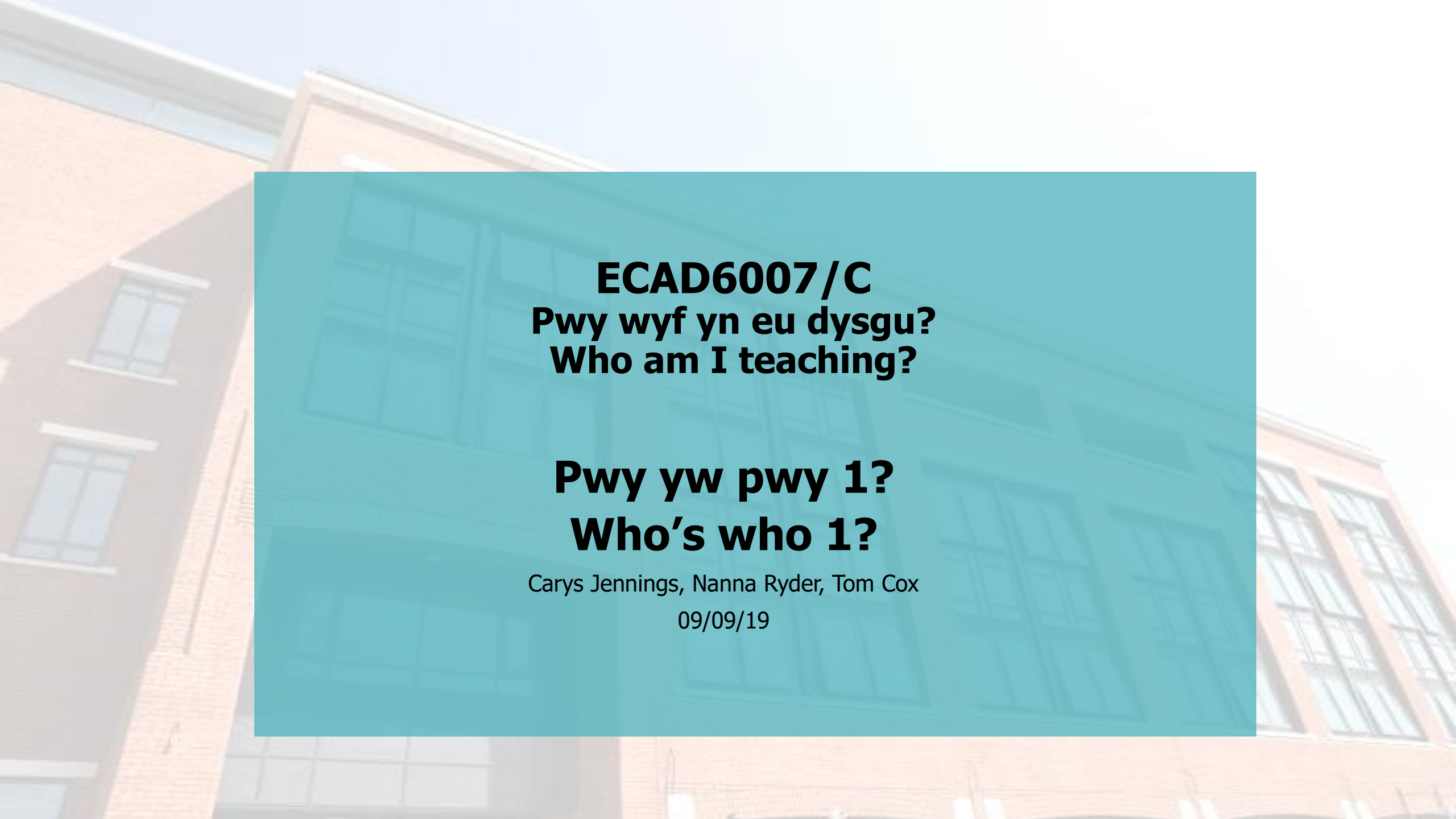




ECAD6007/C
Pwy wyf yn eu dysgu?
Who am I teaching?

Pwy yw pwy 1?
Who's who 1?

Carys Jennings, Nanna Ryder, Tom Cox
09/09/19

MODULE AIMS

- To equip student teachers with the skills of critical analysis and evaluation, to understand the differing perspectives that underpin theories of child development and actively address the external factors that impact on well-being and development.
- To engage students in the transformative model of practice which initiates change in an educational setting, based on evidence from critical reflection and evaluation.

