Unit 3: Theories, Principles and Models in Education & Training

British College of Business

Twenty years from now you will be more disappointed by the things that you didn’t do than by the ones you did do.

Purpose and aim(s) of the unit	**The purpose of the unit is to provide the learner with knowledge and understanding of theories, principles and models applied to education and training. It includes application of theories, principles and models of learning, communication and assessment in education and training, the application of theories and models of curriculum development within own area of specialism, and the application of theories and models of reflection and evaluation to the evaluation of own practice.**
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.

Module Learning Outcomes

Learning outcomes	Assessment criteria
The learner will	**The learner can**
1. Understand the application of theories, principles and models of learning in education and training.	1.1 Analyse theories, principles and models of learning. 1.2 Explain ways in which theories, principles and models of learning can be applied to teaching, learning and assessment. 1.3 Analyse models of learning preferences. 1.4Explain how identifying and taking account of learners' individual learning preferences enables inclusive teaching, learning and assessment.
2. Understand the application of theories, principles and models of communication in education and training.	2.1 Analyse theories, principles and models of communication. 2.2 Explain ways in which theories, principles and models of communication can be applied to teaching, learning and assessment.
3. Understand the application of theories, principles and models of assessment in education and training.	3.1 Analyse theories, principles and models of assessment. 3.2 Explain ways in which theories, principles and models of assessment can be applied in assessing learning.

Module Learning Outcomes continued.....

Learning outcomes	Assessment criteria
The learner will	**The learner can**
4. Understand the application of theories and models of curriculum development within own area of specialism.	4.1 Analyse theories and models of curriculum development. 4.2 Explain ways in which theories and models of curriculum development can be applied in developing curricula in own area of specialism.
5. Understand the application of theories and models of reflection and evaluation to reviewing own practice.	5.1 Analyse theories and models of reflection and evaluation. 5.2 Explain ways in which theories and models of reflection and evaluation can be applied to reviewing own practice.

Discuss:

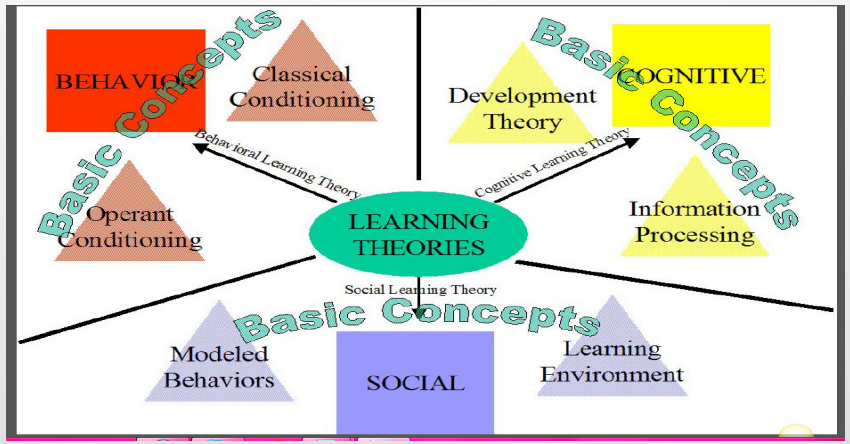
- What is Learning
- What do we mean by a theory of learning

