EPSE 501 (61A)

My Human Development Learning Theory

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         Like pebbles at the beach, each human being is unique.  As a teacher I need to be aware that every student is an individual from a different background and environment, who will learn knowledge in diverse ways.  Our ability to learn is not simply because of biology or genetics, but as Bronfenbrenner’s Ecological System’s Theory described, affected by everything in our surrounding environments.    We are as born as a blank slate and are nurtured by the experiences and the environment around us.  My practice as a teacher is guided by this Behaviourist way of thinking.    I guide my students in their learning as they pass through the ages and stages as described by Piaget in Cognitivist theory.  As Vygotsky described, they learn through social settings, constructing knowledge.  I observe my students working together to develop skills and share ideas.  Students who are struggling can advance through the Zones of Proximal Development with help from more capable peers.

         Canada is a multicultural country that welcomes and respects all peoples.   I am influenced by this thinking and believe that regardless of age, gender, language, culture, ability or wealth everyone should have an opportunity to learn new skills and improve their abilities.  I must consider the social and emotional needs of each learner and the social context where learning occurs.     Our learning environment is impacted by class composition, access to learning supports and teaching materials.  It can be difficult to address the diverse learning and social needs of students without necessary resources.  Some students have difficulty learning, due to cognitive, physical, developmental, learning or language difficulties.   Enabling students to construct knowledge, build on previous learning, and use adaptations can reduce anxiety and increase motivation.

         Imagine the ripple effect in the future if inclusive learning opportunities are provided for all learners.