

**PRESENTATION ON CONCEPT OF TEACHING,
LEARNING AND SOME OF LEARNING THEORIES BY
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OUTLINE OF PRESENTATION

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CONCEPT OF TEACHING AND SOME LEARNING THEORIES

INTRODUCTION

Edmund Amidon defined **teaching** as “an interactive process, primarily involving classroom talk which takes place between **teacher** and pupil and occurs during certain definable activities”.

..The **teaching** strategy has a positive effect on student learning. It is always possible to modify, improve and develop. **Effective teaching** can be defined in many ways including **teacher** behavior (warmth, civility and clarity), **teacher** knowledge (of subject matter, of students), **teacher** beliefs, and so forth. Here we define **effective teaching** as the ability to improve student achievement as shown by research. A **good teacher** is one who is able to explain and demonstrate concepts in a variety of ways for a variety of different learners and learning styles. A **good teacher** is a **good learner**—they learn how their student(s) learn—and modify their **teaching** accordingly. The ultimate goal of teaching is to promote learning. For the most part, learning takes place in many different circumstances and contexts. Although everyone is capable of learning, a student's desire to learn is a vital to mastering new concepts, principles and **skills**.



WHAT MAKES A GOOD TEACHER: 10 QUALITIES OF AN EXCELLENT TEACHER. ...

Communication Skills. ...

Listening Skills. ...

Friendly Attitude. ...

Patient. ...

Strong Work Ethic. ...

Organizational Skills. ...

Preparation.

Characteristics of good teaching

A desire to share your love of the subject with students.

An ability to make the **material** being taught stimulating and interesting.

A facility for engaging with students at their level of understanding.

A capacity to explain the **material** plainly.

The top five qualities of a great teacher, according to students, are:

The ability to develop relationships with their students. ...

Patient, caring, and kind personality. ...

Knowledge of learners. ...

Dedication to teaching. ...

Engaging students in learning.

ROLES OF A TEACHER

NORMS AND STANDARDS FOR EDUCATORS.

Learning mediator.

Interpreter and designer of learning programmes and materials.

Leader, administrator and manager.

Scholar, researcher and lifelong learner.

Community, citizenship and pastoral role.

Assessor.

Learning area/subject/discipline/phase specialist.

CHARACTERISTICS OF A 21ST CENTURY TEACHER

Facilitate and inspire student **learning** and **creativity** so that all students achieve in the global society.

Enable students to maximize the potential of their formal and informal **learning** experiences.

Facilitate **learning** in multiple modalities.

21ST CENTURY SKILLS

Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information.

Research skills and practices, interrogative questioning.

Creativity, artistry, curiosity, imagination, innovation, personal expression.

Perseverance, self-direction, planning, self-discipline, adaptability, initiative.



The term “**21st-century skills**” is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to **teach** to help students thrive in today's world.Oct 11, 2010

21st century learning is the constellation of **learner** characteristics which equips students to enjoy a high quality of life, work and relationships by being resilient, intentional, creative and confident **learners** who understand the value of collaboration, the relationship of effort to results and the need to be ...

How to Promote Student Engagement with 21st Century Learners

Leadership.

Ability to work in a team.

Communication skills (written)

Problem solving skills.

Communication (oral)

Strong work ethic.

Initiative.

Analytical/quantitative skills.

These **21st-century skills** are more **important** to students now than ever before. They not only provide a framework for successful **learning** in the classroom, but ensure students can thrive in a world where change is constant and **learning** never stops. And they are also tremendously **important** for our nation's wellbeing.



20 KEY PRINCIPLES FOR TEACHING AND LEARNING

APA-supported Coalition for Psychology in Schools and Education has condensed the most important psychological science of teaching and learning principles into 20 principles:

Students' beliefs or perceptions about intelligence and ability affect their cognitive functioning and learning.

What students already know affects their learning.

Students' cognitive development and learning are not limited by general stages of development.

Learning is based on context, so generalizing learning to new contexts is not spontaneous but instead needs to be facilitated.

Acquiring long-term knowledge and skill is largely dependent on practice.

