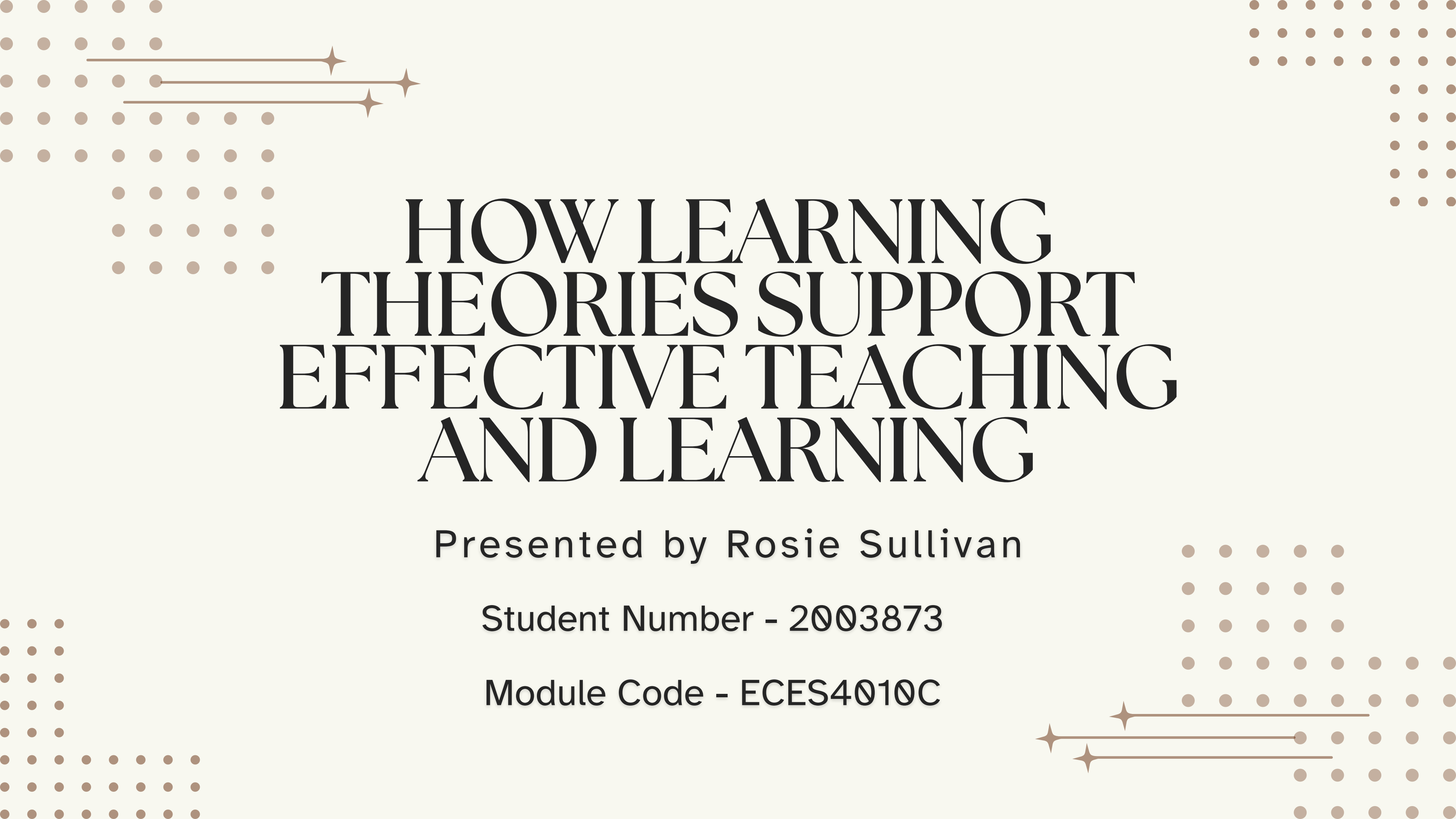


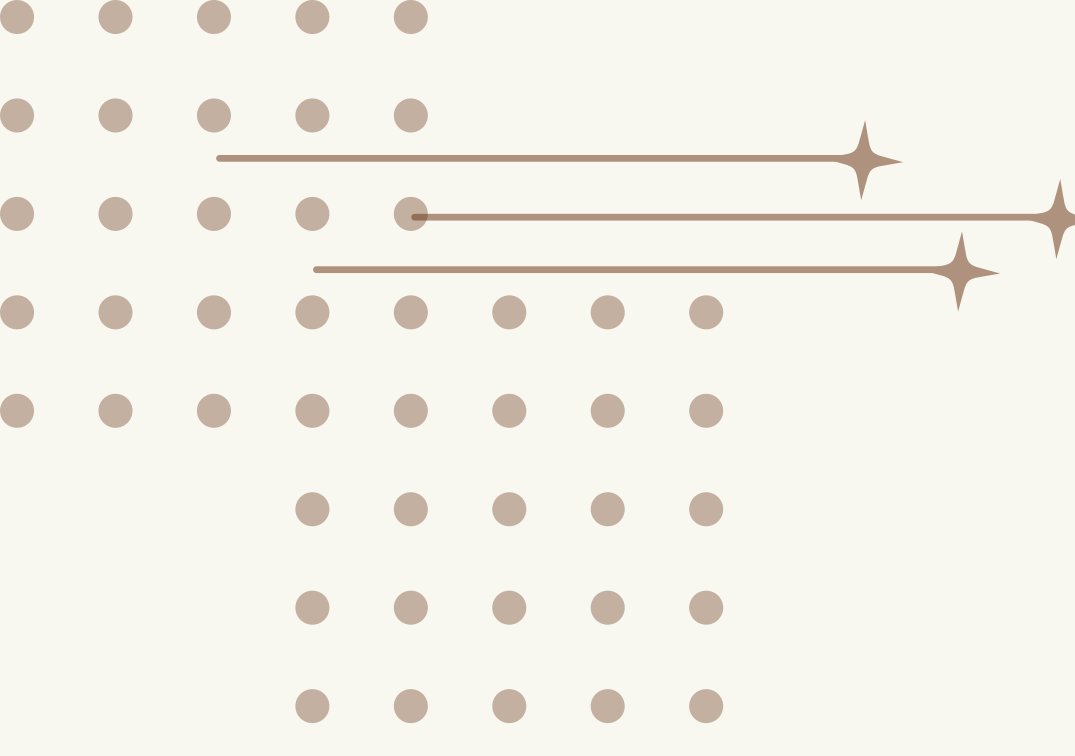


HOW LEARNING THEORIES SUPPORT EFFECTIVE TEACHING AND LEARNING

Presented by Rosie Sullivan

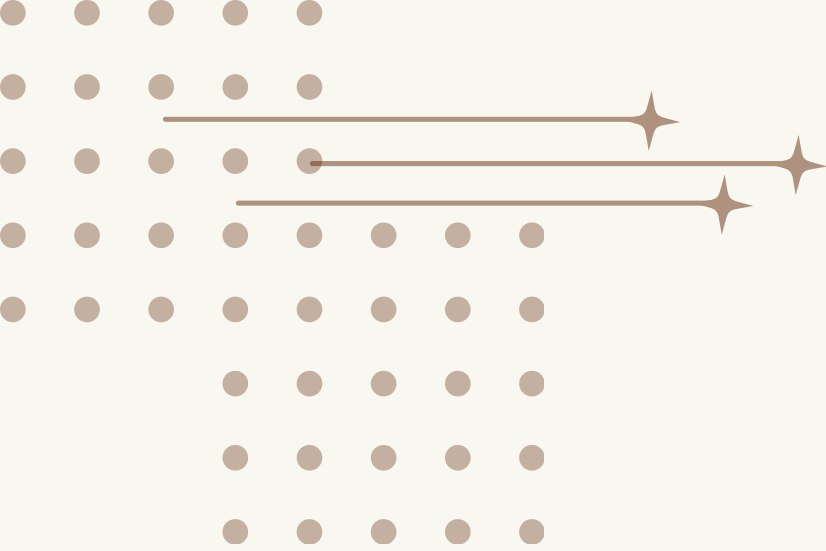
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Module Code - ECES4010C



WHAT WILL THIS PRESENTATION INCLUDE?

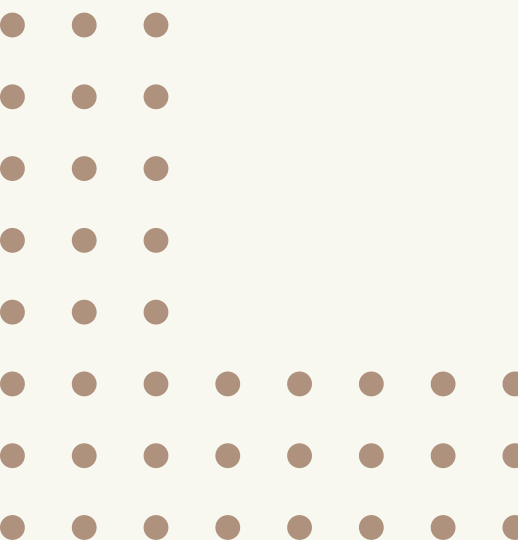
- **WHAT THEORIST ARE MY GOING TO BE TALKING ABOUT.**
 - **WHAT ARE THE THEORIES?**
 - **WHY ARE THEY RELEVANT TO TEACHING & LEARNING?**
 - **LOOKING INTO 2 DIFFERENT THEORISTS,
VYGOTSKY AND MONTESSORI AND I WILL BE LOOKING INTO