Video

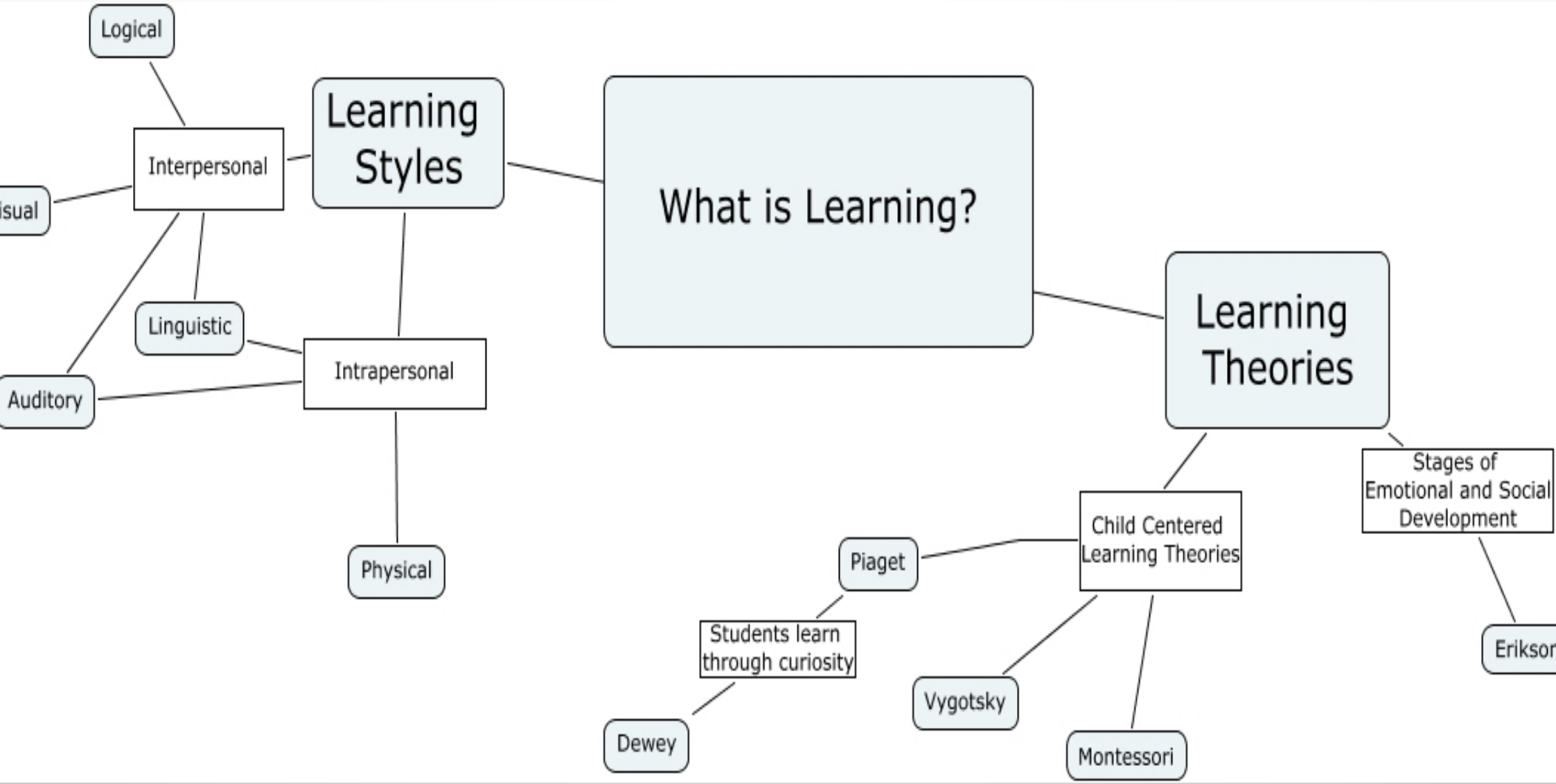
Learning

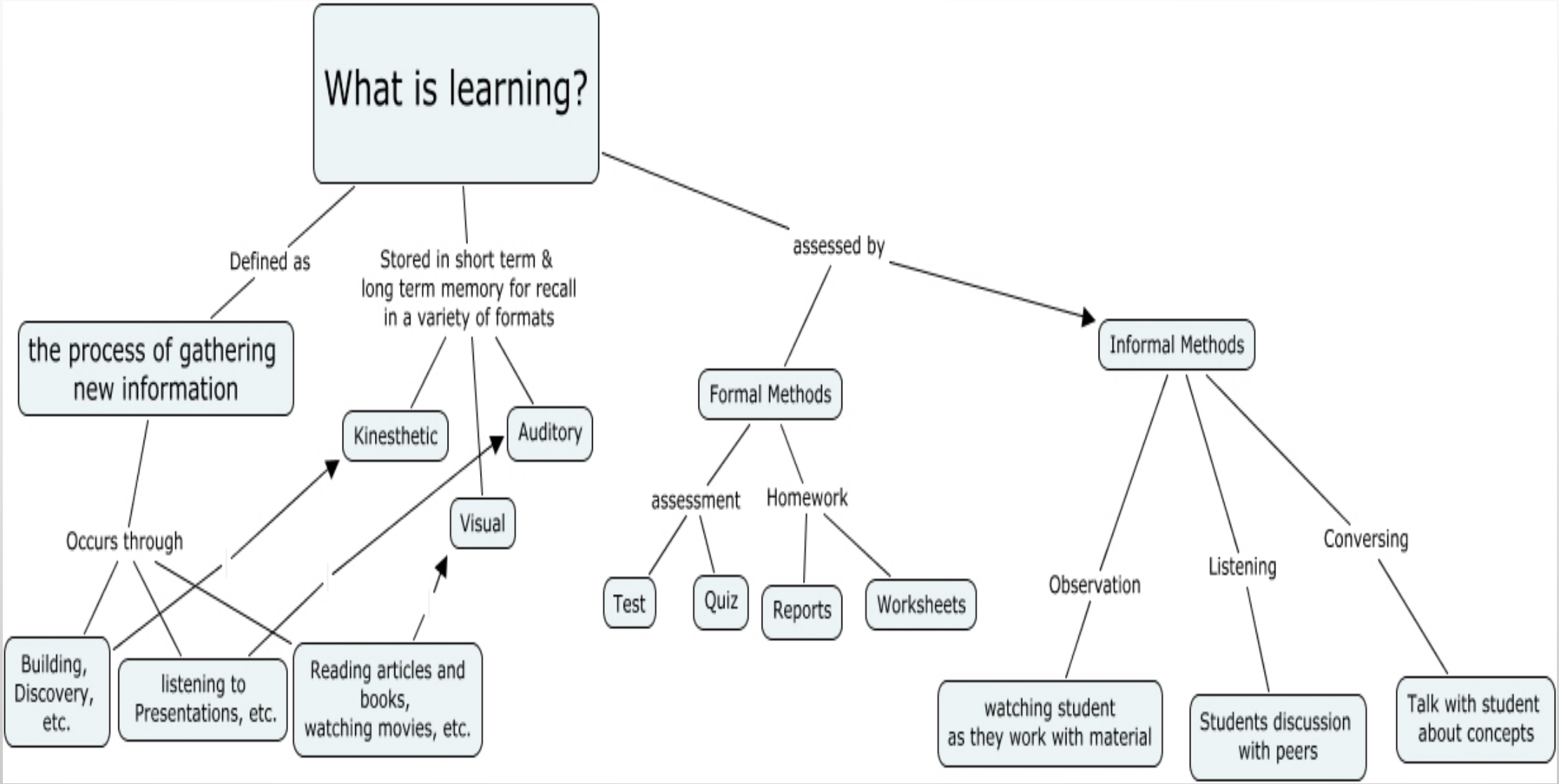
(Video 1)

THEORIES OF LEARNING



What is
LEARNing?


What is Learning?
Learning Styles
Logical
Interpersonal
isual
Linguistic
Intrapersonal
Auditory
Physical
Learning Theories
Child Centered Learning Theories
Piaget
Students learn through curiosity
Dewey
Vygotsky
Montessori
Stages of Emotional and Social Development
Eriksor


What is learning?
Defined as
the process of gathering new information
Occurs through
Building, Discovery, etc.
listening to Presentations, etc.
Reading articles and books, watching movies, etc.
Stored in short term & long term memory for recall in a variety of formats
Kinesthetic
Visual
Auditory
assessed by
Formal Methods
assessment
Homework
Test
Quiz
Reports
Worksheets
Informal Methods
Observation
Listening
Conversing
watching student as they work with material
Students discussion with peers
Talk with student about concepts

- A Change in Behavior as a Result of Experience
- Learned Behaviors
- Unlearned Behaviors
- Intentional Learning
- Unintentional Learning
- Behavioral Theories of Learning Emphasize Observable Behavior

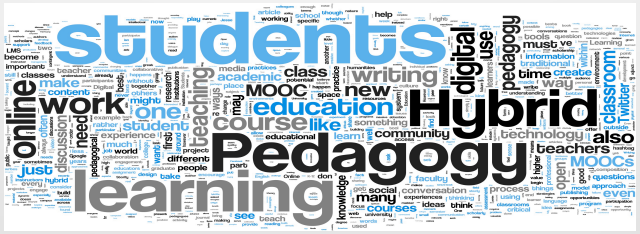
Conditions of learning Video

(Video 2)

