

Chapter 7

Ecology of Teaching

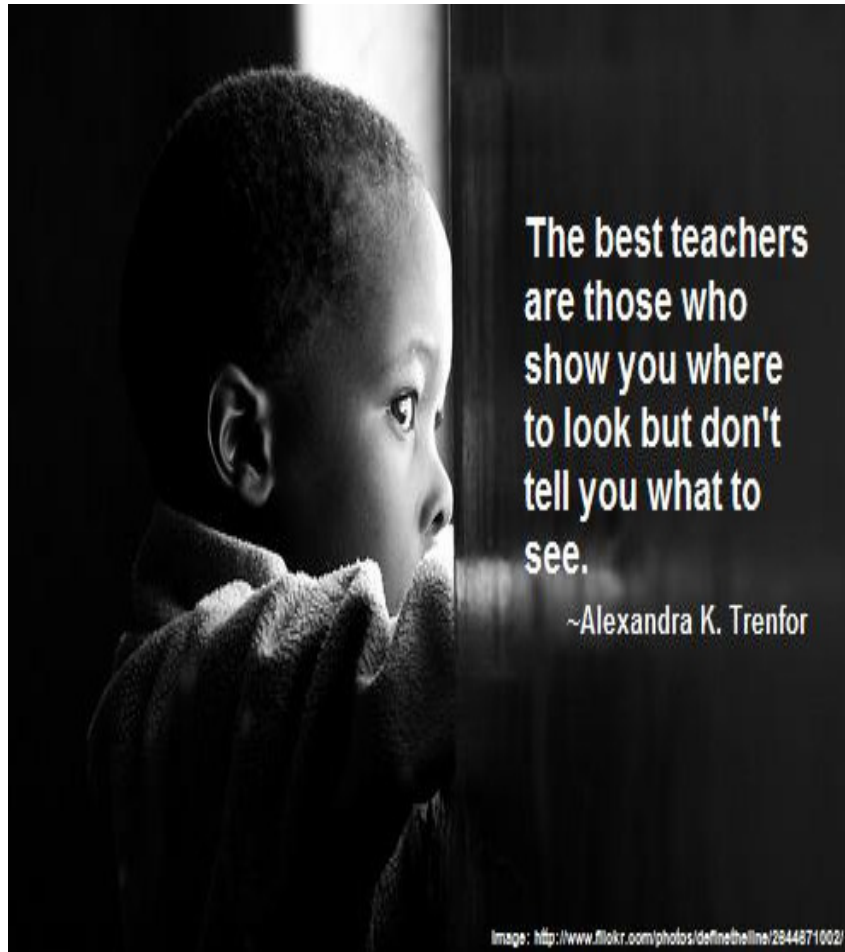
Learning Objectives

- Describe the teacher's role as a socializing agent.
- Explain how the teacher's leadership style, management style, and expectations of students affect learning.
- Describe how student differences, based on gender, cultural background, socioeconomic status, learning style, disability, at-risk, and resilience, affect teacher interaction and learning.
- Explain macrosystem influences on teaching—philosophies, classroom contexts, accountability, standardization, and developmental appropriateness.
- Describe mesosystem influences on teaching—family involvement in learning.

*The ideal condition would be, I admit,
that men should be right by instinct;
But since we are all likely to go astray,
the reasonable thing to do is to learn
from those who can teach.*

Sophocles

Activity: Who was your best teacher?



- Take a few minutes to write about your best teacher.

