

LEARNING



What can we say about LEARNING?

When learning takes place, there is a change that takes place with the learner.

No learning has taken place if the learner has not changed.

Learning MAY BE:

INTENTIONAL

UNINTENTIONAL

DESIRABLE

UNDESIRABLE

SOUGHT

UNSOUGHT

FORMAL

INFORMAL

THEORETICAL

PRACTICAL

PRINCIPLES OF LEARNING

- ❖ Learning is always taking place.
- ❖ Learning is continuous - ie LIFELONG.
- ❖ Individuals have different learning styles.
- ❖ External factors can inhibit/promote learning.
- ❖ People are motivated to learn.
- ❖ Initial learning needs to be reinforced.

LEARNING INGREDIENTS

MEMORISING

Putting things into your memory, keeping them there and being able to get them when you need them.



UNDERSTANDING

Making sense of ideas and principles.
- seeing how and why things fit together.



DOING

Developing practical and physical skills through practice.

= MUD

MUD ACTIVITY

Place the following in the most appropriate categories.

1. Learning to walk.
3. Learning to drive.
5. Putting a jigsaw together.
7. Your friend's fax number.
9. How bread rises.
11. Learning to play snooker.
13. Riding a bike.
15. The role of the spine in the skeletal system.
17. Hygiene procedures when dealing with wounds.
19. How to converse with people with disabilities.
2. Learning the periodic table.
4. Learning how to wire a plug.
6. Learning a language.
8. Assertive techniques.
10. The dates of famous historical battles.
12. Learning about the behaviour of gorillas.
14. Making a Xmas cake.
16. Accessing information on the Internet.
18. Learning the Highway Code.
20. Discipline a student.

Knowledge (Memory)	Attitudes (Understanding)	Skills (Doing)

Answer key:

Knowledge	Attitudes	Skills
2, 4, 6, 7, 10, 11, 15, 18	4, 5, 6, 8, 9, 15, 16, 17, 19, 20	1, 3, 4, 5, 6, 8, 11, 12, 14, 16, 19, 20

THE LEARNING NEEDS OF A PUPIL

- I need to have some short term achievable targets.
- I need to know what is expected of me.
- I need to be offered strategies to help me learn more effectively.
- I need to feel valued and respected.
- I need to know what I can do well and what I need to improve.
- I need to recognise my own achievements and have them recognised by others.
- I need to be able to evaluate my own learning and to develop my own strategies to improve it.

THE CONDITIONS OF LEARNING

LEARNING occurs where this is:

1. An environment of active people.

People learn when they feel they are personally involved with others in the learning process.

2. A climate of respect.

When a high value is placed on individuals and a sense of caring prevails.

3. A climate of acceptance.

Accepting a person means that he or she can be himself or herself and expresses beliefs without fear.

4. An atmosphere of trust.

When people have a feeling of trust in themselves and in others.

5. A climate of self-discovery.

When learners are helped to find out about themselves, and to meet their own needs, rather than having their needs dictated to them.

6. A non-threatening climate.

So that people can confront each other and ideas can be confronted without fear.

7. A climate of openness.

When personal concerns, feelings, ideas and beliefs can be expressed and examined openly.

8. An emphasis on the uniquely personal nature of learning.

When each individual knows that values, beliefs, feelings and views are important and significant.

9. A climate which differences are thought to be good and desirable.

When differences in people are acceptable as differences in ideas.

10. A climate which recognises the right of individuals to make mistakes.

Learning is facilitated when error is accepted as a natural part of the learning process.

11. An atmosphere that tolerates ambiguity.

When alternative solutions can be explored without the pressure of having an immediate single answer.

12. An emphasis on co-operative education and self-evaluation.

When people can see themselves as they really are, with the help of their peers.

<http://www.teachingenglish.org.uk/think/think.shtml>