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Weaving Ideas Together
Human Development Theory
How learning & development occurs.

Media , Technology & other theories

- **Motivation**
  - What is it?
  - Connections to Learning Theory
  - Real World Applications
    - Classroom Practice
    - Benefits/Positives
    - Problems/Criticisms
    - Other Notes
  - Other Notes
- **Social Contexts of Learning**
  - Connections to Learning Theory
    - Learning occurs through social interaction
    - Archer's 3 Orders of Reality (p.282) describes the relationship between
      Natural order on the left, which is, embodied knowledge from interactions with nature, what we know though our senses and the body.
      Societal order on the right, which is the discursive knowledge that we learn through symbolic means and culture.
      Practical order in the middle of the Venn diagram overlaps the other 2 areas and describes practical knowledge or the knowing how knowledge that comes through material artifacts such as tools and technology
    - Brofenbrenners Theory
  - Real World Applications
    - Classroom Practice
      - flexible and adaptable learning resources
    - Benefits/Positives
    - Problems/Criticisms
    - Other Notes
  - What 3 learning levels need to be considered when using technology in the classroom.
    - Micro-level (immediate learning environment)
    - mesa-level (educational institutions)
    - macro-level (wider cultural, societal, political and economic contexts), which affects e-learning.
- **Technology and Education**
  - What is it?
  - Connections to Learning Theory
  - Real World Applications
    - Classroom Practice
    - Benefits/Positives
    - Problems/Criticisms
    - Other Notes
- **Learning Environments**
  - What is it?
  - Connections to Learning Theory
  - Real World Application
    - Classroom Practice
    - Benefits/Positives
    - Problems and Criticism
    - Other Notes

Information Processing Theories

- **Cognitivism** (Focus on thinking and the information in your head)
  Also know as Cognitive Development =
  - Cognitivist Theorists
    - Piaget believed that cognitive development was a product of the mind achieved through observation and experimentation.
      - Saw learning as a constructive process
      - Cognitive development depends on activity
        - Piaget saw children as active learners
    - Proposed that cognitive growth takes place in developmental stages where experience and time is needed to progress.
      - Sensorymotor (0-2 years)
      - Properational stage (Age 2-6 or 7)
      - Concrete Operational (7-11, or 12 years)
      - Formal Operational (Age 12 -adult)
    - Vygotsky viewed cognitive development as a social process achieved through interaction with more knowledgeable members of the culture.
  - What is Cognitivism? How and why we and children think . How we process information.
    - 3 Types of Knowledge
      - Cognitivists use feedback to guide and support accurate mental connections
      - Declarative Knowledge - knowing what
      - Procedural Knowledge - knowing how
      - Conditional Knowledge - knowing when and why
    - Looking at the process of memories and how they are stored
      - Habituation
      - Dishabituation
      - Automaticity
    - Strategies or processes
      - Attention
      - Selective Attention
    - Focus on unobservable behaviour
      Need prior experiences to enable humans to create mental images
- **Constructivism** (How We Understand & Make Meaning) Creation of knowledge through meaningful experiences a branch of cognitivism,
  - What is Constructivism?
    - Cultural tools provided to support thinking
    - Learning doesn't require the memorization of particular facts.
    - Learning and environmental factors influence learning and create knowledge
    - Individual Learner must actively build knowledge and skills.
    - There are three basic forms of constructivism
      - Psychological/Individual
      - Social Constructivism
      - Sociological Constructivism
  - Constructivist connections to learning theory
    - Pragmatism stresses applying knowledge and using ideas for problem solving.
      - Pragmatists prefer a curriculum that is interdisciplinary and they are more closely associated with constructivist beliefs about how students learn best
    - Social Constructivist - Vygotsky believed that children learn within social settings and construct their own knowledge.
      - Through speech patterns, written language, symbolic knowledge and interactions children learn the habits of their mind within their Zone of Proximal Development.
    - Cognitive Constructivist - Piaget believed in learning according to ages and stages.
  - Real World Application
    - Benefits/Positives
      - Focusses on active engagement of students
      - Students feel more connected to their learning if they understand why it is important.
    - Problems/Criticisms
      - Don't group kids all the time because some students just want to be told how something works.
      - Not enough evidence of constructivist online learning strategies.
      - Teachers need to provide the context for learning.
  - Classroom Practice
    - Changes in assessment
      - self assessment
      - Moving from marks for assessment to rubrics.
      - Moving from Testing to problem based learning
    - Teachers provide scaffolding
      - a glance/gesture
      - modelling
      - background knowledge & cultural knowledge
      - cueing
      - thinking aloud
      - asking questions
      - Efforts to connect students to their learning so that they understand why it is important.
      - Teachers establish communities of practice
    - Changing Educational Paradigms - Ken Robinson - Do schools Kill Creativity.
      - Construction of knowledge
      - cooperative learning
    - Learning involves engagement in a community of practice
      - New BC Curriculum - Focusses on the active engagement of the students.
        - Possible to create hidden to knowledge and other people around the world.
          - Sugata Mitra -using the internet to connect to community without face to face contact.
          - Self Organizing Systems for learning.
      - Communities of practice are everywhere. Where how to behave and what is acceptable varies between communities.
        - social learning
        - common interest in a subject or problem
        - collaboration over time
        - sharing of ideas to find solutions and build innovations
        - within the communities of practice ideas are judged
        - Inquiry Based Learning

