

Preview Sample Lesson

Note: this is a print PDF of an interactive platform.
Content in the live platform is cleaner and easier to navigate than this PDF.



LRN1: Learning Theory (Educational Psychology)



This module includes eight sections. Each lesson is aligned to the MN Standards of Effective Practice (SEP). Documentation of learning on the *Note Catcher* (located in the overview) provides evidence of your performance on the aligned standards. At the end of the module you will complete several assessment activities to further demonstrate your proficiency in the SEPs.

INTRODUCTION

Overview

LEARNING EXPERIENCE


1 - What is Learning Theory?


2 - Three Domains of Learning

3 - Cognitive Learning & Culture

4 - Affective Learning and Culture

5 - Psychomotor Learning and Culture


 6 - Learning Acquisition

 7 - Learning Experiences

 8 - Strategies that Promote Deeper Learning

REVIEW

 Module Summary

 Required Evidence to Submit

 Module Feedback

 Credits

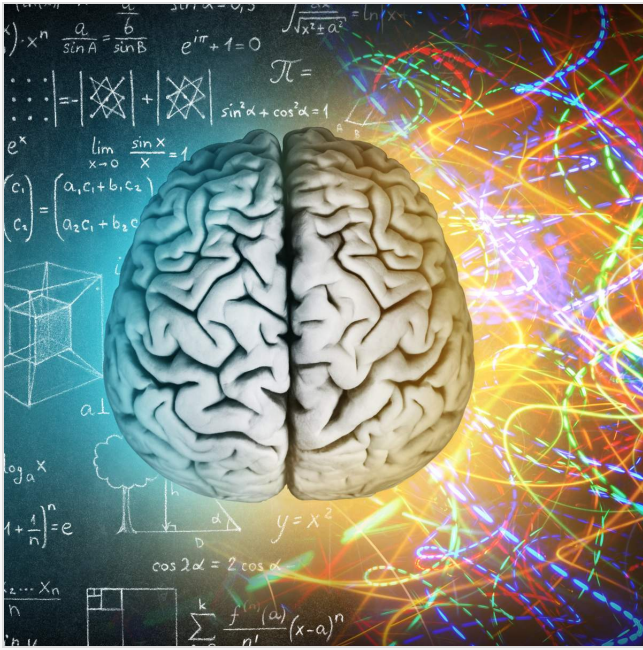
Lesson 1 of 13

Overview

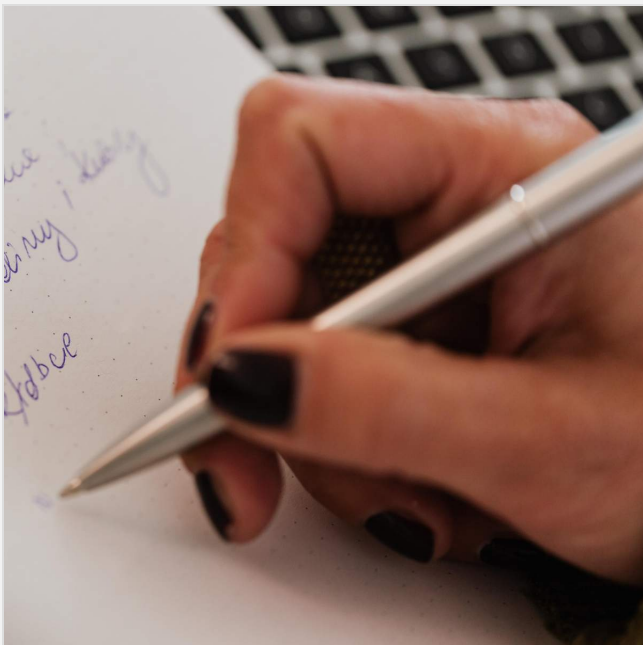


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Overview for LRN1: Learning Theory (Educational Psychology)



In this module you will explore construction of knowledge and acquisition of skills; cognitive processes associated with various kinds of learning—including critical and creative thinking, problem framing and problem solving, invention, memorization, and recall; and the impact of cognitive, social,



Utilize the **Note Catcher** to document your learning as you move through the module.



Stop and Think activities are built into the module. These require you to make a classroom observation, interview a teacher or a similar activity.

Course Description

Student learning acquisition, learning theory, educational psychology, and the domains of learning. Learners achieve a level of demonstrated/applied competency in construction of knowledge and acquisition of skills; cognitive processes associated with various kinds of learning—including critical and creative thinking, problem framing and problem solving, invention, memorization, and recall; and the impact of cognitive, social, emotional, and physical development on learning. Learners reflect on their learning and receive feedback as they develop their skills.

Note Catcher and Professional Development Guide

PELSB requires candidates for licensure have the subject matter knowledge and competency in the licensure field and when required, the professional knowledge and skills of the Standards of Effective Practice (for initial licensure). We have designed this *Note Catcher* to provide evidence that you have met the standards aligned to this module. The *Note Catcher* is in an editable Microsoft Word format. It is important that

you accurately and completely respond to each question and activity in this *Note Catcher* to ensure demonstration of standards.