Some Terminology

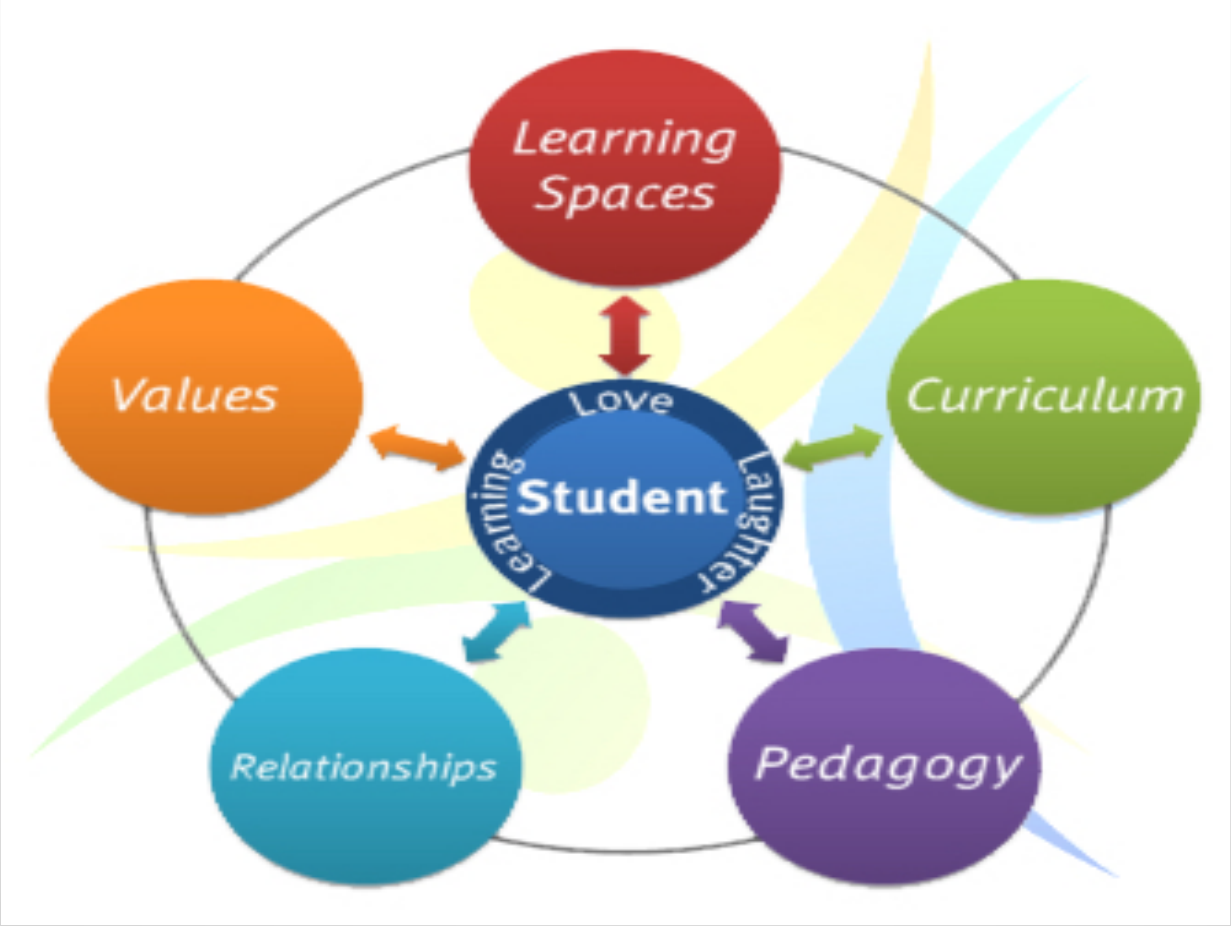
Pedagogy

Pedagogy is the act of teaching together with its attendant discourse. It is what one needs to know, and the skills one needs to command in order to make and justify the many different kinds of decisions of which teaching is constituted.

