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Principles of Learning and Teaching ECIE4004



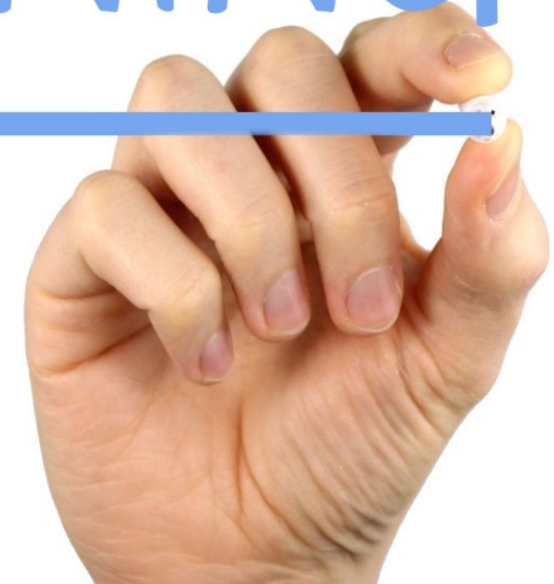
BLOG I
BY SAMANTHA MORRIS
2022

- Theroist's and understanding the learning

UNDERSTANDING THE LEARNING THROUGH THE THEORISTS

- BY SAMANTHA MORRIS
- 2022
- My blog introduces you to a handful of theorist's and any differences or if any.
- These blogs will take you on a journey from introduction, understanding and comparisons.
- Please enjoy!!!

LEARNING



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Behaviuorsim and the theroy

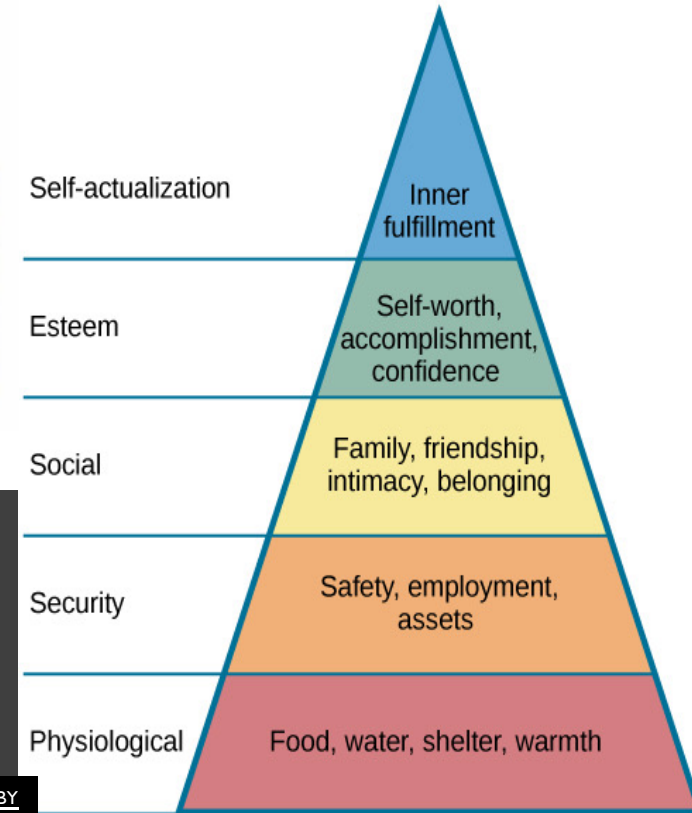
There are many various theoyrs on behaviuorism such as Abraham Marslow, where his theory on behaviuorism was Humanistic Psychology approach which his belief was that human behaviour is controlled by external environmental factors. This could be living conditions from poorer up bringing where funding is lack of opportunities are less and this could contribute to a poorer education on comaparison to a richer enviroment and more provisions and chances are offered.