LRN1 Theory Note Catcher.docx
257.2 KB



LRN1 Theory Analysis Chart template.dotx
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Learning Outcomes (by MN licensure standard)

By completing this module, you will address the following Standards of Effective Practice (SEP):

Minnesota Rule 8710.2000. Subp. 1. Standard 1. Student Learning.

- A. Describe how students bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values, and approach work and students with this asset-based mindset, affirming the validity of students' backgrounds and identities.
- C. Describe how students construct knowledge and acquire skills.

By completing this module, you will address the following Standards of Effective Practice (SEP):

E. Describe the cognitive processes associated with various kinds of learning, including critical and creative thinking, problem framing and problem solving, invention, memorization, and recall.

F. Interpret how culture influences cognitive processes and how these processes can be stimulated in a cultural frame.

G. Describe how each student's cognitive, linguistic, social, emotional, and physical development influences learning and makes instructional decisions that build on learners' strengths, needs, and cultural ways of knowing.

Minnesota Rule 8710.2000. Subp. 2. Standard 2. Learning Environments.

B. Interpret the relationship between motivation and engagement and how to design experiences using strategies that build self-direction and ownership.

Minnesota Rule 8710.2000. Subp. 5. Standard 5. Instructional Strategies.

K. Use a variety of strategies to assist students to develop social and emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Note: Social-Emotional Learning, the Affective Domain, and Disposition Development are also addressed in the CTE Core required standards for student leadership development and social-emotional learning. LCSC COR2.

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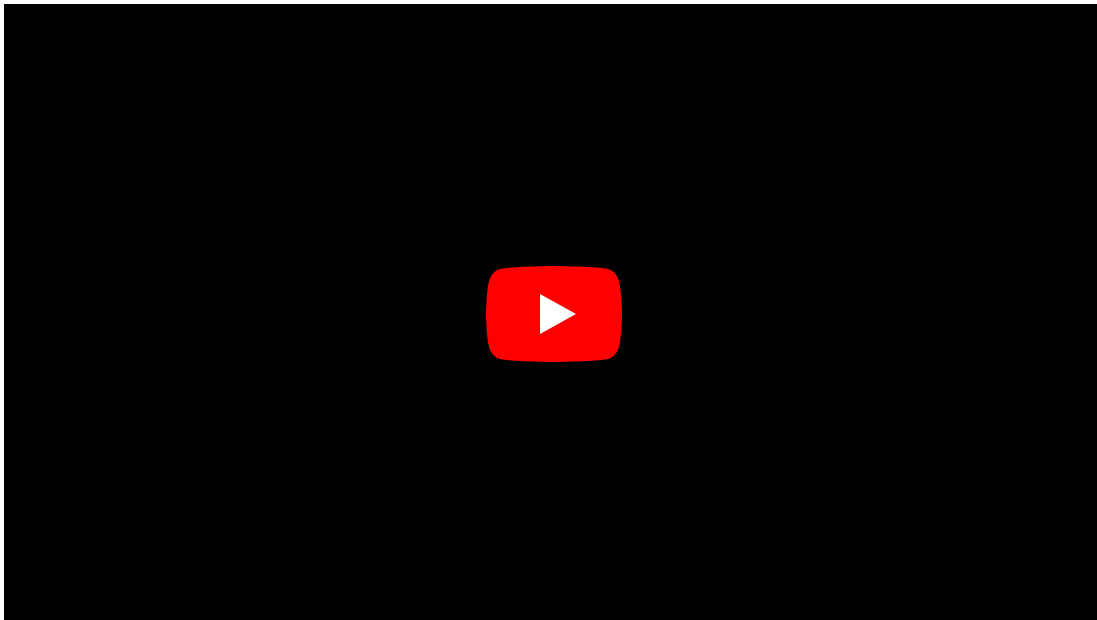
1 - What is Learning Theory?



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Introduction

YOUTUBE



Teaching Strategies: Cognitive Load Theory

VIEW ON YOUTUBE >

What is Cognitive Learning Theory?

Refer to the information in the accordion below and respond to the questions in the **Note Catcher**.

What is Cognitive Learning Theory? —

To understand cognitive learning theory, it is important to know the term "metacognition." Metacognition is the awareness of thoughts and thought processes in the brain. This concept of knowing how people think is the foundation of cognitive learning theory.

This theory of cognition asks learners to think about thinking and mental processes and how cognitive thinking can be influenced by external and internal factors. If your cognitive processes are functioning normally, it is easier to learn. But if something is wrong with a cognitive process, students can have difficulty.

Plato and Descartes are two of the first philosophers to think deeply about the theory of cognitive behavior and knowledge. Their ideas about knowledge and behavior provided the impetus for further thinking about cognition. Researchers and psychologists such as Wilhelm Wundt, William James, John Dewey, John Watson, and many others studied how the mind and thinking work. Jean Piaget is highly regarded in the field of cognitive psychology for his research and findings on internal structures of the brain, knowledge, and the environment.