HOW THEY LINK INTO TEACHING AND LEARNING.**
- 



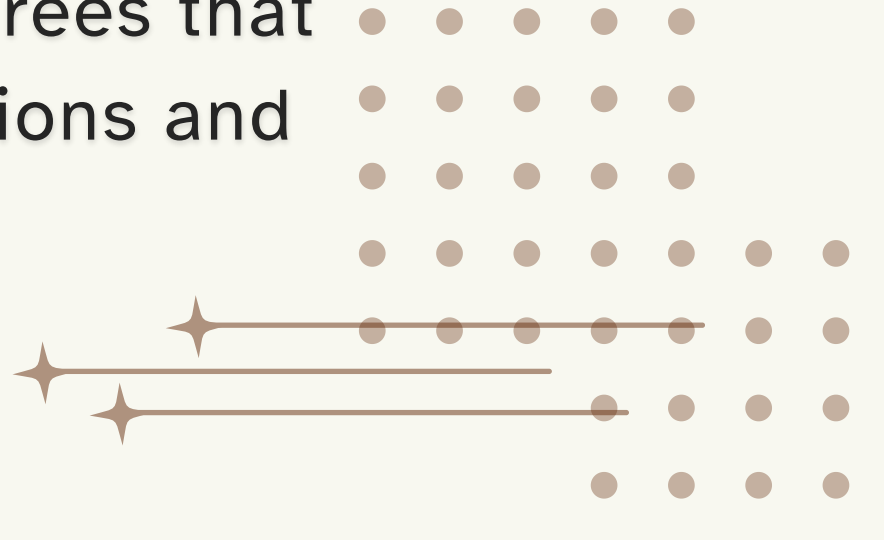
VYGOTSKY

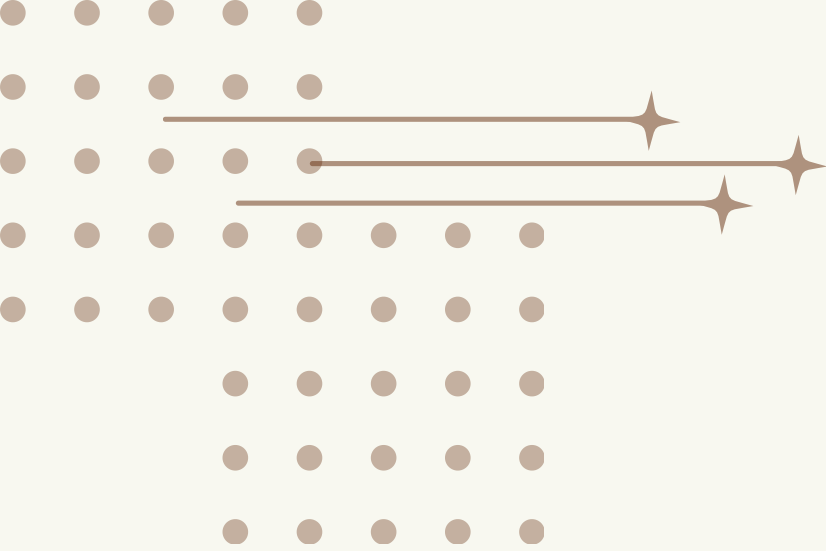
According to research (McLeod, 2025) Vygotsky's theory emphasises on the role of social interaction and the culture in the students learning. Vygotsky felt that the children learn through guided participation, guided by their teachers or their peers.

Vygotsky argued that cognitive abilities, such as reasoning and communication, can happen through meaningful engagement in a socially and culturally environment (Gowrie NSW, 2022).



