November, 2013

# LEARNING ENVIRONMENTS and
# LEARNING THEORIES

# Objectives

- Analyse the qualities of 'good' teachers and teaching, and 'good' school managers and management practice
- Analyse the qualities of teachers and managers which are needed to promote good quality learning in Education for Peace
- Discuss the nature of learning objectives and learning outcomes
- Explore a range of learning objective theories and compose objectives and outcomes which reflect selected theories

# 'Good' and 'Bad' Teachers

**Group 1 Focus Question:**

- What are the qualities of 'good' and 'bad' teachers?

**Group 2 Focus Question:**

- What are the qualities of 'good' and 'bad' school managers?

**Group 3 Focus Question:**

- What qualities are needed in teachers and school managers for students to learn effectively in Education for Peace?

# Some Relevant Learning Theories

- Learning Objectives:
    - *The objectives of this unit / topic / subject are to ...*


- Learning Outcomes:
    - *At the conclusion of this unit / topic / subject, it is expected that students will ...*
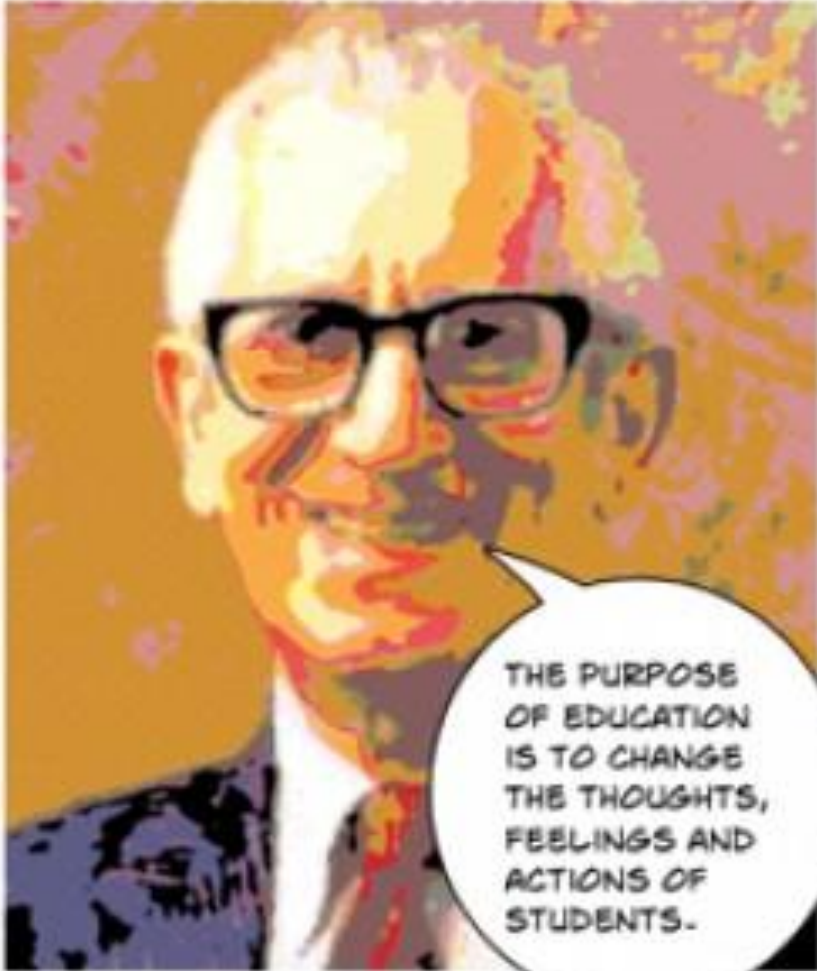
**BENJAMIN BLOOM**

*Bloom's Taxonomy of Educational Objectives*

| COGNITIVE DOMAIN | | |
|---|---|---|
| **Descriptor** | **Level** | |
| Makes a judgement about the information and can then internalise the full knowledge and understanding | Evaluation | 6 |
| Can put the information together in a way in which a new outcomes can be seen | Synthesis | 5 |
| Can take the information apart' and see the principle(s) behind the information | Analysis | 4 |
| Can apply the information to a new or different situation | Application | 3 |
| Understands the information and can retell it with meaning | Comprehension | 2 |
| Replicates or recites a fact without necessarily having a full understanding of its meaning or significance | Knowledge | 1 |

| | AFFECTIVE DOMAIN | |
|---|---|---|
| | **Level** | **Descriptor** |
| 6 | Internalising values | Recognises value-laden information (and manipulation) and applies new value-information to behaviour |
| 5 | | |
| 4 | Organising values | Makes links between different pieces of knowledge and associated values, and prioritises the new information |
| 3 | Valuing | Can explain and justify the new information and associate with other related information to make a valid value judgement |
| 2 | Responding to phenomena | Interacts with the information through reasoned discussion and questions, to build new information |
| 1 | Receiving phenomena | Receives information willingly |

