

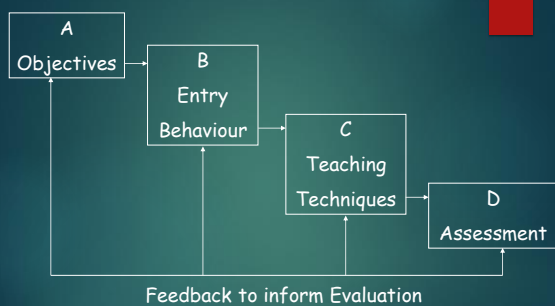
Principles of Learning, Teaching and Emergent Technology

ROLES, FUNCTIONS AND RESPONSIBILITIES OF THE TEACHER

Your learner may be called:

- ▶ Apprentice
- ▶ Candidate
- ▶ Student
- ▶ Participant
- ▶ Pupil
- ▶ Trainee.

(Adapted from Gravells, 2008, p.10)



Basic Teaching Model

Activity

In small groups, discuss and make a list of the roles of the teacher

Roles of the Teacher

- ▶ Facilitator of learning
- ▶ Mentor
- ▶ Coach
- ▶ Counsellor
- ▶ Role model
- ▶ Information Provider / Lecturer / Instructor / Practitioner / Presenter.

Roles of the Teacher Cont.

- ▶ Trainer
- ▶ Tutor
- ▶ Planner – Curriculum planner, Course organiser
- ▶ Resource Developer – Study Guides, Materials, Assessments, etc.
- ▶ Assessor – Student assessor, Curriculum evaluator.

Activity

What functions does a teacher carry out?
In small groups, discuss and make a list.

Functions of the Teacher

- ▶ Completing attendance records
- ▶ Maintaining records of learner progress e.g. Interviews, tutorials, assessments, etc.
- ▶ Inducting learners to the organisation and course
- ▶ Conducting one-to-one tutorials and reviews with learners
- ▶ Following professional values and ethics
- ▶ Acting and speaking appropriately

Functions of the Teacher continued

- ▶ Standardising practice with others
- ▶ Attending meetings
- ▶ Preparing resources
- ▶ Marking work
- ▶ Attending promotional events and exhibitions
- ▶ Referring learners to other people/agencies when necessary

Activity

What do think the responsibilities of a teacher are?

In your group, discuss and make a list

Responsibilities

- ▶ To have a Duty of Care for the learners
- ▶ To be Positive about Learning
- ▶ To provide a Positive Environment
- ▶ To recognise students' past experiences
- ▶ To recognise that individuals learn in different ways
- ▶ To recognise that everyone learns at their own pace.

Adult Learner Expectations

1. Adults expect to be taught and expect to learn
2. Adults expect to have to work hard
3. Adults expect that the work is related to the vocation
4. Adults expect to be treated as adults

Adults learn best when they ...

Think about how you learn best.
Share your ideas with your group, and compile a
collective list of the factors that influence adult
learning

For example,

'Adults learn best when they are involved in
negotiating their own learning and evaluation'

Adults learn best when they: (Farrington, 1996)

- ▶ Are involved in negotiation
- ▶ Derive their own goals
- ▶ Diagnose their own needs for learning
- ▶ Accept that learning is an internal process
- ▶ Become autonomous
- ▶ Have responsibility for learning

Adults learn best when they...

- ▶ Share ideas and feelings
- ▶ Experience openness, trust, respect, commitment,
etc.
- ▶ Are in a climate conducive to learning
- ▶ Are willing to alter their way of thinking
- ▶ Are able to accept uncertainty

Adults learn best when they...

- ▶ Learn and think with others
- ▶ Make use of their experience
- ▶ Fully utilise their willingness to learn
- ▶ Are present-centred
- ▶ Learn from problems rather than subjects
- ▶ Are activity-based

Adults learn best when they ...

- ▶ Focus on principles
- ▶ Reflect upon experience
- ▶ Acknowledge the importance of process
- ▶ Have a sense of progression
- ▶ Value transitions
- ▶ Are integrated in their thinking

Adults learn best when they...

- ▶ Can create knowledge
- ▶ Can change
- ▶ Think critically.