MODULE LEARNING OUTCOMES

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

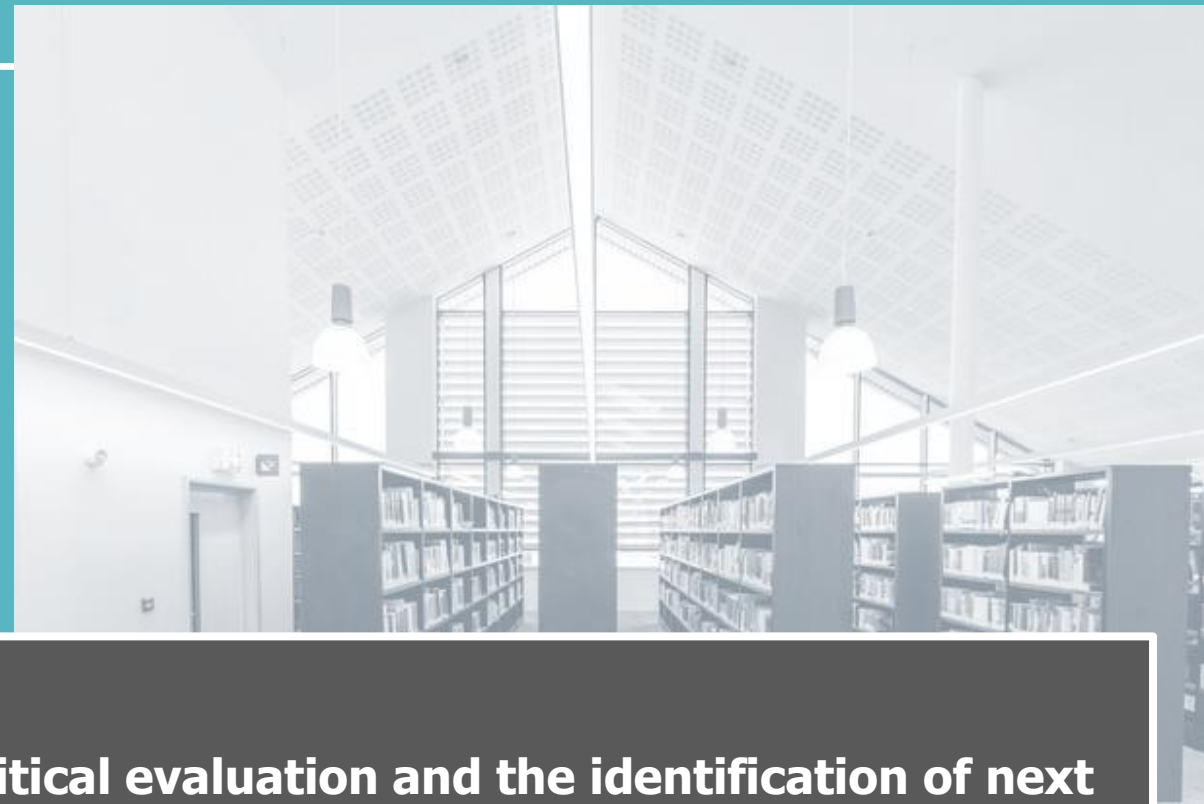
evidence a critical understanding of theories and research that impact on well-being, child development and learning from 0-19 years and apply this to personal practice.

present a personal, critical stance on the role of the professional teacher in relation to meeting the needs of a diverse range of children and young people, including challenging assumptions, beliefs that lead to prejudice and stereotyping.

critically reflect and evaluate a range of different approaches for meeting the diverse needs of all learners in a range of settings, and justify choices made in personal practice.

ECAD6007 Assignment

- How will this session contribute to the assignment?



A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident (equivalent to 5000 words).

Submission: 29/10/19 (deadline 23:59)

Is learning more than remembering?