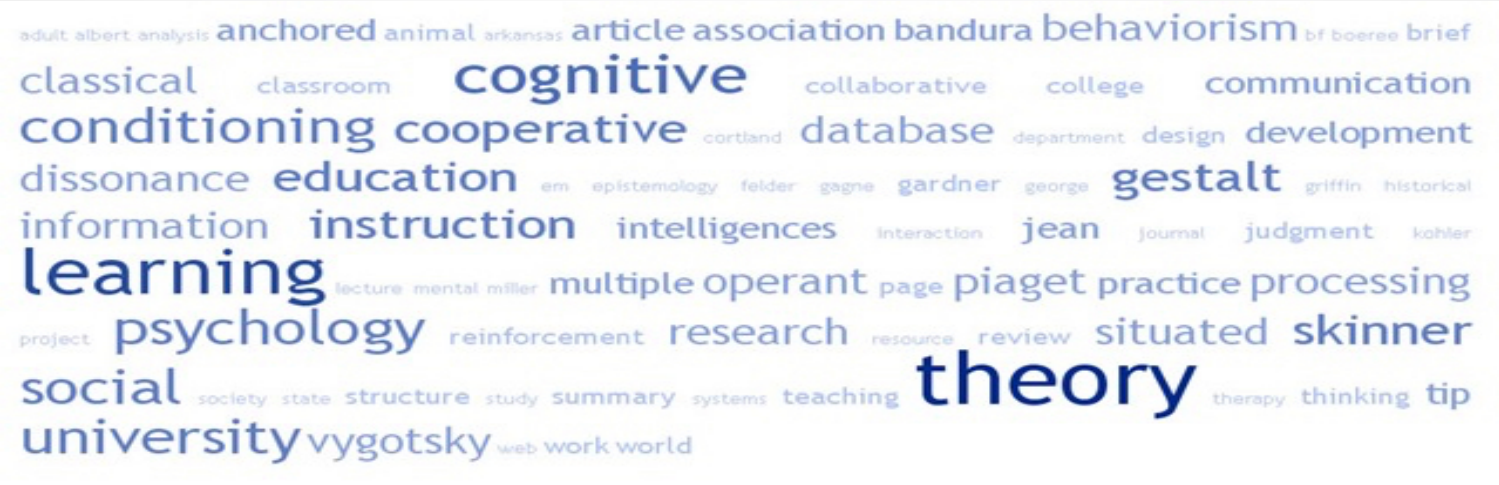


Case study
Simulations
Role plays
Managemen t activity
Seminars & workshop s
Live projects
Indutrial projects
Pedagogy

From a learners perspective



WHAT IS A LEARNING THEORY?



Discuss:

- What should a learning theory be able to do ?
- Which is the 'best' learning theory ?

Video

Behavioral, cognitive, Developmental, Social Cognitive and Constructivist Perspectives

(Video 3)

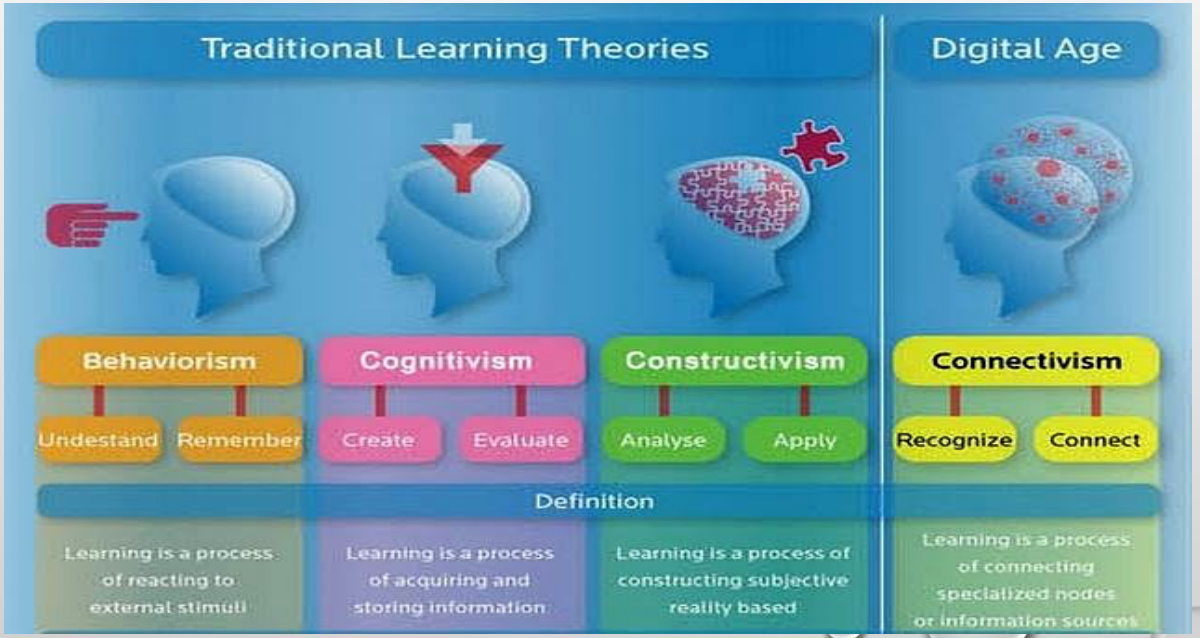
Theories on how people learn are not new. **Piaget**, **Bruner**, **Vygotsky**, **Skinner** and others have theorized for years how it is we come to “know” things.

