Unit A1

1.1 [Analyse](https://vimeo.com/enhancedltd/review/445562832/155472c4b2) theories,[principles and models of learning](https://vimeo.com/enhancedltd/review/469467438/7fb577aef4)

1.2 [Explain](https://vimeo.com/enhancedltd/review/445166316/e3d323f3a2) ways in which [theories, principles and models of learning](https://vimeo.com/enhancedltd/review/469467438/7fb577aef4) can be applied to teaching, learning and assessment.

In the field of education, there are many theories generated by various theorists that facilitate guidelines and models for the students and teachers when it comes to teaching and learning.

Theories of learning play a vital role in development and are distinguished when strategies are put into action and the outcomes are identified as effective and in forms most benefitting learners’ needs. The theories, principles and models of learning ought to be applied to education and training so to equip learners to engage and participate in ways where they can identify their preference of learning styles which support their learning process and achievements. Many learners may not be aware of their preferences therefore it is beneficial to see what kind of learners they are so to establish their learning preference when it comes to learning and assessments.

There are many theories, principles, and models of learning, to begin take one of the main theories in teaching, that of Behaviourism. This is a theory based on the understanding that an individual tends to respond to incentives and the stimuli of their environment. This can be seen in the practise of ensuring teachers mark work in good time so that the learners feel supported during their educational journey. With this theory, the teacher is at the centre of the learning process as they are the ones to create the environment, give detailed guidelines to fashion the students’ experiences with positivity and accessibility to information presented. Behaviourismwas established from the results of the renowned physiologist Pavlov, who`s experiments on the dogs founded the concept of classical conditioning. This suggests that a stimulus is paired with a response; on this is can be suggested that positive experiences in the teaching environment leads to the positive quality of learning within pupils. When students witness the teacher rewarding them with praise this motivates them to achieve further, whereas the learners who are not rewarded tend to cease efforts with demoralisation.

This method, though appears straightforward with the punishment and reward concept, can cause some difficulties in the modern practices where teachers are the centre of this structure rather than the learners’ responsibility being central. This model can be seen as ineffective and not inclusive regarding recognising students’ diversity and differences. However, if the learner is of a passive manner and opts to learn from external processes then this can enforce positive outcomes by the use of lectures, practice, rote learning and multiple-choice tests.

Another leading theory is that of Cognitivism, which looks past the practice of memorisation, known as rote learning, and instead applies efforts to teach for understanding. This is to ensure that students fully comprehend information rather than repeat information; therefore, the teacher can create tactics to entice attention by asking students challenging questions that requires them to keep alert and focused. This theory encourages students to come to their own conclusions about the subject they are studying by combining their own experiences with the knowledge presented in the lesson thus leading to a sense of ownership. This is a brilliant method to encourage students to test hypothesis for subjects studied whilst incorporating their own experiences and can be seen as effective particularly because it is inclusive of all learning styles within the students and places the students at the centre of the learning process. This learning has a nature of being an internal process and can suit methods of lectures, visual tools and essay assessment as well as multiple choice.

Another theory to explore is that of Humanistic learning, this is based on the philosophy that the student is the pivotal source of ability, determining the learning method and materials they are comfortable with. Humanists consider the fear of being unsuccessful and rejected to have an immeasurable impact on the confidence of learners in reference to their own learning progress leading to plummet under their apprehensions of failure and becoming withdrawn or disruptive learners. Many learners find education a daunting route and feel undervalued by their perceived failures that they become conscious of oneself in the context of other people’s perception of them.

This theory concentrates on the specific human capabilities of a learner that can branch from creativity, personal development, uniqueness, and emotional factors to personal choice. Humanists stimulate values of emotional factors and personal growth within education, promoting learners to pursue personal interests and talents they can develop in a way that is suited to them. Subsequently individual learning plans should be created on the interests of the learners and incorporated to ensure the needs of every learner is met. Setting learning objectives through the means of tasks that highlight creativity and promote curiosity is an effective way of doing this. Because the learners’ preferences and interests are at the centre of this theory does not negate the teacher’s role. The teacher is vital as a facilitator to assist the learner by understanding the learners’ emotional and intellectual abilities and needs to ensure the correct strategies are in place for them to achieve their learning objectives. The personal issues and basic needs of learners is met before they are moved onto higher levels and by this approach a friendly environment is created that can remove any inhibitions the students initially harboured allowing the student to acquire the desired knowledge without any complications.

As can be seen there are numerous approaches to apply to gain the most advantage when establishing the theories and models of learning that are suited or adaptable to the learners so that they can successfully achieve their learning objectives and aims withing their educational journey.

1.3       [Analyse](https://vimeo.com/enhancedltd/review/445562832/155472c4b2)models of [learning preferences](https://vimeo.com/enhancedltd/review/365340949/15f355900a#t=4m03s)

1.4       [Explain](https://vimeo.com/enhancedltd/review/445166316/e3d323f3a2)how identifying and taking account of learners’ individual learning preferences enables inclusive teaching, learning and assessment

Learning is a process whereby knowledge is established and applied for further use, which can take place consciously and unconsciously using many strategies. Although there is no specific right and wrong way of learning, there can, however, be preferences of learning models amongst students and the preference can differ according to the situation learners find themselves in. When a learner is aware of their preferred learning style or become conscious of their preference, then it can be utilised to benefit them as the most efficient style or a combination of styles, they possess, can be applied to their educational journey.