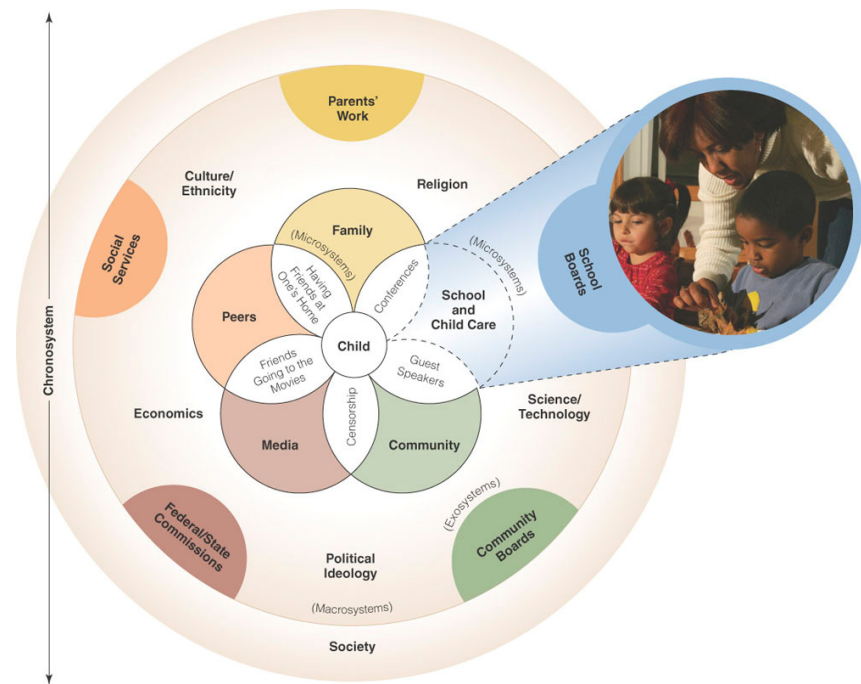
Teacher Characteristics

- Characteristics and student learning
 - Teachers as role models
 - Teachers as managers
 - Teacher's expectations



Teachers

- Teachers play a major leadership role in helping children learn
 - to deal with those in authority.
 - to cooperate with others.
 - to cope with problems.
 - to achieve competence.