Unlike many scientific theories, it is unlikely that a single learning theory is “right,” and will ultimately prove other theories “wrong.” How people learn is complex, and any unifying theory on how it all happens that’s entirely accurate would likely be too vague to be helpful. In that way, each “theory” is more of a way to describe one truth out of many.

Traditional Theories Of Learning

Of the published research and science, the more popular theories in the last fifty years are:

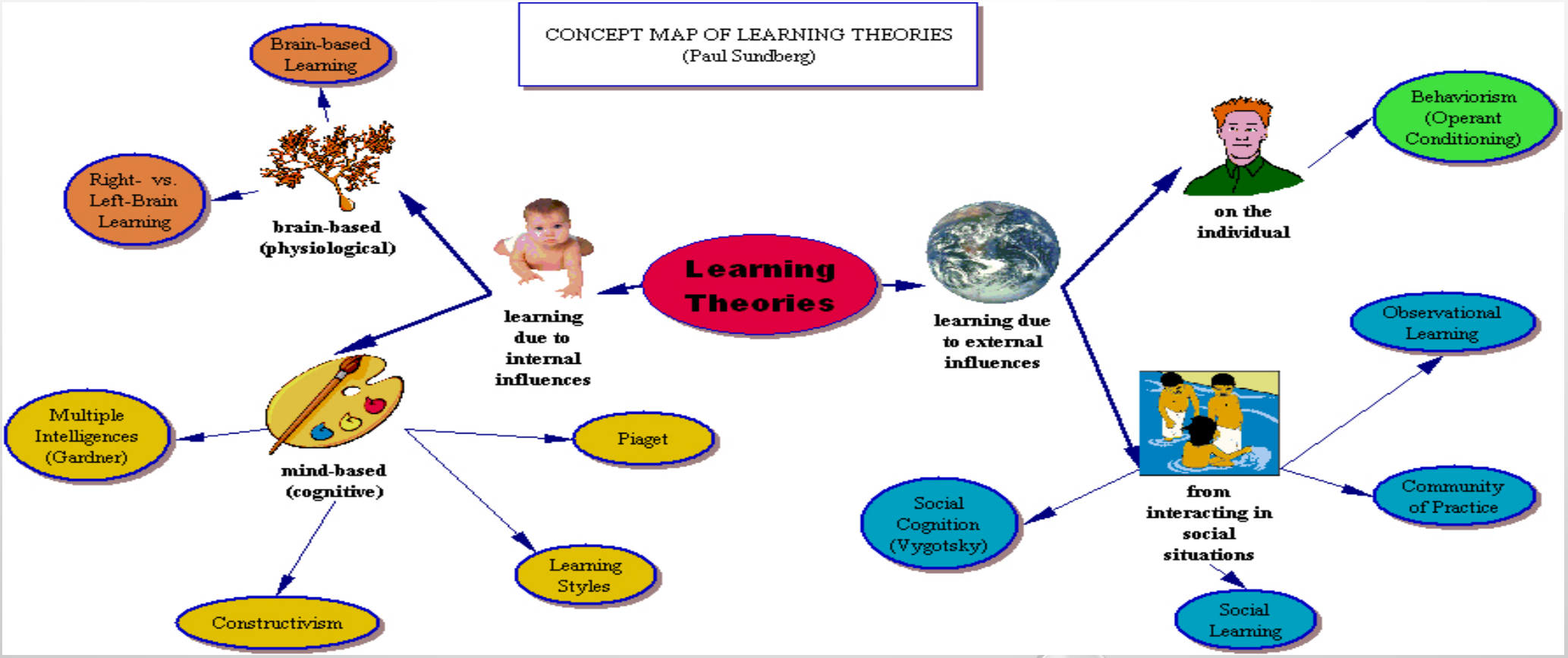
Behaviorism	Learning is a process of reacting to external stimuli
Cognitivism	Learning is a process of acquiring and storing information
Constructivism	Meaning is continuously “constructed” through experience & reflection
Connectivism	Learning is a process of connecting specialized nodes