Clear, explanatory and timely feedback to students is important for learning.

Students' self-regulation assists learning, and self-regulatory skills can be taught.

Student creativity can be fostered.

Students tend to enjoy learning and perform better when they are more intrinsically than extrinsically motivated to achieve.

Students persist in the face of challenging tasks and process information more deeply when they adopt mastery goals rather than performance goals.

Teachers' expectations about their students affect students' opportunities to learn, their motivation and their learning outcomes.

Setting goals that are short-term (proximal), specific and moderately challenging enhances motivation more than establishing goals that are long-term (distal), general and overly challenging.



Learning is situated within multiple social contexts.

Interpersonal relationships and communication are critical to both the teaching-learning process and the social-emotional development of students.

Emotional well-being influences educational performance, learning and development.

Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction.

Effective classroom management is based on (a) setting and communicating high expectations, (b) consistently nurturing positive relationships and (c) providing a high level of student support.

Formative and summative assessments are both important and useful but require different approaches and interpretations.

Students' skills, knowledge and abilities are best measured with assessment processes grounded in psychological science with well-defined standards for quality and fairness.

Making sense of assessment data depends on clear, appropriate and fair interpretation.

Some Principles of Effective Teaching and Learning. ...

Knowledge of the subject matter is essential to the implementation of important teaching tasks.

Interaction. ...

Taking responsibility. ...

Many roads. ...

Expect more. ...

Term. ...

Cooperation.

10 BASIC PRINCIPLES OF ACTIVE LEARNING

Every One Can Learn. ...

Active Learning is Hands Off. ...

Auditory and Tactile Primacy. ...

Responsive Environment, Short Sessions. ...

Mix **Variety** and Constancy, Provide Comparisons. ...

Work up to **Weight Bearing**. ...

Emotional Development Involves Mastery. ...

Learning is by **Repetition** – Allow to fail.

Concept of Teaching: Teaching is a set of events, outside the learners which are designed to support internal process of learning.

'As teachers we tend to think that teaching is all about teachers and our role; in fact the most important aspects of the educational process are the students and what they learn.'

This leads us to consider what we mean by 'learning'. As you read the educational literature and, more specifically, educational psychology, you find many differences in theories and definitions.

Concept of Learning

Learning is about a change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude. The change is not merely incidental or natural in the way that our appearance changes as we get older. Learning is a relatively permanent change, usually brought about intentionally. When we attend a course, search through a book, or read a discussion paper, we set out to learn!

Other learning can take place without planning, for example by experience. Generally with all learning there is an element within

us of wishing to remember and understand why something happens and to do it better next time.

Learning Models:

We are often faced with questions such as: Why use models? How to teach? How student Learn? Answer comes from experience of many people over many years in form of Models.

Such Models can be used by any teacher depending on context.

Example: Pedagogical Vs Andragogical Models. Pedagogical approach teacher dominated learning situation - Students rather passive. Andragogical approach - emphasis on what the learner is doing - how adults learn.

Adult Expectations (Learning Needs):

Some of the common adult expectations are:

- Adults expect to be taught.

- Adult students expect to have to work hard.

- Adult student expectation is that the work is related to the vocation.

- Adult student's expectation is that they expect to be treated as adults.

Each of these four expectations although stated in general terms needs to be interpreted as individual needs. Students may vary in age, sex, background, etc. If students treated as individuals - find out more about them (inside - outside classroom), the greater likelihood to relate their learning to their needs and improve learning potential. Kindness, empathy and sincerity always reap rich dividends with adult learner.

CONCEPT OF TEACHING AND ROLE OF THE TEACHER

Teaching is a set of events, outside the learners which are designed to support internal process of learning. Teaching (Instruction) is outside the learner. Learning is internal to learners.

You cannot motivate others if you are not self-motivated. Motives are not seen, but, Behaviors are seen. Is learning a motive or behavior? Learning is both a motive and behavior but only behavior is seen, learning is internal, performance is external.

