**Theories of Learning**

* Explain the theory of constructivism.

Constructivism is a theory where children are actively constructing their own learning through experiences that they have undertaken.

* What are the benefits of this theory?
* It is actively constructing knowledge and therefore, children are less likely to be bored as they are engaged.
* It promotes problem solving as children have to draw on prior experiences to try to come up with a solution.
* Children are learning to be more malleable with their learning techniques.
* Working constructively, childrens’ communication skills are improved as group work can lead the child to discover how to deal with confrontation.
* Group work allows children to work collaboratively.
* What are the potential issues of this approach?
* Lack of instruction is frustrating and it gives students self-doubt.
* Constructivism wants children to ‘approach with drill and kill’ but, there has been no logical progression to get to this point.
* Kill and Drill.
* Examples of constructivism in the classroom:
	+ Group work
	+ Aiding one child as ‘the expert’ and then letting them teach the class.

Other group’s tasks:

* + Maslow’s hierarchy of needs (Humanism) - explain, benefits, issue with theory, examples e.g. free school needs, safety is where teachers have to have DBS and gates around the school and passes on the door. Loving and belonging to a friendship group therefore they will learn. Free breakfast clubs.
		1. In order for children to learn, children needed their physiological needs to be met. If they don’t have these needs met then, they cannot engage with the learning. If something drastic happens to them, they can move back down the triangle for example, their parents split up. As a result of this, no one ever gets to self-actualization in Eleanor’s opinion.
		2. This is a good one to use in essay. You can say like children are more engaged after lunch when they’ve had a hot meal.
	+ Bono’s six thinking hats theory
		1. White hat, green hat, yellow hat, black hat, red hat, blue hat.
		2. Benefits, it can produce immediate results, no one is able to dominant situation, children are not left out, you can dip in and out.
		3. Issues: too many ideas, pupils may argue on which approach to take, don’t have to explain an idea or feeling, can be time consuming, can create more problems within groups by arguing over ideas or opinions.
		4. Knowledge is socially constructed though interaction and negotiation of the ideas of others (Chen 2012)
		5. Can devise group activities – every child in the group is playing a different role so that everyone in the group is included.
		6. For example, should be cut down the rain forests in Brazil? Then, go through the hats coming up with the ideas.
	+ Behaviourism
		1. Behaviourism is behaviour that is learned through conditioning (environment they are in)?
		2. Issues – children learn bad habits and opinions from parents. All of the research was done on animals so not really as accurate as could be.
		3. Examples – my very easy method just speeds up naming planets, song for rainbow, lundi mardi to French song, 9 times table on fingers.
		4. The behaviourist approach believes we learn to behave in response to our environment.
	+ Kolb’s Learning cycle
		1. 4 stages
			1. Concrete experience – trying out resources as a teacher and students need to get first-hand experience.
			2. Reflective Experience – reflection on a teacher’s part and children reflecting on what they have learnt too.
			3. Abstract conceptualisation – adapts being made to lessons.
			4. Active Experimentation – Constant improvement to lesson plans and for children, it is new understanding.
* Positives is that it encourages improvements to both students and teachers. They both gain resilience.
* Weaknesses – doesn’t take into account children who can’t analyse themselves. Not inclusive theory. Constant criticism to yourself means you demotivate yourself.
* You have to tailor your lessons to suit it to the needs of the children. What may work one year as a year 4 teacher, may not work the next year.

Visual, kinestetic and auditory learning style:

* Testing for learning styles.
* A learning disability may hinder a childs learning so, some children may find it easier to understand visual prompts/aid.
* Failures: There is no evidence. You shouldn’t restrict a child to be one type of learner.