The invention of the computer has dramatically affected our understanding of the brain. Brain imaging has also impacted cognitive learning theory, as we can now better understand how external factors such as culture affect the way the brain learns. Scientists also better understand how trauma can affect the brain and impede learning. The theory of cognitive learning has changed and adapted over time, and each step we learn about the process helps teachers understand the science of learning.

Social Cognitive Theory —

Social cognitive theory assumes that learning occurs in a social context and is influenced by a student's environment. Social cognitive theory assumes that there are several factors that influence a person's ability to perform and learn. Both internal thoughts and external forces around them can play an important role in their cognitive process. Social interactions, things they see around them, observed behaviors, and how they interpret those things all affect behavior and learning.

Cognitive Behavioral Theory —

Cognitive behavioral theory states that the way we think, the way we feel, and the way we behave are directly related. Simply put, this means that our thoughts determine our feelings and our behavior. All of these cognitive elements can directly affect how students learn in a classroom. If a student believes they are not good at math, they are likely to feel frustration and anger during a math lesson and perform poorly. Cognitive behavioral theory is closely related to social cognitive theory – social cognitive theory shows how external forces affect learning and cognitive behavioral theory shows how external AND internal forces affect learning.

Cognitive Learning Strategies —

You may now know what cognitive learning theory is, but it is even more important to understand how to apply it in the classroom. There are many types of cognitive learning and a variety of strategies you can use to maximize student achievement.

Some of these strategies are:

- **Asking questions.** When students are asked questions, they have the opportunity to dive deeper into meaning. Questions based on student responses can help them analyze their learning and deepen their own thought process and understanding.
- **The opportunity to make mistakes.** Giving students a simulation or a hands-on problem gives them the opportunity to make mistakes and learn from them. Feedback helps students see where they made mistakes in their thinking process, and they can revise their thinking to find the right answer.

- **Self-Reflection.** Giving your students opportunities for self-reflection can help them understand their thinking process. Journal questions and discussions about self-analysis are a good way to encourage students to reflect on their learning.
- **Thinking aloud.** Teachers can think aloud themselves and show students how they rationalize or solve problems. They can then give students the same opportunity. In group projects, individual discussions, and presentations, teachers can ask questions or make suggestions that help students think aloud.

All of these strategies can help students improve their writing skills, analytical skills, comprehension, retention, self-regulation, and more.

Classroom Applications of Cognitive Learning Theory —

Teachers can use cognitive learning strategies to create an excellent learning environment for their students. They can create behavior systems that rely on cognitive learning to promote better behavior. They can create a calm and informative classroom environment where students feel safe while learning. They can help create an environment based on positive thinking that can lead to better learning. It is also important for teachers to work with parents to create a positive learning environment that extends beyond the classroom doors.

Teachers can try some cognitive learning activities to enhance learning opportunities for their students. Some activities teachers can try are:

- Make a game to memorize vocabulary or facts.
- Assign a journal entry to get students thinking about what they learned that day or week.
- Have students create their own learning game as they learn facts or a topic.
- Ask students to explain a problem and teach it to other students.
- Ask questions that encourage students to think about their thought process.

Before moving forward, remember to respond to the questions in the **Note Catcher**.

CONTINUE

Review Cognitive Learning Theory

Now that you have read about the theory of cognitive learning, you can deepen your knowledge by answering the following questions.

What is cognitive learning theory?

This theory of cognition asks learners to examine thinking and mental processes and how cognitive thinking can be influenced by external and internal factors.

What is social cognitive theory?

Social cognitive theory assumes that learning takes place in a social context and is influenced by the person, environment, and behavior.

What is cognitive behavioral theory?

Cognitive behavioral theory states that the way we think, the way we feel, and the way we behave are directly connected. Simply put, this means that our thoughts determine our feelings and behavior.

What are some cognitive learning strategies?

1. Asking questions
2. Having opportunities to make errors
3. Fostering self-reflection/self-questioning
4. Thinking out loud

What activities support cognitive learning theory?

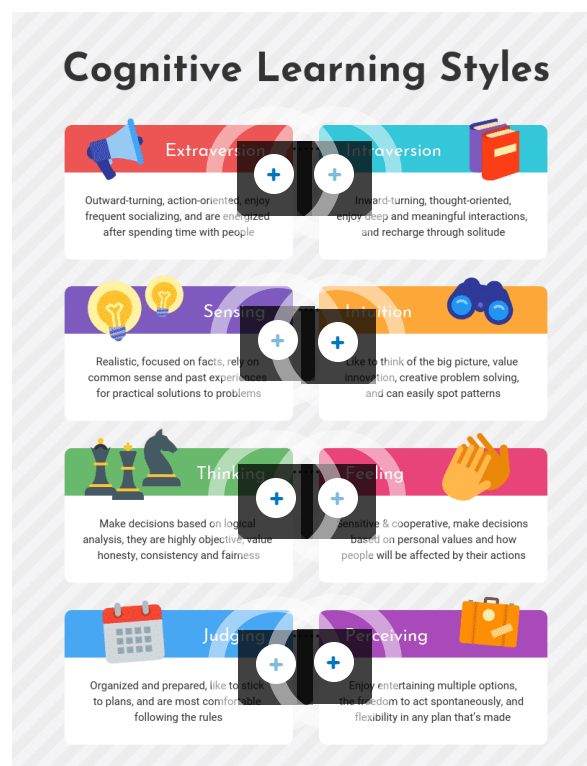
- Make a game out of memorizing vocabulary or facts.
- Write a journal entry asking students to think about what they learned that day or week.
- Have students create their

