educational vision MAGAZINE

EXPLORE

ms. lombardo's page

YOUR MIND

Education 393 Final Project

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Why Education

I have always been fascinated by those that teach others. In the movie School of Rock, Jack Black's character says, "those who can't do, teach!" Of course, this seemed like such a strange statement from a character posing as an elementary school teacher. But regardless, here I am. Teaching has always been something I have wanted to do, even at a young age. I loved to show people how to do things and what made me happy was seeing their faces once they accomplished the task.

The Power of Education:

- Education creates opportunities for students of all demographics, races, gender, socioeconomic background, and sexual orientation.

-Education can create new opportunities for different types of learners

-Education can help create better active citizens in the world.

-Through Education, Individuals can give back to the community.

-Education can bridge gaps in society and help create safer futures for the next generation

-Educators can show students that education can be Fun.

Reflecting on the Past to Guide the Future

Classrooms typically are teacher lead students focused on enhancing the student's abilities to recall the information taught. However, a student-focused class can result in more cohesive learning. A classroom with a more non-traditional progressive perspective can create effective learners and is sensitive to the needs of positive education and social commitments. (Mosier. R. 1952.) A key component of progressivism is that it is structured on two principles; experiences include action and knowledge (Radu, L. 2011.) The findings of John Dewey were very informative in influencing educational practices. Dewey detested the idea that that school prepared for life, considering school as being life itself (Radu, L. 2011.) Classrooms that adopt a more progressive perspective can follow, provide, and teach the curriculum and stimulate students' needs and interests while developing fundamental world skills such as collaborative learning, problem-solving, and tolerance.

As a future educator, the focus of one teaching path should revolve around wanting your students to succeed, both in and out of the classroom. A progressive teaching approach would be a successful way to do so. Techniques used could include creating semester or year-long projects as it will allow for prolonged learning. The inclusion of technology is also a beneficial tool as most students will be encouraged to use technology after they leave your classroom. Building these foundational tools can set them up for success in the future.
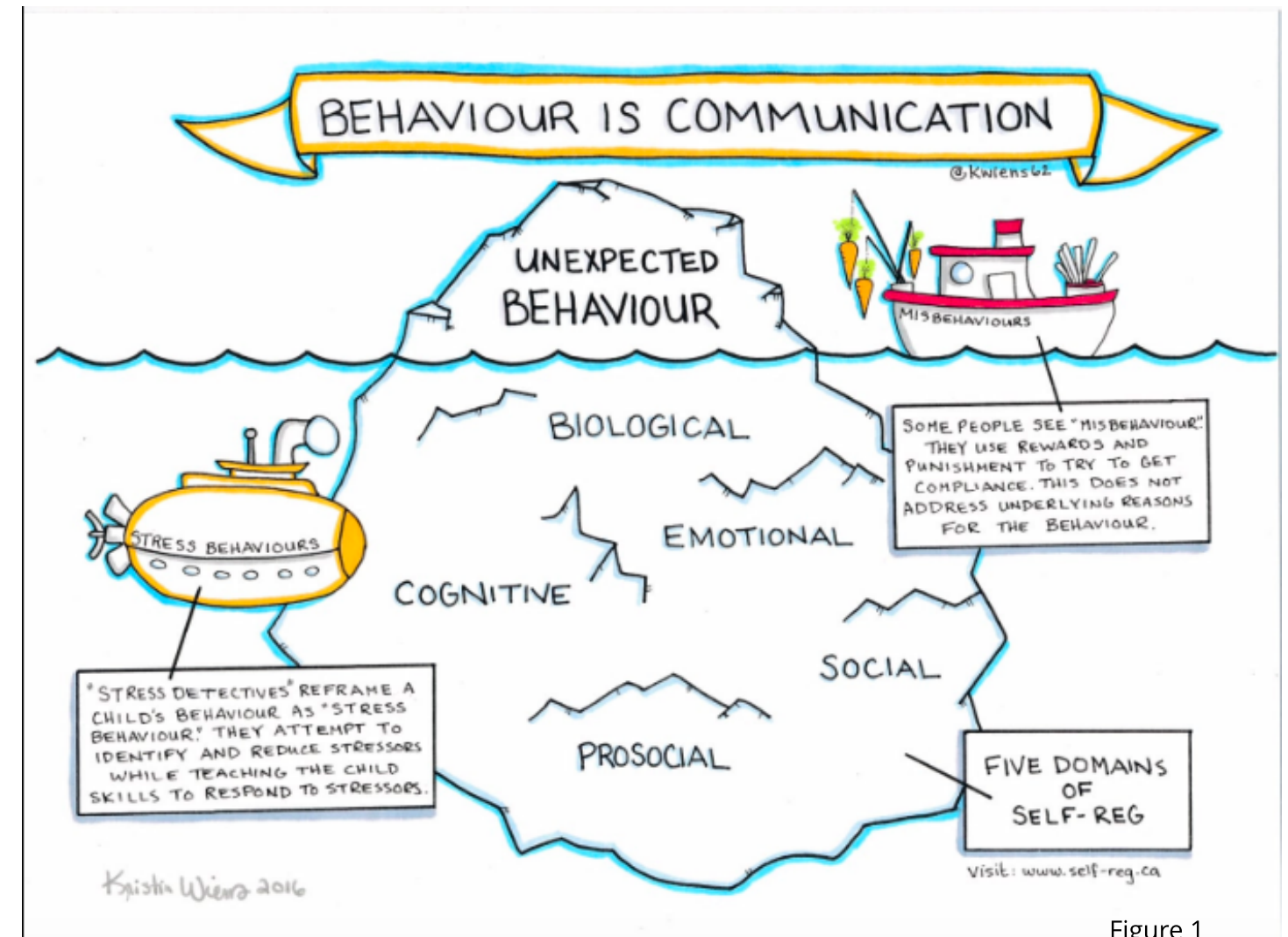
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Figure 1

