

# Starting the lesson

Education



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The evolution of teaching & teachers' learning since 1800" Discussion By 22 July The evolution of teaching & teachers' learning since 1800's

Learning is the natural processes of the human mind. The mortals have an inborn ability to learn any and every concept whether it is taught directly through the educational system or indirectly through experiences and observation. The forte of the educational realm has evolved a great deal since the 18th century.

Based on the two abstracts, one can decipher that shift in learning from the core concepts to mere facts. The educational reform and evolution ranges from Pedagogy, which the art and science of teaching, to distant learning models. The underlying factors behind such evolution are to bridge the gap between thinking and learning. The thinking maps discussed by John Hattie focus on the power of passionate teaching and cognitive engagement of students. Taking John Hattie's quote from Paul Brock in his 2012 book ' I want ... teachers ... to nurture and challenge my daughters' intellectual and imaginative capacities...to care for Sophie and Millie with humanity and sensitivity... to strive to maximize their potential.' (Hattie, 2012) signifies the shift in the overall teaching domain. In this very book Professor Hattie has listed fourteen new interventions that were not a part of his Meta analysis and among those the most crucial one is teacher's credibility. As mentioned in the abstract had the learning be a little more practical rather than subject oriented the teacher would have taught in a markedly improved fashion. It is important for the teachers to show genuine care and educate knowledge that can add to the students' overall well being. The students who do well are the ones whose teachers are credible and the students perceive their credibility to the fullest.

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Therefore it is important for the teachers to enhance the effective learning process of the students by possessing the right amount of knowledge and facts and sharing their knowledge in a genuine way through modern teaching methods.

Reference:

Hattie, J. (2012). Visible learning for teachers: Maximizing impact on learning. London: Routledge.