According to (Cherry, 2024) we can determine that Vygotsky also agrees that children benefit from the knowledge and skills of previous generations and that they learn while being sociable.





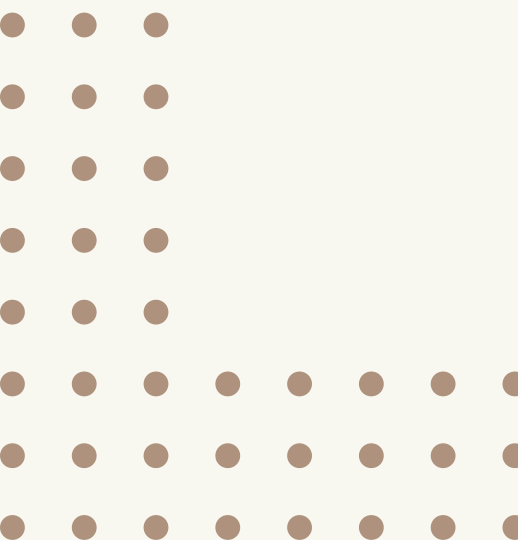
VYGOTSKY



Language plays a central role in Vygotsky's theory, using it as a tool for thought and a means of communication for children. (Main, 2022).

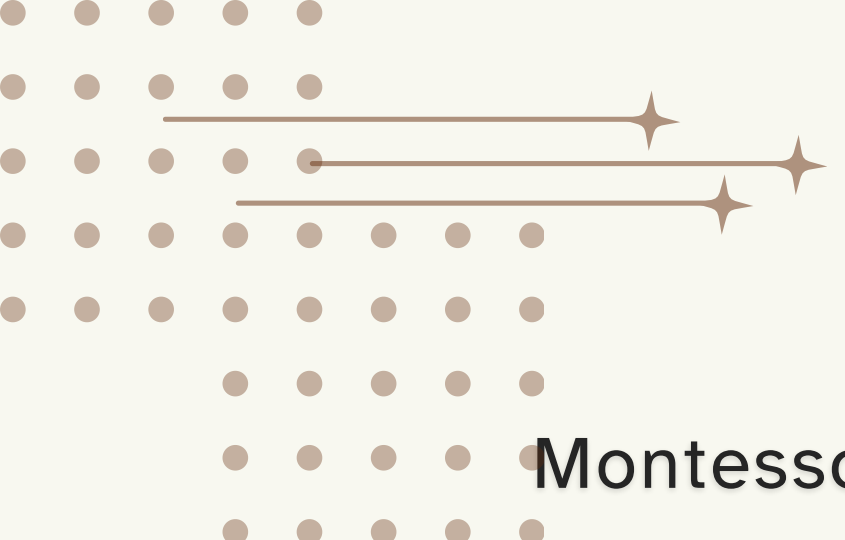
The use of the childrens language helps personal understanding and social contexts, enabling the children to learn about challenging learning experiences.

Vygotsky also tells us the importance of play as a way of a child's development. This can happen through imaginative activities, children experiment with roles, and exploring their own ideas. (My Teaching Cupboard, 2024)



For example, a child playing with blocks learns to handle objects physically, develops an understanding of spatial relationships, and concepts such as gravity or balance all whilst happening within a socially interactive and supportive framework.





MONTESSORI



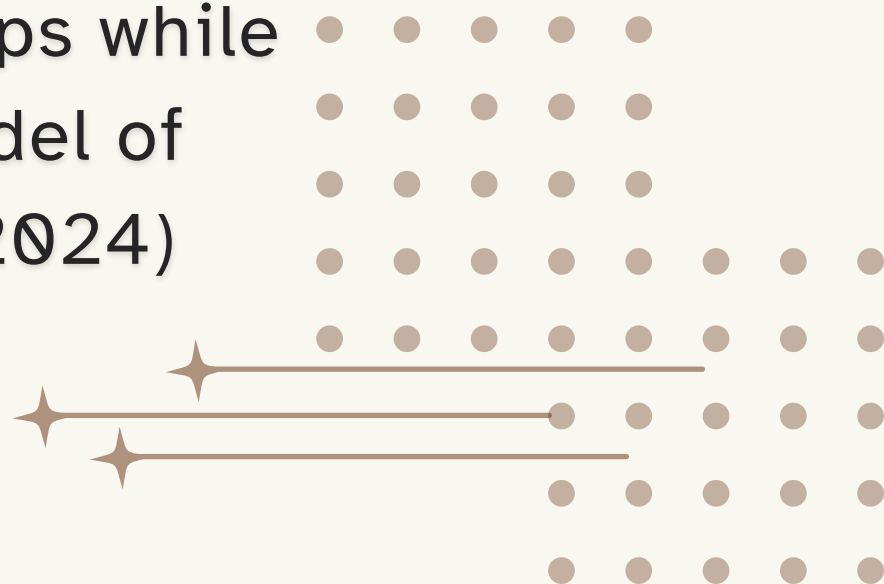
Montessori believed that education should be made individually to each child's different needs and interests.

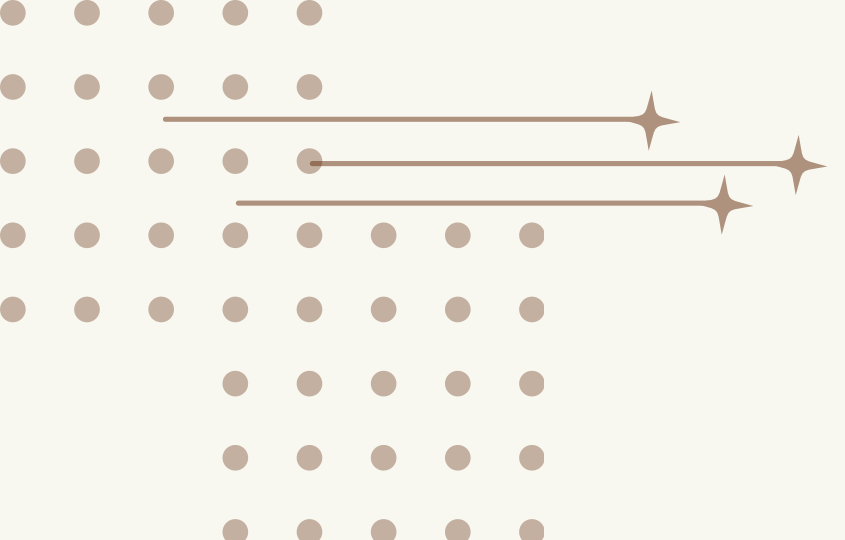
According to (Porter,2022) Montessori theory was to promote children's academic success and social-emotional development.