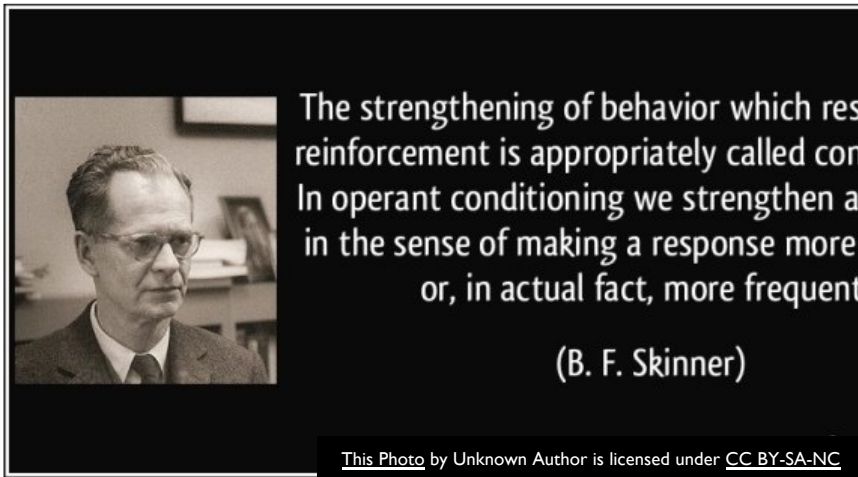


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Maslow's Hierarchy of Needs





ANOTHER THEORIST WAS B. F. SKINNER WAS ONE OF THE MOST INFLUENTIAL PSYCHOLOGIST, WHERE HE BELIEVED THE ENVIRONMENT ALSO IMPACTED ON LEARNING. HOW EVER A SLIGHT DIFFERENCE FROM MARSHALL, WHERE SKINNER THEORYS BEHAVIOR IS DETERMINED BY ITS CONSEQUENCES, BE THEY REINFORCEMENTS OR PUNISHMENTS, WHICH MAKE IT MORE OR LESS LIKELY. HE THOUGHT REWARDS FOR BEHAVIOR HAD A GOOD IMPACT ON LEARNING.



FROBEL ANOTHER THEORIST

- There are some similarities how ever not always spot on but the enviornment also played a big part on Frobel's theory's where you could compare such as theory?
- His beliefs that play is the principle means of learning in early childhood. In play children construct their understanding of the world through direct experience with it and this yet again could be considered like previous theorists that the environment played a big part of children's learning but through the world as well as surroundings so broadening the learning to a bigger environment.



LEV VYGOTSKY THEORIST

- Lev Vygotsky, June 11th, 1934. His beliefs on his theories with social and cognitive with interactions with others.
- Vygotsky development learns through interaction with older children.
- His beliefs were three different stages cognitive, motoric, and social cultural.
- Cognitive social interaction plays a role in development.
- Vygotsky believed that language is an essential tool in learning and learning helps a child's development.

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ENVIROMENT THEORISTS AND?

- Looking over the theorists mentioned previous where the enviroment plays a big part of a child's development from living, surroundings, educational provison's provided to world experiences.\When all these factors are placed to gether they all link to the one main factor is **'The child or children'**.
- Where without the child or children education is important for their development and the environment.



BLOG 2
UNDERSTANDING THE THEORY OF LEARNING

BY SAMANTHA MORRIS

2022



WHAT IS THE THEORY OF LEARNING?

THEORY OF CONSTRUCTIVISM BY JEROME BURNER

- Jerome Bruner theory in 1966, based on his idea of constructivism which he believed people in general construct their own understanding and knowledge of the world through experiencing things and their own and then reflecting on them.
- This principle was based on his belief of cognitive theory.
- Bruner's theory on constructivism where you learn through your own understanding and knowledge through experiences and challenges.
- This theory in learning can be an active process where I can be assumed knowledge constructed via the learners to understand and make sense from their experiences.
- This point of view maintains that people actively construct new knowledge as they interact with their environment. (Adesanya, 2009).

