

The Learner, The Teacher, and The Learning Situation

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Psychology & Education

EDUCATION DEPENDS HEAVILY UPON PSYCHOLOGY BECAUSE THE AMOUNT OF EDUCATION THAT THE LEARNER ACQUIRES IS CONDITIONED BY HIS PSYCHOLOGICAL TRAITS SUCH AS GENERAL MENTAL ABILITY, APTITUDES, TEMPERAMENT, INTERESTS, EFFORT-MAKING CAPACITY, PHYSICAL CONDITION, ETC.

Psychological Factors that Condition the Intellectual and Behavioral Development



REFLEXES



These are inborn automatic responses to simple localized stimulation involving particular muscles and parts of the body.



The automatic withdrawal of a foot upon stepping on a live charcoal is an example.

Psychological Factors that Condition the Intellectual and Behavioral Development



DRIVES, NEEDS, WANTS, URGES

These are inborn urges and tendencies and wants.

Some refer to these instincts as drives.

These tendencies give rise to ambitions which motivate individuals to exert efforts to attain their goal.

Psychological Factors that Condition the Intellectual and Behavioral Development



CAPACITIES AND SPECIAL APTITUDES

These include all those latent potentialities that an individual possesses which are developed through the process of education.

Besides general capacity and intelligence, an individual possesses certain special talents or aptitudes, such as those for mathematics, arts, music and the like.

Psychological Factors that Condition the Intellectual and Behavioral Development

TEMPERAMENT OR EMOTION

This refers to certain emotional predispositions.

Some emotional patterns such as rage, some forms of fear, and lust (sex) are inborn. One with a poor temperament, one who is easily irritated and emotionalized even with trivial matters.

The Learner

A photograph of a classroom with students wearing face masks. In the foreground, a young woman with a light blue face mask and a denim jacket is sitting at a desk, looking towards the camera while holding a blue notebook. In the background, another student is visible, also wearing a face mask and looking down at a book. The classroom has wooden desks and shelves with papers.

- ▶ The center of any education ,
- ▶ without whom, no need for teaching

The Learner



Success depends upon the **teacher's insights into** the various factors basic to growth development and his knowledge of the **developmental characteristics of the learner.**

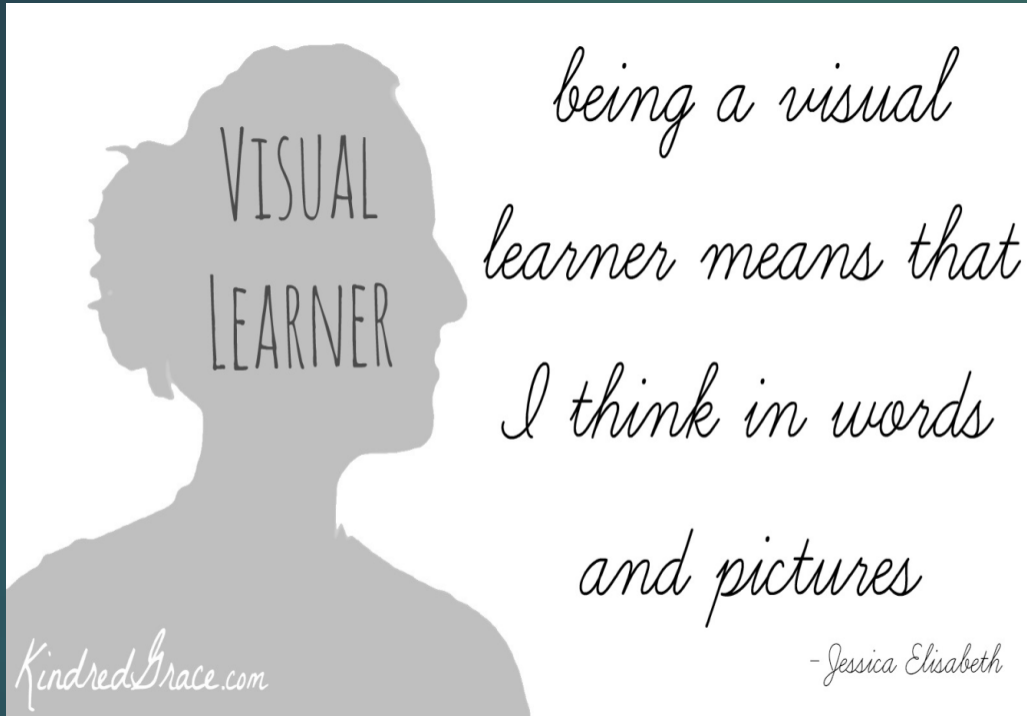
Individual Differences

- ▶ No two individuals can be exactly alike in their resulting development and adjustments.
- ▶ The unique characteristics and traits emerges as children pass from one stage to another.
- ▶ Aside from number of factors the following specific factors are considered significant in school learning: Age, Sex, and Community Backgrounds.