Role of the Teacher:

Generally, the role of teacher can be categorized into:

Traditional Role - Teacher Centered

Modern Role - Facilitator (Student Centered)

There has been a change from the Traditional role to the Modern role in the present context. The learning increases when the teacher builds on the previous experience of the student.

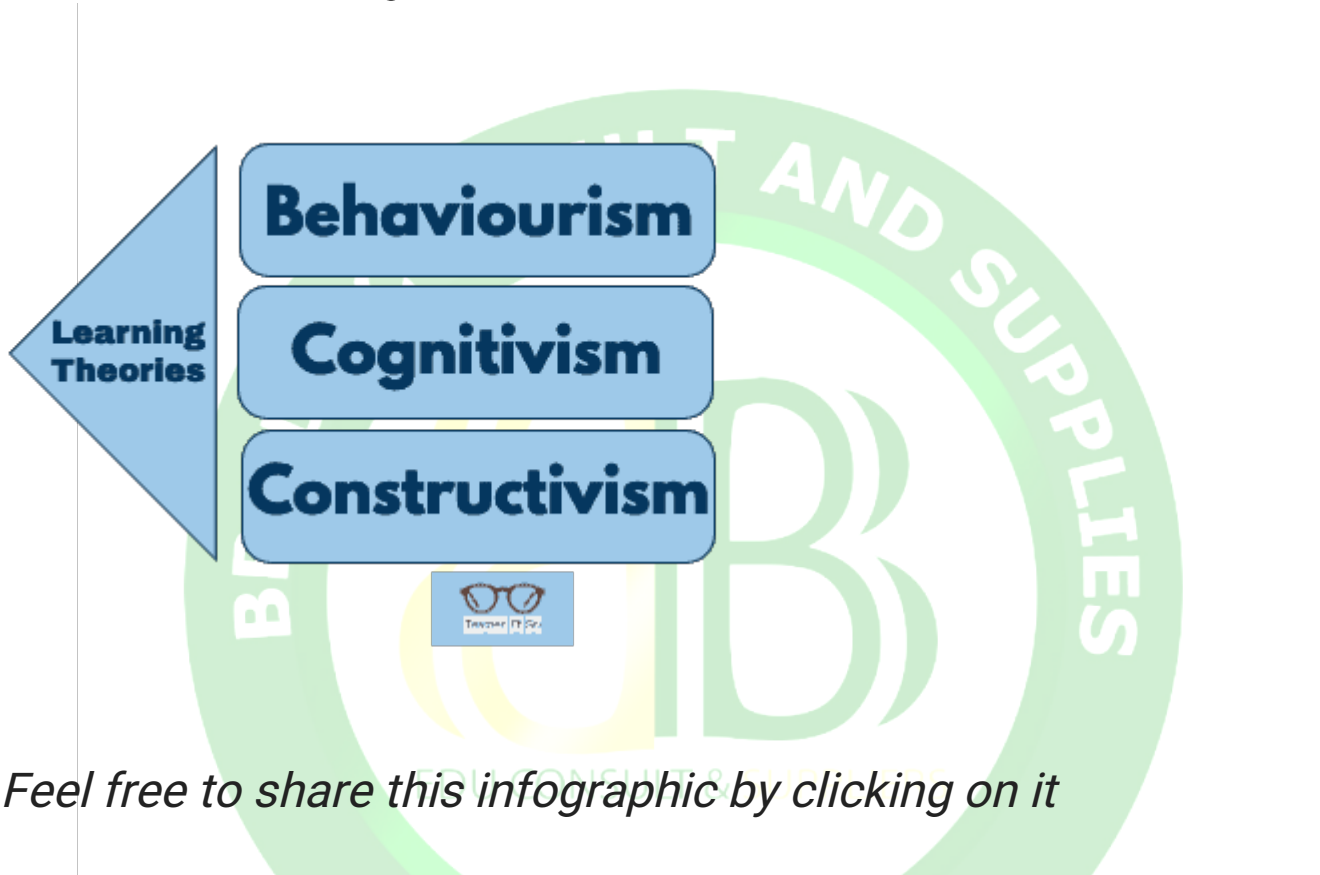
However, individual's learning differs and each individual learns at his or her own pace. Identifying the slow learners and individual attention of the teacher may be required. Thus, effective learning is to a great extent based on experiences. Direct experiences are student centered and participation in problem solving. While in indirect experience, the contents are carefully designed and organized by teacher.