Teachers as Leaders

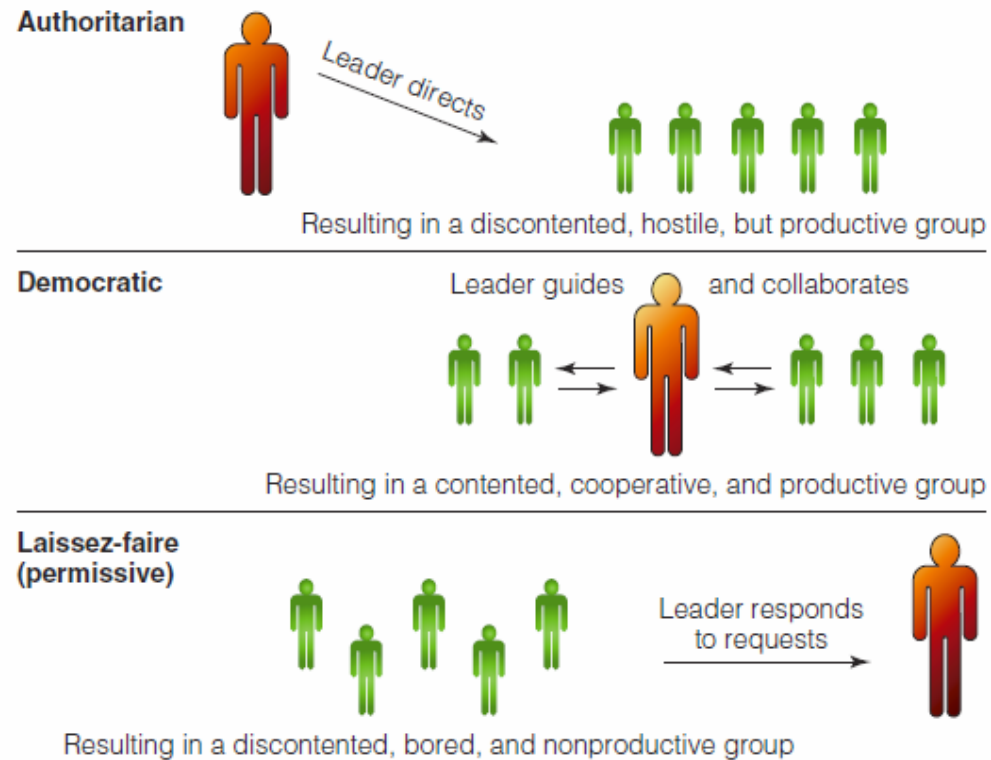


FIGURE 7.2 Teachers and Leadership Styles

Zone of Proximal Development

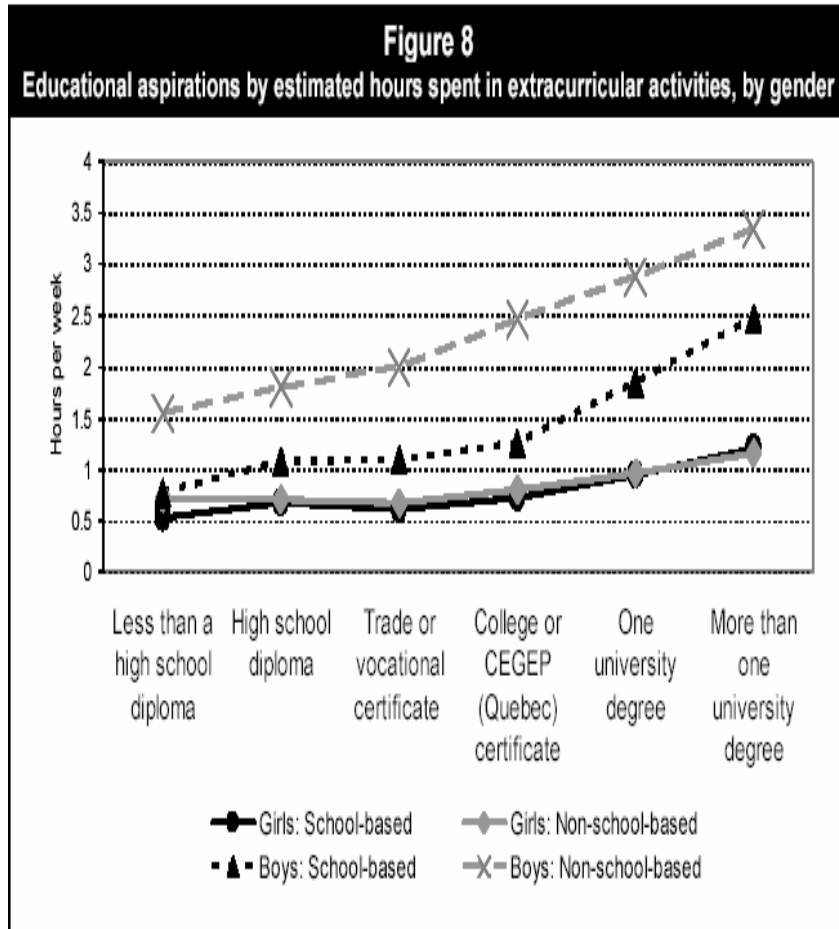
- Teacher know ZPD
- The space between what a learner can do independently and what he or she can do while participating with more capable adults

Student Characteristics

Student Characteristics

- Gender
- Culture
- Socioeconomic status
- Learning style
- Disability
- Risk and resilience

Gender



- Differences
- Differential treatment



Culture



- Teachers expectations of students influence their interaction with them, and consequently, children's performance
- Teachers need to be sensitive to differences in the classroom based on cultural background.

Socioeconomic Status

- **Terms-
Classism**
 - The differential treatment of people because of their class background and the reinforcing of those differences through values and practices of societal institutions



Learning Styles

What's Your Learning Style?



Visual

Visual learners usually retain more information when they can see something that graphically depicts what they are trying to learn. Visual learners should study using visual aids whenever possible. Flash cards, pictures, drawings—anything that will give you a visual memory.



Auditory

Auditory learners will retain more information when they hear something. For auditory learners, the best way to learn is to listen...over and over. Use a tape recorder. Read out loud. Have a friend quiz you orally.



Tactile

Tactile learners will retain more information when they use the "hands-on" approach—like labs and demonstrations.

- How do you learn best? Review topics on pages 246-247 Review the questions. Share with large group.

