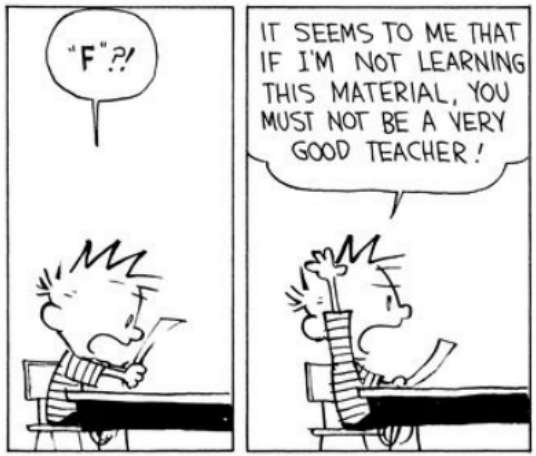
PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

ITPT5002

Pedagogy in Practice 2



Module Introduction + Children as Learners



Canolfan Addysg Athrawon De-Orllewin Cymru
The South West Wales Centre of Teacher Education

Aims

- To provide you with appropriate teaching experience in both Foundation Phase and Key Stage 2 and an understanding of the pedagogy of thinking and **approaches to assessment** in the primary phase.

- To further promote your awareness of professionalism, independence and reflection within primary education.

ching experience in
2 and an
king and **approaches to**

f professionalism,
mary education.

Learning Outcomes

Upon the successful completion of this module, you should be able to demonstrate the ability to:

• Further consolidate a deepened detailed knowledge and understanding of phase specific documentation

• Develop independence and initiative in planning, preparation, teaching and assessment.

• Demonstrate a critical awareness of assessment strategies and techniques appropriate for use in the primary school.

• Communicate clearly and use suitable classroom management strategies.

• Organise your knowledge and learning through the use of a range of information sources and present their work at the appropriate level.

CASE-STUDY2

Learning Outcomes

Upon the successful completion of this module, you should be able to demonstrate the ability to:

- Further consolidate a deepened detailed knowledge and understanding of phase specific documentation

- Develop independence and initiative in planning, preparation, teaching and assessment.

- Demonstrate a critical awareness of assessment strategies and techniques appropriate for use in the primary school.

- Communicate clearly and use suitable classroom management strategies.

- Organise your knowledge and learning through the use of a range of information sources and present their work at the appropriate level.

Session Overview

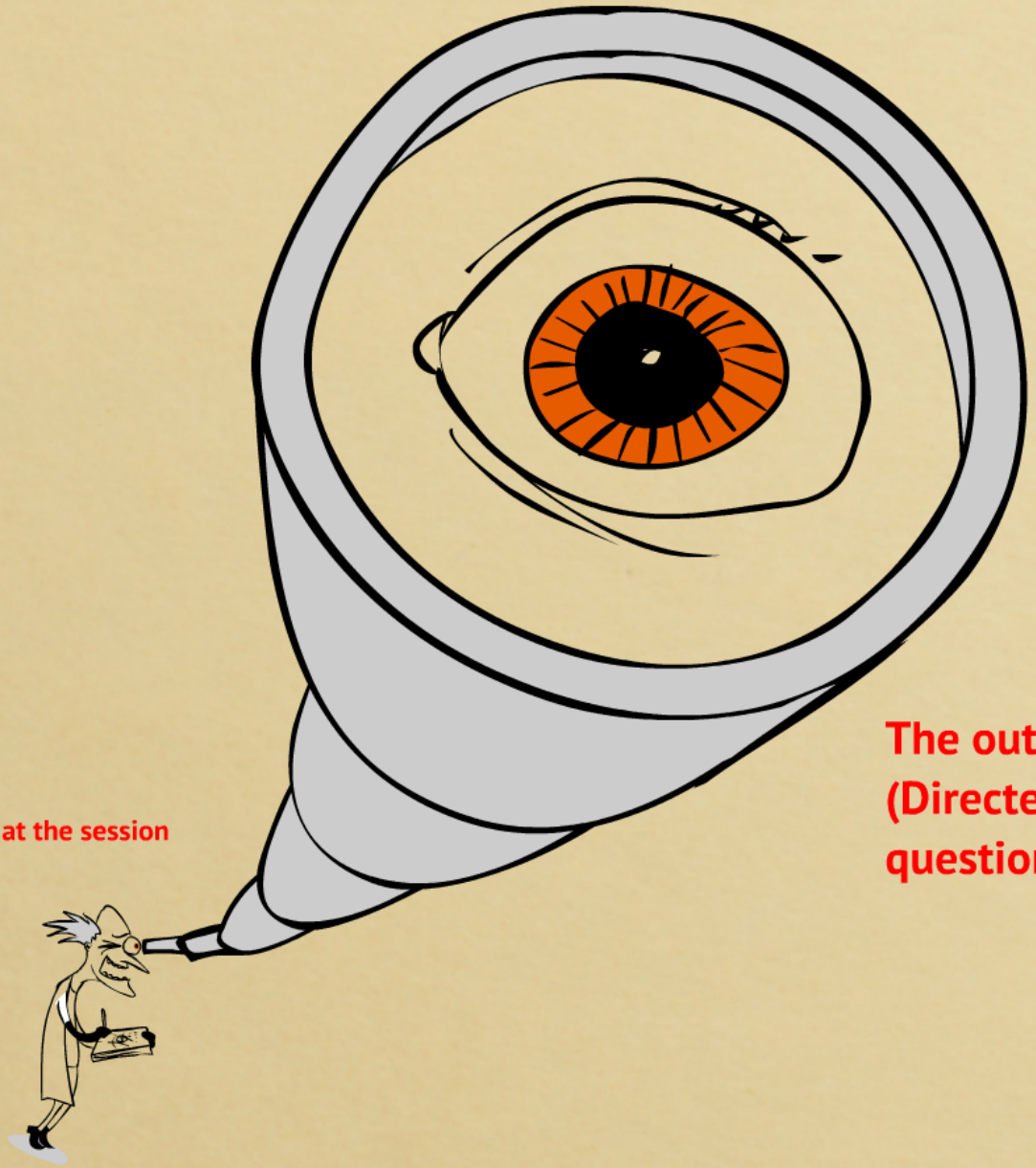
The module has been designed to give you training and experience of both Assessment for Learning and PTE in the Foundation Phase and Key Stage 2.

