

What is Learning? How can we support it?

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Outline of my talk

- What is learning?
- Learning processes- cognitive
 - Self regulation
 - Goal setting
- Learning processes- affective
 - Motivation
 - Self-efficacy
- How can assessment support learning
- Teaching for the future
- Conclusions- by wise people



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Learning

When do you know that you are learning?

How can you define your own learning?

Please share a significant learning experience with somebody else.




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Conceptions of Learning

- ☉ Learning as the intake of information (knowledge is fixed, transmitted from the teacher to the learner)
- ☉ Learning as knowledge building (knowledge is personal, to be constructed by the learner. Learner is responsible. Teacher is a coach.)
- ☉ **Learning as utilizing knowledge**



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Theories of learning

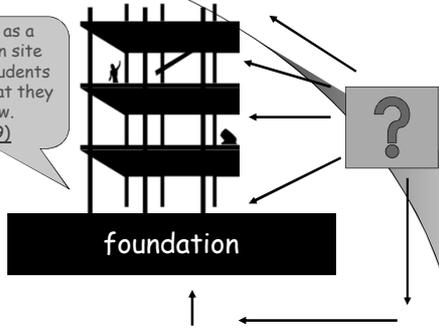
- Behaviorist (small unities, hierarchy, knowledge can be measured)
- Cognitive- constructive (individual, learning strategies, meta-cognition, knowledge is constructed by the learner)
- Socio- cultural (interactive, dialogue, learning together with others, knowledge is constructed in dialogues with others)




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Construction of knowledge

Instruction as a construction site on which students build on what they already know. (Biggs, 1999)



foundation



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Self-regulated learning

Three phases:

1. forethoughts
 - Goals, expectations, strategy planning, assessment of own competence
2. performance, volitional control
 - during the learning activity, choice of strategies
3. Reflection
 - Critical analyses and evaluation

This can be learned!

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Goal setting

Goal setting means creating a dissonance between the current competence and a wanted future competence.

When learners are goal oriented, want to achieve a goal, the dissonance is experienced as a positive dissatisfaction with the current competence which motivates goal oriented actions (Robinson, 2007)

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Goals learners set:

Performance goals- getting the highest grade

Learning goals - understanding, doing something better

Pintrich, 2002.

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Goals in learning situations:

- Pleasure
- Grades
- Certificate
- Educational opportunities
- Job opportunities
- Self-respect
- Social acceptance

Price paid in:

- Time
- Effort
- Money
- Frustration
- Boredom
- Failure

If the price is too high, learners do not pay!

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Students can only achieve a learning goal if they understand that goal and can assess what they need to achieve it (Sadler, 1989; Black and Wiliam, 2006).

Learners become actively involved in deciding assessment approaches, developing assessment criteria, rubrics, and are invited to assess their own work as well as that of their peers.

There is a change of focus from the final goal (but not forgotten) to the process needed to achieve the goal.

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Learning processes

cognitive *problem*

affective *crises*

Gives up Handles the crisis

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Create optimal learning situations

1. Clear, concrete goals
2. Ongoing feedback and feed forward
3. Optimal balance between competence and challenge (positive dissatisfaction, optimal dissonance)
4. Remove distractive factors
5. Clear rules

Chiszentmihalyi, 1997, Knoop, 2002




Motivation

Myth: All motivation is a pleasant feeling!

Motivation is the driving force to all activity!

Motivation is the price we are willing to pay to achieve a goal!

The more attractive a goal, the higher the price we are ready to pay.





Motivation - a complex concept

Internal motivation requires:

1. Autonomy
 - Self being the reason for action
 - Free choice (without pressure)
 - Real action alternatives
2. Competence
 - General competent in meeting with the environment
 - Competent related to a certain domain
3. Belonging
 - Acceptance
 - Safety

Deci & Ryan, 2000




External motivation

1. Pressure- reward
2. Avoid self-determined sanctions
 - Guilt, shame
 - pride, self-respect
3. Identification
 - Usefulness
 - Value
 - Instrument to achieve something

Deci & Ryan, 2000




Motivation

Has do with intentions and actions.

Motivation produces.

Maarten Vansteenkiste, Leuven says:

Motivation is to explain why you do what you do.

Are you pressed into it (controlled)?

Have you chosen to do it (autonomy)?




Self-efficacy (Bandura, 1977)

Self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations."

In other words, self-efficacy is a person's belief in his or her ability to succeed in a particular situation.




Students who believe in their own ability to do a specific task, meet challenges and work harder and longer to succeed.

Self-efficacy is related to:

- Previous experiences with similar tasks
- By observing others
- Support from significant others
- A clear understanding of the task
- A clear understanding of what is needed to succeed

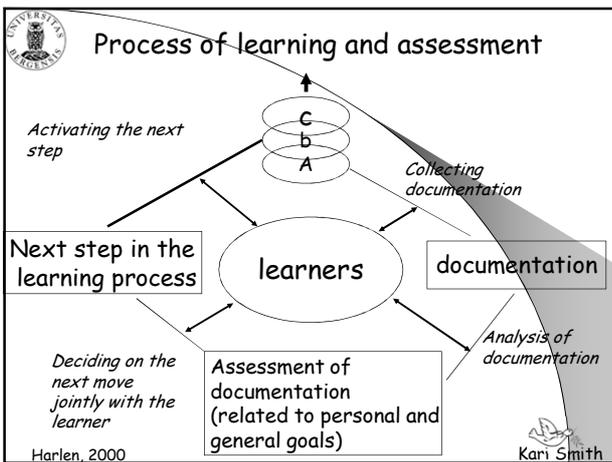
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All learners need to have realistic goals

- Feeling of mastery (self-efficacy)
- Experience success
- Proceed
- Be challenged
- Feel they are trusted

All this must be real, not empty words

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← Feed.... →

Assessment supporting learning	
Where am I going?	Feed up
How am I doing?	Feed back
What is the next step?	Feed forward

Hattie & Timperley, 2007

Understanding mistakes: } Need to be dealt with differently

- 'Slips'?
- Misconception/understanding?
- Lack of understanding?

Bennett, 2009

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