Gardner's Theory of Multiple Intelligences

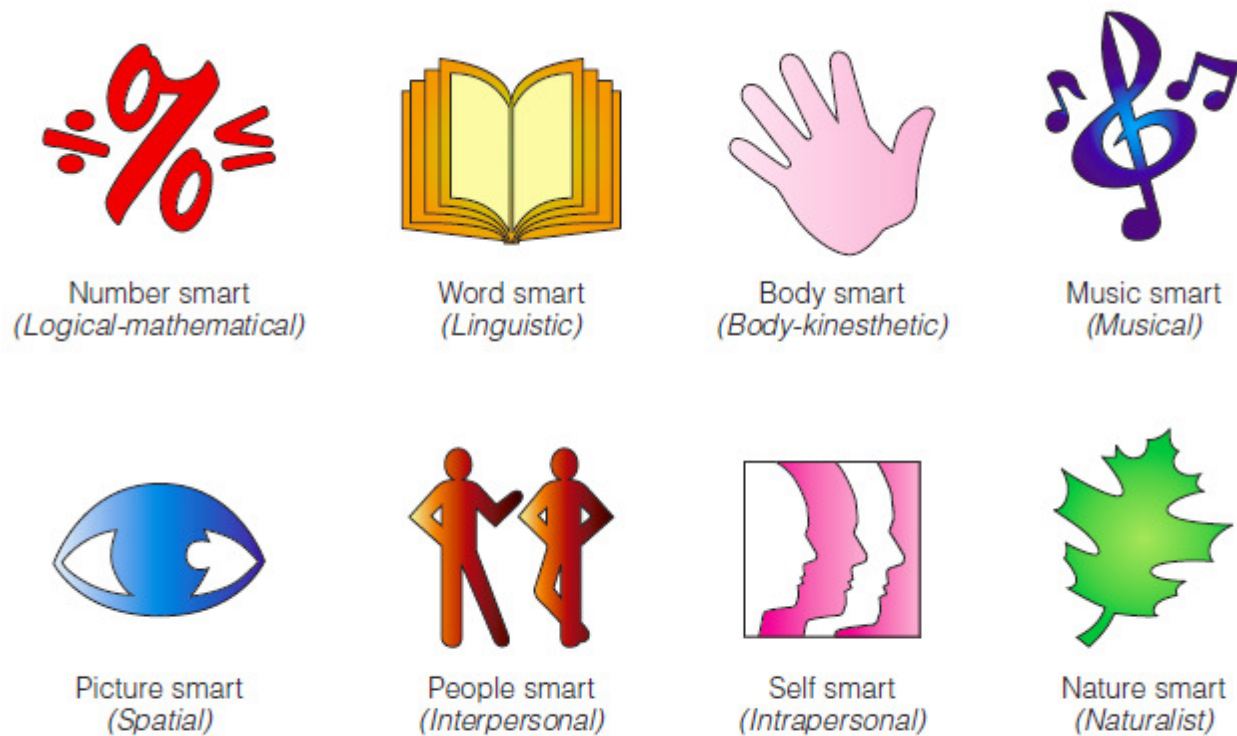


FIGURE 7.3 Gardner's Multiple Intelligences



Disability and Inclusion

- Teaching environments have changed over time in terms of
 - Individualized instruction.
 - Adaptation of the curriculum to various learning styles.
 - Collaboration among professionals.
 - Peer tutoring.



Risk and Resilience

- **Resilience**
 - The ability to withstand and rebound from crisis or permanent challenges
- Poverty and other factors put children at risk for negative developmental outcome.