The Montessori Theory is now used in many different schools.

As explained by (Fountainhead Montessori School, 2013) Montessori believed that children should construct knowledge and meaning through their own experiences. She thought that each activity a child is involved in should be their own choice of activity.

Differently to Vygotsky, Montessori looked into different age groups while applying her theory and thought that this helped develop a model of psychological development within children. (Brunold-Conesa, 2024)





UNDERSTANDING VYGOTSKY THEORY

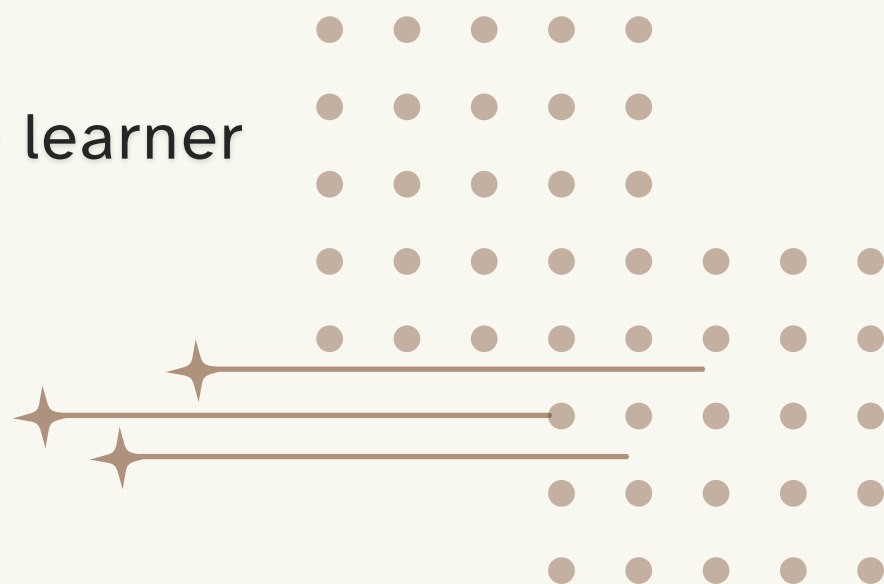


Key concepts in Vygotsky's theory include the Zone of Proximal Development (ZPD), the role of a More Knowledgeable Other (MKO), and the importance of scaffolding to guide learners through the ZPD.

Zone of Proximal Development (ZPD)

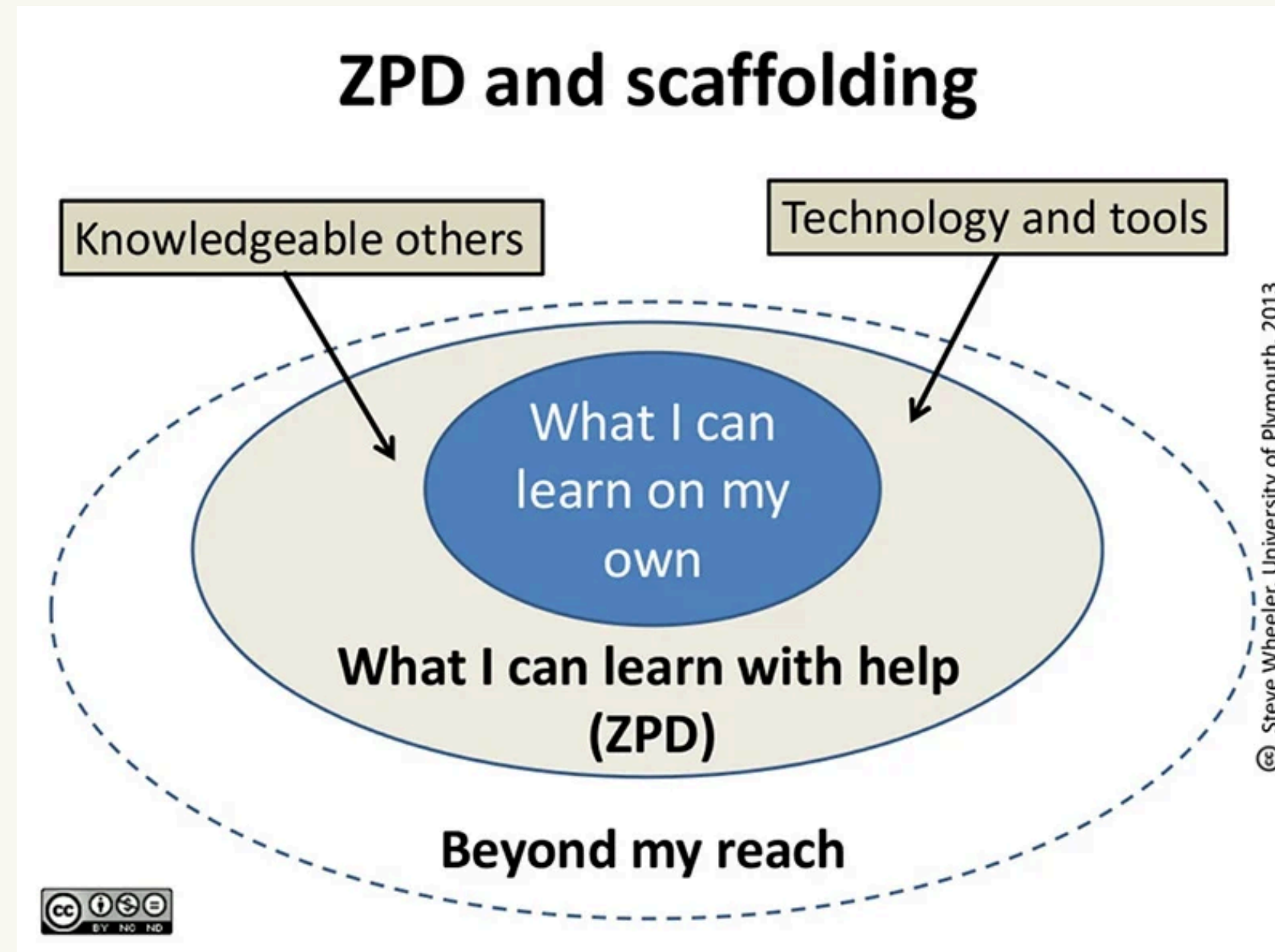
- This is the gap between what a child can do on their own and what they can learn/do with guidance and support.
- Learning can be effective within this zone, where a child is ready to learn a new skill with assistance.