Some Others

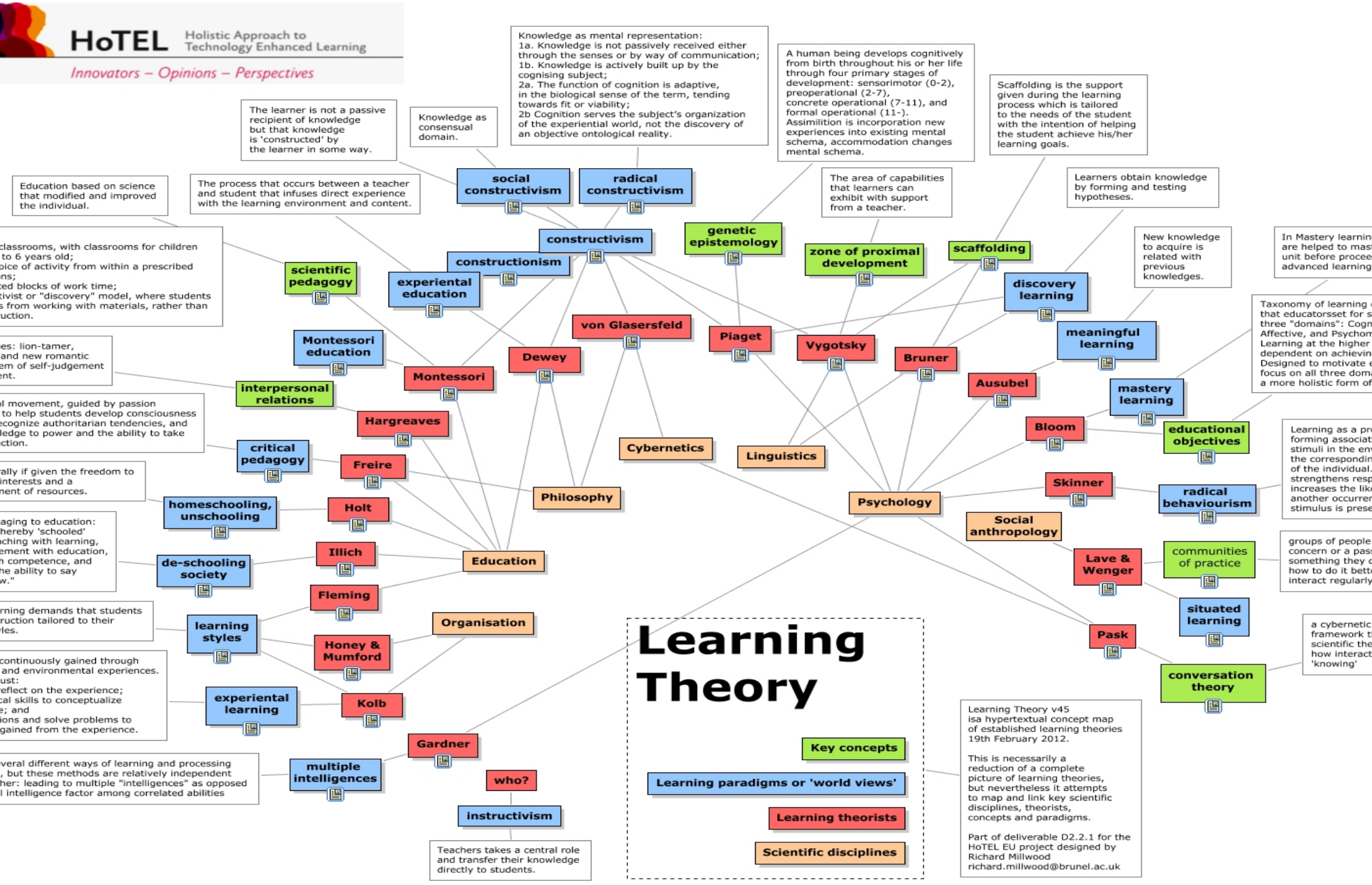
Social Learning Theory Multiple Intelligences Brain-Based Learning