CONTINUE

Cognitive Learning Styles

Understanding cognitive learning theory will help you design and implement strong instruction in your classrooms that best meets the needs of learners, which in turn will lead to better academic performance.

Read the following ideas on the tagged image about the relationship between cognitive processes and learning stimulation. As you read, make connections between the theory of cognitive learning and the implications for your classroom practice. Then answer the reflection questions in your **Note Catcher**.



2 - Three Domains of Learning



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Instructional Decisions

Learning occurs in three ways: Cognitive (knowledge development by thinking), Affective (disposition development by feeling), and Psychomotor (skill development by doing).

After reading each of the three sections of Domains of Learning, reflect how these factors will influence your instructional decisions in the **Note Catcher**.

CONTINUE

Section One: Cognitive Domain (Thinking) and Knowledge Development

By carefully preparing materials and the environment, thoughtfully planning learning experiences, providing supports when needed, and taking advantage of teachable moments, adults can help children develop the skills to understand the world around them and eagerly take advantage of learning opportunities.

Executive function is an umbrella term in neuroscience that describes the neurological processes of mental control and self-regulation. Executive functions control and

regulate cognitive and social behaviors such as controlling impulses, paying attention, remembering information, planning and organizing time and materials, and responding appropriately to social and stressful situations.

Choose *at least one* source to read or watch from the two options below. Consider how this domain of learning will impact your instructional decisions.

Supporting Cognitive Development

Explore this resource to better understand how educators can support cognitive development in the classroom for early learners. Consider: what does this mean for my practice?

[LINK TO WEBPAGE](#)

Helping Students Develop Executive Function Skills

Educators with older students can explore this resource to better understand developmental differences and how to address those for middle and high school students. As reading, consider: what does this mean for my practice?

[LINK TO WEBPAGE](#)

Bloom's Taxonomy of the Cognitive Domain

Bloom and his team established their taxonomy for classifying the cognitive domain in 1956, starting with the base level of knowing and recall, moving up to advanced cognitive learning like creation and evaluation. The taxonomy was revised in 2001 by Anderson & Krathwohl, which switched the final two levels around.

Save a copy of this file to your computer as you will frequently use Bloom's Taxonomy of the Cognitive Domain when planning for instruction and writing lesson objectives.



Cognitive Domain.pdf
151 KB



Before moving forward, remember to reflect in the **Note Catcher**.

CONTINUE

Section Two: Affective Domain (Feeling) and Dispositions Development

Another aspect that can and does influence students' learning is their social and emotional development.

Choose *at least one* source to read or watch from the four options below. Consider how this domain of learning will impact your instructional decisions.

The Effect of Social-emotional Competence of Children Academic Achievement and Behavioral Development

To develop social-emotional competence, an interaction between adults and children is critically needed. A positive relationship between teachers and young students helps those students to have better school achievement and behavioral skills.

[LINK TO DOCUMENT](#)

SEL 101: What are the core competencies and key settings?

How can you bring social and emotional learning to your community? CASEL's framework for social and emotional learning (SEL) takes a systemic approach, identifying five core competence areas and four key settings.

[LINK TO VIDEO](#)

What Does the Research Say?

The benefits of social and emotional learning (SEL) are well-researched, with evidence demonstrating that an education that promotes SEL yields positive results for students, adults, and school communities.

[LINK TO WEBPAGE](#)

Creating a Positive Learning Environment

When students' mental, emotional, and physical needs are met, they're more likely to love school—and they learn more.

[LINK TO VIDEO](#)

Affective Domain Taxonomy

Krathwohl, Bloom, and Masia created their taxonomy of the affective domain, or feelings, in 1964, almost a decade after the cognitive domain. This taxonomy begins with receiving and responding to a feeling or emotional situation and moves toward advanced social-emotional learning like valuing a concept and integrating it into a personal belief system.

Save a copy of this file to your computer as you will frequently use the Affective Domain Taxonomy when planning for instruction and writing lesson objectives, particularly when working with student leadership opportunities and organizations.



Affective Domain.pdf

122.9 KB



Before moving forward, remember to reflect in the **Note Catcher**.

CONTINUE

Section Three: Psychomotor Domain (Doing) and Skill Development

The final domain of learning is the psychomotor domain where students learn skills being doing and action.