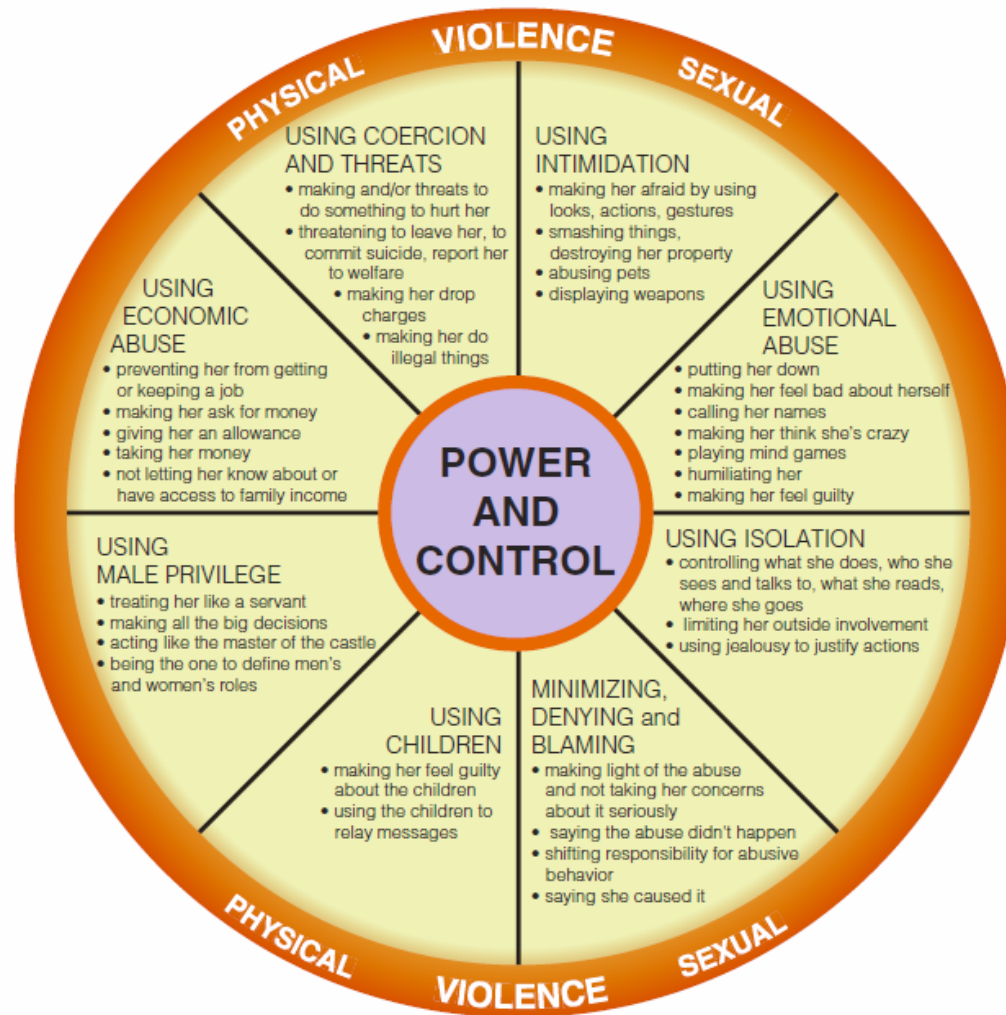


FIGURE 7.4 Mesosystem Influences on Teaching: Fostering Student Learning

Assessment Methods

- **Anecdotal records**
 - Record a child's adaptive behavior in various situations
- **Checklists and rating scales**
 - Often used to compare a child's development against norms or averages

Assessment Methods

- **Time samples**
 - Record everything a child does for a certain period of time each day
- **Measurements of behavior**
 - Record frequency of a behavior, duration of the behavior, antecedents of the behavior, and consequences of the behavior

Terms

- **Learned Helplessness**
 - The perception, acquired through negative experiences, that effort has no effect on outcomes

Macrosystem Influences

Macrosystem

- Philosophies of teaching and learning vary by
 - Structure.
 - Management.
 - Curriculum.
 - Motivation.
 - Method.

Table 7.1 Teacher- and Learner-Directed Classroom Contexts

Teacher-Directed (Traditional)

Learner-Directed (Modern)

Structure

Day is organized by teacher and divided into time segments according to subject

Program is prepared by teacher based on student abilities and interest; time spent on activities depends on interest; activities not divided into specific subjects

Management

There are many rules for appropriate behavior (being moral, having manners, following directions, paying attention, being quiet, sitting still, being neat)

Teacher encourages children to discuss standards of conduct and take responsibility for their behavior

Curriculum

Predetermined by teacher and/or textbook
Emphasis on reading, writing, arithmetic, science, social science
Knowledge considered an end in itself; what is studied is preparation for life

Subjects determined by student ability and interest
Activities and problem-solving experiences based on student interest
Knowledge considered a means to an end, the process of living; subject matter grows out of experience

Motivation

Extrinsic (grades)—success mainly a function of how well the required tasks are mastered according to teacher's standards
Advancement determined by subjects and tests passed, time spent in system
Competitive activities