SOCIAL CONSTRUCTIVISM

BY LEV VYGOTSKY

- Lev Vygotsky theory of learning varied from Jerome Burner and others. Vygotsky had his own theory which language and culture played a part in the framework of experiences. The theory was through human experiences in communication to understand reality. He believed with language, culture and through these experiences essentially could impact with an intellectual development and how the human persons actually see the world.
- He believed that interaction played a big part in learning development and from working in groups you could learn not just socialising but also cultural from constructive from individual student's experiences and knowledge could be used from this action.

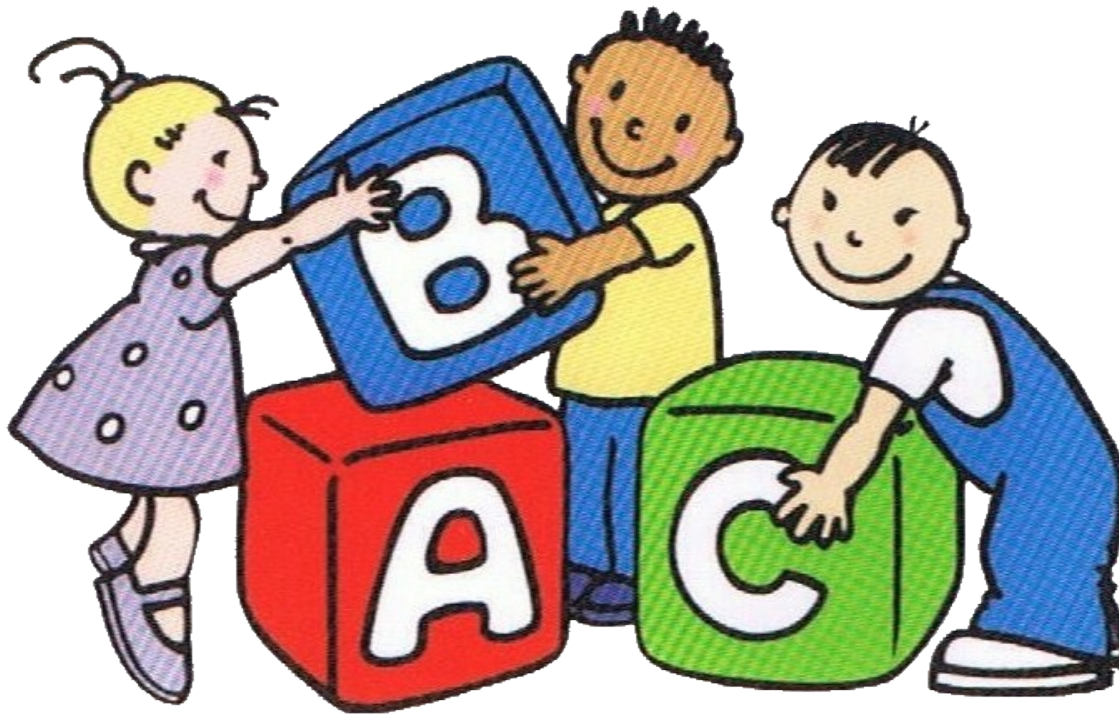




LEARNING EARLY YEARS THEORY BY FRIEDRICH FROEBEL

- Friedrich Froebel theory in belief that early year's education through the importance of play.
- Frobel noticed this through his own experience when he opened himself a Kindergarden in 1936.
- He experienced his knowledge of children learning development through play.
- With play through early year's stages that noticed that children could develop understanding of the world through experiencing this from first hand, that a child can learn. The children were allowed to express themselves through play.