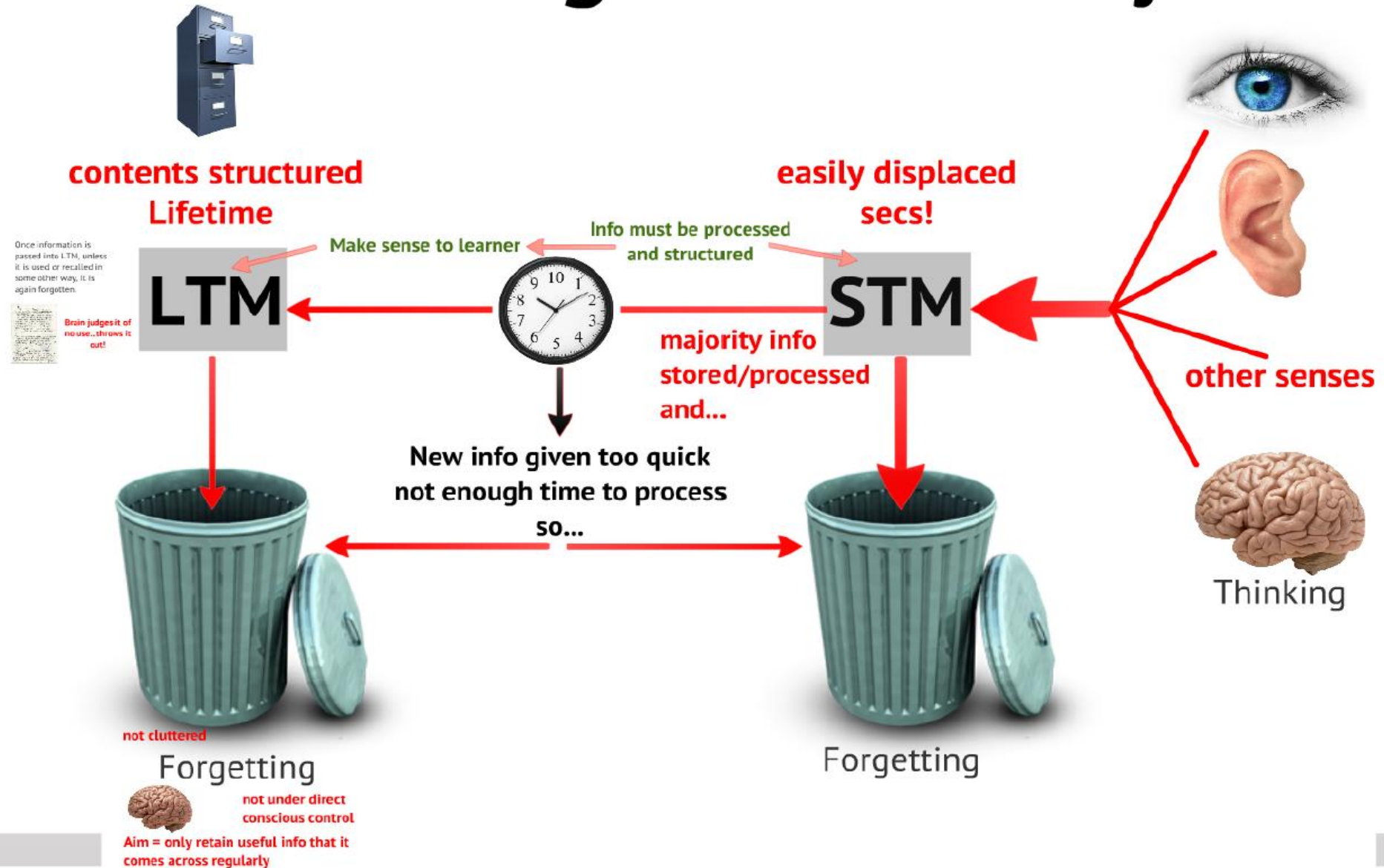


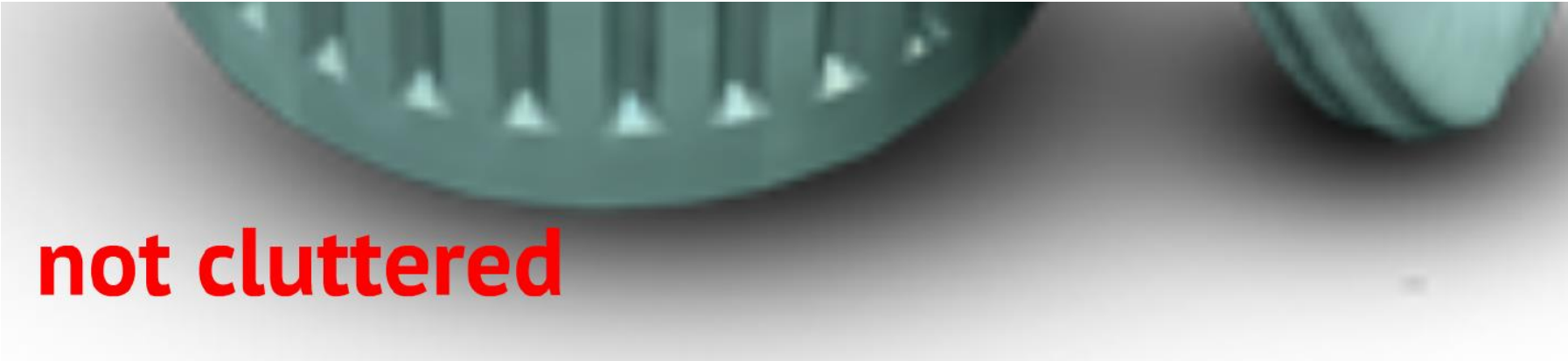
Shall we play a game?

