









LEARNER CENTERED CURRICULUM & INSTRUCTIONAL APPROACH

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#### LEARNER-CENTRED CURRICULUM AND INSTRUCTIONAL ÅPPROACHES FOR LEARNING: Å DESIGN ÅNALYSIS AND INFORMAL OBSERVATION



## **4 KEY DESIGN REQUIREMENTS**

- Helping students to build prior knowledge
- Providing opportunities for collaborative learning
- Nurturing reasoning and critical thinking skills
- Enabling self-directed learning

### HELPING STUDENTS TO BUILD PRIOR KNOWLEDGE

- i-study guide
- Text book
- Pre-class quizzes
- Interactive self directed content

### **PROVIDING OPPORTUNITIES FOR COLLABORATIVE LEARNING**

Classroom learning

• Discussion Board

#### NURTURING REASONING AND CRITICAL THINKING SKILLS

- Assignments
- Classroom sessions
- Discussion Board

## **ENABLING SELF-DIRECTED LEARNING**

- Formative quizzes
- Assignments

#### **OUR CONCEPTUAL FRAMEWORK**

In this course we help the students to build prior knowledge, provide opportunities for collaborative learning and nurture their reasoning and thinking skills – all these lead to enabling self directed learning.



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#### Empowering students for self-directed learning

#### Nurturing critical thinking and reasoning skills

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**OUR INSTRUCTIONAL APPROACH** 

Socratic reasoning

Marzano's dimension of learning

#### SOCRATIC QUESTIONING

# ... students questions will be more often then not met with another question by instructor.

#### FOR EXAMPLE...

#### Questions for clarification

For example: *How does this relate to our discussion?* Questions that probe assumptions For example: What could we assume instead? Questions that probe reasons and evidence For example: What would be an example? Questions about viewpoints and perspectives For example: What is another way to look at it? Questions that probe implications and consequences For example: What are the consequences of that? Questions about the question For example: Why do you think I asked this question?

## 5 DIMENSIONS OF LEARNING (MARZANO & PICKERING, 2006)

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![](_page_15_Picture_0.jpeg)

![](_page_16_Picture_0.jpeg)

#### **Self-Directed Learning**

Written Assignment and classroom discussion:

- Initiative and ability to find facts.
- Careful synthesis of information.
- Linking to personal experiences.

Hi everyone, thank you all for your valuable sharing. I found a study online, conducted by Elizabeth Bates from University of California, San Diego. It was a research on the Nature and Nurture of Language. The study, in conclusion, states that the nature contribution of the human composition (e.g neural mechanism) plays a larger part, though it also supports nurture in language development in human. It brought up a very interesting example of a giraffe's neck to help understand the human's acquisition of language. The giraffe's neck actually has an equal number of bones in the neck as human, even though it is long. The body had adapted in a way such that the neck is elongated for the mammal to reach the leaves in the tree. Same thing, in human, the neural mechanism for language will grow to accommodate new language tasks as well as continuing the regular tasks. Not forgetting of course, the human's natural ability to copy what others do. Especially for human infants in the first year, where this ability is present for the acquisition of language. Thank you for reading (:

![](_page_19_Picture_0.jpeg)

as the discussion comes to an end, I would like to share a graphic organiser i put together while discussing on this topic with all of you. I hope it helps all of you to remember some points that particularly stood out to me as i read some of your posts and also further readings.

Look at each child holistically

- When we talk about a child developing in their self-esteem or self-concept, we need to look at their development as a whole. Be it in their physical development, cognitive development, emotional development and social development.

Discover the child's strengths and weaknesses

- Every child is good at something. Don't just focus on academics. To help a child develop a healthy self-esteem and self-concept, we need to find out what the child is good at and what he or she struggles in.

- Sometimes children may be suffering from low self-esteem as they have been constantly made fun of or put down because of their weaknesses. Help them to discover their strengths and build their confidence by helping them realise that they are good at something.

