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# Weaving Human Development and Learning Ideas Together
Created By Renuka Senaratne

**What is CONSTRUCTIVISM?** How we construct knowledge and make meanring. Learning experience that builds on prior knowledge.

**Constructivist Theorists**

*John Dewey*
Pragmatist stresses applying knowledge and using ideas for problem solving.
Pragmatists prefer interdisciplinary curriculum, better related to how students learn.

*Piaget*
Cognitive Constructivist Theorist
Learning according to ages and stages.
Knowledge construction is based on personal experiences and the continual testing of hypotheses

*Vygotsky*
A subjective paradigm
Social Constructivist Theorist
Children learn within their social setting and cultural context, constructing their own knowledge.
Advance through Zones of Proximal Development ZPD with guidance and support from peers.
Emphasis on the social collaborative in learning

**Positives/Benefits**
active engagement and active learning
Students have greater connection to learning

**Negatives/Criticisms**
Foundation knowledge needed to be given first.
Not enough evidence of Constructivist online learning strategies.
Some kids just want to be told how something works.
Teachers need to provide context for learning.
Can be seen as instructor centred.

**Classroom Practice**
Self Assessment
Rubrics
Changes in assessment.
Problem Based Learning
Connect students to their learning, for better understanding
Construction of Knowledge
Ken Robinson
Changing Educational Paradigms.
Collaboration
Higher order thinking
New BC Curriculum - Focus on active engagement in learning.
Building on prior knowledge.
MAKERSPACES - a creative space for students to explore ideas, build prototypes, explore questions, fail and retry, bounce ideas off one another and build something together.

**Scaffolding**
a glance/gesture
modelling
background knowledge and cultural knowledge
cueing
thinking aloud
asking questions

**Establish Communities of Practice CoIP**
How to behave/acceptable behaviour in CoIP varies.
CoIP
Social Learning
Within CoIP ideas are judged
Common Interest in a problem or subject
Collaboration/ learning from peers
Sharing of ideas to find solutions and build innovations
Inquiry Based Learning
Edchats on Twitter
Face to face or on line

**Universal Design for Learning** UDL = when material is presented in multiple forms.

Case4.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."

Self Awareness
Recognizing your emotions and values as well as strengths and limitations.
Social Awareness
Showing Understanding and empathy for others
Relationship skills
Forming Positive relationships working in teams, dealing effectively with conflict.
Responsible Decision making
Making ethical constructive choices about personal and social behaviour.
Self Management
Managing emotions and behaviours to achieve goals.

**Canada ranks 2nd overall in Educational Well Being**
Canada 18th for Relationships with Family and Peers
2007 UNICEF Report Card on Children's Well-Being in Rich Countries

**What is Socio-Emotional Learning?** SEL refers to a set of skills that individuals need to succeed in schooling, the workplace, relationships, and citizenship

**Connections to EdTheory**

**Positives/Benefits**
Effective SEL Program (SAFE) :
Sequenced activities
Active learning,
Focussed on developing social skills
Explicit about targeting specific skills
Enable more time for teaching and learning
Improves student relationships
Can improve student confidence

**Negatives/Criticism**
Fragmentation if not taught across grades.
Difficult to implement if everyone in a school doesn't buy into SEL and use.
Not always transfer of SEL ideas outside classroom

**Classroom Practice**
Integrate SEL connections across schools, districts and home
Effective training of teachers
Strategies that aremplemented at school for SEL should be communicated to parents
Embedding SEL into everyday situations at school, as Jones and Bouffard suggest, would be one way to enhance the transference of such behaviours
Collaborate among different groups
Teachers need to focus on their own SEL skills as well in order to ensure they are modeling positive behavior for their students
Revised BC curriculum includes SEL
Core Competencies
Develop SEL through supportive school culture and climate
Personal, Emotional and Social Proficencies

**What is BEHAVIOURISM?** What can you do? //

**Behaviourist Theorists**

*Bandura*
Bobo Doll Experiment
Neo-Behaviourism - Observational learning (Social Learning Theory
Experience or observation can influence learning/knowledge
cognition bridges the environment/behaviour connection

*Watson*
Classical Conditioning
UCS+CS= Conditioned Response -Little Albert afraid of white rats
Loud Bang - (UCS) Unconditional Stimulus
White rate (CS) Conditional Stimulus

*BF Skinner*
Everything humans do is controlled by their experiences.
Operant Conditioning - consequences of behaviour influences probability of reoccurrence.

Montessori philosophy aligned with Behaviourist thinking.