Thick wall it tea of Myrrh seize knots trained

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

Learning and memory





not cluttered

Forgetting



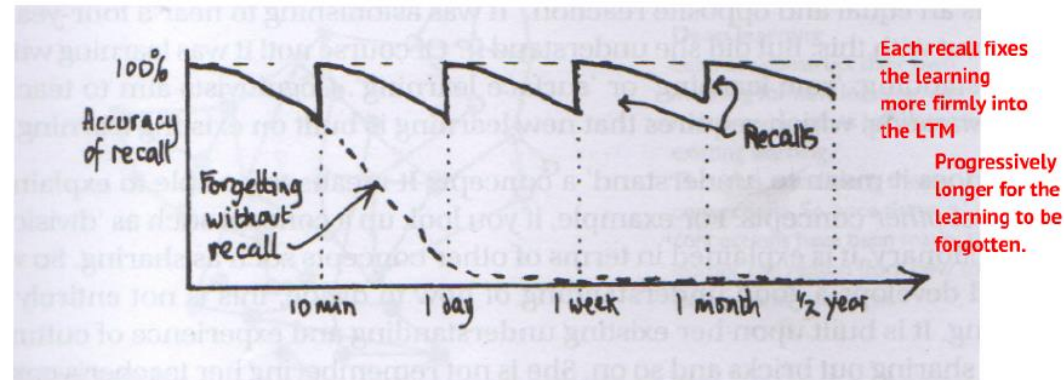
**not under direct
conscious control**

**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"

**Are there any exceptions to
this thinking?**



Emotional Significance



There are exceptions ... that one off experience!

Our knowledge of memory suggests the following:

- Don't cover new material too quickly
- Slow down
- Leave a silence after an important 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 we learn?



**Let's take a closer look at how YOU like
to learn.**



Desert Assignment



Imagine you must travel entirely alone, in a Land Rover, from A to B on the map. 100's of miles across the Sahara Desert.

In order to survive you must learn one skill.



You must be able to dismantle, clean and reassemble the carburettor.

Practical skill

It is a matter of life and death that you learn effectively!

How would you want to learn this skill?

You may choose any and as many learning experiences you like...no expense spared!

Explanation (listen to a teacher explain)

Reading (relevant reading set)

Test (Simple or realistic, marked by teacher)

Class practical or exercise (Practice under supervision)

Note-taking (Notes or handouts given to provide permanent record to refer to during trip)

Demonstration (watch a teacher show how it's done)

Question and Answer (ask questions to teacher)

Watch a video (includes content on location in Sahara)

Summarising (given summary of most important aspects)

Investigation (explore the topics for yourself)

Role-play (take part in realistic simulations – even in a desert!)

Others?



What order do you want them?