TC = AfL

CB,GP & TC = PTE preparation

Let's take a look at the session overview.





at the session

Which sessions are you looking forward to?

Is there a session you don't need?

The outstanding trainee will get head of the game!
(Directed tasks, background reading + pre-planned questions!)

This leads us nicely to...

Assessment



This is what we are looking for when marking

Excellent = 16	Good - 12	**S1 - Professional Values & Practice**
Excellent = 16	Good - 12	**S2 - Knowledge and Understanding**
Good = 12	Good - 12	**S3.1 - Teaching: Planning, Expectations and Targets**
Good = 12	Good - 12	**S3.2 - Teaching: Monitoring and Assessment**
Excellent = 16	Good - 12	**S3.3 - Teaching: Teaching and Class Management**
Total = 72% (1st)	Total = 60% (2.1)	

Excellent = 16
Good = 12
Adequate =9
Unsatisfactory = 0

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ITPT5002/C	Pedagogy in Practice 2: Assessment for Learning	Assessment Component 1 – 70% **Professional Teaching Experience - placement and documentation** PTE placement 7/11/16 – 14/12/16 27/02/17 – 31/3/17 Assessment Component 2 – 30% **Written essay** (1500 words) Submission – 3/4/17

Discuss the importance and effectiveness of developing Assessment for Learning throughout the primary school, including critical analysis of personal implementation of ONE AfL strategy from Professional Teaching Experience.

Discuss the importance and effectiveness of developing Assessment for Learning throughout the primary school, including critical analysis of personal implementation of ONE AfL strategy from Professional Teaching Experience.

In this assignment, markers will be looking for:

- The writing to include critical analysis and evaluation of wide, deep and appropriate background reading. Relevant synthesis of research and government documentation should be utilised to demonstrate knowledge and understanding of Assessment for Learning.

- A clear understanding of the background and importance of Assessment for Learning in the primary phase.

- Analysis of current pedagogy and ONE strategy utilised to develop Assessment for Learning.

- Critical evaluation of the supporting theories relating to the chosen Assessment for Learning strategy.

- Clear recommendations regarding implementation across the whole school.

- Examples of activities, discussing progression and continuity across the whole school.

- Critical reflection of reading and experience.

- Accurate referencing and academic writing skills

- Allocated word count.

Is learning more than remembering?



Shall we play a game?

Thick wall it tea of Myrrh seize knots trained

Spend a few moments trying to remember the above group of words.

Learning and memory



contents structured
Lifetime

easily displaced
secs!





Once information is passed into LTM, unless it is used or recalled in some other way, it is again forgotten.



Brain judges it of no use...throws it out!

Make sense to learner

Info must be processed and structured

LTM



STM

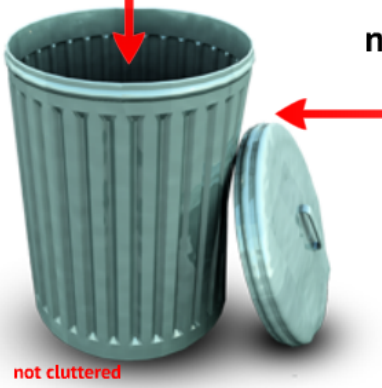
majority info stored/processed and...

other senses

New info given too quick
not enough time to process
so...



Thinking



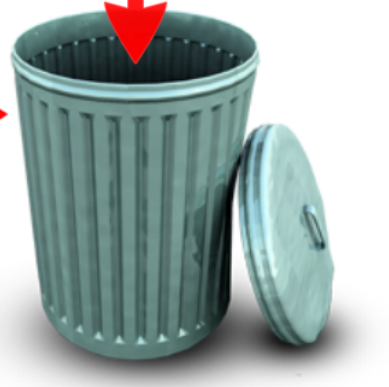
not cluttered

Forgetting



not under direct conscious control

Aim = only retain useful info that it comes across regularly



Forgetting

Learning and Mem



ntents structured
Lifetime

easily displaced
secs!

Make sense to learner

Info must be processed
and structured

LTM



STM

majority info
stored/processed
and...

New info given too quick
not enough time to process
so...





Make sense to learner

and structured

M

S



majority info stored/processed and...

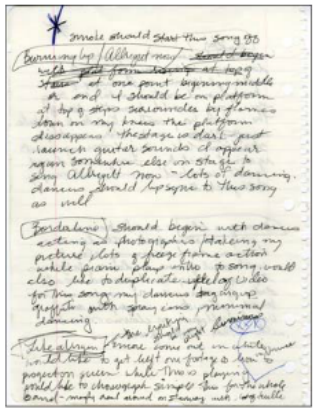
New info given too quick not enough time to process so...





Lifetime

Once information is passed into LTM, unless it is used or recalled in some other way, it is again forgotten.



Brain judges it of no use...throws it out!

