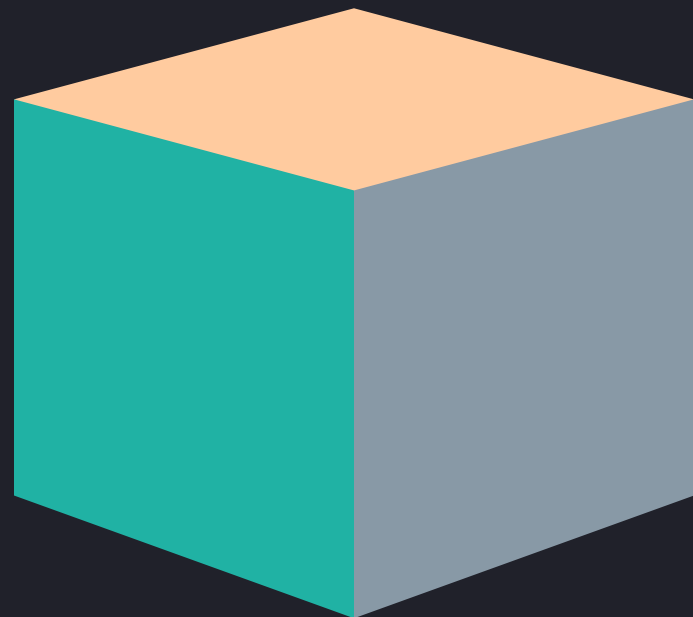


EDUC 5001G: ASSIGNMENT 2

PERSONAL LEARNING THEORY IN K-12 EDUCATION



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OUTLINE AND FRAMEWORK



1

BACKGROUND

A quick look into the approach and understanding cognitivist, constructivist and behaviourist theories.

2

CRITICAL ANALYSIS

Similarities and differences within theories in the context of: knowledge, learning, motivation and teaching.

3

PERSONAL LEARNING THEORY

Examples of how theory can be put into practice within the context of teaching and learning.

4

LIMITATIONS

Some areas of weakness and limitations within the personal learning theory outlined.

1 BACKGROUND

RATING IS
OUT OF 5
STARS.



BEHAVIOURISM

Learning occurs in an exchange between an external stimulus and the learner for a desired outcome.



CONSTRUCTIVISM

Learning is a social process that involves co-constructing knowledge with a MKO (More Knowledgeable Other).



COGNITIVISM

Knowledge is constructed by the learner, through pre-existing cognitively functions and a facilitator.



Personal learning theory draws from a multitude of theories rooted in constructivist and cognitivist theory. The application is within K-12 education.

2

CRITICAL ANALYSIS



KNOWLEDGE

- Socially constructed (Social Constructivism).
- Cognitive structures, actively constructed by learners on pre-existing structures (Social Cognitivism)

LEARNING

- Discovery learning (Social Cognitivism).
- Integration of learning within community and society (Social Constructivism).

MOTIVATION

- Intrinsic and extrinsic learning goals co-constructed between learner and MKO (Social Constructivism)
- Intrinsic motivation guided by facilitator (Social Cognitivism).

TEACHING

- Teacher is a facilitator and learning is a collaborative exchange (Social Constructivism).
- Teacher is a facilitator and learning is done by discovery (Social Cognitivism).

3 APPLICATION OF THEORY



A

MAKING CONNECTIONS & BUILDING MEANING

B

SELF-REGULATION

C

EMOTIONAL & PSYCHOLOGICAL

D

ASSESSMENT & EVALUATION

A *MAKING CONNECTIONS*

DIVERSITY AND INCLUSION

- Social and cultural contexts around learning are important in making meaning and developing understanding.
- Learning is a process that should be inclusive to all learners.

SOCIAL INTERACTIONS

- Social and cultural exchanges occur all the time in person or online.
- An individual is a constant exchange with society; learner should know how to learn, develop meaning and understanding through their external environments and situations (Vygotsky, 1978).



A BUILDING MEANING

MEANINGFUL LEARNING

- Learner interests should be taken into consideration to develop stronger meaning, engagement and ensure longterm retention of knowledge.
- The learning environment should be reflective of the learner.
- Meaning and understanding are co-constructed with learner and a More Knowledgeable Other, MKO (Vygotsky, 1978).

PRIOR KNOWLEDGE AND EXPERIENCE

- Active learning shows far more long term success within learner retention, engagement and understanding, in comparison to passive learning (Cranston-Gingrass, Raines, Paul, Epanchin, & Roselli, 1996).
- Learner prior knowledge, experience and background should be brought into the learning process.



B *SELF-REGULATION*

REFLECTION

- Learners should be metacognitively, motivationally, and behaviorally active participants in their own learning processes (Orey, 2010).
- Ownership of learning results in higher rates of motivation and engagement long term.

INTRINSIC VS. EXTRINSIC MOTIVATION

- Intrinsic motivation leads to more long term success within learning, as learners cannot be passive agents in learning.
- Behaviourist approaches may illicit short term modifications within a learning environment but are not appropriate with long term success or retention in learning (Shaffer, 2000).



EMOTIONAL AND PSYCHOLOGICAL

MOTIVATION

- **Challenge:** Balancing learner competence and goal difficulty.
- **Curiosity:** Challenging student worldview and prior knowledge to allow new learning.
- **Control:** Autonomy leads to increased engagement and fosters creativity. (Amabile, 1999).
- **Fantasy:** gamification, simulation and experimentation learning (Marcus, 1997).

