

The zone of proximal development education essay

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Firstly the cognitive stage, this is when the learner is given verbal instruction on the task in hand which includes them to using personal perception and decision making how to perform the skill correctly. The second stage, associative being when the skill is repetitively performed to correctly performs the task. And the final stage when the performance can be altered due to both positive and negative influences. Reece & Walker (2000), state that Bruner sees the teacher's role as facilitating and taking control of the learning. To use this strategy in my subject I will engage all learners to be active and motivate them to seek new information and participate in the teaching methods. To use the cognitive theory strategy on my lesson plans, I will have to allow them time to discover concepts and principles for themselves and to relate to what they might already know. Feedback is essential element in this process. It allows the teacher to check the entry level of the learners own knowledge and ideas and what they need to know. This is transforming students' learning with regards to existing knowledge and then verifying it and checking it against the new knowledge. The teaching strategies I can use that are associated with cognitivist theory are videos, class presentations and debates that students have the responsibility to lead. I will have to arrange the learning for the students to discover things for themselves. I will promote students in my class to be active learners and participate in discussions and encourage learners to review what they know about a topic before teaching the new subject. Cognitivist is the process of linking pious knowledge in order to learn . cognitivist theory is mainly looking at how the brain is focused for learning. How the learners can relate to the llearning from past experience. This theoroiie relies on propr knowledge and

how learners understand. According to Piaget's theory, all the students in the 14- 19 classroom have reached the Formal Operational stage of cognitive development. He also says they are capable of understanding the concept and that the learners should be able to apply their understanding and be able to demonstrate in a given context. From my own experience at college the two classes I teach at different levels its apparent that these boundaries are not precise as Piaget believes. As there are students that may never reach the formal operation stage. When using the cognitive theory I am aware that all students are at different levels with their learning and I will have a majority of learners with different abilities. Therefore the material I teach would not be suitable for all the class, I could plan for materials be inclusive for all learners such as visual aids, handouts or video etc. another method would be to group the class closely by attainment levels so I know what groups to focus on and what type of learning method is suitable for them. Vygotsky's theory is looking at the Zone of Proximal Development (ZPD). This is the boundary between a learner's Zone of Actual Performance and their potential level of understanding. This is known as scaffolding. It has moved from the didactic approach and is more student led. Learners are encouraged to use an active approach to learning. Bruner also believes that learners build knowledge from their past experience and can apply to the current curriculum by extending their understanding. He mentions that the teacher should be the guide by aiding learners by scaffolding their learning with the correct resources so that when the students had moved on there was less scaffolding required. (Burton 2001, p. 241) BURTON, D., 2001. Way's Pupils Learn. In: S. CAPEL, M. LEASK and T. TURNER, eds, Learning to Teach

in the Secondary School. 3rd edn. London: RoutledgeFalmer, pp. 235-249

In the classroom I have observed my students are at different stages of learning. Some learners have better understanding than others which puts them in a different ZPD or stage in their scaffolding learning to those learners that aren't as able. My level 2 group is challenging as there were learners aiming from pass to merit and it I find it hard to see where they were with their performance. I have now tried to use the didactic approach as I can cover the basic level of knowledge so they were engaged and understood what message I'm trying to convey. It was difficult to find the middle ground, as the students who were ahead with the learning seemed tense as they had to wait for the lower attained learners to fully understand and to get on task was challenging.