Intrinsic (child's interests)—success is mainly a function of self-evaluation (based on accomplishment of a self-chosen goal)
Advancement according to activities chosen and skills developed
Cooperative activities

Method

Teacher teaches generally the same thing at the same time to all students or a group of students
Teaching style is dominative
Teaching of content
Direct encouragement of children's participation

Learning is individualized and students are responsible for their own learning
Teaching style is integrative
Teaching of process
Indirect encouragement of children's participation

Classroom Contexts

- **Cooperative Goal Structure**
 - Students work together to accomplish shared goals.
- **Competitive Goal Structure**
 - Students work against each other to achieve goals that only a few students can obtain.

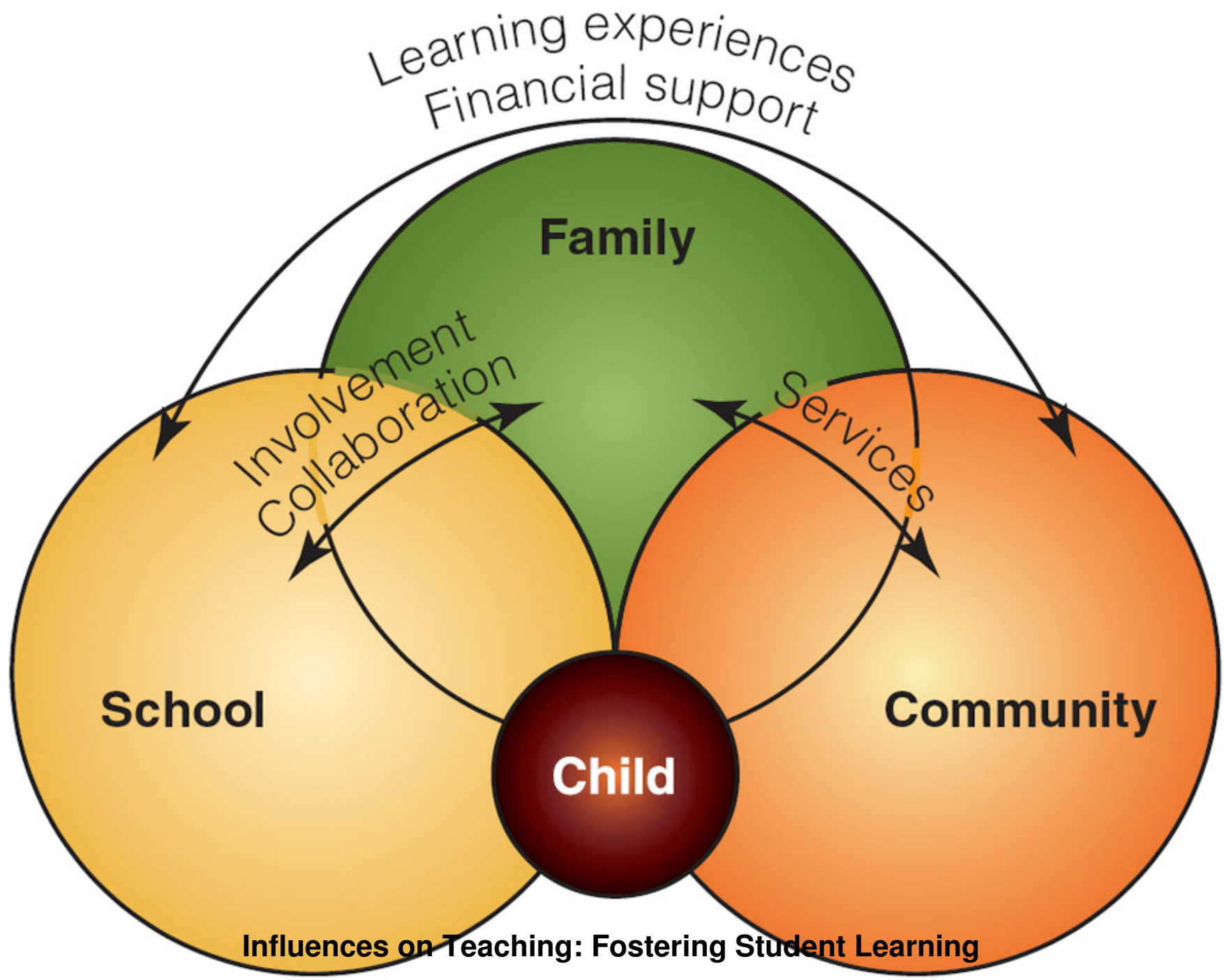
Classroom Contexts

- **Individualized Goal Structure**
 - One student's achievement of the goal is unrelated to other students' achievement of that goal.