**Positives**
Objective perspective assuming knowledge is based on reality.
Reinforcement changes behaviour.
Objective measurement of behaviour
Can provide a framework to study complex human behavior
Emphasis on environmental factors in influencing behaviour.
Encourages modelling correct behaviour

**Problems/Criticisms**
Behaviour cannot be objectively measured.
Seen as out of touch or old fashioned.
Primarily concerned with observable behavior, as opposed to internal events like thinking and emotion
Behaviour the result of a stimulus

**Classroom practice**
The New B.C. Revised Curriculum
Inquiry Based Learning
Core Competencies
I can statements.
New ADST Curriculum
writing lines or treats
Train students to behave for reward or punishment. Operant Conditioning
Learning a second language
Teachers model what they want students to learn.
Gamification and positive feedback of knowledge to encourage students.

**What is MOTIVATION?** "An internal state that arouses, directs and maintains behaviour". //

**Intelligence Theory**
Fixed intelligence theory leads to increased anxiety; lower achievement and lower motivation.
Increased motivation for intellectual tasked if you believe intellect is not fixed.

**Cross cultural variations in motivation.**
Differences in meaning - Differences in factor structure - Differences in salience or relevance - Differences in nomological nets (the network of inferences/predictions about a variable)

Intrinsic - Internal desire to be competent.

Extrinsic- Influenced by external rewards and punishments.

Achievement motivation- the desire to accomplish something, to reach a standard of excellence and to expend effort to excel.

**Positive/ Benefits**
Amotivation - Low abilities, low effort, low motivation.
Cross-cultural variations in motivation
Many ways to encourage motivation.
Inclusive
Encourages learning

**Problems/ Criticism**
Difficult to measure.
Extrinsic rewards diminish intrinsic motivation.
Extrinsic rewards can hamper creativity.

**Classroom Practice**
Extrinsic Rewards like stickers or class points
Create a school culture that motivates students from diverse backgrounds.
Offer praise as motivation.
Encourage intrinsic motivation.
Explain why what is taught is important.
Create curiosity Use variety
Provide games and simulations.
Set goals for learning.
Relate learning to student needs.
Help students develop a plan
Helps students learn to reward themselves and others.
Show excitement for student learning.
Coach vs Teacher - I show you, then we do it, we do it. Then you do it. There is an opportunity to try and fail.
Break learning into little parts.
believing that learning new material increases one's intelligence can increase motivation and academic mastery

**What is Diversity?**
Identity and the ways people are different. //

**Positives/Benefits**
Increased awareness and understanding
Conversations are happening about diversity
Opportunity for education to catch up with changing times.

**Problems/Criticisms**
Difficult to talk about.
Fears about saying the wrong thing or offending.
Ongoing debate about if boys & girls learn differently.
Lack of training.
Teachers don't have knowledge or experience to address diversity

**Classroom Practice**
4 Archetypes of change (teachers)
Avoiders:Homophobia met with silence.
Confronters: those teachers who educated students about hate speech
Integrators: combat issue of homophobia through curriculum
Hesitators: LARGEST GROUP- Felt they should do something, but didn't know how to comfort hatred.
Children of diverse backgrounds face several problems when learning.
Neglect
Poor health
Living with alchoholic or drug addicted parents
Physical abuse
Homelessness
Effective peer and home relationships
Don't hesitate to interrupt inappropriate slurs. A public comment deserves a public response.
Encourage student academic success
Focus on similarities AND differences
Fostering caring teacher-student relationships
create culturally inclusive classrooms.

**Differences between peoples.**
Culture is knowledge, values, attitudes and traditions that guide peoples behaviour. Allows them to solve problems.
Aspects of Diversity
Language differences
Economic Differences
Social Differences
Ethnic and racial differences
Gender Differences
As individuals we belong to many groups that separate us and provide us with opportunities.
Race and ethnicity
Nationality or geographic origin
Socio-economic status (SES)
Gender
Religion

**What are Social Contexts of Learning?**

**Connections to Theorists**

*Urie Bronfenbrenner*
Urie Bronfenbrenner's Bio-ecological model of child development.
Focus on learning connections to the environment.
Home (Microsystem)
Community Program (Mesosystem)
Child & Family Policy (Exosystem)
Values, attitudes (Macrosystem)
Time and Place (Chronosystem)
Critical of contemporary developmental psychology as the science of the strange behavior of children in strange situations with strange adults.
Development is impacted by the relationships of people and their environments (current and larger environment)

*Z. Li*
A learner's personal identity influences a learner's motivation, reasons and intentions in coming to learn. //
e-learning and technology
Waste analogy

*Archer*
3 Orders of Reality (Constraints)- Relationships between people and their environments.
Natural Order - embodied knowledge from interactions with nature.
Societal order - discursive knowledge that we learn through symbolic means and culture.
Practical Order - practical knowledge or knowing how to use tools and technology.