Different types of learners benefit from different motivations. Understanding students' motivators can help dictate the kind of teaching. A progressive teaching approach bets correlates best with a social constructivist approach. Constructivist teaching strategies have a significant effect in the classroom, both cognitively and socially, for the student (Kalina, C., & Powell, K. C. 2009.) The key to implementing social constructivism into the classroom is rooted in understanding both Piaget's and Vygotsky's work. Piaget focused on how individuals construct their knowledge, and Vygotsky focused on the importance of social interactions shaping our experiences (Kalina, C., & Powell, K. C. 2009.) To create a classroom to utilize both findings best, a classroom teacher must facilitate an environment where collaborative work is presented by the teacher and is completed by the students. This will encourage the most effective learning for all.
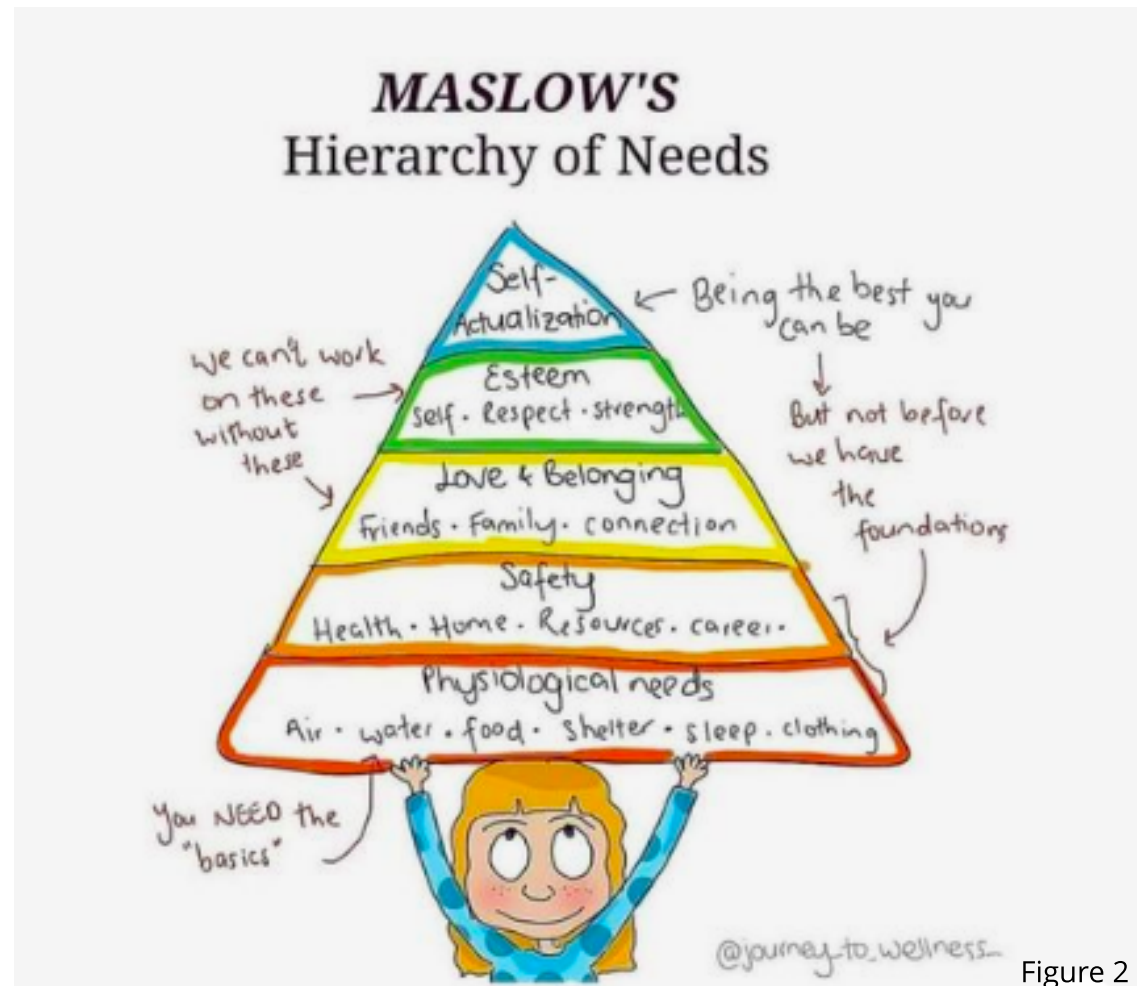
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Addressing Students Basic Needs

