Lehigh Valley Health Network

LVHN Scholarly Works

Department of Education

Better Teaching Means Better Learning: 45 Minutes, 100 Years of Educational Psychology, and 4 Concepts You Can Apply Today

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Published In/Presented At
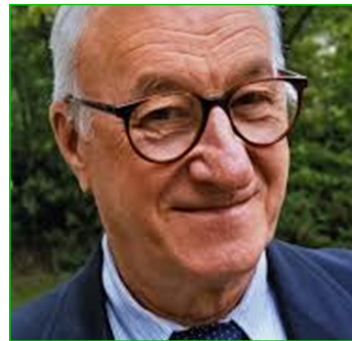
Better Teaching Means Better Learning

Lehigh Valley Health Network, Department of Education   October, 2019

Social Cognitive Theory

Modeling

and

Self-efficacy

-American Psychologist

-Early work on social modeling and aggression

-Later work on self-efficacy

-Bridged behavioral and cognitive learning theories

-National Medal of Science Award Winner, 2004

Albert Bandura
Image from bandura@Stanford.edu

Bottom Line:

*people, behaviors,
and the environment
interact reciprocally
In learning*

Social Constructivist Theory

Scaffolding

and

Peer

Collaboration

-Russian, Marxist scholar

-Critical of Pavlov's Classical Conditioning

-Focused on social learning

-Work banned in the Soviet Union until 1980s

-Increasingly studied

Lev Vygotsky
Image from the Vygotsky Project

Bottom Line:

*learners

construct knowledge

within

a social environment*

Bandura—Social Cognitive Theory

Modeling

- Models have high status when they've had past successes

- Models are viewed as competent when they demonstrate success on behaviors the learners will perform

- When learners believe they would get similar consequences, they learn vicariously

- Complex skills often start with vicarious learning

- Learners can also learn from others' failures

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Self-Efficacy

- One's personal belief about ability to learn and perform actions

- Impacted by intrapersonal, behavioral, and environmental factors

- Heightened by

⇒   history of success

⇒   positive feedback

⇒   assistance from teacher or model

⇒   alignment with traditional gender roles

⇒   success of peer models

⇒   small group work that leads to success

"Human well-being and attainments require an optimistic and resilient sense of efficacy…. To succeed, one cannot afford to be a realist."

-Albert Bandura, 2013

Instructional Self-Efficacy
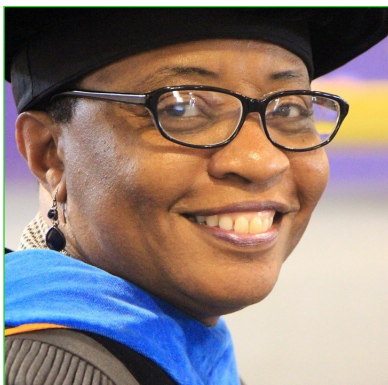
- Teachers' beliefs about their ability to help learners learn

- When low, challenging activities and restating concepts are avoided

- Improved by

⇒ observing others

⇒ practicing

⇒ increasing knowledge of subject matter

⇒ being supported by administration in improving teaching ability

⇒ working collaboratively with others on teaching goals

Vygotsy—Social Constructivist Theory

Scaffolding

- Teachers actively structure learning situations

- Focus first on what the learners already know

- Builds on what learners can master quickly

- Sets small, achievable goals

- Helps learner move just beyond current knowledge

- Learning occurs in the Zone of Proximal Development

- See one, do one, teach one

- I do, we do, you do
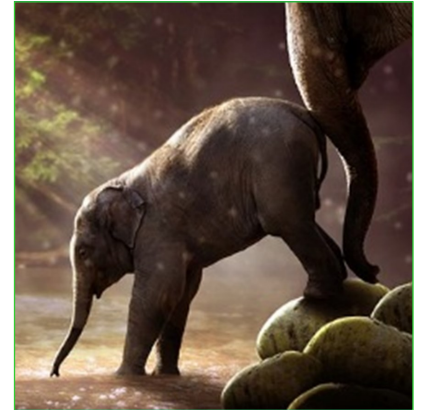
Effective Peer Collaboration

- Based on the idea that knowledge is co-constructed with others

- Encourages learners to seek and value other viewpoints

- Uses discussion and feedback

- Requires clear, overall objectives

- Combines positive interdependence with individual accountability

- Ensures that each learner is clear on his or her area of responsibility

- Does not move forward until all learners obtain competency

- Works best when applied to real-world problems

Parker Palmer—The Courage to Teach

- "Good teaching cannot be reduced to technique"

- "Good teaching comes from good people"

- Good teachers connect themselves, their subjects, and their students

- The need to perform, fear of diverse opinions, and fear of conflict are limiting

- Different types of teaching suit different teachers

- When the teacher's and learners' passion for the subject is central, the classroom is neither teacher-centered nor learner-centered
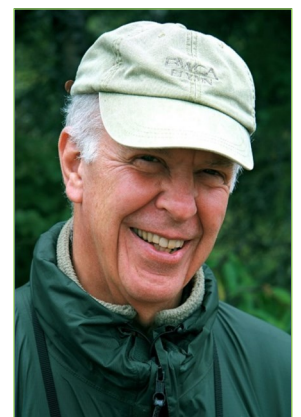
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