To learn how to clean a carburettor



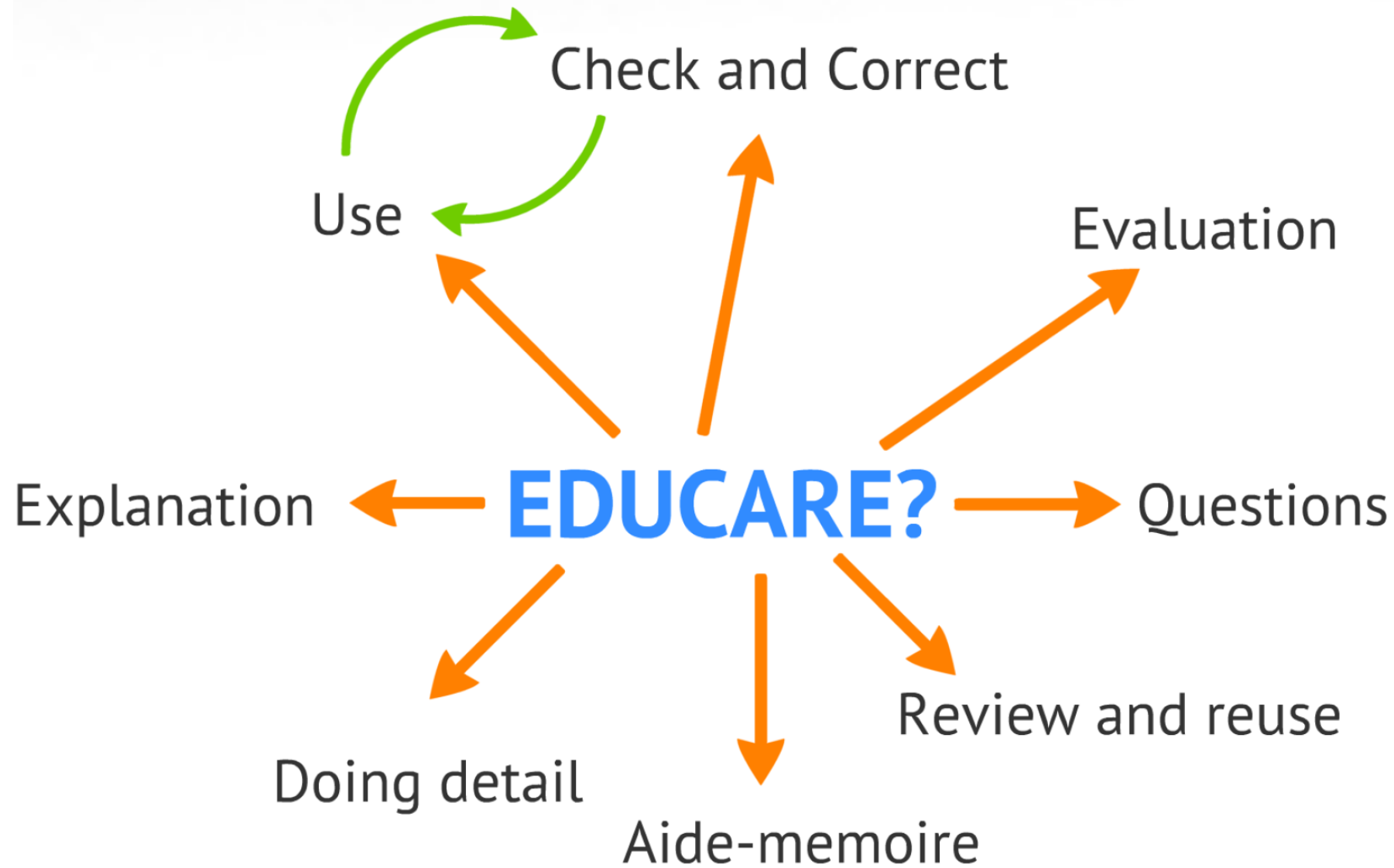
1) Explanation – Function/ where it is/ how it works/ plenty of visual aids and specific handouts (Land Rover). **Understanding**

2) Demonstration – Removal/ dismantling/ cleaning/ reassemble/ notes with warnings and tips and hints. **Actively working it out for themselves**

3) Class practice – Do 2) themselves under supervision. **Doing-detail**

4) A realistic field practice test – In desert, unsupervised/ assessed by teacher (emergency support please) **Skill evaluated**

We all have learning NEEDS...which must be met.



(Geoff Petty, 2009)

What should we learn?



Latin = Education

Educate ?

What does it actually mean?

The root of 'Educate in Latin

'Ducere'



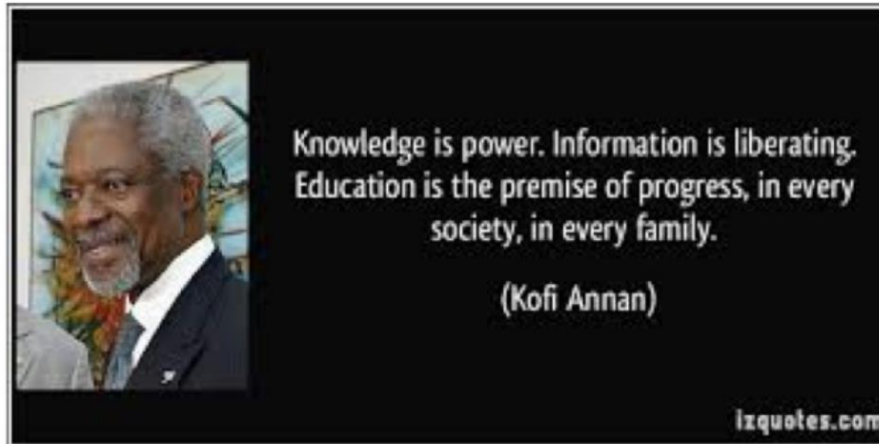
From one place
to another

'Educare' = "to nourish"

What should children learn?