LEARNING THEORIES

There many theories of learning. However we shall deal with only three because all these theories below are summed up into three major theories. All other theories mentioned below originate from these three major theories.

Despite the fact there are so many educational theorists, there are three labels that they all fall under.

Behaviourism, Cognitivism and Constructivism.



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WHAT ARE LEARNING THEORIES?

Since Plato, many theorists have emerged, all with their different take on how students learn. [Learning theories](#) are a set of principles that explain how best a student can acquire, retain and recall new information.

THE THREE MAJOR THEORIES OF LEARNING



What is Behaviourism?

[Behaviourism](#) involves repeated actions, verbal reinforcement and incentives to take part. It is great for establishing rules, especially for [behaviour management](#). Behaviourism is based on the idea that knowledge is independent and on the exterior of the learner. In a behaviourist's mind, the learner is a blank slate that should be provided with the information to be learnt. Through this interaction, new associations are made and thus learning occurs. Learning is achieved when the provided stimulus changes behaviour.

What is Cognitivism?

In contrast to behaviourism, [cognitivism](#) focuses on the idea that students process information they receive rather than just responding to a stimulus, as with behaviourism. There is still a behaviour change evident, but this is in response to thinking and processing information. In [cognitive load theory](#), learning occurs when the student reorganises information, either by finding new explanations or adapting old ones.



What is Constructivism?

[Constructivism](#) is based on the premise that we construct learning new ideas based on our own prior knowledge and experiences. Learning, therefore, is unique to the individual learner. Students adapt their models of understanding either by reflecting on prior theories or resolving misconceptions. Students need to have a prior base of knowledge for constructivist approaches to be effective. [Bruner's spiral curriculum](#) is a great example of constructivism in action



Below, you will find a brief outline of each educational learning theory, along with links to resources that may be helpful.

1. **Behaviorism** is a view in which behavior can be explained by external factors and behavioral conditioning can be used as a universal learning process. In behaviorism, the ideas of positive and negative reinforcement are effective tools of learning and behavior modification, as well as a punishment and reward system.

[Behaviorism Overview](#)

[Behaviorism Learning Theory](#)

2. **Cognitivism** is a learning theory developed by Jean Piaget in which a child develops cognitive pathways in understanding and physical response to experiences. In this theory, students learn most effectively through reading text and lecture instruction.

[Paradigms of Learning](#)

Educational Theories of Learning

3. **Constructivism** is the idea that people are responsible in creating their own understanding of the world and using what they know based on previous experiences in the process of linking new information to these experiences. People use these experiences and new information to construct their own meaning.

Constructivism

Influential Theories of Learning

4. **Humanism** focuses on the individual as the subject and asserts that learning is a natural process that helps a person reach self-actualization. Scenarios and role modeling are important factors in humanistic learning, as are experiences, exploring and observing others.

Humanistic Approaches to Learning

Humanism Learning Theory

5. **Connectivism** is a relatively new learning theory, developed and based upon the idea that people process information by forming connections. This theory has developed with the digital and technology age, adapting to advances in these arenas. This new theory suggests that people no longer stop learning after formal education and continue to gain knowledge from other avenues such as job skills, networking, experience and access to information with new tools in technology.

Connectivism: A Learning Theory for the Digital Age

As you progress through your educational career, we aim to provide you with the resources you need to succeed. Feel free to check out the full list of programs on our site to learn more about all of your options for becoming a teacher and expanding your



education.

Behaviourism.

Behaviourism is based on the idea that knowledge is independent and on the exterior of the learner. In a behaviourist's mind, the learner is a blank slate that should be provided with the information to be learnt.

Through this interaction, new associations are made and thus learning occurs. Learning is achieved when the provided stimulus changes behaviour. A non-educational example of this is the work done by [Pavlov](#).