COGNITIVE DEVELOPMENT BY JEAN PIAGET

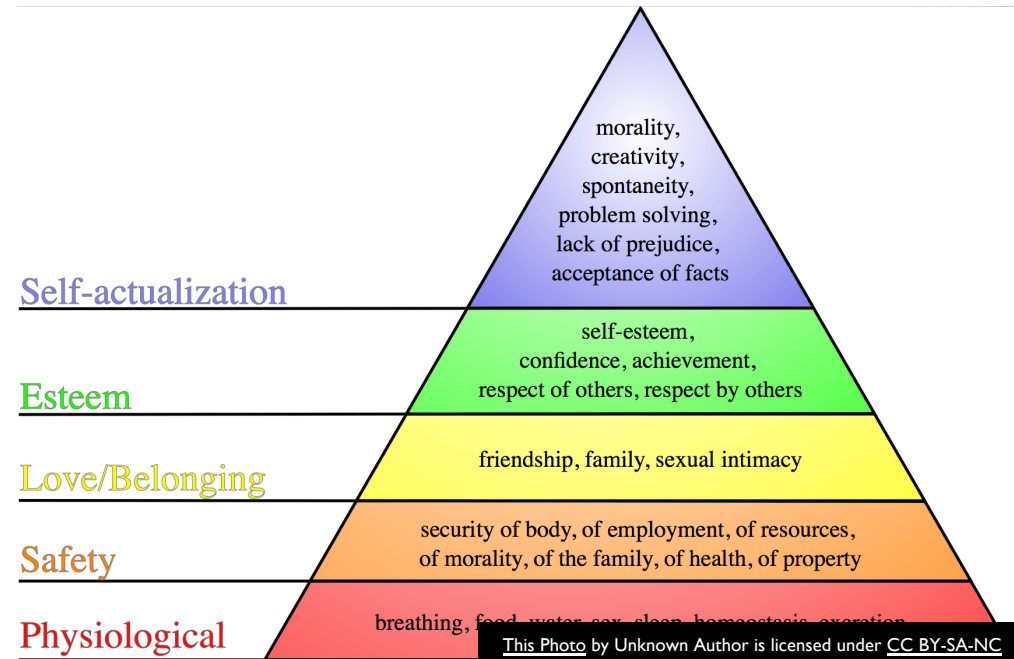


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- Jean Piaget theory of cognitive development where his beliefs that suggests children intelligence is learnt as they grow.
- Cognitive development in children is not only related in acquiring knowledge, children need to build or develop a mental model to their surrounding world.(Miller, 2011).
- Piaget had his theory on children development in four stages from sensorimotor age 0-2, The children learn through grasping, touch, looking and listening.
- Preoperational age 2-7, The children learn through symbolic pictures, and word represents, but can also struggle with their concentration.
- Concrete operational age 7-11, The children can learn through logic and understanding, of the concept of size from small cup to large cup, tall and skinny.
- formal operational 11 to adulthood. The children learn moral, deductive logic, and reasoning.

ABRAHAM MASLOW AND A HUMANISTIC APPROACH THEORY

- Maslow and his humanistic theory in which he believed behaviour is control by the environment..
- Maslow showed little interest in animal or laboratory studies of human behaviour. Maslow gathered information from individuals and study them directly. Maslow studies took him to belief that individuals in which people have certain needs unchanging and genetic in origin. His beliefs went on to show that needs are in all cultures where both physiological and psychological.
- He understood that children learnt better in certain areas. He seemed he didn't like the idea of tests carried out on humans. He believed his theory of learning and motivation to progress to the top.
- He constructed his pyramid to use as a grading system and to motivation so the progression is shown.



THEORISTS AND
THEY'RE APPROACHES
TO LEARNING



Blog 3



By



Samantha Morris

JEROME BURNER
IDENTIFIED, DISCUSSED, AND EVALUATED

Who is Jerome Burner ,A theorist on cognitive revolution, and developed rewards in learning. He believed that children learned through been given a reward.



Could this be a reward system to help children? Or not. This could be considered to be encouraging children to archive and be eager to learn more.



In education recently there is a class dojo system where the child earns a point for achieving, helping or just making an effort. This reward when child reaches target's they receive a certificate for their achievement.



Always good to praise achievement's, however not all children work the same or have same abilities or even have disabilities. This system can be adapted for individual needs, but still some children may struggle to meet the point system and may feel less important. Its always good to acknowledge any achievement through a verbal praise, to even just a applause or smile , so the individual child is aware or this.

JEAN PIAGET
IDENTIFIED, DISCUSSED,
EVALUATED

Who is Jean Piaget a theorist on intellectual development from infancy to adulthood.

