving conflicts, exhibiting less aggression)
- emotional health/well-being (lower levels depression, social isolation)

influenced by:
- relationships
- social environments (informal interactions, structured programs)

- development begins earliest years
- continues through childhood/adolescence
- SEL skills need continual development
- in-context (daily life)

SEL skills

Emotional Processes:
- knowledge & expression of emotions
- emotional/behavioural regulation
- empathy
- perspective taking

Social Interpersonal Skills:
- understanding social cues
- interpreting others' behaviours
- navigating social situations
- positive interactions with peers/adults
- prosocial behaviour

Cognitive Regulation:
- attention control
- inhibiting inappropriate responses
- working memory
- cognitive flexibility

Self-Regulated Learning

Notable Figures:
Vygotsky
- just enough, just-in-time support for developing/enacting self-regulation
- not too easy, not too difficult

Zimmerman (2008)
Butler, Perry, Schnellert (2015)

Self-regulation (SR)
- individuals' ability to control thoughts and actions to achieve personal goals and respond to environmental demands
- ie. resisting distractions, persisting w/difficult tasks, delay immediate gratification for long-term benefit

Socially Responsible Self-regulation (SRSR)
- learner's ability to give & receive targeted instrumental help in the service of learning and completing academic work
- recognize strengths & weaknesses of others (understanding others' learning)

Benefits:
- positive interactions in classroom
- accomplish collaborative goals

Impact on Education:
- important predictor of student success

What is it?
- learning guided by **metacognition**, **strategic action** (planning, monitoring, evaluating personal progress against a standard), **motivation** to learn
- task understanding
- SRL

Strategies:
- familiar routines
- modelling & teaching learning/problem-solving strategies
- guiding children's thinking/performing
- provide information/corrective feedback
- offer encouragement
- engage students in conversations about learning and SLR (process of learning)

Role of Teacher:
- design complex tasks
- promote student autonomy (meaningful choices, control over challenge, student self-evaluation)
- provide support, opportunity peer support

Co-Regulators
- adults for children
- children for peers
- children for adults

Co-Regulation
- giving, receiving support instrumental to learning/SRL
- one participant has knowledge/skills others need to achieve goal
- requires SRSR

- scaffold
- establish familiar participation structures
- enable students to support one another
- non-threatening evaluation practices

Metacognition
- awareness of strengths & weaknesses
- able to analyze demands of tasks/activity
- effective thinking
- problem solving strategies to cope with challenges

Motivation
- genuine interest in learning
- ability incremental
- focus personal progress
- willing to try challenging tasks
- view errors as opportunities to learn
- effort + effective strategy = success

Strategic Action
- choose from repertoire of strategies best suited to learning situation
- apply strategies effectively, efficiently