

The problem with akeem in education. causes and decision

[Education](#)



Education case study

Problem identification

The problem with Akeem was that the teaching method did not offer him the attention and specialty that he needed in his studies. The teaching method was too static based on set formalities that suited most but could not fit Akeem. It was only through a special program that Akeem was well understood and aided to make it through his studies.

Possible solutions

Declarative teaching in most cases does not equip problem solving techniques and in most cases such teaching does not differentiate between the abilities of the students in class (Kirkley, 2003). In most cases as Kirkley further elaborates, solving a problem in some cases requires the problem solver to dynamically restructure and run their mental models of the systems to effect a particular action on a system. Developing a mental model is more practical and requires more than the declarative teaching that students such as Akeem received from their classroom. The solution would thus be aimed at making the studies a bit practical to make such students to express mental models practically rather than theoretically.

Plan of action

Cooper & Henschke (2001) describe andragogy as a form of learning for adults where practice in the field is supplemented with theoretical work from the class. Such an approach would help in helping children such as Akeem. The children exhibiting such behavior should be offered with an environment that stimulates practical activities. Once the area of concern is established, the students would then be encouraged to participate more in this specific

area, and later when enough interest is accumulated, the student might be introduced to the theoretical aspect of the idea.

Justification

The plan has to work effectively in that the plan isolates the areas of interests as portrayed by the student, and then develops these areas. In short it is a student controlled learning instead of a teacher controlled learning. As Cooper & Henschke (2001) elaborate, the interest and practical aspect gained would be the motivation towards learning the theoretical concept.

References

Cooper, M. K. & Henschke, J. A., (2001). Andragogy: its research value for practice. A presentation to the Midwest Research to Practice conference, Eastern Illinois University, Illinois, Sept. 26-28, 2001. <http://www.umsl.edu/~henschkej/articles/AndragogyTheResearchValue.pdf>

Kirkley, J., (2003) Principles of teaching problem solving, IN: Plato Learning-Indiana University