Choose *at least one* source to read or watch from the three options below. Consider how this domain of learning will impact your instructional decisions.

Activating the Brain With Movement Breaks

Research has shown that short movement breaks help students get focused, improving both skill-building and knowledge retention.

[LINK TO VIDEO](#)

How Does Physical Development Impact Learning?

Physical education and recess are usually the first to be eliminated when more academic time is needed to promote reading and math skills, yet research shows that a sedentary lifestyle has negative effects on cognitive development.

[LINK TO A WEBPAGE](#)

Using Athletics to Teach Skills

Sports can be a powerful way for young people to build self-regulation skills, set goals, and develop confidence—and physical activity develops brain architecture.

[LINK TO A VIDEO](#)

Psychomotor Domain Taxonomy

There are several taxonomies for of the psychomotor domain, or doing (Dave, 1970 and another by Simpson, 1972), and was the last domain to be solidified domain. This taxonomy begins with seeing and reacting to information to guided practice with help, until mastery and naturalization of a skill.

Save a copy of this file to your computer as you will frequently use the Psychomotor Domain Taxonomy when planning for instruction and writing lesson objectives, particularly when working with laboratories and safety.



Psychomotor Domain.pdf

242.6 KB



3 - Cognitive Learning & Culture



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Cognitive Development and Culture

First, watch the following video on cultural influences on cognitive development.

When you finish the video, use the **Note Catcher** to reflect on the video.

 **YOUTUBE**



How Does Culture Influence a Child's Cognitive Development?

How Does Culture Influence a Child's Cognitive Development? It does so in several ways amongst which this video highlights the following: - Language and learn...

VIEW ON YOUTUBE >

Before moving forward, remember to complete the table in the **Note Catcher**.

CONTINUE

Culture and Cognitive Learning

Read the text linked below to deepen your understanding of the relationship between culture and learning by thinking (academic learning, cognitive domain). Use your **Note**

Catcher to summarize the article and record the key insights you gained after reading it.

Applying the Cultural Approach to the Cognitive Domain

Read the PDF to gain a practical understanding of why teachers should value culture in relation to cognitive learning types, including ideas for practical application.

[LINK TO DOCUMENT](#)

Before moving forward, remember to complete the reflection in the **Note Catcher**.

[CONTINUE](#)

Stop and Think: Developing Instruction with Cognitive Learning Theory in Mind

Select a standard/framework in your content area and share your thoughts on developing instruction that aligns with the standard.

Look for detailed instructions in the **Note Catcher**.

4 - Affective Learning and Culture



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Affective Development and Culture

First, watch the following video on cultural influences on affective development. When you finish the video, use the **Note Catcher** to reflect on the video.

 YOUTUBE



Why Social and Emotional Learning is Important for Teachers

You probably already know that Social and Emotional Learning, or SEL, equips students with the skills to lead happy, healthy, and successful lives at home and at school—but did you know that SEL benefits teachers too? When every member of a classroom community engages in social and emotional learning, they contribute to a learning culture that is supportive and motivating for everyone around them.

VIEW ON YOUTUBE >

Before moving forward, remember to complete the table in the **Note Catcher**.

CONTINUE

Culture and Affective Learning

Read the text linked below to deepen your understanding of the relationship between culture and learning by feeling (social-emotional learning, affective domain). Use your **Note Catcher** to summarize the article and record the key insights you gained after reading it.

Applying the Cultural Approach to the Affective Domain

Read the following article about the best ways to incorporate social-emotional learning in your classroom and ensure that it is culturally responsive.

[LINK TO DOCUMENT](#)

Before moving forward, remember to complete the reflection in the **Note Catcher**.

[CONTINUE](#)

Stop and Think: Developing Instruction with Affective Learning Theory in Mind

Select a standard/framework in your content area and share your thoughts on developing instruction that aligns with the standard.