LTM

not cluttered

Forgetting



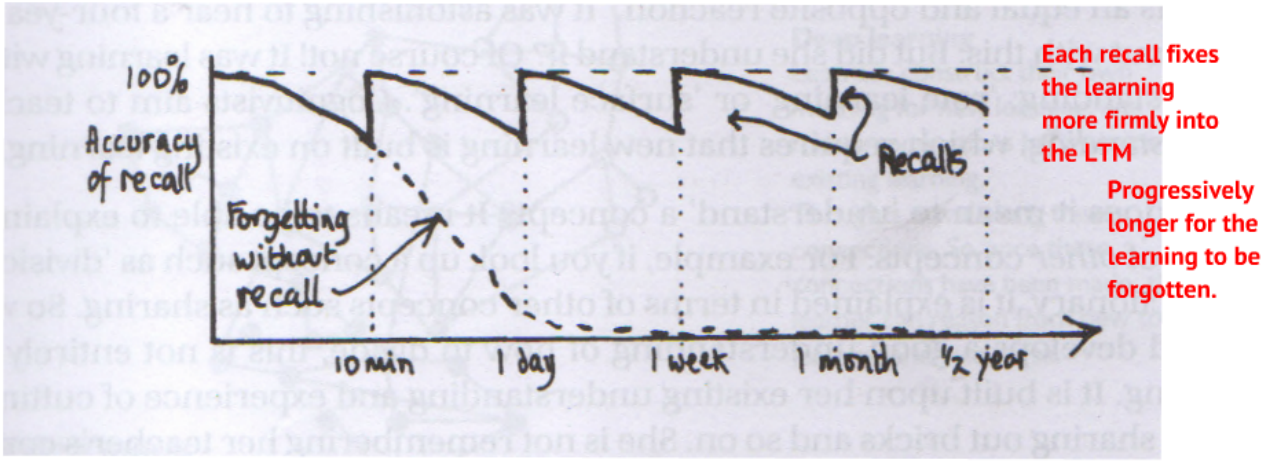
not under direct conscious control

Aim = only retain useful info that it comes across regularly

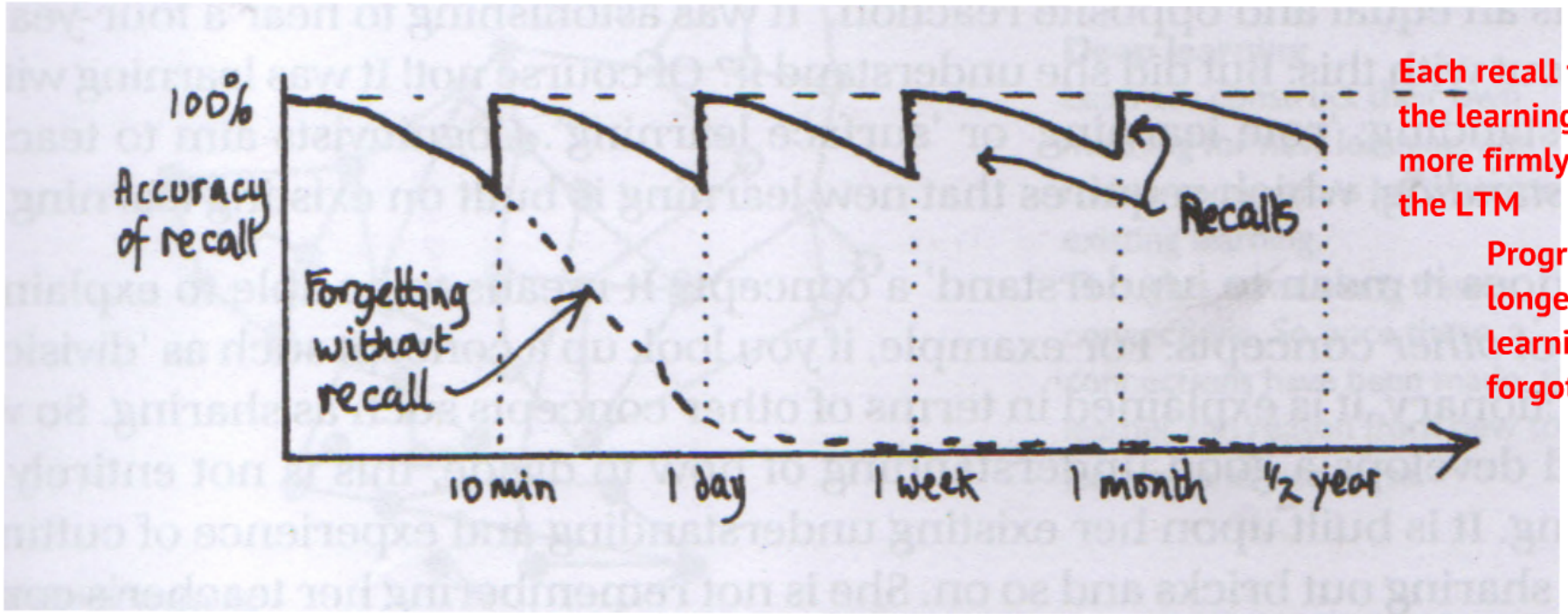
So how do we ensure our children don't forget what we teach?

Repetition

We must ensure that information is recalled and used frequently.



J.B Watson = Remembering depended on "frequency and recency"



J.B Watson = Remembering depended on "frequency and recency"

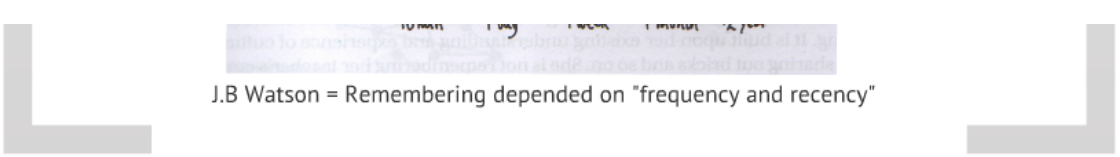
Are there any exceptions to this thinking?



Emotional significance



There are exceptions…that one off memorable experience!



Our knowledge of memory suggests the following:

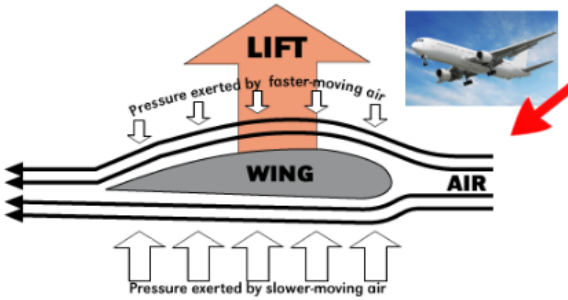
- Don't cover new material too quickly
- Slow down
- Leave a silence after an importance sentence
- Children need activities which encourage them to process new material.
- Allow children to use and personally restructure the information
- For information to be stored in LTM it must be recalled and used often

How do *you* like to learn?

Most inspirational picture I've ever seen!