Let us investigate some …….



There are a great many theories of learning…….

For the brave to investigate …….


HoTEL
Holistic Approach to Technology Enhanced Learning
Innovators – Opinions – Perspectives
Knowledge as mental representation:
1a. Knowledge is not passively received either through the senses or by way of communication;
1b. Knowledge is actively built up by the cognising subject;
2a. The function of cognition is adaptive, in the biological sense of the term, tending towards fit or viability;
2b Cognition serves the subject's organization of the experiential world, not the discovery of an objective ontological reality.
A human being develops cognitively from birth throughout his or her life through four primary stages of development: sensorimotor (0-2), preoperational (2-7), concrete operational (7-11), and formal operational (11-). Assimilition is incorporation new experiences into existing mental schema, accommodation changes mental schema.
Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals.
The learner is not a passive recipient of knowledge but that knowledge is 'constructed' by the learner in some way.
Knowledge as consensual domain.
social constructivism
radical constructivism
Education based on science that modified and improved the individual.
The process that occurs between a teacher and student that infuses direct experience with the learning environment and content.
The area of capabilities that learners can exhibit with support from a teacher.
Learners obtain knowledge by forming and testing hypotheses.
constructivism
genetic epistemology
zone of proximal development
scaffolding
constructionism
experiential education
discovery learning
New knowledge to acquire is related with previous knowledges.
In Mastery learnin
are helped to mast
unit before procee
advanced learning
classrooms, with classrooms for children
to 6 years old;
oice of activity from within a prescribed
ns;
ed blocks of work time;
tivist or "discovery" model, where students
s from working with materials, rather than
uction.
scientific pedagogy
von Glasersfeld
Piaget
Vygotsky
Bruner
meaningful learning
Taxonomy of learning
that educatorsset for s
three "domains": Cogn
Affective, and Psychom
Learning at the higher
dependent on achievin
Designed to motivate e
focus on all three doma
a more holistic form of
es: lion-tamer,
and new romantic
em of self-judgement
nt.
Montessori education
Dewey
Montessori
Ausubel
mastery learning
interpersonal relations
l movement, guided by passion
to help students develop consciousness
ecognize authoritarian tendencies, and
ledge to power and the ability to take
ction.
Hargreaves
Bloom
educational objectives
Learning as a pr
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stimuli in the en
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of the individual.
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increases the lik
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stimulus is prese
critical pedagogy
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Cybernetics
Linguistics
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Philosophy
Psychology
Skinner
radical behaviourism
homeschooling, unschooling
Holt
Social anthropology
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Illich
Education
Lave & Wenger
communities of practice
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de-schooling society
Fleming
situated learning
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learning styles
Organisation
Honey & Mumford
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ust:
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cal skills to conceptualize
e; and
ions and solve problems to
gained from the experience.
experiential learning
Kolb
conversation theory
veral different ways of learning and processing
, but these methods are relatively independent
her: leading to multiple "intelligences" as opposed
l intelligence factor among correlated abilities
multiple intelligences
Gardner
who?
instructivism
Teachers takes a central role and transfer their knowledge directly to students.
Learning Theory
Key concepts
Learning paradigms or 'world views'
Learning theorists
Scientific disciplines
Learning Theory v45
isa hypertextual concept map
of established learning theories
19th February 2012.
This is necessarily a
reduction of a complete
picture of learning theories,
but nevertheless it attempts
to map and link key scientific
disciplines, theorists,
concepts and paradigms.
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