More Knowledgeable Other (MKO)

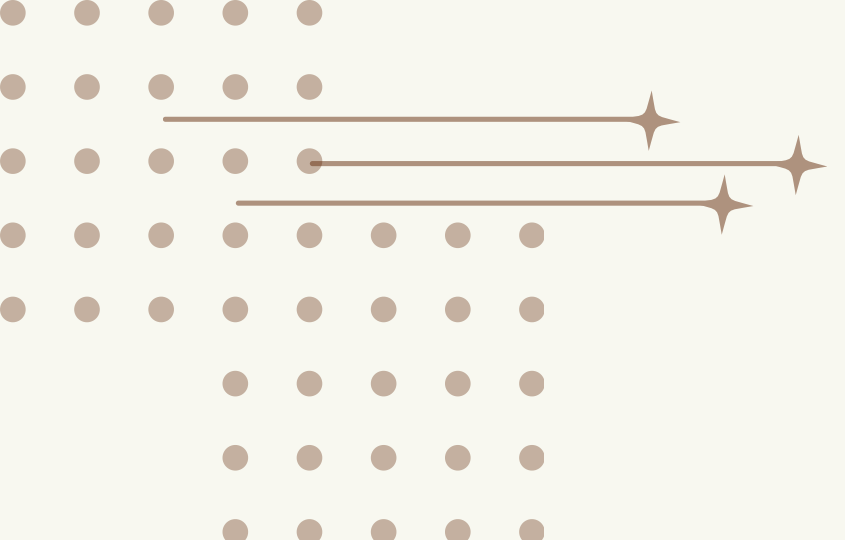
- An MKO is anyone with a more knowledge or skill level than the learner, such as a teacher, parent, or their peers.
 - The MKO provides the guidance and support needed to help the learner progress through the ZPD.
- 

Newman.S & Latifi. A (2021)

ZPD – IMAGE



McLeod.S (2025)



4 DEVELOPMENTAL STAGES OF THE THEORY



By doing some research I have found out that there are 4 stages to Vygotsky Theory

Primitive stage -

this is where we find that children learn through experiences of their own.

Naïve psychology stage -

the child will start to use language to communicate but does not understand the symbolic character of the language they are using.

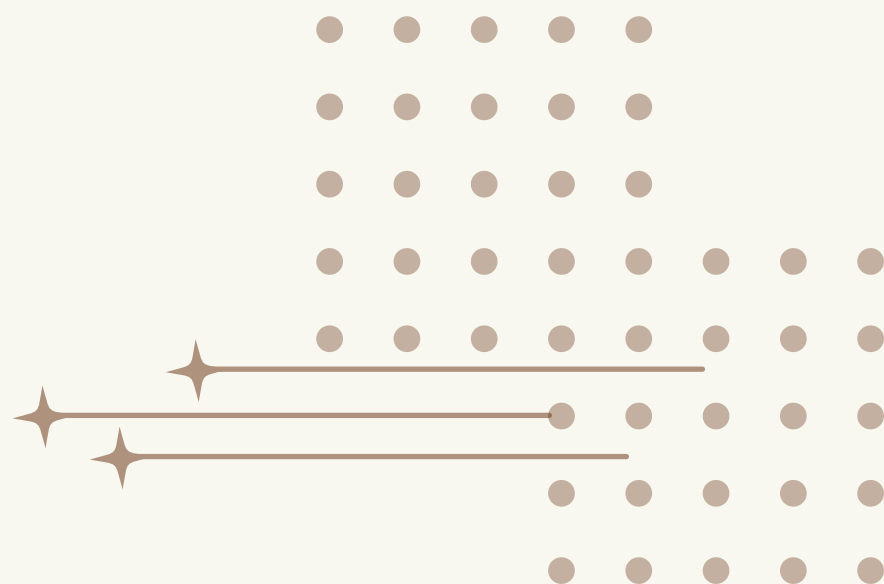
Egocentric speech stage -

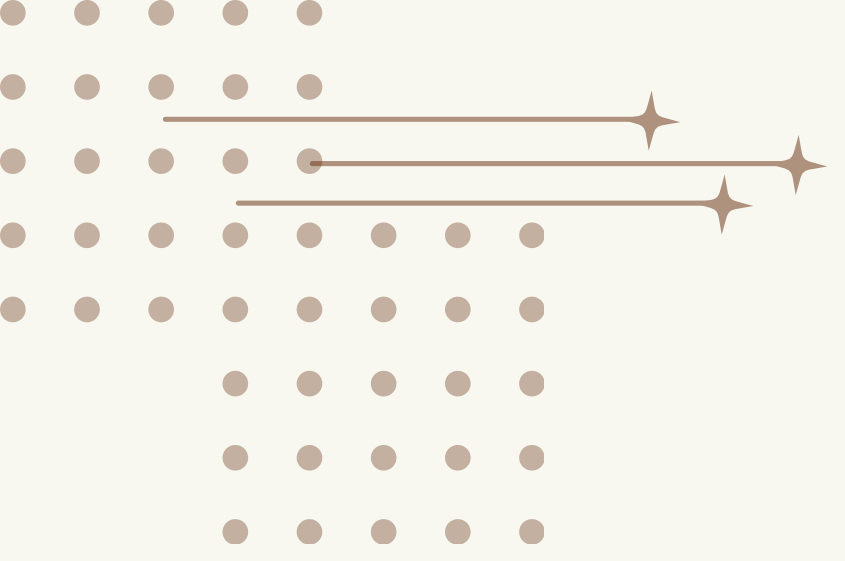
Vygotsky explains that egocentric speech becomes completely internalized at age 6 or 7.

Ingrowth stage -

This is where it becomes the final period of their cognitive development.

(Barnett, 2019)





EFFECT DIFFERENT ROLES

Role of the teacher

- According to Tes Magazine (2024) Vygotsky's ideas about scaffolding and facilitating learning should be happening in most classrooms. Teachers will help/guide their learners through tasks and question them to support the development of knowledge and understanding of the work they have given to the individual.

Classroom Enviroment

- Providing visual aids or step-by-step instructions for activities in the classroom.
- Teachers can help children build their sentences by starting with prompts and gradually encouraging them to finish and complete their sentences independently.
- Teachers an encourage singing, storytelling, and structured discussions to help the children with their critical thinking.