Bernoulli Principle



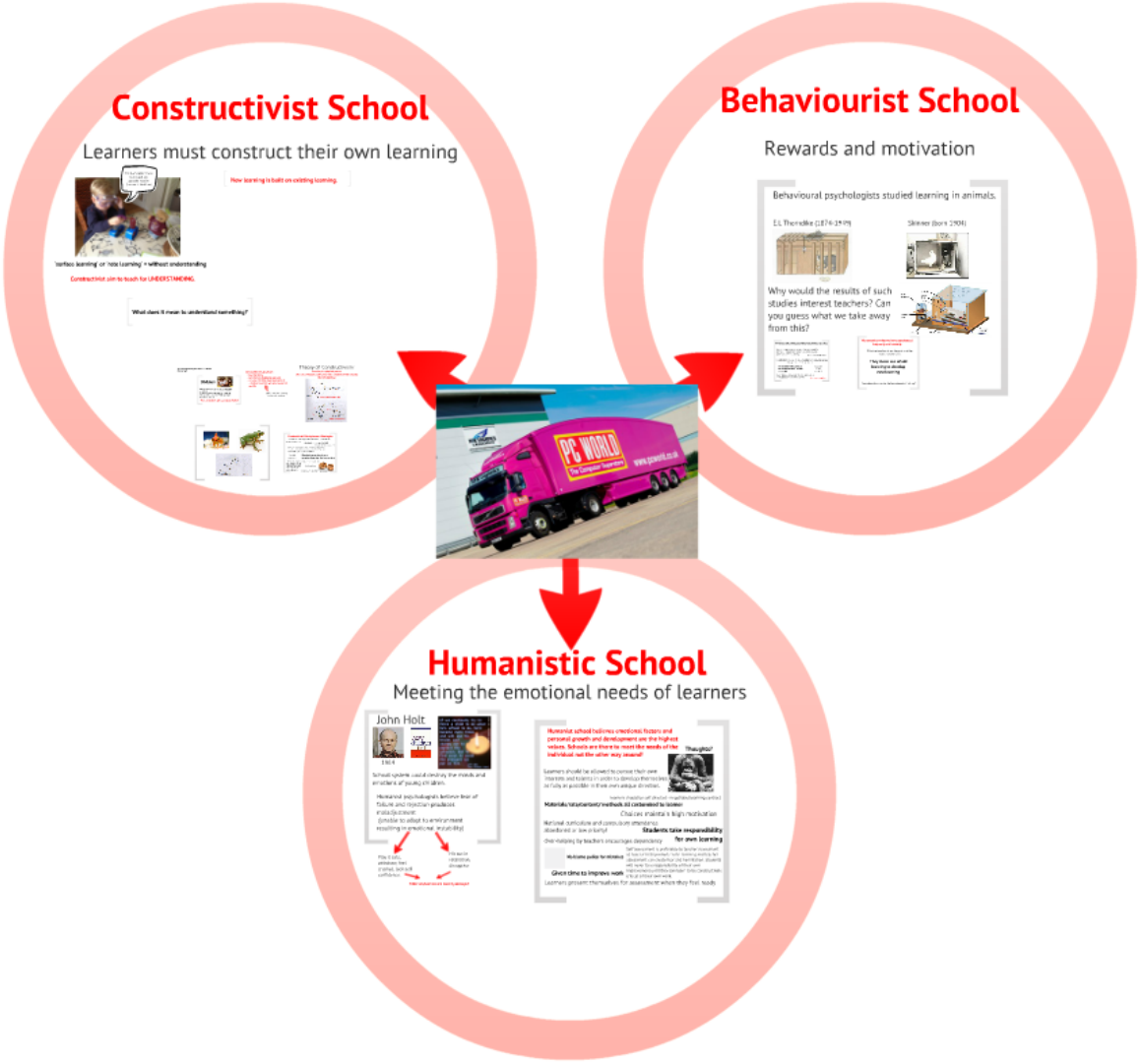
Educational Theory

Memory
Cognitivist school
Behavioural school
Humanist school



Keep in mind your classroom

Shall we play a game?



Three schools of learning in psychology



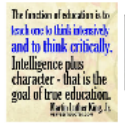




Motivation, oppo



What should





Constructivist School

Learners must construct their own learning

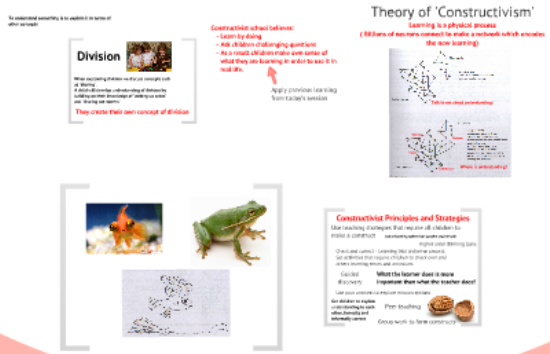


'surface learning' or 'rote learning' = without understanding

Constructivist aim to teach for UNDERSTANDING.

New learning is built on existing learning.

What does it mean to understand something?







'surface learning' or 'rote learning' = without understanding

Constructivist aim to teach for UNDERSTANDING.

ning" – without understanding

each for UNDERSTANDING.

What does it mean to understand something?

To understand something is to explain it in terms of other concepts

Division

onstruct their c

New learning is built on existing learning.

Division



When explaining division we discuss concepts such as 'sharing'.
A child will develop understanding of division by building on their knowledge of 'cutting up cakes' and 'sharing out sweets'

They create their own concept of division

Constructivist school believes:

- **Learn by doing**
- **Ask children challenging questions**
- **As a result children make own sense of what they are learning in order to use it in real life.**