**Positives/Benefits**
Parents and teachers have a positive relationship on students when they work together.
Personalized learning opportunities.

**Problems/Criticism**
Just having technology in the building doesn't increase knowledge or understanding. Must teach practical skills.
Everyone doesn't have the same opportunities in their environment. Refuges or new students may not have the same skills as their classmates.
When teachers, parents and students don't work together there is an negative impact on student learning.

**Classroom Practice**
New B.C. curriculum - Collaboration and communication helps make learning meaningful.
Many factors have an impact on student learning
Core competencies connect to personal identity
e-learning and teaching
Bring Your Own Device Policy

**What is COGNITIVISM?** What we know and how we acquire knowledge. //

Mentally active and Physically Active learning are connected. //

3 Types of Knowledge
Declarative Knowledge
Knowing what
Procedural Knowledge
Knowing how.
Conditional Knowledge
Knowing when and why

How we process information.
Memories and how they are stored
Habituation
Dishabituation
Automacity
Unobservable behaviour
Need prior experiences to create mental images

Strategies or processes
Attention
Selective Attention

**Cognitive Theorists**
Dewey
Vygotsky - cognitive development is a social process achieved through interaction with the more knowledgable members of the culture.
Piaget - cognitive development was a product of the mind achieved through observation and experimentation.
Connections to other theories
Social Efficiency Theory- learn something to function.
Learner Centred
Scholarly academic - learning for the sake of learning

**Positives/Benefits**
learning by doing reinforces knowledge and understanding.
encourages critical thinking, problem solving
engages students in learning where they are actively involved in the construction of knowledge.
Active learning involves being involved in the learning process.

**Negatives/Criticism**
Seen by some as Instructor centred
Criticism that students are passive learners.

**Classroom Practice**
Implements body movement rather than sitting for long periods of time.
facilitates memory
fun
When Using Technology this hysical activities can enable more knowledge compared with simply watching others
New BC Revised curriculum
collaboration, cooperation, and problem based learning
students are active participants in the learning process

**What is Self Regulated Learning?**
Ability to control thoughts and actions to achieve personal goals and respond to environmental demands

**Connection to Theory**
SRL
Persisting when tasks are difficult
Resisting distractions
Delaying immediate gratification to meet a more important long-term goal
Involves metacognition, motivation and strategic action.
Metacognition
learners awareness of their strengths and weaknesses
learners ability to analyze the demands of tasks/activities
learners use of effective thinking and problem solving strategies to cope with the challenges that tasks present
Motivation
learner has a genuine interest in learning
learner focuses on personal progress
learner is willing to try challenging tasks
learner sees errors as opportunities to learn
learner believes that effort and effective strategy will lead to success.
Connections to Montessori thinking
Strategic Action
Learner needs to choose from a repertoire of strategies best suited to the learning situation
Learner needs to apply strategies effectively and efficiently

**Positives/Benefits**
Self-regulation predicts children's success in school more powerfully than IQ tests or knowledge of math and reading upon school entry
Encourages metacognition and that it is okay to make mistakes.
Gives students some autonomy and choice.
Emphasis on process as well as product.

**Negatives/Criticisms**
Difficult to implement in a classroom without support.
Students are not ready for so much choice wihout guidance.

**Classroom Practice**
Design complex tasks and promote student autonomy.
Set up familiar routines
Model and teach learning and problem solving strategies
Guide children's thinking and performing
Provide informative and corrective feedback
Offer encouragement.
Discuss process of learning and self regulation.
Provide informative and corrective feedback
Provide teacher support and opportunities for peer support
address multiple goals

**What is the impact of Learning Environments?**
Learning is not limited to the classroom.
Mixed educational environments, awareness of cultural diversity and cultural variations, inclusive practices rather than separate but not equal
Deliberate instruction for specific skills.

**Connection to Theory**
Education as Enculturation
Induction into the cultural order of a society
No explicit teaching, "we all implicit (Jerome Bruner)

**Positives/Benefits**
Greater choice in Education
Change learning environments to meet the changing needs of students.
Redesign of learning environment to reflect variety of ways that learning can occur. Move away from traditional teacher centred design.

**Problems/Criticsm**
Lack of resources and materials to set up different learning environments.
Schools an instrument of public policy.
Are schools a means for the enculturation of children?

**Classroom Practice**
Outdoor Education
Home Schooling/ Online learning
Inquiry Learning
Genius Hour
Bring values from the past into the classroom and blend with new ideas.
New B.C. Curriculum
Lack of resources.
Difficulty explaining learning to parents familiar with rote learning.
Specialized programs like Social Development Classroom or Fine Arts Program or Inter A or Montessori.