

Teachers

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Teacher-Learner Interaction The shift of the role of the teacher from being the “ sage on the stage” to being the “ guide on the side” means that both the teacher and the learner have realized that engagement in the process of learning make learners process information as well as reconstruct it in their own meaningful ways, and as a result increase the chances of remembering and applying the information in new situations. In connection with this, one can claim that learners use their existing knowledge and prior experience in discussing ideas while deriving meaning from learning materials whereas the teacher on the other hand, “ facilitates learning in less directive ways” (King, 1993, p. 30).

The main principles underlying cognitive theory makes the theory play a very significant role in the classroom experiences of teachers and learners.

Apart from acting as a foundation of experience for organizing new information, cognitive theory also enhances the creation of a social environment for acquisition of new knowledge (Cantillon & Wood, 2011).

The executive control also plays a very significant role in the learning environment. It enables a teacher to learn the behavior of learner so as to interact easily and freely with that learner. In connection with this, the information processing concept of executive control enables the teacher to support executive thinking skills of the learner through coming up with effective classroom organization as well as interactions. Additionally, executive control enables the teacher to identify the learning disabilities of a learner in time so as to come up with ways to control the learner’s learning attitude (Cox, 2007).

References

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