*As Coffield (2004) says the knowledge of learning styles can be used to increase students’ self-awareness and metacognition of their strengths and weaknesses as learners*

This can be used to encourage learners to explore different learning styles so to discover which learning style they prefer and adopt to their practices to become motivated and confident learning in new ways.

People learn using different methods; thus, a palette of teaching styles is essential to offer inclusivity and equal opportunities to all learners.

Neil Fleming promotes the importance to help students understand their individual learning preferences by introducing the four learning styles often referred to as VARK. This model is employed to identify the learner’s preference as to whether they are visual, aural, read and write or kinaesthetic learners.

Visual learners are most impacted by seeing information presented and as a result it would be ideal to incorporate things like pictures and graphs when teaching new information to learners who prefer this style of learning.

Aural learners opts to hear information in forms of lectures, audiobooks, podcasts and so forth as they are good with remembering information derived through such means, therefore to employ these methods would support the route to achieving learning objectives.

Reading and writing learners obtain knowledge through displayed texts so to aid such learners it would be beneficial to use information that is written down for successful outcomes.

The last learning preference is that of kinaesthetic, which is also referred to as tactile learning and is based on a more hands on experience. For the learners to benefit from such preference of learning it would be encouraged to apply activities and tasks that utilise direct practices to acquire new skills.

It must be noted that these preferences can be used but not all learners will fit in one specific preference and may, in fact be multi-modal, and so more than one learning preference may be explored. The recognition of learning preferences helps from the lesson planning stage to the assessment stage and offer a platform of inclusivity for all learners and their individual preferences and learning styles.

There are numerous types of learning styles based on different aspects, the one put forward by David Kolb looks at Divergers, Assimilators, Convergers and Accommodators.

Divergers use their observation of concrete experiences and learn by using their reflective feelings and imagination to come to new ideas. They learn through activities of discovery by means of deep thinking leading to multiple possibilities orbiting the question ‘why’. They tend to enjoy working with others and brainstorming to build details of the bigger picture. The need for praise and feedback plays an imperative role in their learning style as this allows them to discover further with logic and practical exploration.

Assimilators are prone to thinking and watching and fascinated with the abstract concepts rather than rushing to practicality of theories. They prefer organised and structured learning that gives them an insight, preferably with demonstrations, to clear and concise predictabilities of logical approach. The need to develop theories above acting on impulse is an admirable strength with assimilators, as they work down to the details.

Convergers reflect on theories and then work towards the practical applications to determine the effectiveness. The ability to understand how things work in practice through active experimentation, which is a dominant factor for this style of learning. The necessity to be able to make small and careful modifications in striving to make things efficient is a high skill that serves to bring about ideal solution to a situation with a problem. By using a trial-and-error approach learners prefer this style and tend to work better by themselves where they can think and act independently and use computer-based learning over other methods of interaction.

Accomodators are influence by the concept of ‘feel and do’ with their strong inclination towards a more hands on approach rather than thinking about theories. They enjoy relying on intuition to support their plans of immediate motion and develop a reactive and creative nature to explore adventures to witness what happens first-hand. They prefer a practical approach with creativity as opposed to routine and are fantastic with change of plans at a moment’s notice with their passion for being able to think on their feet.

Learning preferences pivot on the determination of the VARK application, which assist in the way in which learners absorb and decode information. Every person has their individual learning style, it depends on the learner and the teacher and determining which theory and style of learning will serve to be appropriate for them. Teaching new information requires application of both formal and informal exercises so that learners are engaging with the contents of subject being taught.

When these techniques are used the teaching becomes more engaging and effective learning is established because every student’s needs are met, and lessons are planned on the diversity of learning preferences and this branches to assessments too.

The learning varies on how much the learner conceives, their approach and attitudes towards learning and their efforts within the subject. It is vital that the teachers, whilst acknowledging the different learning preferences, are also aware that most students may find assessments intimidating and become overwhelmed. As a facilitator of learning, it is of high priority to understand the various assessment practices that can be applied to meet the learners needs and that they are respected and there is optimism in their abilities to succeed and not deterred by criticism. It is also important to understand that there is no set way to assess group of learners as diversity is crucial and consequently assessments ought to be individually conducted. It is natural to find that some learners will find some aspects of the subjects being taught harder and some may find them easier, therefore individual performance should be merited to evidence inclusive assessments.

Assessments have changed over time, and not only can teachers carry out assessments, but they can be accomplished by peers too, which gives power to the learners under instruction of the teacher. The assessments can be carried out in various forms to include the needs of all learners, for example it may be that some learners take a lot longer to fully comprehend a question than others and instead of written, may need to give answers verbally, possible due to special educational needs and conditions. There could be emotional rise posing as obstacles with examinations therefore coursework could add a balance to the assessment of learning that has taken place throughout the course.

Just as learning preferences are evaluated when planning lessons to ensure all learners needs are met, it is also important to consider the assessment practices to ensure inclusivity so that the opportunities to develop is fair and open to all leaners.