He believed that development had four stages under:-

Sensorimotor stage

Preoperational stage

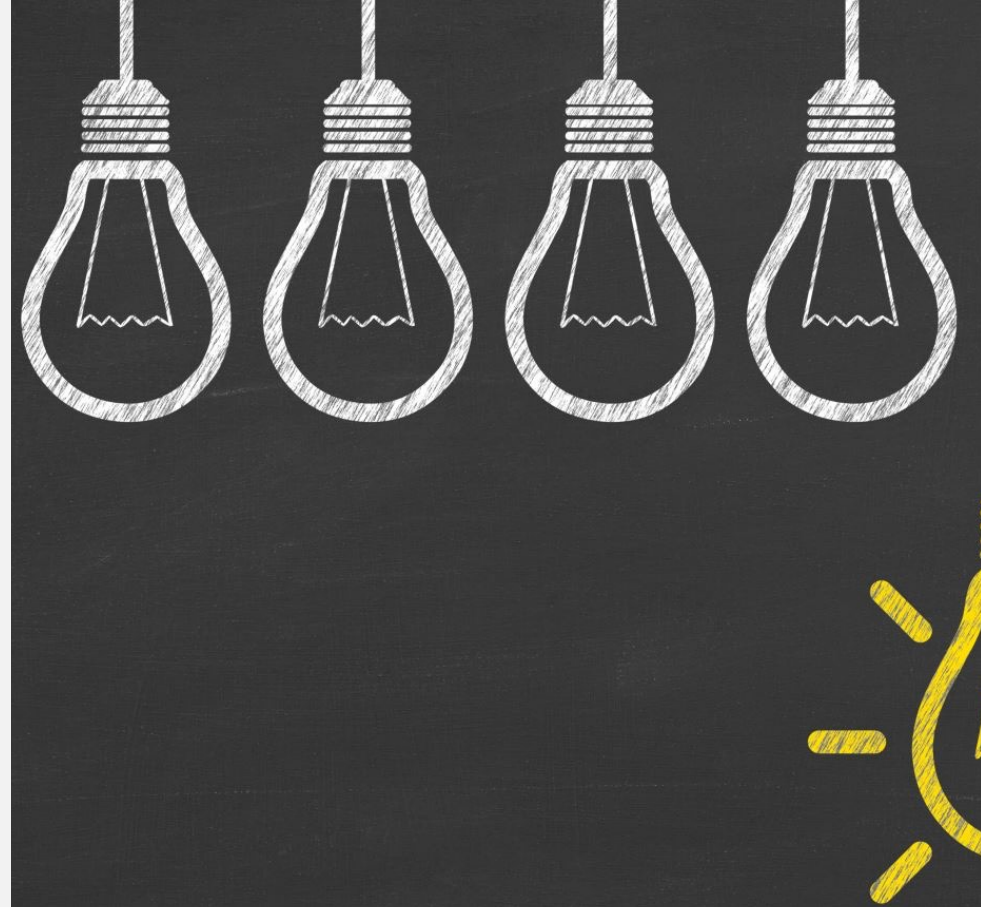
Concrete operational stage

Formal operational stage

He thought that these stages of development had a great impact.

Did they or not? He had his own wording and age restrictions, however in education and its future, and development stages, are still assessed under children's age restrictions where early years health visitors check children's progress and schools do so from individual development plans, progress reports,

In education today children progression are assessed are essential part in they're development via progress reports and records.. Whether not Piaget influenced this or not this is a process in educational.



FRIEDRICH FROBEL
IDENTIFIED, DISCUSSED
AND EVALUATED

Who is Friedrich Frobel a theorist whom himself through running a kindergarden believed that children learnt at a younger age from babies to adults.

This is still in use today from usage in education where flying start offer places for two years in the education pre school start. Also private nurseries are available for such a similar educational opportunities. Not every child has these opportunities due to limited spaces and funding. This should be realistically available to all maybe for the individual parent have the opportunity to apply for such an educational place for their child before school age.

