Supporting Classroom Management with Principles of Teaching and Learning

Career & Technical Education Institute
Fall 2011

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Learning Objectives

• Describe important theories in human motivation.

• Explain the Principles of Teaching and Learning. (Newcomb, McCracken, Warmbrod, & Wittington, 2004)

• Identify specific strategies for incorporating the principles into the learning environment.
Self-Efficacy is the key motivating factor that will elicit desired behaviors leading to a positive learning environment.

Bandura, 1986
Self-Determination Theory

- An organismic dialectical (organism and social context) approach that assumes that humans are active organisms evolved tendencies toward growth (Ryan & Powelson, 1991).
  - Assimilating new information
  - Exploring novel terrain
  - Internalizing and integrating ambient practices and values

- Motivation to act is initiated by the innate need satisfy three basic psychological needs (Deci & Ryan, 1985).
  - Autonomy
  - Competence
  - Relatedness
Self-determination is the key motivating factor. The fulfillment of the three psychological needs through instructional strategies elicits the motivation to demonstrate desired behaviors leading to a positive learning environment. 

Anderson, 2008
Principle 1 - Subject matter must possess meaning, organization, and structure.

- **MEANING** - Content is more meaningful when learners understand how subject matter can be used.

- **ORGANIZATION** - Content should be subdivided into instructional units that indicate clearly the usefulness of what is to be learned.

- **STRUCTURE** - Content must be sequenced so that learners see and understand the interrelatedness of the concepts.

- **CLARITY** - Educators' clarity during instruction and answering learners' questions contribute to learner achievement.
Principle 2 - Readiness is a prerequisite for learning.

- Subject matter and learning experiences must be provided that begin where the learner is.
- Educators must learn about their learners' interests, aspirations, aptitudes, and prior knowledge.
- Learners demonstrate their readiness for instruction.
Principle 3 - Learners must be motivated to learn.

- Motivation to learn is the factors that influence learners to participate in and accomplish learning activities.
- Motivation to learn is a function of personal factors & environmental factors.
- There are several influences that educators should consider.
Principle 4 - Learners are motivated through their involvement in setting goals and planning learning activities.

- When learners perceive ownership in the teaching-learning process, they are motivated to ensure that goals are achieved and activities completed successfully.

- Educators must teach learners how to participate in setting goals and selecting, carrying out, and evaluating various phases of the teaching-learning process.

- The use of learner ideas during instruction positively correlates to learner achievement.

- Learners are motivated and achieve at higher levels when educators indicate by words and actions that they accept the learner's feelings and ideas.
Motivation

Principle 5 - Success is a motivating force.

- Learners are motivated when they acquire new knowledge and skills.
- Educators should ensure that learners are engaged in learning activities where success is possible through instruction and supervision.
Motivation

Principle 6 - Learners are motivated when they are challenged.

- Tasks must fall in a range of challenge such that success is possible but not certain.

- Educators must remember that what is in the range of possibility for one learner may be impossible or boring for another.

- Educators must prepare instructional material at several levels of difficulty and a variety of activities.

- Learners will rise to the level of expectation when given the proper tools to succeed.
Rewards and Reinforcement

Principle 7 - Learners must be provided with knowledge of their learning progress.

- Feedback should include both strengths and weaknesses of a learner's academic performance.
- Additional instruction should be provided and supervised practice to address weaknesses.
- Feedback can be provided through a variety of assessments.
Principle 8 - Behaviors that are reinforced (rewarded) are more likely to be learned.

- Reinforcement provided must be perceived by the learner as a reward and not just by the educator.

- Criticism should be used cautiously as research shows a negative relationship with that and academic achievement.

- Instruction on how to correct the error should always accompany negative feedback.
Rewards and Reinforcement

Principle 9 - Reinforcement must follow as immediately as possible the desired behavior and be clearly connected with the behavior by the student.

- This can most easily be done during instruction by educator's comments.
- Feedback should not only consist of information that the performance was satisfactory, but also why it was satisfactory.
Principle 10 - Directed learning is more effective than undirected learning.

- Directed learning means ensuring that both the educator and the learners know what is going on and why.
- Directed learning requires strategic planning of instruction.
- Directed learning requires skillful supervision; present but not overbearing.
Techniques of Teaching

Principle 11 - Learners should inquire into rather than be instructed in the subject matter.

- Learning should be active instead of passive.
- The problem-oriented approaches to teaching improve learning.
- Variability in instructional strategies help to ensure that all learners will have the opportunity to become actively engaged in instruction.
Techniques of Teaching

Principle 12 - Learners learn what they practice.

- Practice must be aligned to the domain instruction is addressing (i.e. behavior, cognitive skills, psychomotor skills, and attitudes).

- Repetition alone will not ensure success. Practicing the proper technique with feedback is key.
Principle 13 - Supervised practice that is most effective occurs in a functional educational experience.

- Practice should closely resemble the real-life situation in which the behavior, skill, or attitude is used.
Transfer of Learning

• Students can transfer (use) what they learn.

Principle 14 - Learning is retained when it is learned in a real-life situation and used soon after it is learned.

Principle 15 - Generalizations, rules, or formula help learners to retain knowledge.

Principle 16 - Educators must show learners how to transfer knowledge.
Identify two behaviors you can demonstrate as the educator to support each of the principles of teaching and learning in the learning environment.

- **Principle 1** - Subject matter must possess meaning, organization, and structure.
- **Principle 2** - Readiness is a prerequisite for learning.
- **Principle 3** - Learners must be motivated to learn.
- **Principle 4** - Learners are motivated through their involvement in setting goals and planning learning activities.
- **Principle 5** - Success is a motivating force.
- **Principle 6** - Learners are motivated when they are challenged.
- **Principle 7** - Learners must be provided with knowledge of their learning progress.
- **Principle 8** - Behaviors that are reinforced (rewarded) are more likely to be learned.
Principles in Review

- **Principle 9** - Reinforcement must follow as immediately as possible the desired behavior and be clearly connected with the behavior by the student.
- **Principle 10** - Directed learning is more effective than undirected learning.
- **Principle 11** - Learners should inquire into rather than be instructed in the subject matter.
- **Principle 12** - Learners learn what they practice.
- **Principle 13** - Supervised practice that is most effective occurs in a functional educational experience.
- **Principle 14** - Learning is retained when it is learned in a real-life situation and used soon after it is learned.
- **Principle 15** - Generalizations, rules, or formula help learners to retain knowledge.
- **Principle 16** - Educators must show learners how to transfer knowledge.
References