5 - Psychomotor Learning and Culture

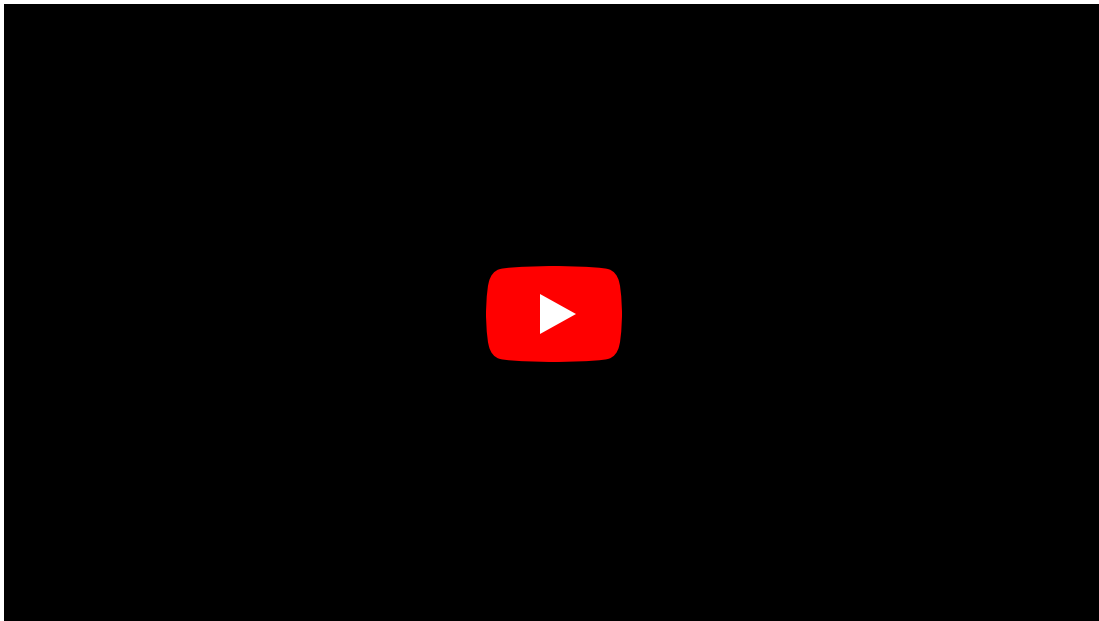


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Psychomotor Development and Culture

First, watch the following video on cultural influences on psychomotor development. When you finish the video, use the **Note Catcher** to reflect on the video.

 YOUTUBE



<http://www.samrak.net/inspiration/en/a-story-of-achara.html> Achara Poonsawat or 'Nin' remembered losing her father when she was very young. She grew up having her mother as the role model and mentor. Her mother's struggling experiences gave Nin valuable lessons. The little girl gradually trained herself to never give up despite hardships that lie ahead.

VIEW ON YOUTUBE >

Before moving forward, remember to complete the table in the **Note Catcher**.

CONTINUE

Culture and Technical Learning

Read the text linked below to deepen your understanding of the relationship between culture and learning by doing (technical learning, psychomotor domain). Use your

Note Catcher to summarize the article and record the key insights you gained after reading it.

Applying the Cultural Approach to the Psychomotor Domain

Read the following article about the psychomotor domain and how it can apply to education, including ideas for practical application in different content areas and cultural environments.

[LINK TO DOCUMENT](#)

Before moving forward, remember to complete the reflection in the **Note Catcher**.

[CONTINUE](#)

Stop and Think: Developing Instruction with Psychomotor Learning Theory in Mind

Select a standard/framework in your content area and share your thoughts on developing instruction that aligns with the standard.

Look for detailed instructions in the **Note Catcher**.

6 - Learning Acquisition



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Instructional Strategies

Understanding how a student thinks and acquires knowledge enables teachers to plan engaging lessons that use critical thinking and knowledge acquisition to achieve lasting academic success.

Read the following accordion text and then practice one of the strategies for yourself: Make connections between what you read and what you know so far. Ask yourself questions: what does this mean for my teaching practice? What strategies will I need to model? How can I be mindful of learner differences when using this strategy? These metacognitive questions and moments force you to think about your thinking (metacognition) and allow your brain to integrate new knowledge with prior knowledge, which will make you a better teacher. Reflect on your experience with any of these strategies in the **Note Catcher**.

You can also learn more about these strategies [here](#).

Essential Question

What is the intended goal of the lesson? Remember, there is one essential question per lesson, and students must be able to answer this question by the end of the lesson.