This idea is used today but no available to all. However, it's a great opportunity for the individaul child where available. It may help provide and help detect if that chid may need further help before encountering full time education via identifying underline issues should they arise.

LEV VYGOTSKY
IDENTIFIED, DISCUSSED, EVALUATE

Vygotsky theory where his belief's were development through learning as children with culture and socialising.



He thought by activities such as learning to ride a bike with stabilisers and with verbal coaching. He thought by holding the bike steady and removing the stabilisers adventually that the child would be able to finally ride independently. Not needing adult help at all. This example actually can be helpful and however not all children will be able to do so indenpendently through confidence, disabilities or co-ordence.



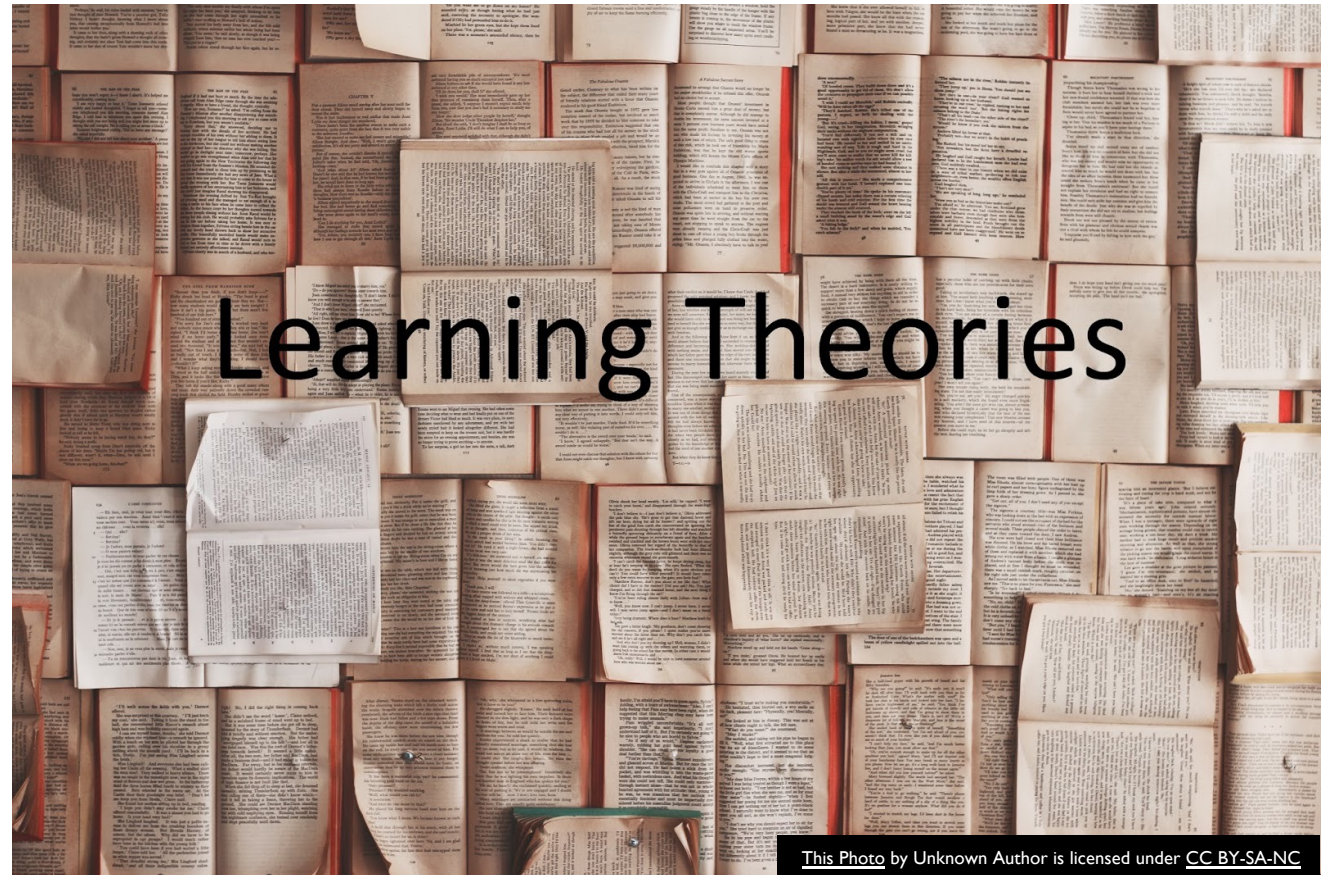
We all have abilities to learn and at different paces or adaptions put in place as Vygotsky used stablisers to train a child to ride a bike individual but not everyone has this ability. However, Vygotsky did in the begin to assist the child.