Apply previous learning from today's session

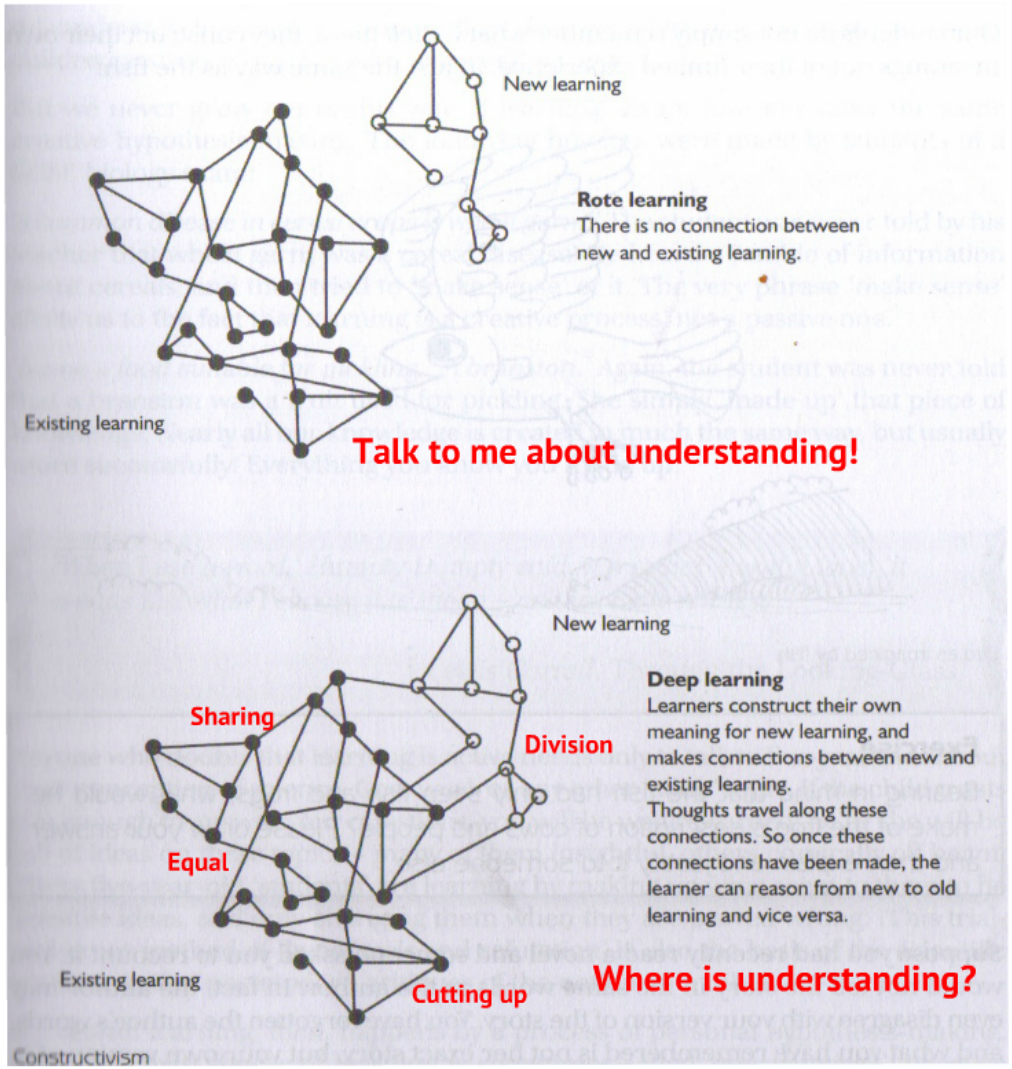
Theory of 'Constructivism'

Learning is a physical process

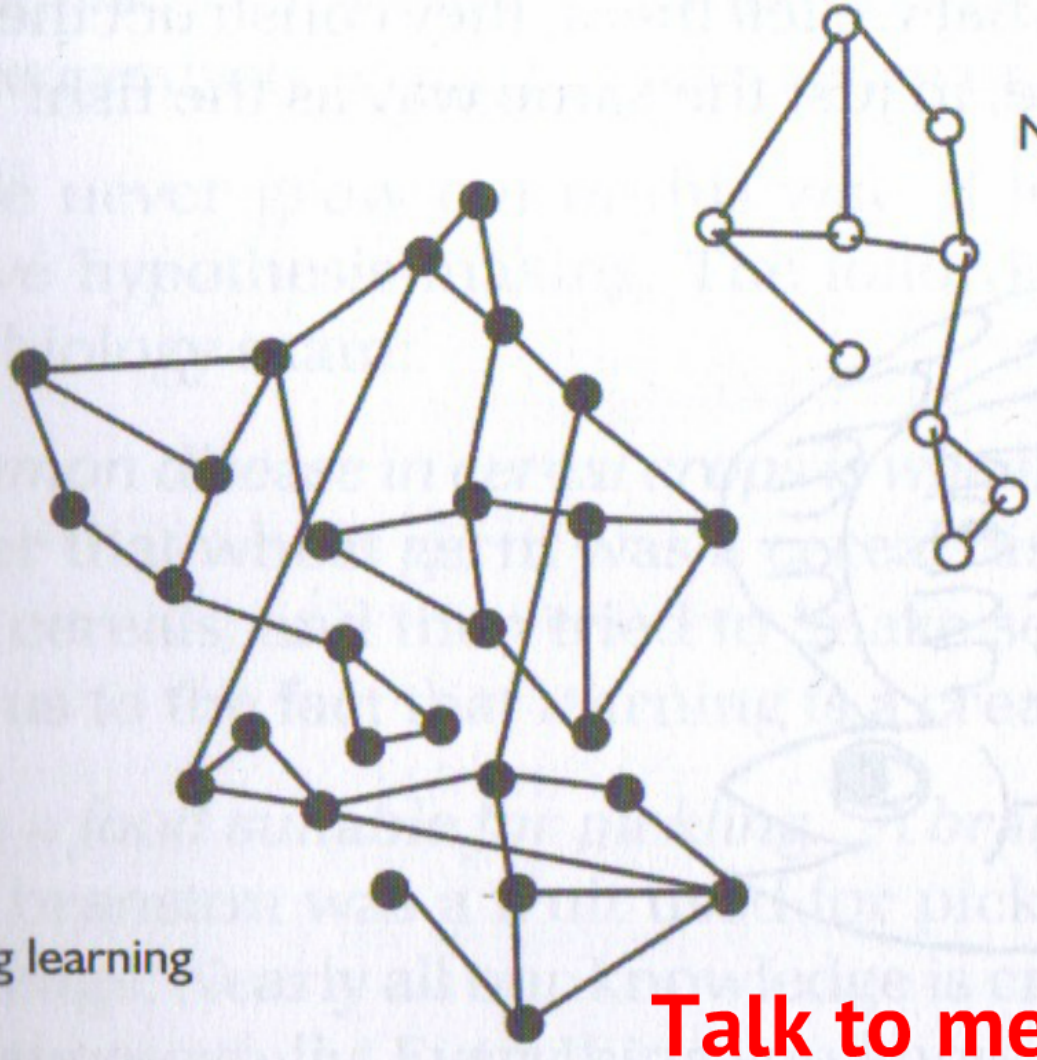
(Billions of neurons connect to make a network which encodes the new learning)