- This is also a very good way to teach children how to accept that everyone is different, there is no need to constantly compare themselves. Tap on the child's strengths and weaknesses

- This is a very close follow up from the previous point. Use the child's strengths and weaknesses to help them in other areas instead of just focusing on their weaknesses, as it may be detrimental to their development of self-esteem and self concept.

Support, Support, Support!

Parents, teachers and caregivers need to give the necessary support for children to develop a healthy self-esteem and self-concept.
Give children the quality attention they deserve.

- Many times, children with low self-esteem and self-concept come from families where their parents or caregivers lack the time to give the child support. Help the child achieve

 According to Vygotsky, when a student is in the ZPD for a particular task, providing the appropriate assistance will give the student enough of a "boost" to achieve the task. When children are able to achieve, they will naturally begin to feel more competent leading to a healthier self-esteem and selfconcept.

Help the child cope- The society children grow up in these days have a lot more pressure and stress as compared to in the past. Helping children cope with these stressful situations and problems will help children believe in themselves even when they face critical situations where decisions have to be made or problems have to be solved. Caregivers, parents and teachers play a very vital role in helping children cope with real world situations resulting in the children building a strong sense of self-esteem and self-concept.

Regulate

- Children need to have a healthy self-esteem. But parents, teachers and caregivers need to remember not to praise children even when their work is or performance is mediocre. This give the children a false sense of self-esteem and self-concept.

- Children also need to be taught not to build their self-esteem based on social media.

The most interesting thing that I have learnt from this mini research is about the adolescent sexuality. In the life span development book, which is according to America context, many adolescents engages in sexual activities by the age of 15. I manage to verify with Jacob as a matter of fact that this is rampant in America. Comparing to Singapore, where we are still an Asian country where our culture forbids us to be as liberal as America.

Social media plays an important role nowadays in education. Students are using it to communicate their feelings; some are abusing it, while some can gain knowledge through the vast network of webpages. This is one of the principles that may have problem in the Singapore context.

#### **REASONING AND THINKING SKILLS**

#### Written Assignment & F2f sessions:

- Conducting interview, then synthesise their observation.
- Relating real live examples to theories.
- Extending knowledge by relating to other examples.

I agree with you on the issue of "overpraising". I believe that appropriate compliment is needed to encourage children when they put in effort to accomplish a difficult task. When they are encouraged rather than discouraged for their effort, it builds their sense of industry, which eventually raises their self-esteem.

However, when giving out compliments, caregivers/ teachers/ more-able peers need to take note to give appropriate praises as well as set realistic expectations. If they give too much or too good compliment, this might lead the children to do things in order to gain others' approval, instead of doing things because they have the confidence to do so. This could cause a huge impact on their self-esteem. Imagine a 7-year-old girl, who has been praised "you are incredibly good at maths" or "you are a mathematics prodigy" all the time when she only gets a slightly higher than borderline pass. Although she is not confident, she tries algebra in order to gain more praises from those who praised her. Then, she failed in grasping the concept of algebra, how would she feel? This seemingly insignificant incident might cause her to feel that she is incompetent, which leads to the sense of inferiority and lower her self-esteem. Anyone has any other thoughts?

# **STUDENT'S OBSERVATION...**

![](_page_23_Picture_1.jpeg)

"...she always ask questions that helped us to think about the application of whatever we learned to our job"

~Student

Dr Kong showed genuine interest in her students. She always tries her best to answer our questions and she always ask questions that helped us think about the application of whatever we learned to our job.

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- Readiness of students to self-direct
- Meaningful collaboration
- In-depth reasoning skills

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Self-directed Learning & Reasoning/Thinking are skills students can learn. Applying them in their knowledge acquisition will enable students to have meaningful learning. GIVE A MAN A FISH... HE WILL EAT THE FISH FOR THE DAY; TEACH A MAN TO FISH... HE WILL EAT FISH FOR LIFE. ... OR WHENEVER HE LIKES! -CHINESE PROVERB-

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