Educational Paradigms

- **Socio-Emotional Learning**
  - What is it? SEL refers to a set of skills that individuals need to succeed in schooling, the workplace, relationships, and citizenship.
  - Connections to Education Theory
    - Casel.org defines Social and emotional learning (SEL) as 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."
    - An effective SEL Program (SAFE) :
      - Sequenced activities
      - Active learning.
      - Focussed on developing social skills
      - Explicit about targeting specific skills
  - Real World Applications
    - Collaborate among different groups
      - Integrate SEL lessons across schools, districts and home
        - Embedding SEL into everyday situations at school, as Jones and Bouffard suggest, would be one way to enhance the transference of such behaviours.
    - Classroom Practice
      - Strategies that are implemented at school for SEL should be communicated to parents
      - Teachers need to focus on their own SEL skills as well in order to ensure they are modeling positive behavior for their students
      - Develop SEL through supportive school culture and climate
    - Revised BC curriculum includes SEL
    - Problems/Criticisms
      - Hard to get whole schools to implement theirstrategies for SEL if the entire staff doesn't see the need for change
      - one of the limitations to implementing authentic SEL is that of limited staff training
    - Benefits/Positives
      - SEL Programs need to be taught across the grades over time to be effective.
- **Self Regulated Learning**
  - Connections to Learning Theory
    - What is Self Regulation?
      - Self Regulation is the ability to control thoughts and actions to achieve personal goals and respond to environmental demands
    - Motivation (Conditions where learning will exist.)
      - Metacognition happens in learners.
        - Awareness of their strengths and weaknesses
        - Ability to analyze the demands of tasks/activities
        - Use of effective thinking and problem solving strategies to cope with the challenges that tasks present
      - Learners should have a genuine interest in learning
      - Learners should believe that ability is incremental.
      - Learners should focus on personal progress.
      - Learners should be willing to try challenging tasks.
      - Learners will view errors as opportunities to learn.
      - Learners will believe that effort and effective strategy use will lead to success.
    - Strategic action requirements of learners
      - Learners should choose from a repertoire of strategies best suited to the learning situation
      - Learners apply strategies effectively and efficiently
  - Real World Applications
    - Benefits/Positives
      - Self-regulation predicts children's success in school more powerfully than IQ tests or knowledge of math and reading upon school entry.
    - Problems/Criticisms
    - Classroom Practice - How Teachers can support SRL
      - Set up familiar routines
      - Model and teach learning and problem solving strategies—Be a self-regulating teacher
      - Guide children's thinking and performing
      - Provide informative and corrective feedback
      - Engage children in conversations about learning and SRL (discussing the PROCESS)
    - Classroom Practice - How teachers Teachers can create High-SRL Contexts
      - Promote student autonomy through:
        - Meaningful choices
        - Control over challenge
        - Student self-evaluation
        - Provide teacher support and opportunities for peer support
      - Design complex tasks
      - Promote student autonomy through meaningful choices, control over challenge, and student self-evaluation
      - Provide teacher support and opportunities for peer support
- **Diversity**
  - Aspects of Diversity
    - language differences
    - economic differences
    - social differences