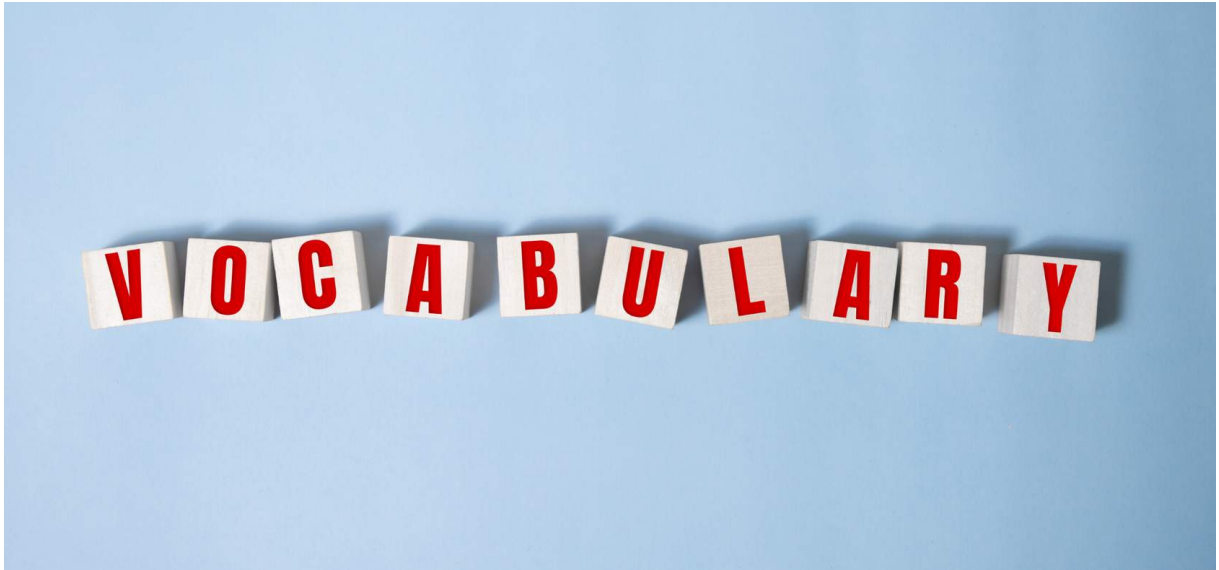
Activating Strategy —

An activating strategy is something that gets students actively thinking or making a connection with the material being presented that day. Make a connection to the content or to the outside world to see how much the students already know or remember.



Relevant Vocabulary —

Relevant vocabulary must be present in your lesson. Keep your vocabulary limited to what your students are able to handle and make sure that it is actively used in context throughout the lesson. Also have your students interactively use the words during the lesson.



Limited Lecture —

There should be limited lecture time. After 12-15 minutes of lecturing, you should engage your students in some type of activity, even if it's for only a few minutes. The teacher can then go back to lecturing for another chunk of time.



Graphic Organizer —

Use of a graphic organizer allows students to visually categorize new information or review old information. Students need to be able to conceptualize whatever information we're giving them. The graphic organizer is student friendly. When they look at information that's organized, it's easier for them to retain and remember that information. And when they go home, it is less intimidating to look at that information as opposed to pulling out a notebook that has pages and pages of notes.



Student Movement —

Student movement is a must. Students need to be mobile at some point during instruction to ensure they're actively engaged.



Higher Order Thinking Questions —

Present your students with at least three higher-order-thinking (“HOT”) questions during the lesson. This is proof that you are presenting all your students with challenging work.



Summarize —

Summarize to bring the lesson to a close. This is when you can assess your students' abilities to effectively answer the essential question, and you can find out whether you need to extend or refine the skill. Teachers must find creative ways to have the students answer the essential question at the end of the lesson.



Rigorous —

Lessons must be rigorous. The activities should be challenging and move at a brisk pace. There should not be opportunities for students to get bored or periods when they have nothing to do. The entire lesson should be an active lesson.



Student Centered —

Your entire lesson should be student centered. The ways that we instruct our students must demonstrate that they are our focus and that what we do is centered on their success.



Before moving forward, remember to reflect in the **Note Catcher**.

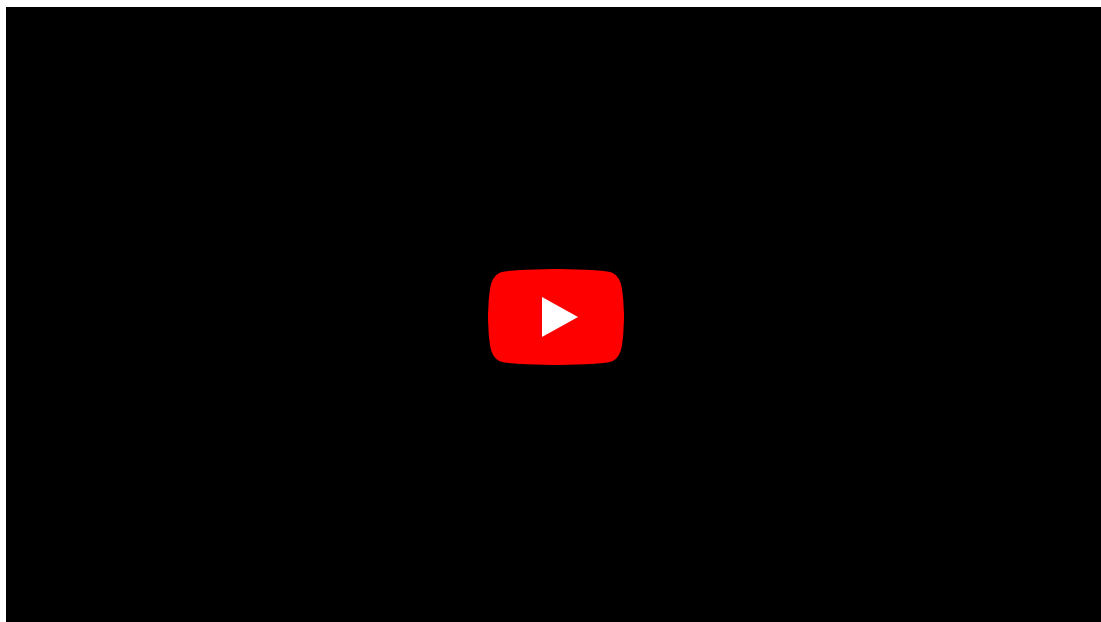
CONTINUE

Accessing Prior Knowledge

Imagine you are attending a social event where you do not know the other people present. You are asked to engage in a conversation on a topic about which you know a great deal. How comfortable and confident will you feel in this conversation? How about being asked to speak on a topic you know very little about?