The function of education is to
teach one to think intensively
and to think critically.
Intelligence plus
character - that is the
goal of true education.

Martin Luther King, Jr.
VERYBESTQUOTES.COM



Llywodraeth Cymru
Welsh Government

Right! Let's sort this out in the alley!



What qualities do learners need?



When we no longer know what to do we have come to our real work and when we no longer know which way to go we have begun our real journey.



The mind that is not baffled is not employed.

Wendell Berry

Who? *What?*
Why? How many?
Habits of Mind



The 16 Habits of Mind



The 16 Habits of Mind

1. Persisting



2. Managing Impulsivity



3. Listening with understanding & empathy



4. Thinking Flexibly



5. Thinking about thinking (metacognition)



6. Striving for accuracy



7. Questioning and posing problems



8. Applying past knowledge to new situations



9. Thinking & communicating with clarity and precision



10. Gathering data through all senses



11. Creating, imagining, innovating



12. Responding with wonderment and awe



13. Taking responsible risks



14. Finding humour



15. Thinking interdependently



16. Remaining open to continuous learning



Constructivist School

Learners must construct their own learning



How learning is built on existing learning

Without learning, we 'help learning' it without understanding

Constructivists aim to teach for **UNDERSTANDING**

What does it mean to understand something?



Behaviourist School

Rewards and motivation

Behavioural psychologists studied learning in animals.

CS Thorndike (1874-1949)



Skinner (1904-1990)



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

How do we know what we know?

How do we know what we know?

How do we know what we know?

How do we know what we know?



Humanistic School

Meeting the emotional needs of learners



Humanist psychologists had a new way of seeing and describing the person. A person is not just a collection of responses to the environment. A person is a whole person.

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Constructivist School

Learners must construct their own learning

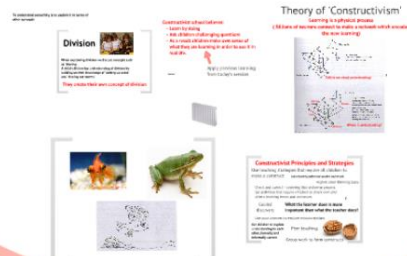


New learning is built on existing learning.

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

Constructivist aim to teach for UNDERSTANDING.

What does it mean to understand something?





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

Constructivist aim to teach for UNDERSTANDING.

What does it mean to understand something?

- To understand something is to explain it in terms of other concepts e.g. Division
- 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

