Susan Place/November 9, 2005
Section one EDTE 311/Mary Lindsay
Personal Theory

How children learn

Socioemotionally

- Nurture
  - Need loving safe environment, able to take risks/self esteem
- Nature
  - Temperament; ability to relate to others
- Able to connect examples to real world
- Scaffolding
  - Guided participation
- Reciprocal teaching/ cooperative learning: Vygotsky
- Fitting in socially: Universal Need
- Interaction: Vygotsky

Physically

- Nurture
  - Physical activity done at home carries over to classroom behaviour/attention span
  - Nutrition positive impact if healthy and negative if unhealthy
- Nature
  - Biological development
- Modeling: Bandura Imitating others performances, especially those that do it well (star basketball player)
- Kinesthetics/ Hands on learning activities
  - Playing: Modeling real life Piaget and Vygotsky
- Personal Experience Diversity/Individual
- Being physically present to learn in the classroom: Universal

Cognitively

- Trial and Error, attempt different methods
- Nature
  - Learning Difficulties may have negative effects; such as ADHD, dyslexia, etc.
- Repetition, personal methods for remembering
- Universal: Brain functions relating to memory
- Diversity: ways of remembering/learning
- Nurture
  - Cultural differences affect how they learn, language used at home etc.
  - Experiences with other people
    - Piaget: Interactions with peers
    - Vygotsky: interactions with adults
- Stages: Piaget
  - Discontinuous
  - Different For Every Child