Prince (2025)



HOW DOES THE THEORY HELP DEVELOP THE CHILDREN'S SKILLS? (TEACHINGS IN EDUCATION, 2022)

Social Interaction	Teacher Scaffolding - different levels of work being presented in the classroom. Parent-Child learning, possibly tasks set to be completed in the house. Two students working together on a task within the classroom. Role Play area - making sure there are two students always/working with each other.
Play	Role Play Symbolic Play - children use a block as a phone, using a stick as a sword within their play. Social Play with adults - using a role play area with older generations to play games such as shop etc. Fantasy Play - Playing dressing up as superheroes.
Culture	Cultural Traditions - Diwali week, using it through family by making traditional foods from other countries. Bilingual Language - learning through different languages i.e Welsh, French in class. Classroom Learning - History Class.
Language	Show and Tell - Circle time i.e what they done the weekend. Newsletter - Talk about the newsletter within the school. Outdoor Learning - Fforest School, setting tasks outside instead of inside.

HOW DOES THE THEORY HELP DEVELOP THEIR SKILLS? EXAMPLES

CULTURE

SOCIAL INTERACTION
GORSEINON PRIMARY

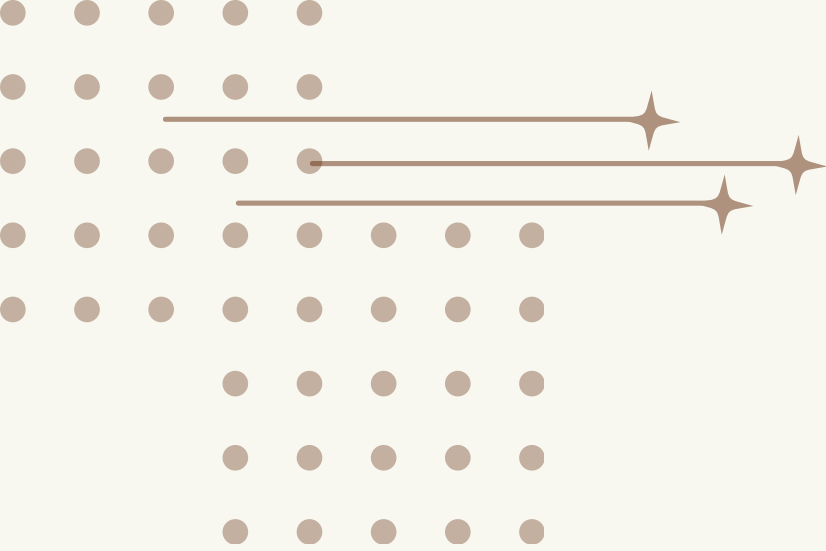


SYMBOLIC PLAY
ILLIONIS EARLY LEARNING PROJECT (2015)



LANGUAGE
PETER (2012)





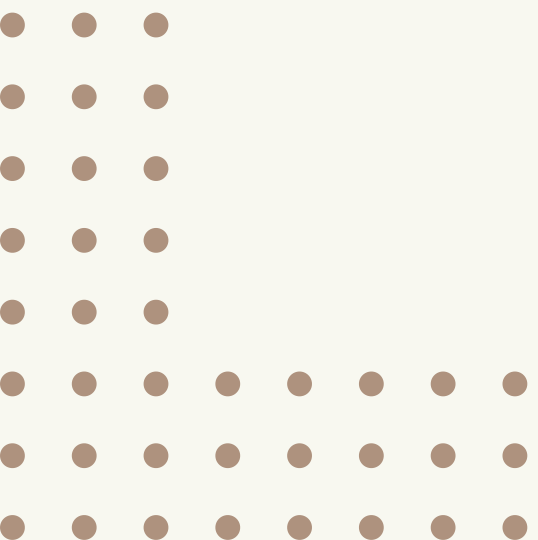
ADVANTAGE & DISADVANTAGES

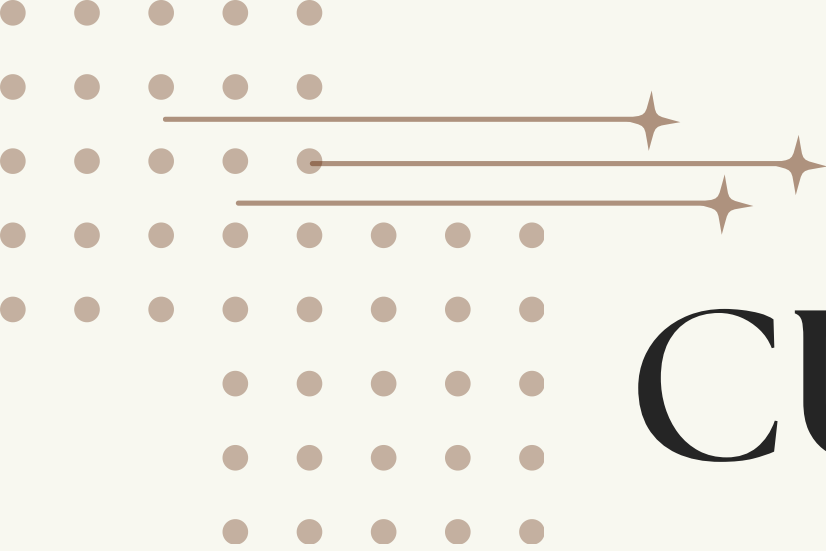
Advantages

- Emphasises the role of social interaction.
- Provides a clear framework to help identify what a child can do independently.
- Supports effective teaching strategies - scaffolding.
- Recognise cultural influences on learning.
- (McLeod, 2025)

Disadvantages

A study by (Kurt, 2020) criticized Vygotsky by stating that

- Lacks detailed stages of development - unlike other theorists such as Piaget where he offers clear age-based stages.
 - Overemphasises social environment - downplays children's own independent learning and discovery to new things.
 - ZPD can be difficult to measure for each individual - requires skilled teachers to apply it effectively.
 - Assumes universal value of social interaction - not all children learn best through social interaction.
- 