Through his famous "salivating dog" experiment, Pavlov showed that a stimulus (in this case ringing a bell every time he fed the dog) caused the dog to eventually start salivating when he heard a bell ring.

The dog associated the bell ring with being provided with food so any time a bell was rung the dog started salivating, it had learnt that the noise was a precursor to being fed.

I use a similar approach to [classroom management](#).

I have taught my students that if I stand in a specific place in the classroom with my arms folded, they know that I'm getting

frustrated with the level of noise and they start to quieten down or if I sit cross-legged on my desk, I'm about to say something important, supportive and they should listen because it affects them directly.

Behaviourism involves repeated actions, verbal reinforcement and incentives to take part. It is great for establishing rules, especially for [behaviour management](#).

Cognitivism.

In contrast to behaviourism, cognitivism focuses on the idea that students process information they receive rather than just responding to a stimulus, as with behaviourism.

There is still a behaviour change evident, but this is in response to thinking and processing information.

Cognitive theories were developed in the early 1900s in Germany from [Gestalt psychology](#) by Wolfgang Kohler. In English, Gestalt roughly translates to the organisation of something as a whole, that is viewed as more than the sum of its individual parts.

Cognitivism has given rise to many [evidence based education theories](#), including [cognitive load theory](#), schema theory and [dual coding theory](#) as well as being the basis for [retrieval practice](#).

In cognitivism theory, learning occurs when the student reorganises information, either by finding new explanations or adapting old ones.

This is viewed as a change in knowledge and is stored in the memory rather than just being viewed as a change in behaviour. Cognitive learning theories are mainly attributed to [Jean Piaget](#).

Examples of how teachers can include cognitivism in their classroom include linking concepts together, linking concepts to real-world examples, discussions and problem-solving.

[5 Types of Questions in the Classroom We Should be Asking More.](#)

Constructivism.

Constructivism is based on the premise that we construct learning new ideas based on our own prior knowledge and

experiences. Learning, therefore, is unique to the individual learner. Students adapt their models of understanding either by reflecting on prior theories or resolving misconceptions.

Students need to have a prior base of knowledge for constructivist approaches to be effective. [Bruner's spiral curriculum](#) (see below) is a great example of constructivism in action.

As students are constructing their own knowledge base, outcomes cannot always be anticipated, therefore, the teacher should check and challenge misconceptions that may have arisen. When consistent outcomes are required, a constructivist approach may not be the ideal theory to use.

Examples of constructivism in the classroom include problem-based learning, research and [creative projects](#) and group collaborations.

Behaviourism

Learning and behaviour changes are acquired by linking stimuli and response

Cognitivism

Learning is internal and is a result of a student processing and organising new information

Constructivism

Knowledge is constructed by adapting new information based on previous experience



Feel free to share this infographic by clicking on it.

You see below eighteen types Learning Theories including the three major theories from which the others originated:

1. Spiral Curriculum – Jerome Bruner
2. Domains of Learning – Benjamin Bloom
2. Vygotskye Scaffolding – Lev. Vygotsky
4. Theory of Cognitive development – Jean Piaget
5. Hierarchy of Need – Abraham Maslow's
6. Multiple Intelligence – Howard Gardner
7. Stages of Psychological Development – Enk.



Erikson

8. Kolbs experiential theory – David Kolb

The Peter Principle – Laurence Peter

Dugan Laird's Sensory Theory

B.F. Skinner's Behavioural Theory

Operant Conditioning – Thorndike

Humanism – Carl Rodgers

Lee Canter's Theory of Assertive

Dreikur's Classroom Management Theory

Behaviourism

Cognitivism – Robert, Mills Gagne

Constructivism – Bruner Dreikur's 4 Goals of Misbehaviour

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Cognitive Theory of Inquiry Teaching From Wikipedia, the free encyclopedia

The Cognitive Theory of Inquiry Teaching, also referred to as the Cognitive Theory of Interactive Teaching, was developed by Allan Collins and Albert L. Stevens (Collins & Stevens, 1981).