of
it in

rning
n



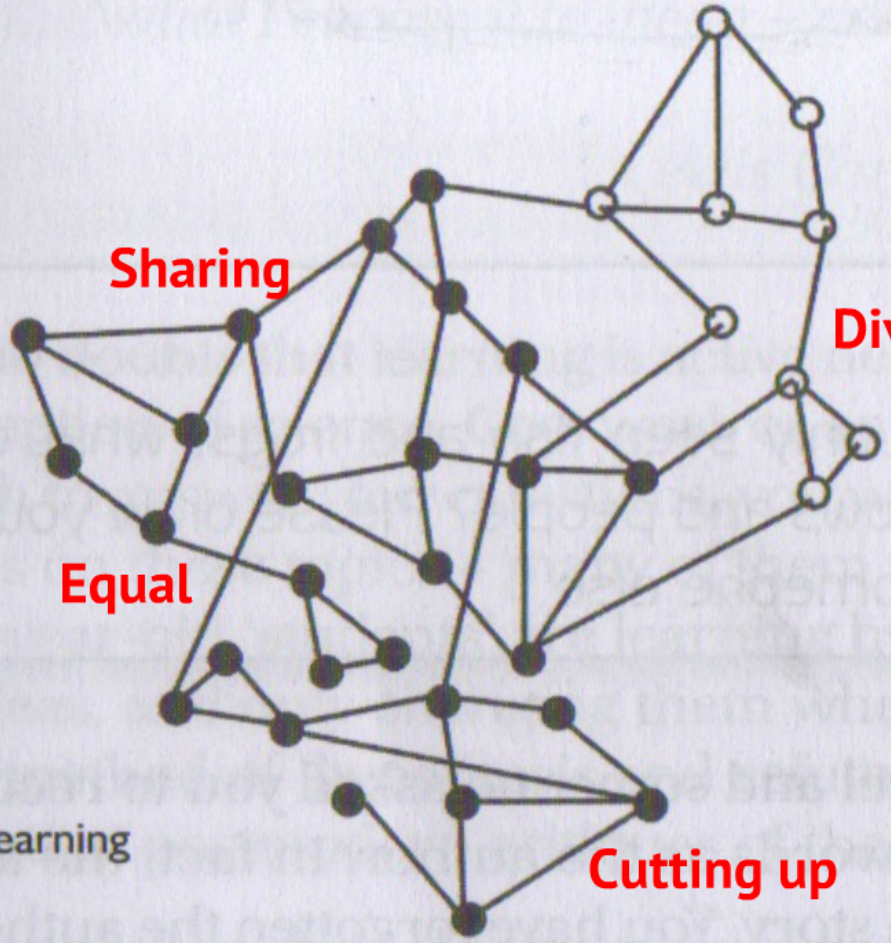
the new learning)



Rote learning
There is no connection between new and existing learning.

Talk to me about understanding!

Talk to me about understanding!

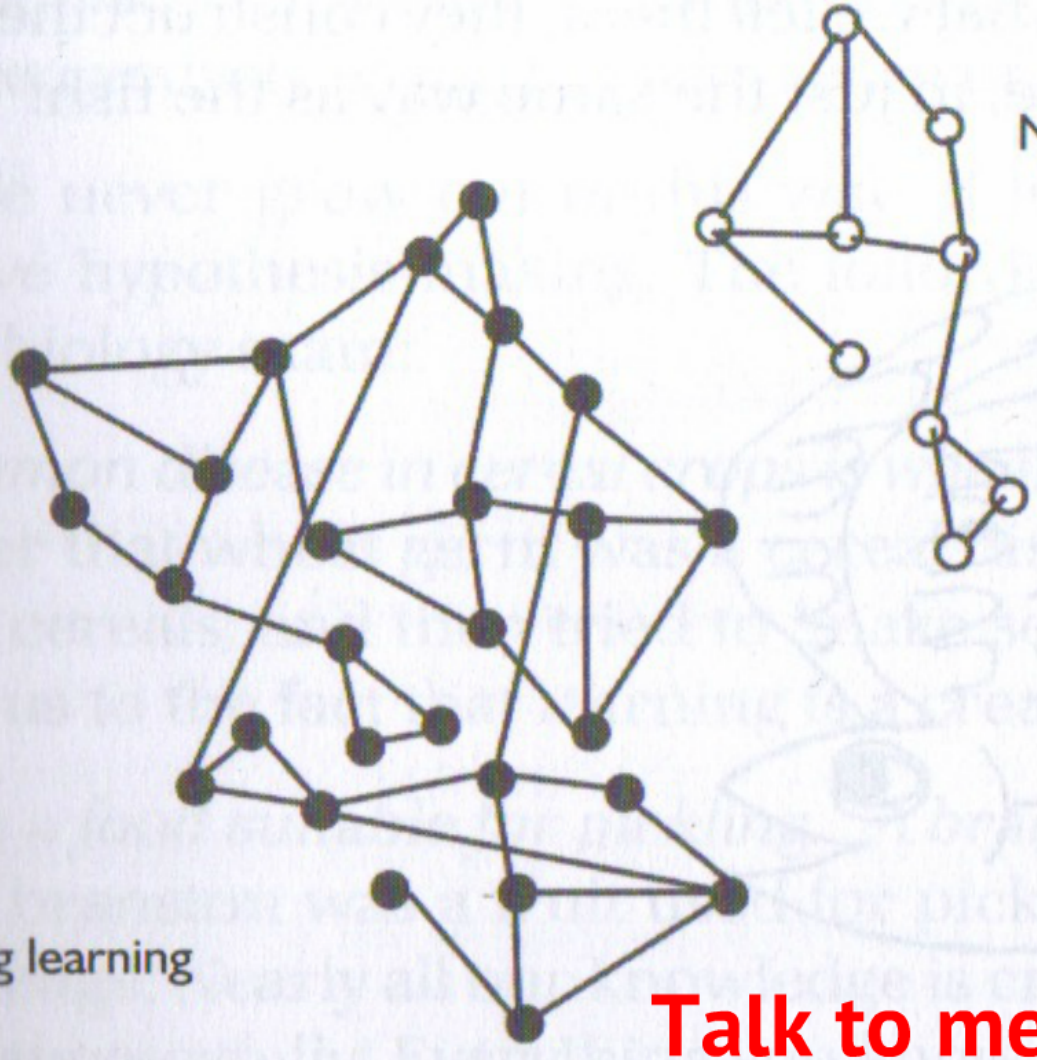


Deep learning
Learners construct their own meaning for new learning, and makes connections between new and existing learning.
Thoughts travel along these connections. So once these connections have been made, the learner can reason from new to old learning and vice versa.

Where is understanding?

onstructivism

the new learning)



Rote learning
There is no connection between new and existing learning.

Talk to me about understanding!

Constructivist Principles and Strategies

Use teaching strategies that require all children to make a construct

Active learning rather than passive teacher talk

Higher order thinking tasks

Check and correct - Learning trial and error process.
Set activities that require children to check own and others learning errors and omissions

Guided discovery

What the learner does is more important than what the teacher does!