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**ABRAHAM MASLOW**
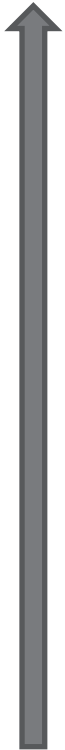
*Maslow's Hierarchy of Needs*
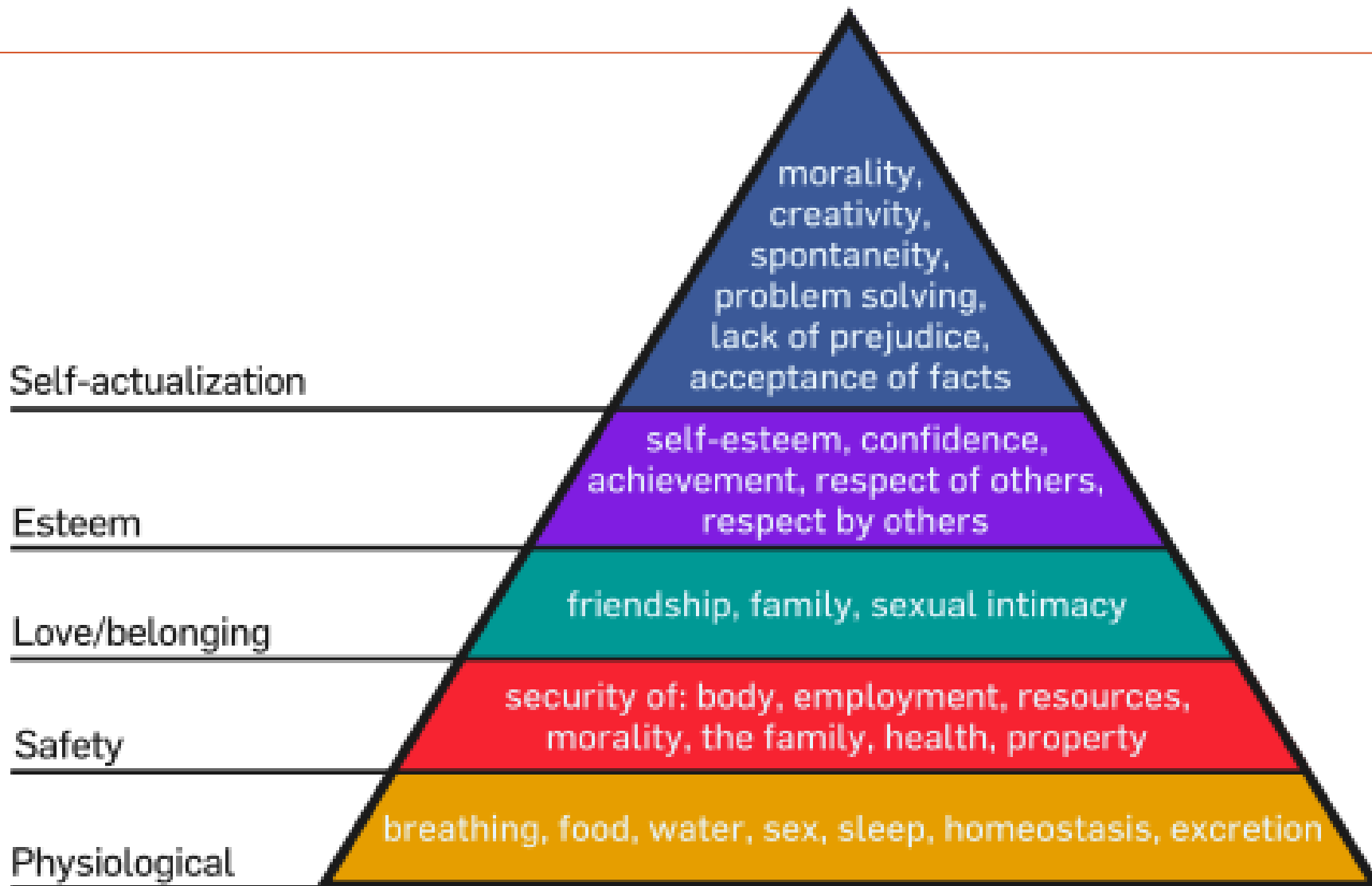
**LAWRENCE KOHLBERG**

*Hierarchy – Stages of Moral Development*

| STAGE OF MORAL DEVELOPMENT | DESCRIPTOR |
|---|---|
| "Absolute Rules" (Conventional) | Where the rules of the society are obeyed because of a fear of punishment or later, a hope of reward. At this stage, people may feel that if they are not caught, they are not guilty. The rules are obeyed for show (for others). |
| "No Rules" (Pre-conventional) | Where the learner does not take into account the social rules of the society (egocentric). |

| STAGE OF MORAL DEVELOPMENT | DESCRIPTOR |
|---|---|
| 'Ethics' (Principled conscience) | This is where the person actually develops the ethical principles by which they live. They are predicated by the higher "rules" of society but lived by as a "code of honour". The person does not need the validation or the censure of society or religion to do right. The person lives by these very high level principles consistently and constantly. |
| "Principles behind the Rules" (Post-conventional) | Where the learner understands which rules (the ethical ones) must be kept – and they are kept because it is the right thing to do) but other minor rules may be broken according to the circumstances. These broken rules are not broken because of selfishness but because of a higher principle. |

# Writing Objectives and Outcomes

How can we reflect these theories in composing Learning Objectives and Learning Outcomes for Education for Peace?

**Group task**