MASLOW HIERARCHY OF NEEDS

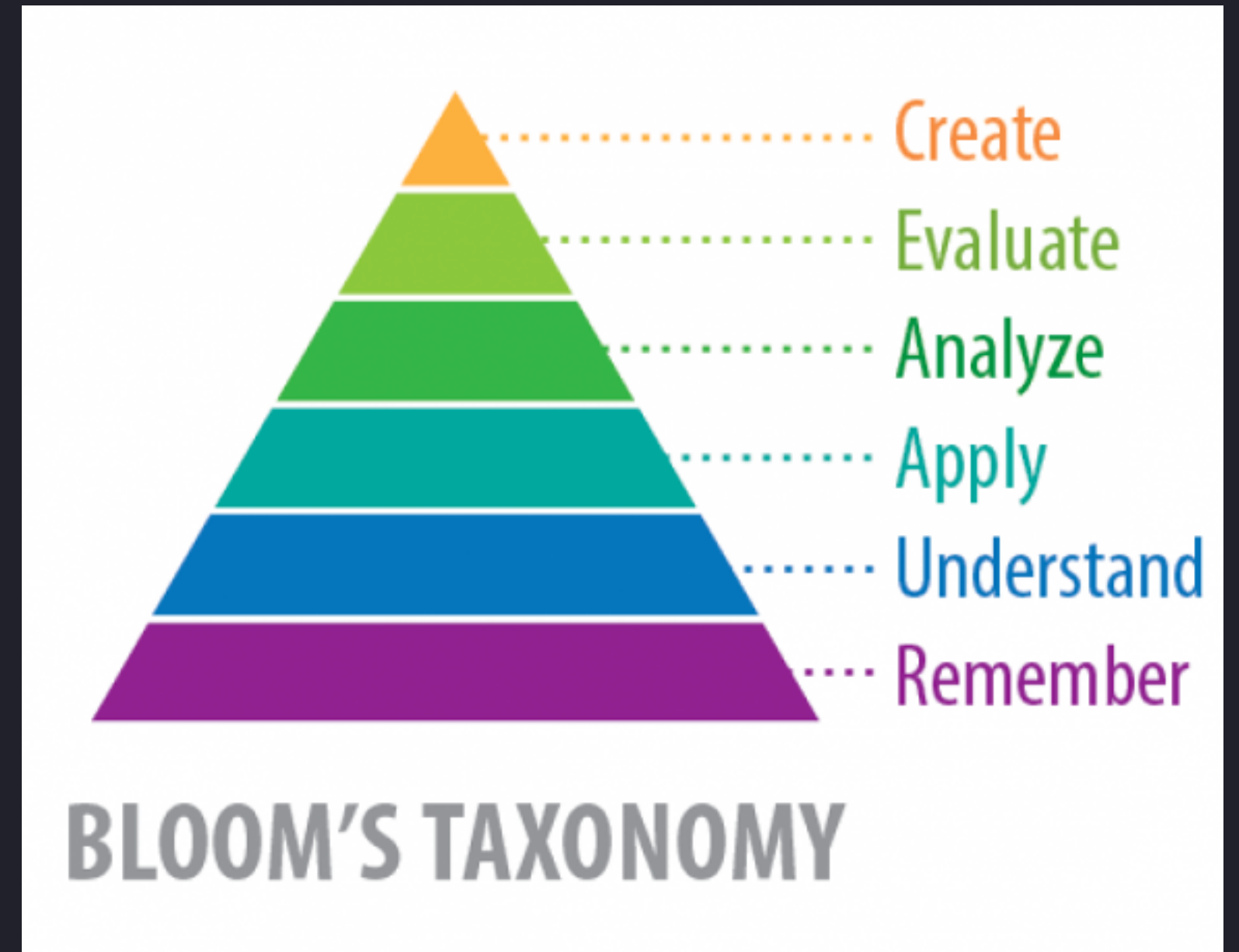
Learners should be in the state to learn and learning environments should be places that are conducive to learning fostering: psychological well being, safety, belonging, positive self-esteem and self-actualization within learners.



D ASSESSMENT & EVALUATION

PROJECT BASED LEARNING (PBL)

- Problem-based teaching and learning fosters higher-ordered thinking skills and involves finding solutions to real-world problems (Orey, 2010).
- PBL shows an improvement in student engagement within learning to make learning more meaningful (Azer, 2009).
- The usage of Bloom's taxonomy in conjunction with PBL ensures a more authentic tool for curriculum planning, instructional delivery and assessment (Orey, 2010).



D *ASSESSMENT & EVALUATION*



FEEDBACK

- When provided in a timely manner within assessments and evaluations ensures learner retention of knowledge and understanding.
- Allows learners to improve, modify and achieve goals.
- Can positively and negatively impact learner achievement and success (Bandura, 1993).

REAL WORLD CONNECTIONS & VARIED ASSESSMENTS

- Assessment and evaluation within learning should be tied to real world experiences.
- Learners should have the opportunity to demonstrate learning in a variety of methods.
- Providing choice in assessments ensures far greater student success and fosters creativity.



4

LIMITATIONS



TIME

A lot of time is needed to ensure effective lessons are planned, feedback is provided students are given autonomy and the curriculum is covered.

RESOURCES

Limited access to resources can result in less choices and opportunities for students to participate in activities and meaningful learning.

FINANCES

Financial constraints in the form of budgets or funding can prove to be road blocks within the learning context outlined.



THE END



“

Arriving at one goal is the starting point to another.

JOHN DEWEY

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