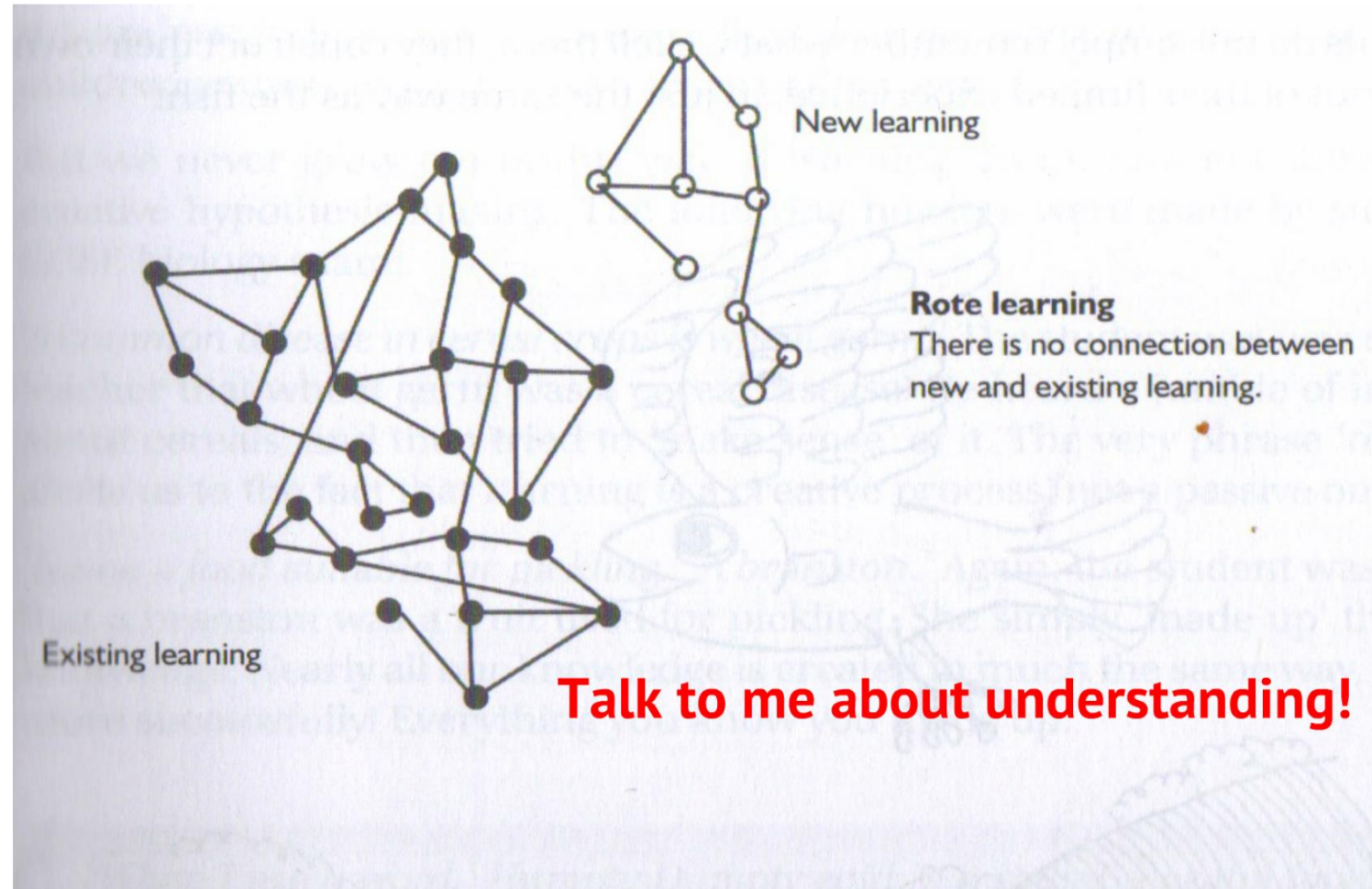
Constructivist school believes:

- 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

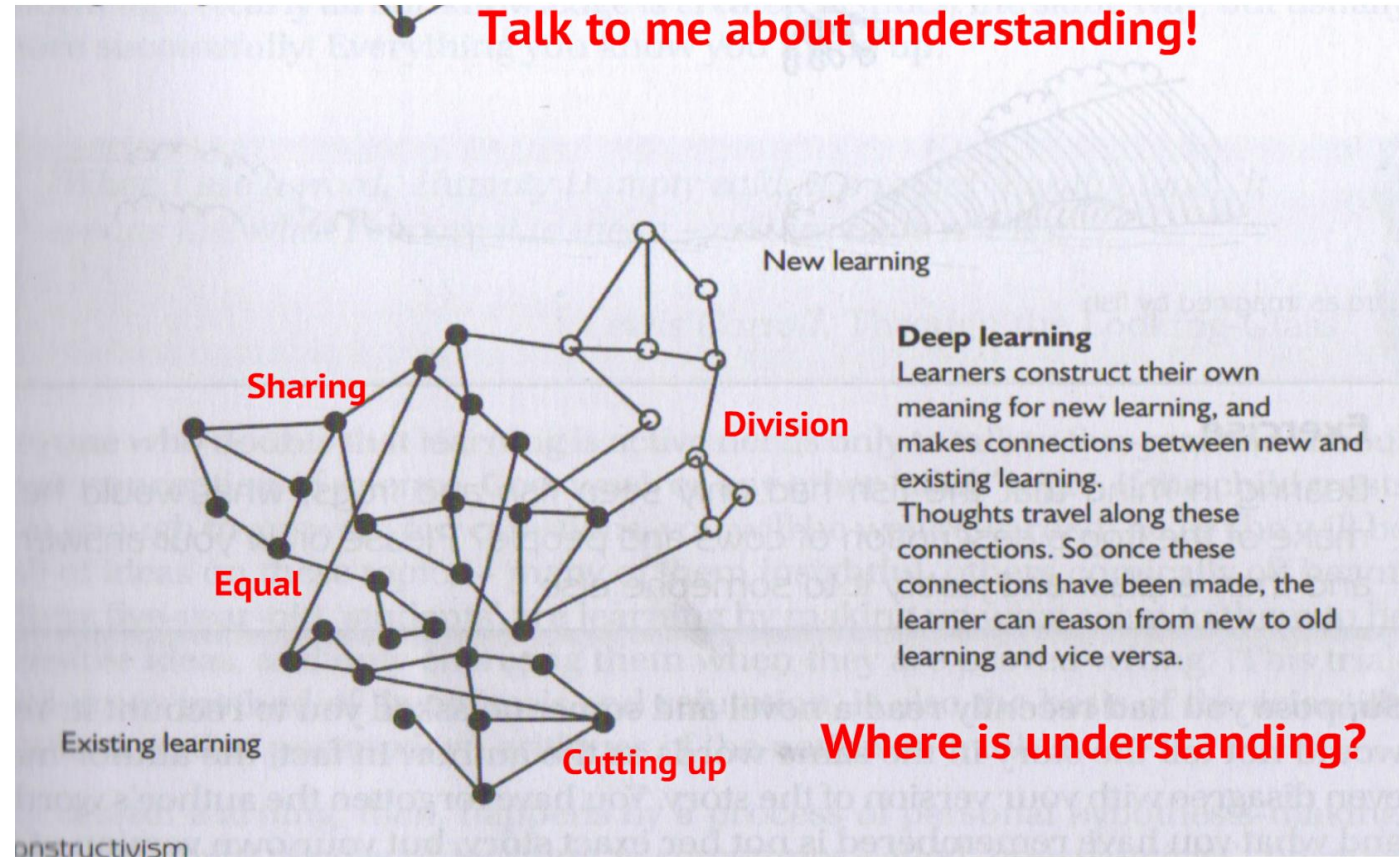
Theory of 'constructivism'

