HUMAN DEVELOPMENT RoadMap

FUEL STATION

REST AREA

MOTIVATION

- WHAT?
  - Arouses behaviour
  - Directs behaviour
  - Maintains behaviour
- TYPES
  - INTRINSIC
    - 1 WHAT
      - desire to be competent
      - do something for its own sake
    - IN SCHOOL
      - Teachers increase intrinsic motivation by;
        - Explain WHY what they are learning is important
        - Creating curiosity
        - Using variety
        - Providing games and simulations
        - Setting goals for learning
        - Relating learning to student needs
      - Con'ts
        - Help student develop plan of action
        - Help students learn to reward themselves and each other
  - EXTRINSIC
    - 1 WHAT
      - influenced by external rewards and punishments
- AMOTIVATION
  - WHAT?
    - 1 Pessimistic domain-specific ability beliefs
    - 2 Lack of desire
    - 3 Low value of activities
    - 4 Learning activities are unappealing
    - 5 Classroom disengagement
    - 6 Superficial learning strategies
    - 7 Low learning
- THEORISTS
  - Duncker
- ACHIEVEMENT MOTIVATION
  - DESIRE
    - 1 to accomplish something
    - 2 to reach a standard of excellence
    - 3 to expend effort to excel
  - ORIENTED INDIVIDUALS
    - 1 Stronger hope for success
    - 2 Moderate risk Takers
    - 3 persist for appropriate lengths of time in solving difficult problems
  - INFLUENCES
    - 1 What we attempt to do
    - 2 How long we will persist
    - 3 How successful we will be
- INTELLIGENCE THEORY
  - BENEFITS IN THE CLASSROOM
    - 1 Intelligence is malleable = more risk taking
    - 2 learning new material :
      - Increases intelligence
      - Increases motivation
      - Increases academic mastery
  - PROBLEMATIC WITH FIXED INTELLIGENCE
- PRAISE
  - EFFECTIVE
    - 1 Specific
    - 2 Provides information about competence
    - 3 Provides the value of accomplishments
    - 4 Recognition of noteworthy effort
    - 5 Better appreciation of student's effort
  - INEFFECTIVE

PERSONAL GOALS

- Control thoughts
- Control actions
- Long-term goals

SELF-REGULATION

- WHAT?
  - RESISTING DISTRACTIONS
  - PERSISTING WHEN TASKS ARE DIFFICULT
- COMPONENTS
  - METACOGNITION
    - 1 Awareness of strengths and weaknesses
    - 2 Analysis of demands of a task
    - 5 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
      - Meaningfuul 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

INDIVIDUALS

Gender; Sexual Orientation (Homosexual, Other, Man, Heterosexual, Bisexual, Woman, Other); Abilities & Disabilities; Social Class; Ethnic Group; Race; Religion; Nationality; Geographic Region

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 Strenghts
    - 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

SOCIETY

- SES
  - 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
- ECONOMIC AND SOCIAL CLASS DIFFERENCES
- ETHNIC AND RACIAL DIFFERENCES
- GENDER DIFFERENCES
- LANGUAGE DIFFERENCES
- CULTURE
  - CULTURAL GROUPS
  - CULTURAL IDENTITY

DIVERSITY LEARNING

- 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 resilience
      - Behaviour
      - Academic Self-Efficacy
      - Academic Self-Determinism
      - Caring Teacher-Student relationships
      - Effective peer and home relationships
  - PEDAGOGY
    - Queered:
    - Anti-Racist
    - Multicultural
- TEACHER ARCHETYPES
  - Avoiders
  - Confronters
  - Integrators
  - Hesitators
- THEORIST
  - Loutzenheiser
    - 1 Intersectionality
    - 2 The primacy of race

ENVIRONMENT

- SOCIAL INTERACTIONS
- SOCIAL CONTEXT
- Impacted by relationships
- Responds to environment demands

SOCIAL CONTEXTS OF LEARNING

- WHAT
  - Learning occurs beyond group and learning
  - Learning occurs through social interactions
- BROFENBRENNER'S THEORY
  - Spiral System includes
    - 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

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 or reality
- The fact that the world can change
- Personal discoveries

BEHAVIORISM

- 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

CONSTRUCTIVISM

- 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 Constructivism
    - 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

COGNITIVISM

- 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
      - Revisiting
    - 2 ROLE OF THE TEACHER
      - Corrective Feedback
      - Arrange environmental conditions
        - Students respond to stimuly
        - Making Knowledge meaningful
        - 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