CURRICULUM FOR WALES

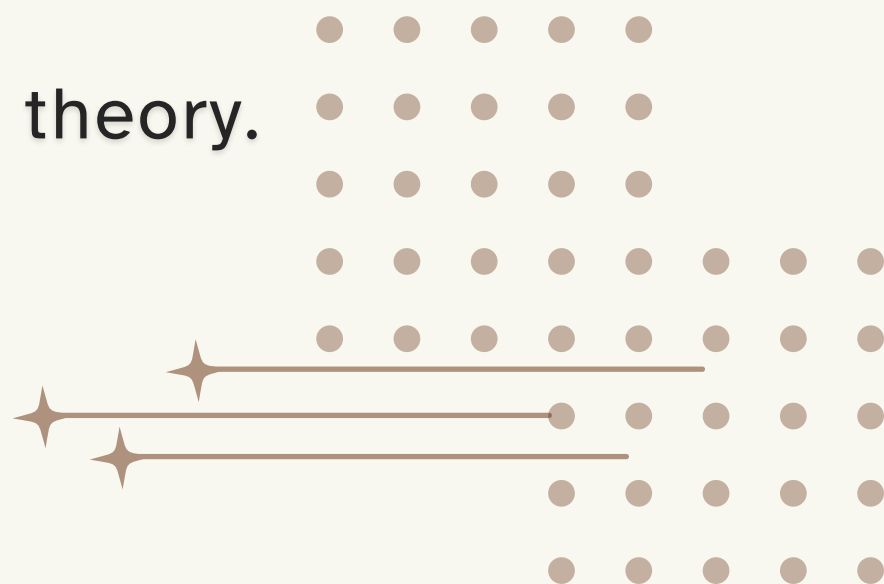


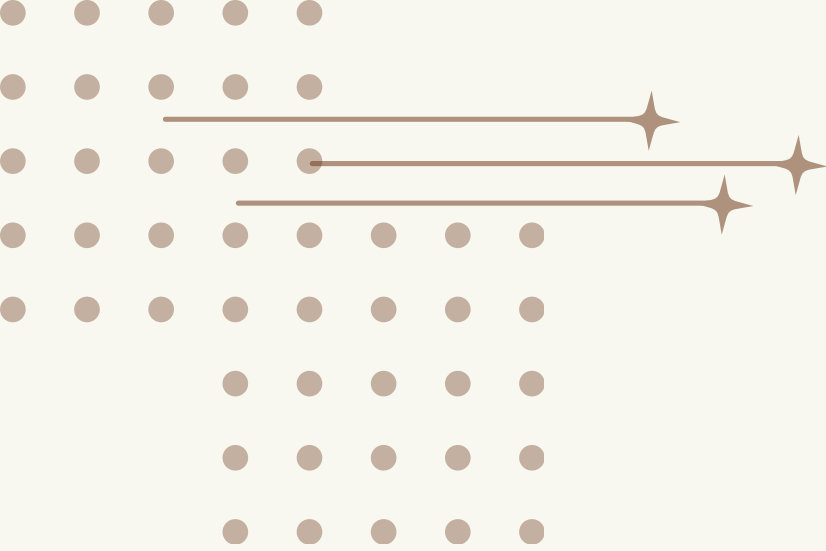
There are quite a few connections from Vygotsky and the Welsh Curriculum. They both promote teaching to which adapts to the child's current level and the growth the child could gain.

Social construction is foundation in both Vygotsky's theory and the curriculum. Both encourage teaching that can build on cultural tools, traditions and also lived experiences.

Vygotsky shares core ideas alongside Curriculum for Wales. Vygotsky's theory provides a psychological foundation for many of principles and learner outcomes built into the Curriculum.

By doing research many schools in Wales are following Vygotsky's theory.
(Penclawdd Primary School, 2025)





COMPARE WITH MONTESSORI



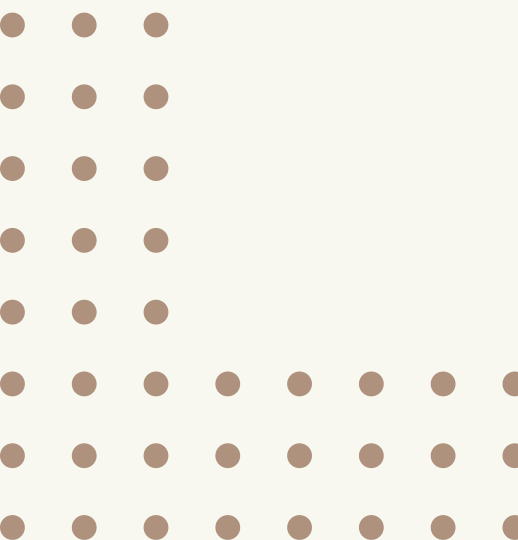
Similarities

- Both theorists are considered Constructivists
- Both include historical and social elements in their development theories
- Instruction and introduction of relatively complex concepts at an early age

Differences

- Vygotsky theory gives a cultural model of development, while Montessori gives us a biological-anthropological theory.
- For Vygotsky, the role of the “knowledgeable other” is to show and tell the children until they can absorb all information. Differently for Montessori, the role of a teacher is to guide a student and to provide the tools they need, and ‘allow’ them to learn through experiences.
- Vygotsky’s ideas are highly theoretical. Where as, Montessori’s ideas are highly practical but focus on theory.

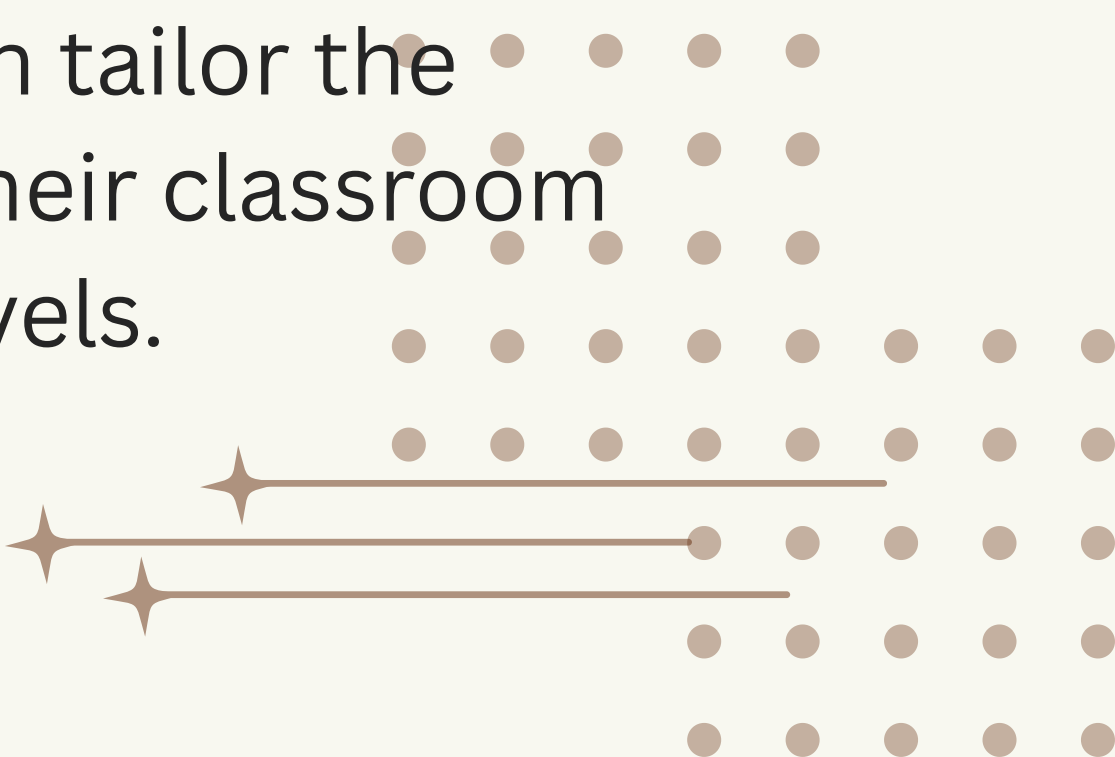
(Jones, 2024)