Learning is a physical process
(Billions of neurons connect
to make a network which encodes
the new learning)



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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

c

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?



Thorndike's learning experiment
Thorndike's experiment showed that animals learn by trial and error. The animal learns to perform a specific action to receive a reward. This is called **trial and error learning**.
Thorndike's experiment was a **classical conditioning** experiment.

No connection with the experimental results
The results of the experiment showed that the animal learned to perform a specific action to receive a reward. This is called **trial and error learning**.
They make use of the learning to develop new learning
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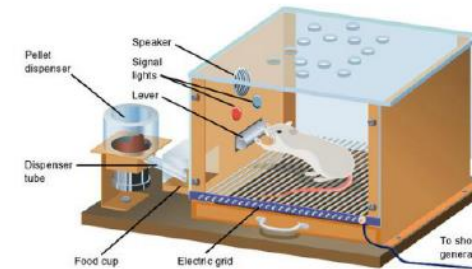
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Principles of learning according to behaviourist school

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

Getachew's 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

Be consistent - never 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 behaviourists' findings?

Principles of learning according to behaviourist school

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Set achievable tasks for learners

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feedback
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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

how children fail



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, lose self confidence.

Hit out in retaliation, disruptive

NEVER was learners' emotional development

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!

Over-helping by teachers encourages dependency

Students take responsibility for own learning

No blame policy for mistakes

Given time to improve work

Learners present themselves for assessment when they feel ready

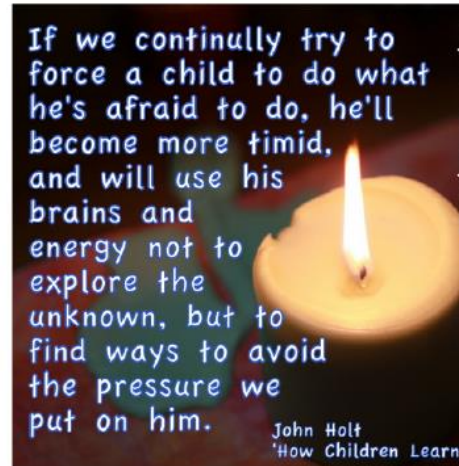
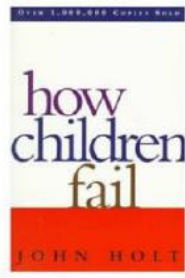
Self assessment is preferable to teacher assessment as teacher tests promote 'false' learning and teacher assessment can create fear and humiliation. Students will never take responsibility of their own improvement until they can learn to be constructively critical of their own work.

c

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1964



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Either way learners and learning damaged!

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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!

PLENARY