Table 7.2 Classroom Management: Goal Structures and Socialization

Goal Structures	Type of Instructional Activity	Importance of Goal for Socialization	Student Expectations	Expected Source of Support
Cooperative	Problem-solving; divergent thinking or creative tasks; assignments can be more ambiguous with students doing the clarifying, decision making, and inquiring	Goal is perceived as important for each student, and students expect group to achieve the goal	Each student expects positive interaction with other students; sharing ideas and materials; support for risk taking; making contributions to the group effort; dividing the task among group members; capitalizing on diversity among group members	Other students
Individualized	Specific skill or knowledge acquisition; assignment is clear and behavior specified to avoid confusion and need for extra help	Goal is perceived as important for each student, and each student expects eventually to achieve this goal	Each student expects to be left alone by other students; to take a major part of the responsibility for completing the task; to take a major part in evaluating his/her progress toward task completion and the quality of his/her effort	Teacher
Competitive	Skill practice; knowledge recall and review; assignment is clear with rules for completing specified skills or knowledge	Goal is not perceived to be of large importance to the students, and they can accept either winning or losing	Each student expects to have an equal chance of winning; to enjoy the activity (win or lose); to monitor the progress of his/her competitor to compare ability with peers	Teacher

Mesosystem Influences



Readiness to Learn

- **Readiness** encompasses health, nutrition, and social/emotional factors.
- Families can enable children by
 - Nurturing
 - Communicating
 - Encouraging learning
 - Becoming involved in school

Communication



Communication

What is the meaning of effective communication?

What is cross cultural communication?

What are the factors that impact communication?



Review

Two students role play scenario;
Instructor coaches

R efect

E xplain

R eason

U nderstand

N egotiate



Definitions

Communication

the interchange of thoughts, opinions, or information by speech, writing, or signs

Cross cultural communication

the interchange of thoughts, opinions, or information by speech, writing, or signs that involves learning about communication styles and culturally based differences

Factors that Impact Communication

Perceptions

Assumptions

Values

Communication Styles

Perceptions



PERCEPTIONS

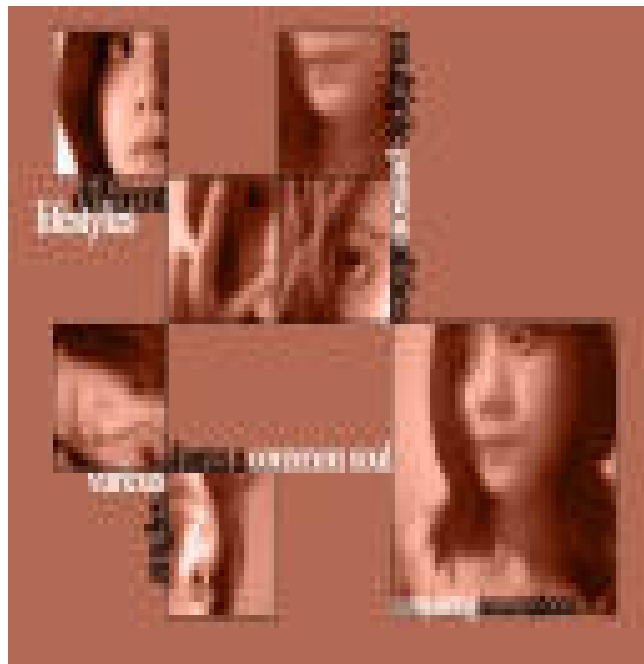
How do we see **different**
the same situation or event

Impacted by:

- past experiences
- first impressions
- values
- culture
- hopes
- attitudes
- social pressure
- prejudices and stereotypes

ASSUMPTIONS

Something taken for granted.



