Unit assignment

Education

These two levels are very different, and must be approached by those delivering the learning with awareness of the altered factors. Hence why all curriculums need to different to meet the requirements of learners. Pedagogy is when you are teaching learners that fit into the ' child to adult' spectrum of development. This covers secondary school and some further education levels. When delivering the learning you need to be aware that they are not self motivated like mature learners, so you have to approach the teaching differently.

They must be shown the benefits of what they are tidying to understand where it fits into the grand scheme of their education, where this subject is leading. If they are shown progression and a point to the learning, it will aid in their motivation. You need to constantly change the learning styles. This is true of all teaching, but more so with the pedagogy principle. Young learners need to be interested in the topic or the format of learning it. As they are at a stage in their education where it is compulsory, not every learner it the classroom wants to be there. This makes them harder to engage and keep engaged.

Constant changing of learning styles will aid his. Androgyny is the second principle of learning. This deals with mature learners. This has the same issues as the pedagogy principle, just cased in a different format. Most androgyny learners are there because they want to increase their knowledge in a topic they find interesting, because they have chosen it. However, like secondary school, some learners are there because they have to be. Many occupations come with contractual obligations to pass a certain qualification.

Not all those mature learners enjoy this aspect, so the teacher is faced with the same problem of motivation.

Teaching mature learners also has barriers to learning. In the last ten years the face Of education has changed dramatically with the introduction on a large scale of IT usage. Some mature learners who have been out of the educational cycle for some time may find this intimidating. They may be used to certain methods of learning which are now defunct. These barriers have to be approached and overcome. As my subject specialist area requires a massive amount of work to be done have just adjust my teaching style and approach as not to isolate any learners. SE Mason's theory heavily for this and scaffold learning by delivering Photos at the most basic level. As not disengage the more competent learners I ensure there are an array of strength and challenge extension tasks embedded with the lesson and throughout the curriculum. When considering your curriculum and how best to deliver it, I use a broad range of principles. These range from. Behaviorism The behaviorism approach can be summed up by the term ' what you see'. This theory believes effective teaching occurs when the learner practices the task until they learn the process of doing it.

It base is that by reinforcing a espouse to learning over and over again, the learner stores the information. Pavlov experimented with conditioned learning with his salivating dogs study. This has however been criticized due to the usage of animals as test subjects instead of humans. However, his experiment had some conclusive results in favor of what he suggested. Behaviorist's state that the learner gets pleasure from completing a task and receiving praise for doing so. ' We should not underestimate the satisfaction

and educational value which pupils get from satisfactorily completing an action, however simple', (Maryland 1993).

This form of reinforcement can be very useful with learners that are not operating at a very high level within the cognitive domain. It is also effective within practical based work, which involves the usage Of certain tools or equipment. This method is used in competency based exams or work. I implement this into my teaching as I do like to praise good practice by having a badge system. This may sound immature but the learners really do enjoy it. The department has within a badge representing a different lecturer. The learners are task to collect as may badges as the can.

We have found that the learners wear these badges n the lanyards as a mark of achievement and they have become very popular, with all learners trying to get " the full set". The competition amongst the students is very healthy and it means that the learners try their best in order to achieve by positive reinforcement. Cognitive – This theory looks at learner in a different way. It is the learner, and not the learning task that is important, (Curran, 2000, page 91). Cosmogonists believe it is the internal changes that occur as a result of learning that is significant. How we gain and organizes the knowledge is key.

They believe that we relate ewe information to existing information we already have. Our prior experiences influence the way we look upon a new subject and the way we process it. The cognitive theorist Burner believe discovery learning to be the most effective and authentic method of achieving a real understanding of the underlying principles off topic, (Remarriage et al, 2003, page 77). He feels the learner will have a clearer

understanding if they are allowed to interpret the information gained in the way that suits their individual internal structure better. He also claims that discovery learning can be used to teach anyone.

Criticism of this theory states that it requires all learners to have a cognitive maturity that allows them to ' self teach'. Not all learners' function upon such a high level of Bloom's Taxonomy is what they state. When look at these principles of learning and how I use these to help structure my curriculum, can relate both to my teaching and practice. Due to the practical nature of what I teach, much of my teaching takes the form of learning by doing. This behaviorism theory works very effectively within the format use it. I have to teach my learners how to use the editing software as part of a unit deliver.

The process I use is demonstration followed by practice. This is repeated until the learners have been conditioned to understand how to use the equipment. Whilst they are on task with this, I deliberately take a step back and allow them to learn through trial and error. Using this form of delayed feedback assists them in understanding the process better, (Race & Walker, 2003, page 83). Another element of this theory I use is immediate praise. " The more frequent and instant the praise, the greater the motivational effect," (Petty, 1 998, page 59). Discussion session also form a large part of teaching due to the social tauter of the group.

I take these opportunities to give immediate feedback to learners when they have raised a good or connected point. The results are very apparent with the learners becoming much more vocal when they have had one of their

points praised. I use this more with the quiet learners to produce better involvement within the group. Looking at how I incorporate cognitive approaches, my attention is drawn to the research assignment my class produces. The whole point of the assignment is to lead their own learning on a chosen topic. The basis of this assignment is to research a topic with the idea of producing specialist area presentation relating to it.