Use poor answers to explore misconceptions

Get children to explain understanding to each other..formally and informally correct

Peer teaching



Group work to form constructs

Behaviourist School

Rewards and motivation

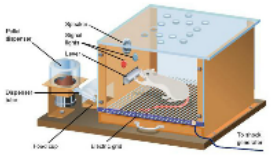
Behavioural psychologists studied learning in animals.

E.L Thorndike (1874-1949)



Skinner (born 1904)





Why would the results of such studies interest teachers? Can you guess what we take away from this?







Behavioural psychologists studied learning in animals.

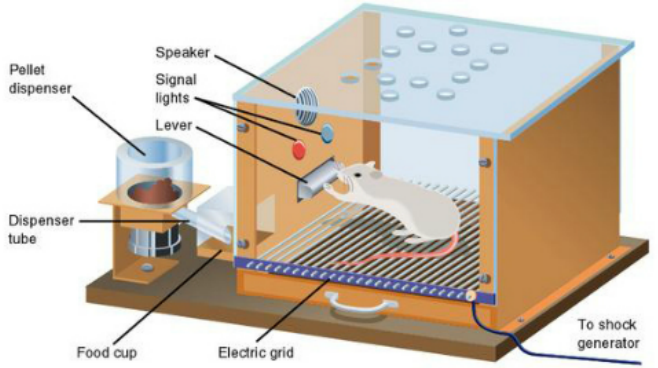
E.L Thorndike (1874-1949)



Skinner (born 1904)



Why would the results of such studies interest teachers? Can you guess what we take away from this?



Principles of learning according to behaviourist school

Learners require some reward or 'reinforcement' for learning (Learners motivated by expected reward - praise or satisfied curiosity)

Set achievable tasks for learners

Divide long tasks into a number of smaller ones

Make sure learners are successful regularly

Reinforcement should follow the desired behaviour as soon as possible.

feedback while working!

Learning is step by step not all at once and is strengthened by repeated success

No success = soon give up!

We remember what we have experienced frequently and recently

Effective teachers stress key points at the start/ end of lessons

They make use of old learning to develop new learning

Does education violate the behaviorsts' findings?

Principles of learning according to behaviourist school

Learners require some reward or 'reinforcement' for learning (Learners motivated by expected reward - praise or satisfied curiosity)

Set achievable tasks for learners

Divide long tasks into a number of smaller ones

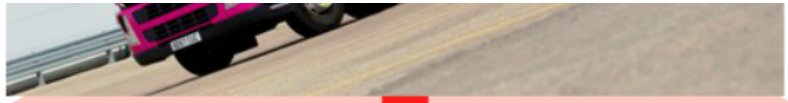
Make sure learners are successful regularly

Reinforcement should follow the desired behaviour as soon as possible.

feedback while working!

Learning is step by step not all at once and is strengthened by repeated success

No success = soon give up!



Humanistic School

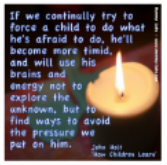
Meeting the emotional needs of learners

John Holt



1964





School system could destroy the minds and emotions of young children.

Humanist psychologists believe fear of failure and rejection produces maladjustment
(unable to adapt to environment resulting in emotional instability)

Play it safe, withdraw, feel crushed, lack self confidence.

Hit out in retaliation, disruptive

Either way learners and learning damaged!

Humanist school believes emotional factors and personal growth and development are the highest values. Schools are there to meet the needs of the individual not the other way around!

Thoughts?



Learners should be allowed to pursue their own interests and talents in order to develop themselves as fully as possible in their own unique direction.

Learners should be self directed - negotiated learning contract

Materials/rate/content/ methods all customised to learner

Choices maintain high motivation

National curriculum and compulsory attendance abandoned or low priority!

Students take responsibility for own learning

Over-helping by teachers encourages dependency

No blame policy for mistakes

Self assessment is preferable to teacher assessment as teacher tests promote 'rote' learning and teacher assessment can create fear and humiliation. Students will never take responsibility of their own improvement until they can learn to be constructively critical of their own work.

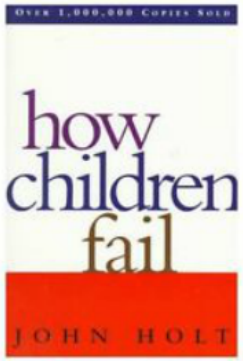
Given time to improve work

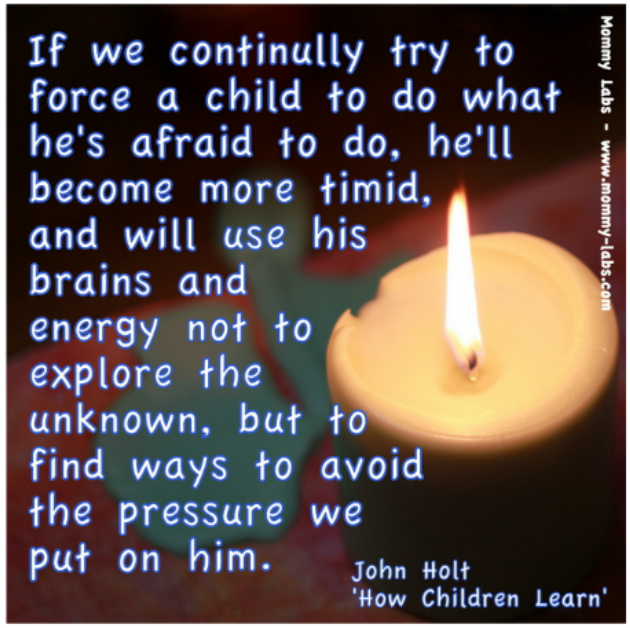
Learners present themselves for assessment when they feel ready

John Holt



1964





School system could destroy the minds and emotions of young children.

Humanist psychologists believe fear of failure and rejection produces maladjustment
(unable to adapt to environment resulting in emotional instability)

Humanist psychologists believe fear of failure and rejection produces maladjustment
(unable to adapt to environment resulting in emotional instability)



Play it safe, withdraw, feel crushed, lack self confidence.

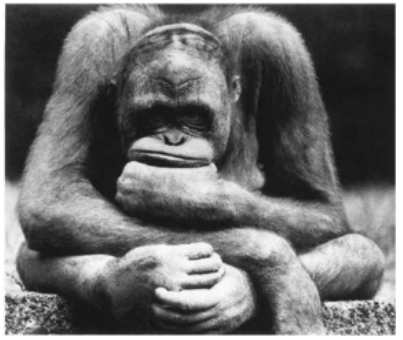
Hit out in retaliation, disruptive



Either way learners and learning damaged!