Allan Collins was a chief scientist at Bolt Beranek and Newman

Inc.,

cognitive science Albert L. Stevens was a senior scientist at Bolt Beranek and Newman Inc.

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Posted: 1998

Ian Reece, Stephen Walker Teaching, Training and Learning

Posted: 1997

R H Dave Developing and Writing Behavioral Objectives -

MULTIPLE CHOICE QUESTIONS

INSTRUCTION

Choose one answer or underline the right answer.
Where a space is provided in a question choose one response which most appropriately fills the gap.

Time: 25 MINUTES 20 Marks = 1 MARK
FOR EACH QUESTION

One characteristic of teaching is that it
is.....

- A. Only scientific
- B. only Art
- C. Both science and Art
- D. Only interactive process
- E. All of these

If a teacher is able to improve student

achievement as shown by research, then he said to be..... A. effective

B. Knowledgeable

C. a good teacher

D. innovative

E. skillful

All these are qualities of a good teacher except.....

A. friendly

B. patient

C. good listener

D. knowledgeable

E. methods of teaching tallit

Every teacher's role is that she/he is a learner mediator and a pastor TRUE/

FALSE (Underline the answer of your choice).

A teacher can be said not to have the 21ST Century skills if she/he is.....

- A. creative
- B. curious
- C. non-interrogative
- D. adaptable
- E. collaborative

6. is not a principle of effective teaching and learning

- A. Curiosity
- B. Cooperativeness

C. Knowledgeable

D. Behaviourism

E. Active Learner

7. "Formative and summative assessments are both important and useful but require different approaches and interpretations" is not a Principle of Teaching

A. True

B. False

C. correct statement

D. neither True nor false

E. none of the above

8. "A set of events, outside the learners which are designed to support internal process of learning" is an appropriate definition of

A. learning B. students' assessment



- C. teaching
D. the concept learning
E. policy formulation
9. Which one of these is not a learning theory?
A. Behaviourism B. Gestaltist C. Cognitivism
D. andragogy
E. Constructivism
10. Who is the proponent of Classroom Management theory?
A. B.F. Skinner B. Jean Piaget C. Erik Erikson
D. Dreikur
E. Carl Rogers
11. During Inquiry teaching which one of these strategies may not be appropriate to use?

A. Selecting positive and negative exemplars

Varying cases systematically

Selecting counterexamples

Generating hypothetical cases



Students are taught how to articulate

12. All the Learning Theories listed during the zoom meeting time originate from three major theories namely; behaviourism, and cognitivism (fill the blank space).

13. Who among these theorist identified and came out with a taxonomy of educational objectives

- A. Abraham Maslowe
- B. Benjamin Bloom
- C. Laurence Peter
- D. David Kolb
- E. Dugan Lairds

14. Schema, Adaptation, Assimilation etc are words associated with a very popular learning theory pioneered by.....

- A. Jean Piaget

B. Benjamin Bloom

C. Laurence Peter

D. David Kolb

E. Dugan Lairds

15. There is a popular saying that “We begin with the hypothesis that any subject can be taught in some intellectually honest form to any child at any stage of development”. Who can we attribute this statement to?

A, Jerome Bruner

B. Plato

C. Socrates

D. Albert Einstein

E. Abraham Maslowe

16. What do those students who misbehave in class aim at achieving?

A. Display feelings of inadequacy

B. interrupting the lesson

C. Not answering teacher's questions

D. Create fun

E. Show disobedience

17. "He who does not learn how to learn is not fit to be a teacher" is a statement attributed to.....

A. Jerome Bruner

B. Plato C. Socrates

D. Albert Einstein

E. Abraham Maslowe

18. Lesson Notes well prepared is half the delivered.

A. Assessment

B. Examples

D. Lesson

E. Objectives of learning

19. I hear I forget, I see I remember and I do
I.....

- A. explain
- B. disagree
- C. argue a lot
- D. understand
- E. score more students

20. One of the greatest motivation of a teacher to able she/he teach very and more effectively is

- A. availability of textbooks
- B. knowledge about his students
- C. syllabus and curriculum adequately provided
- D. capacity building of the teacher
- E. political dispensation