VALUES

The abstract concept of what is right,
worthwhile, or desirable

Principles and standards

family

education

community

COMMUNICATION STYLES

Each person has a
different way of talking

Different people styles
affect the interaction

Different communication
styles may lead to
misunderstanding



Communication styles continue...

Listen and notice the words said

Listen and notice how the words are said

Listen and notice the tone of voice

Listen and notice the non verbal language

Non verbal language

- Body movements
- Personal space
- Smile
- Eye contact
- Touch
- Silence
- Time concept



Cross Cultural Communication

What are some elements of cross cultural communication?

What is empathic (active) listening?

What is problem solving and conflict resolution?

Interactive Activity

CREATURE FEATURE

Experience differences in communication styles

1. Review the meaning.
2. Group activity: 5 groups will receive one of the “Planets” worksheet.
3. Review the mechanism for your creature’s communication style and complete the questions.
4. Select students to have a conversation.
5. Discuss, what happened and how communication occur.

Elements of cross cultural communication

VIDEO : Multicultural Communication

View the video and use these
questions to view
and hold a discussion
in small groups.

Listening: Levels



- Ignoring- making no effort to listen
- Pretend listening- making believe you are listening
- Selective listening- hearing the parts of the conversation that interest you
- Attentive listening- paying attention and focusing on what the speaker says and comparing that to your own experience
- Empathic listening

EMPATHIC (ACTIVE) LISTENING



A way of responding to the speakers which implies that the listener is trying to understand what the speaker is saying, feeling or doing.

Listening and responding with both the heart and the mind to understand the speaker's words, intent and feelings

Skills to Empathic Listening

1. Repeat verbatim
2. Rephrase content
3. Reflect feelings
4. Rephrase content and reflect feelings
5. Discern when empathy is not necessary



Helpful Phrases to Acknowledge Understanding

- As I get it, you felt that...
- I'm picking up that you...
- What I guess I'm hearing is ...
- You place a high value on...
- You must have felt...
- Your message seems to be, "I..."
- I'm not sure I'm with you, but...

Guidelines to Empathic (Active) Listening



1. Empathy
2. Show understanding and acceptance
3. Restate thought and feeling
4. Do not interrupt, advice or suggest



Activity

Practice Empathic Listening



Gain an appreciation for active listening.

PROBLEM SOLVING

Describe the methods:

- Direct order approach
- Fear- Inducing approach
- Obedience approach
- Knowing or not knowing parent needs



Problem Solving Process

- Establish a dialogue

A process and quality of communication in which participants meet which allows for changing or being changed

- Model dialogue RERUN



Practice the steps for problem solving

- Name and clarify the problem
- Talk about the problem
- Brainstorm solutions
- Consider solutions
- Choose a solution and try
- Evaluate and reflect on how the solution worked

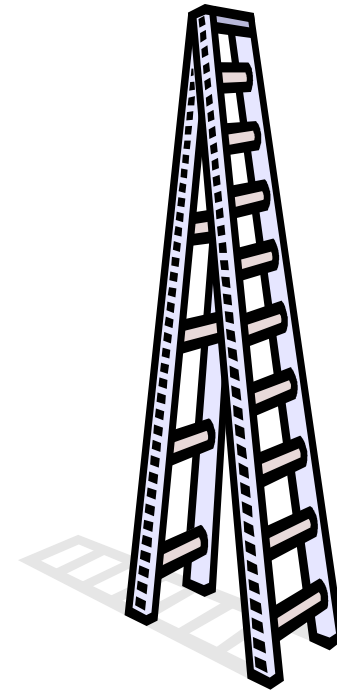
CONFLICT RESOLUTION

Understanding conflict

Escalation

De-escalation

Finding solutions



Supporting Children in Resolving Conflicts

1. Approach calmly, stopping hurtful action or language
2. Acknowledge feelings
3. Gather information
4. Restate the conflict
5. Ask for ideas for solutions
6. Give follow-up support as needed

WHEN WORKING WITH CHILDREN

Observe the different ways adults and children relate to conflict

Reflect how your background and experiences may affect

Try an approach to problem solving and conflict resolution