Types of Learners



VISUAL LEARNERS



- ▶ They tend to be fast talkers.
- ▶ They exhibit impatience and have a tendency to interrupt.
- ▶ They use words and phrases that evoke visual images.
- ▶ They learn by seeing and visualizing.

Your teaching strategy for visual learners should include the use of demonstrations and visually pleasing materials, and you should make an effort to paint mental pictures for learners.

AUDITORY LEARNERS

- ▶ They speak slowly and tend to be natural listeners.
- ▶ They think in a linear manner.
- ▶ They prefer to have things explained to them verbally rather than to read written information.
- ▶ They learn by listening and verbalizing.



Your teaching strategy for auditory learners should sound good and should be planned and delivered in the form of an organized conversation.

READ-WRITE LEARNERS



- ▶ They prefer for information to be displayed in writing, such as lists of ideas.
- ▶ They emphasize text-based input and output.
- ▶ They enjoy reading and writing in all forms.

Your teaching strategy for read-write learners should include writing out key words in list form. The learners will learn by silently reading or rewriting their notes repeatedly; writing out in their own words the ideas and principles that were taught or discussed; organizing any diagrams, graphs, other visual depictions into statements (e.g., “The trend is . . . ”); and putting reactions, actions, diagrams, charts, and flowcharts into words. They like multiple-choice tests.

KINESTHETIC LEARNERS

- ▶ They tend to be the slowest talkers of all.
- ▶ They tend to be slow to make decisions.
- ▶ They use all their senses to engage in learning.
- ▶ They learn by doing and solving real-life problems.
- ▶ They like hands-on approaches to things and learn through trial and error.



The Learning Process

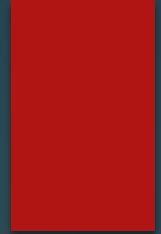


LEARNING IS A PROCESS THAT INVOLVES CHANGE IN BEHAVIOR RESULTING FROM EXPERIENCE.



LEARNING, BEING THE CORE OF THE TEACHING- LEARNING PROCESS, HAS TO BE WELL UNDERSTOOD BY A TEACHER

The Nature of the Learning Process



- ▶ Formal Education is based on the premise that the learning process can be directed and facilitated. Such direction and facilitation, however, is not a simple task. Unless a teacher has a clear knowledge and understanding of this process he will find it difficult to set the condition that will facilitate learning success on the part of the learners.
- What is the significance of Learning?
- What are the different Types of Learning?

Motivation in Learning

The most effective learning takes place where there is maximum mental activity through strong motivation.

Motivation is a process in which the individual attention and interest are aroused and directed toward definite goals to the extent that his needs, whether basic or acquired are involved and become motivators of the individual's attention and interest.

The Learning Situation

- ▶ An important aspect of the educative process is the Learning Situation.
- ▶ The learning situation refers to the conditions outside the learner which affects the learning.
- ▶ Although it was said that the learning in the classroom may occur in spite of the teacher, it cannot be denied that the teacher is still the key in classroom learning.



THE TEACHER:

As a Key Factor
in the Classroom
Learning Situation

- ▶ As a **model**
- ▶ As a **manager** of learning
- ▶ As **facilitator** of learning
- ▶ As **evaluator** of student learning

Top 8 Traits of a Good Teacher:

(by Dr. Dorothy Rich)

- 1 marketing the subject
- 2 knowing the subject: teaching it with encouragement
- 3 using a variety of teaching styles
- 4 building on family and outside-of-school experiences
- 5 involving students as learning partners
- 6 collaborating with other adults
- 7 making sure students know they are cared about

What would YOUR #8 be?

The Teacher Learning Process Exemplified

- **Use of Motivation in the Teaching Learning Process**
 - Learning Process
 - Intrinsic vs. Extrinsic
 - Goal setting
 - Feedback on Progress
 - Reward vs. Punishment
 - Learner's Interest
- **Communication: A basic tool in Learning**
- **Teaching Styles**
 - Traditional Teacher vs. Facilitating Teacher

THE TEACHER: An Instrument of Power

by Haim Ginott

I have come to a frightening conclusion.

I am the decisive element in the classroom.

It is my personal approach that creates the climate.

It is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child's life
miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humor, hurt or heal.

In all situations, it is my response that decides whether a crisis will be
escalated or de-escalated,

and a child humanized or de-humanized.

Reflection Points:

- ▶ Why should the learner, the teacher, and the learning situation be given prime concern and importance in the teaching-learning process?
- ▶ In your own experience as a teacher/health professional how can you relate this lesson to your encounters with your students/patients/clients? You may share an experience.
- ▶ Write your answers on the comment box where this presentation is uploaded.
- ▶ Classmates are enjoined/encouraged to give their comment/s.

Note: Unless indicated most 'Reflection' points are OPTIONAL.

You may do them to fill up your Teacher's Portfolio.

It will facilitate threading the different activities of the course together.