Watch the following video to reinforce your understanding of the role and the importance of valuing prior knowledge. If necessary, replay the video to internalize the importance of activating and building background knowledge. Be sure to return to the **Note Catcher** to reflect on the video.

 YOUTUBE



The Baseball Study by Recht and Leslie

[VIEW ON YOUTUBE >](#)

Before moving forward, remember to reflect on the video in the **Note Catcher**.

CONTINUE

Approaches to Learning

In a comprehensive meta-analysis of teaching and learning methods (Mindt and Rieckmann, 2017), researchers identified key teaching and learning approaches and their lasting impact on student achievement. See the resource tab below for an explanation of the core idea and main goal of each approach.

Read the resource and answer the questions in the **Note Catcher**.

ACTIVE LEARNING

STUDENT-CENTERED LEARNING

COLLABORATIVE LEARNING

EXPERIENTIAL LEARNING

PRO L

Core idea:

From a constructivist perspective, competencies, including knowledge, attitudes, and skills, cannot be taught but must be actively acquired by the learner. The learner must acquire knowledge, think critically about it, and integrate it into their own framework.

Main Goal:

Active learning is designed to enhance personal motivation, improve deep understanding, develop critical thinking, and develop reflective skills that support lifelong learning.

The role of the teacher:

The teacher assumes the role of a facilitator of learning processes.

ACTIVE LEARNING

STUDENT-CENTERED LEARNING

COLLABORATIVE LEARNING

EXPERIENTIAL LEARNING

PRO L

Core Idea:

Student-centered approaches view students as autonomous learners who are responsible for setting and achieving their own learning goals by deciding how, when, and where they learn. Students' prior knowledge as well as their experiences in the social context are the starting points for stimulating students' learning processes as they define their learning goal and build their own knowledge base.

Main goal:

Student-centered learning emphasizes the active development of knowledge rather than its mere transmission. Or, in other words, it aims at deeper learning processes rather than passive experiences.

The role of the teacher:

Student-centered approaches require students to reflect on their own knowledge and learning processes in order to guide and monitor them. Teachers should guide these reflections.

ACTIVE LEARNING

STUDENT-CENTERED LEARNING

COLLABORATIVE LEARNING

EXPERIENTIAL LEARNING

PRO L

Core idea:

Collaborative learning simply means that students learn together. When students learn together in small groups, they can not only share knowledge, but also question and negotiate their knowledge, attitudes, and beliefs so that the learning effect can be maximized. Learning is more dynamic and motivating. The difference with cooperative learning, where learners divide tasks and work on them separately, must be emphasized. Successful collaboration is based on common learning goals and appreciation of different opinions or approaches.

Main goal:

Through interaction and comparison with others, students can restructure their understanding of concepts and identify gaps in their knowledge. Peers can act as models for learning through social modeling.

The role of the teacher:

The teacher is a facilitator of group processes and discussions.

| | | | | |
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| ACTIVE LEARNING | STUDENT-CENTERED LEARNING | COLLABORATIVE LEARNING | EXPERIENTIAL LEARNING | PRO L |
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Core idea:

Students engage in and reflect on personal experiences related to course content. Experiences may come from playing a simulation game, conducting an interview, etc. Students work through four phases: having a concrete experience, observing and reflecting, forming abstract concepts for generalization, and applying to new situations.

Main goal:

Experiential learning is designed to promote knowledge acquisition and skill development by linking more abstract concepts to personal experiences and the student's life.

The role of the teacher:

The teacher designs the experience and provides guidance for reflection. In this way, they are a facilitator rather than an expert.

ACTIVE LEARNING

STUDENT-
CENTERED
LEARNING

COLLABORATIVE
LEARNING

EXPERIENTIAL
LEARNING

PRO
L

Core idea:

Problem-based learning describes a learning process about understanding and solving problems (complex real-world situations). Rather than the teacher formulating the problem, researching relevant information, and presenting it, students take on these tasks. Therefore, it is said to have a strong motivational effect, assuming that learners want to engage.

Main Goal:

Problem-based learning specifically targets real-life problems by fostering action-relevant procedural knowledge and skills, especially through implicit links to the processes of problematization, problem investigation, problem solving, and critical reflection.

The role of the teacher:

The teacher develops tasks and provides the framework in which students engage in problem-based learning. They should support the process from problem formulation to problem solving with small-step tasks by introducing students to relevant tools or methods and providing feedback.

CONTINUE

Whole Child Teaching

Whole Child Teaching is a comprehensive approach to teaching in which educators seek to address the emotional, social, ethical, and academic needs of students in an integrated learning format. Emphasis is placed on a positive school environment and supporting the whole child (services that support academic and non-academic needs, also known as wraparound support).

End of Preview