This method maybe used today in learning from adapting planning an activity to supporting a child throughout their development.

OVERALL LOOK OVER THE THEORISTS

- Researching and reading over individual theorists and their beliefs, although there are similarities.
- Each theorists, have one main thing in common which is the child or children and best interests.
- These main not always be right or wrong but extracts may have been used in today's education from fforest walks, mud kitchens, to planned activities in groups to interact.
- How ever each and everyone has had some input to to date.



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BEHIND THE THEORY BLOG 4



By



Samantha Morris 2022

LEARNING AND THE THEORIES BEHIND BLOG 4

There are many theories that may be considered in our recent education system. But how and where do these comparison originate.

Having reading a few theorists who have few examples that could have similarities to the the education today from even when Piaget's 1936 theory seem to have found new ground because he believed that children's brains work in unique ways than from an adult. Before theory, many believed that children were not yet capable of thinking as well as grown-ups. (Rick Ansorge, 2022).

Piaget believed that children from babies with the schemas process which are building blocks of knowledge, he thought the sucking motion in which a baby was aware to do to eat was schema. This could be incoraparated in education and schools today from where children learn best from doing thing rather than hearing about them (Rick Ansorge 2022). In schools today learning to problem solve can not be taught it needs to be discovered, and through free flow play where the children have choices in areas to play children have the opportunity to experience this daily.



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Another theorist called Froebel believed that education was to teach that children in all development areas from social, academic, emotions, physical and spiritual. Froebel approach has four components which are motor expression, social participation, free self expression and creativity.

In an education setting today there are similar structures in place such as to free flow play, which Froebel wanted children to not to be teacher led. This today lets children decide on what activity and choices for every child to participate and every child is encouraged to be expressive and to express their creativity side throughout. He also saw learning at an earlier age would be more formative and play would lead to help with development.

‘I wanted to educate people to be free, to think, to take action for themselves’. (Froebel in Lilley 1967:41)



FOUNDATION PHASE

FOUNDATION PHASE AND THE RIGHTS IN SCHOOLS ARE UNDER THE GUIDANCE WITH THE WELSH GOVERNMENT IN NURSERY EDUCATION AND EARLY YEARS ARE MEANT TO PROVIDE AN EDUCATION PLACE FOR CHILDREN AGED 3 AND ABOVE.

The foundation Phase also provides requirements within the local authority under section 118 of the School Standards Framework Act 1998, to secure the provision of nursery education for its area and to assist them consistent good quality Foundation Phase education (referred to as Foundation Phase nursery provision (FPN)) for three- and four-year-olds in Wales.

The providers come under a school base setting to even a non maintain local authority setting such as Clych Methrin, child minders, to provide a flexible approach for both children and parents/carers.



FROBEL'S THEORY WAS AN UNDERSANDING OF THE WORLD OUTSIDE AND NATURE

Frobel theory was that children learnt better through nature and its elements, which were weather, noises, outdoor natural resources such as twigs, leaves, mud, water and even woodland creatures such as worms, birds.

Even to this day this is incorporated everyday throughout children's free flow play at school. The children are allowed to go outside daily in schools. Schools do encourage children to dress for the enviroemnt from wearing water- proof clothing for the rain and to even sun cream for the hot sunshine weather. Most schools provide mud kitchens and fforest days where available .



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