Humanist school believes emotional factors and personal growth and development are the highest values. Schools are there to meet the needs of the individual not the other way around!

Thoughts?



Learners should be allowed to pursue their own interests and talents in order to develop themselves as fully as possible in their own unique direction.

Learners should be self directed - negotiated learning contract

Materials/rate/content/ methods all customised to learner

Choices maintain high motivation

National curriculum and compulsory attendance abandoned or low priority!

Students take responsibility for own learning

Over-helping by teachers encourages dependency

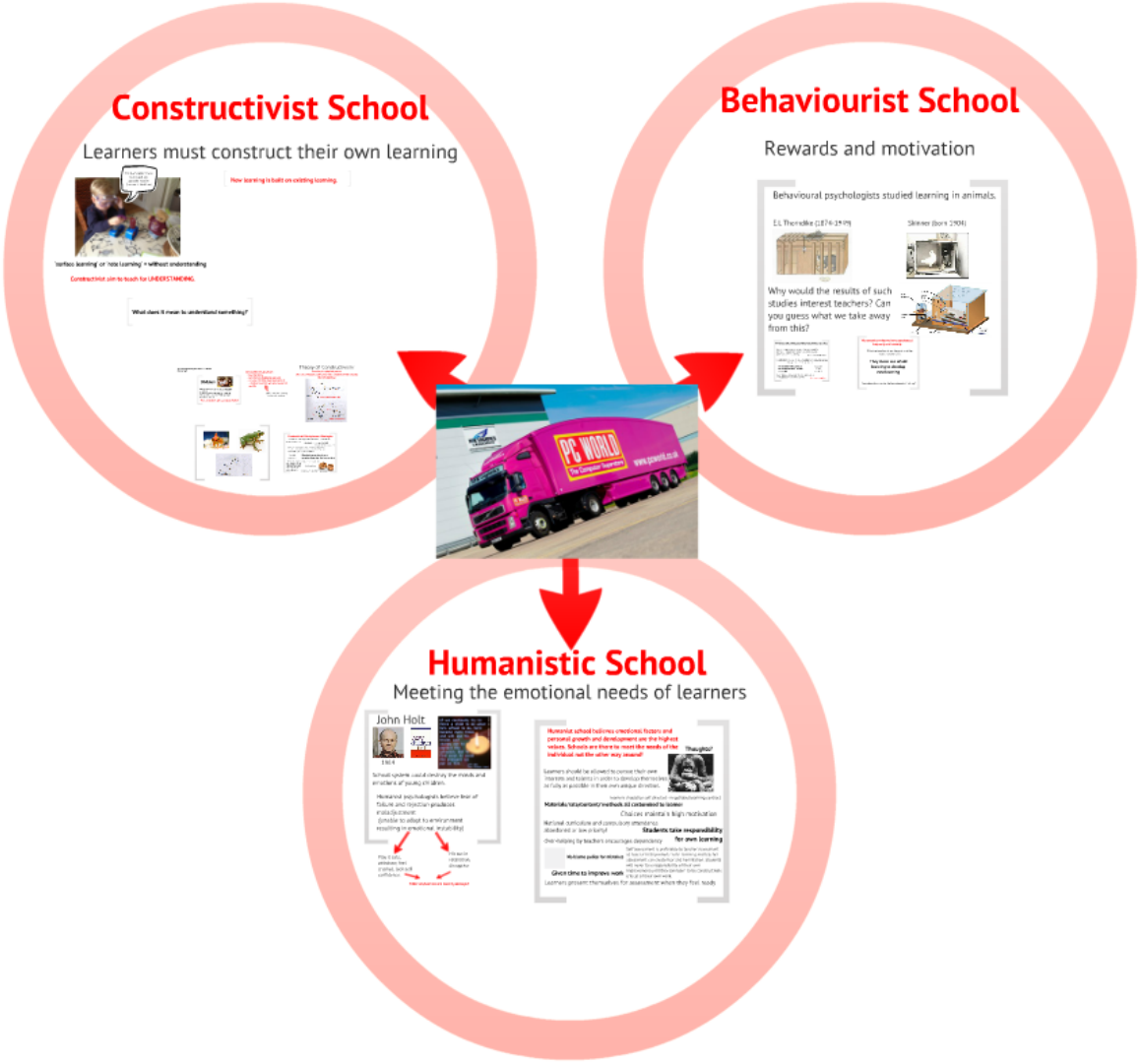


No blame policy for mistakes

Given time to improve work

Self assessment is preferable to teacher assessment as teacher tests promote 'rote' learning and teacher assessment can create fear and humiliation. Students will never take responsibility of their own improvement until they can learn to be constructively critical of their own work.

Learners present themselves for assessment when they feel ready



Three schools of learning in psychology



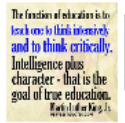




Motivation, oppo



What should





Can you remember the list of words?

Thick wall it tea of myrrh seize knots trained

Nearly phonetically identical to...

The quality of mercy is not strained

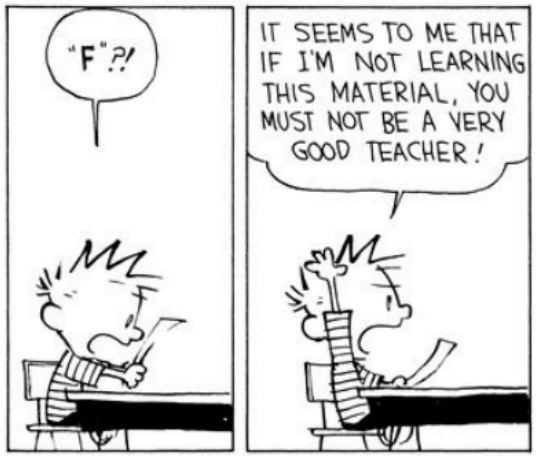
Makes sense?

On the whole we don't remember words, we remember meanings and these meanings we must make ourselves!

PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

ITPT5002

Pedagogy in Practice 2



Module Introduction + Children as Learners



Canolfan Addysg Athrawon De-Orllewin Cymru
The South West Wales Centre of Teacher Education