    - ethnic and racial differences
    - gender differences
  - Opportunities within differences.
    - Culture is Knowledge, values, attitudes & traditions that guide the behaviour or a group of people and allow them to solve life problems
    - What is it? Layers of Identity. Many ways to be different.
    - Differences between peoples.
      - As individuals we belong to many groups. and are separated in a variety of ways.
        - Race, Ethnicity
        - Nationality or Geographic origin (i.e. Canadian, South Asian, British etc)
        - Social economic class
        - gender
        - Religion
      - Difficult to talk about.
        - Being politically correct, afraid of offending.
  - Real World Applications
    - Classroom Practice
      - Children of diverse backgrounds face several problems when learning.
        - poor health
        - neglect
        - living with alcoholic or drug addicted parents.
        - physical abuse
        - homelessness
    - Benefits/Positives
      - Increased awareness and understanding
      - Conversations are happening about diversity.
      - Time for education to catch up with changing times.
    - Other Notes
    - Problems/Criticism when teaching Diversity
      - BC Curriculum
        - Difficult to teach aboriginal experiences and integrate into the curriculum.
        - Problems with homo-uniformity. No mention of LGBTQ until 2016
        - Teachers fall into Four Archetypes:
          - Avoiders: homophobia met with silence from teachers
          - Confronters: those teachers who educated students about hate speech; easier to do in a supportive school
          - Integrators: combat issue of homophobia through curriculum
          - Hesitators: LARGEST GROUP –felt they should do something but didn't know how to confront hatred
        - Fear , what if you say the wrong thing?
        - Teachers haven't had training and don't have the experience or knowledge to feel comfortable when addressing diversity with students.
      - Ongoing debate as to whether boys and girls learn differently
      - No IQ differences
      - Gender Bias
        - Use Gender free language
        - check for textbooks with gender bias
        - watch for unintended biases in your classroom practices
        - check for equal opportunities for all genders in class activities
      - Foster caring teacher-student relationships
      - Teachers often hesitate to interrupt homophobic slurs because they are not confident to do so...but a public comment deserves a public response.
      - Effective peer and home relationships.
      - Important to create culturally inclusive classrooms
        - Encourage all students academic success
        - Focus on similarities AND differences
  - Connections to Learning Theory
    - Bandurafocused on observational learning (Social Learning Theory
    - Operant conditioning, consequences of behaviour influence probability of reoccurrence.
      - BF Skinner who believe that everything humans do is controlled by their experiences.
    - John B. Watson
      - Behaviouralist Theorists study human behaviour.
- **Behaviourism** (What You Can Do.)
  - Traditional view: The Process through which experience causes a change in behaviour.
  - Classical Conditioning
  - Operant Conditioning—consequences of behaviour influence probability of reoccurrence
  - Social Learning
  - Real world applications
    - Classroom Practice
      - Teacher gives lines for bad behaviour and a chocolate for correct behaviour as a reward.
        - Operant conditioning - Theory of behaviour modification where you target behaviours that you want to change (i.e. train students how to behave for reward or punishment)
      - The New ADST curriculum
      - Learning a second language
      - Teachers model what they want students to learn.
    - Problems/Criticisms
    - Benefits/Positives
      - Reinforcement always changes behaviour