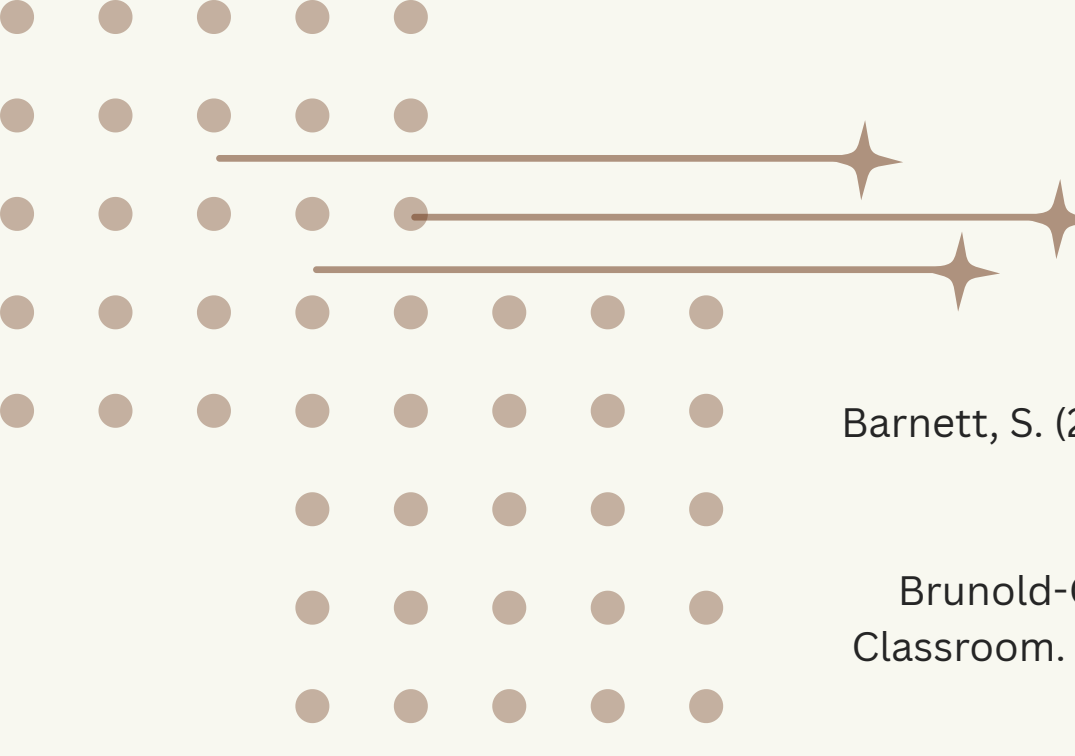




SUMMARY/CONCLUSION

To conclude my powerpoint today, I feel that Vygotsky's learning theory supports effective teaching and learning by emphasising the importance of social interaction, using guided support in the classroom, and meaningful collaboration between both students and teachers. By using his strategies such as scaffolding and the Zone of Proximal Development, teachers can then tailor the work/instructions to the students needs in their classroom an help them progress to higher levels.





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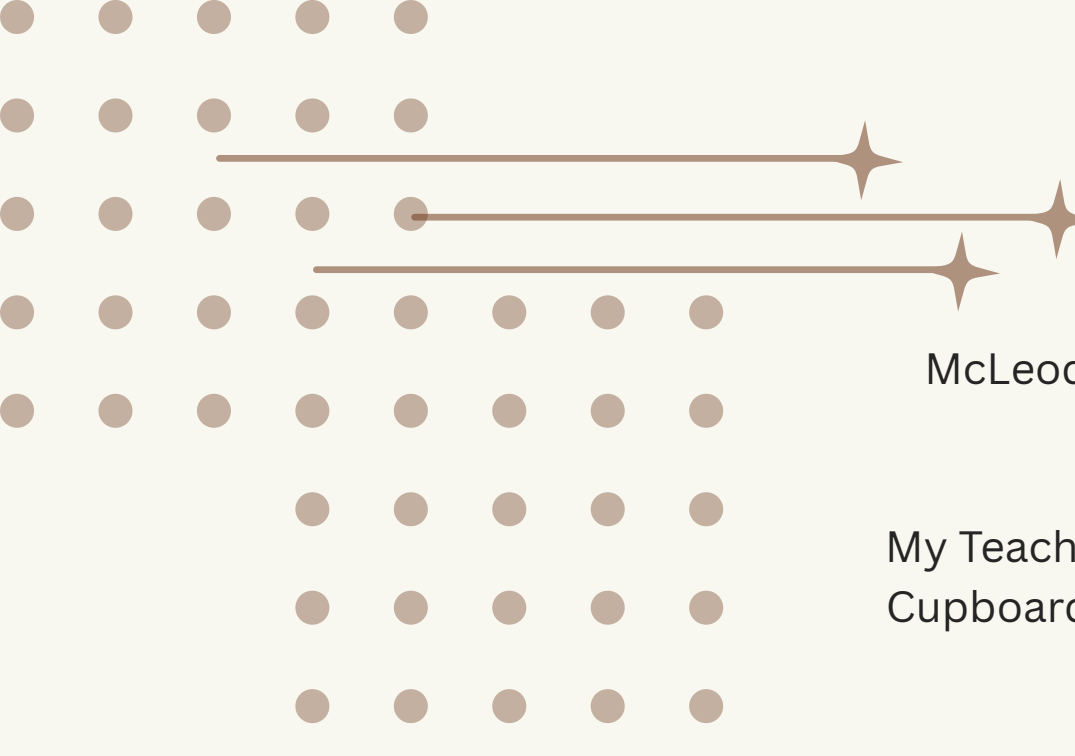
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