Figure 2

When children are sent to school without a proper breakfast, many wonder why they cannot stay awake or pay attention. Understanding the child's basic needs can help set the child up for a more successful day. Maslow's Hierarchy of needs can be a great tool in identifying where to start addressing a student's needs. Basic needs are at the foundation, our physical survival, and this will be the first thing that motivates our behavior (McLeod, S. 2007.) Classrooms are places where students should feel safe and welcome. Providing food can address their physiological needs, safety needs, and feelings of being loved and cared for. If these needs are not satisfied, the human body cannot function optimally (McLeod, S. 2007.)

Addressing these needs helps us then, as educators, identify motivators. Once the basic needs are met, you can manage the other needs and build towards their self-actualization. Maslow also pointed out that most behavior is multi-motivated and noted that "any behavior tends to be determined by several or all of the basic needs simultaneously rather than by only one of them" (Maslow 1987 p. 71.) Classroom teachers who adopt this understanding can foster more inclusive and more holistic decisions when managing their students. Maslow suggests that students should be shown that they are valued and respected, and the teacher should be responsible for creating these supported environments (McLeod, S. 2007.) The rest of the pyramid can be met, and students can climb up once the previous levels are met.

A simple way to support students' psychological needs would be to have a basket in the classroom with granola bars, fresh fruit, and water cups available to students. Having these in the back of the class for all to have access to can minimize the stigma of not having food in the morning. Students from lower socioeconomic backgrounds should feel safe and not concerned with how their peers will see them. Addressing the students need for sustenance and nutrition can support the students' cognitive needs. Before addressing the students' cognitive needs, their physiological needs must be met first. Hunger can make focusing very difficult. Eliminating the feeling of hunger can resolve their lack of focus.

After addressing their psychological needs, students are more likely to move up the pyramid. Satisfying each layer can only create more positive experiences and opportunities. A student who feels comfortable in the class by exploring positive relationships with peers and teachers can eventually reach their full potential. Reaching ones full potential can allow them "to become everything one is capable of becoming" (Maslow 1987, p. 64)

Collaboration Station

As a future educator, my goal is to help produce good people versus good students. Sending students off into the world as collaborators who have a more holistic view of the world is more important than having students who know how to can recite information back. Teaching methods that educators model and use can have lasting impacts on their students. The use of collaborative learning and instruction is rooted in the progressive teaching methodology. This teaching style, though newer, has proven to be beneficial in changing how students learn from each other. When students are presented with the opportunity to work together, their work is improved when they get help from peers; peers offering support, furthermore, learned from the students they helped and from the activity of assisting (Bruffee, K. A. 1984). Collaboration can be interwoven into the classroom in various scenarios, such as small group work and think-pair-share activities. The benefit of collaborative learning practices is that it does not alter what students learn, but it can change the social context of how they learn it (Bruffee, K. A. 1984.) Group collaborations, in addition, help students identify how to solve a problem, such as those they may face in the real world (Wang, M. C., & Lindvall, C. M. 1984.) Students are thus exposed to the opportunity to create dialogues and conversations about the topics. These opportunities for sharing can also lend to fostering student confidence and social-emotional growth. Collaborative learning in the classroom can also demonstrate that students also possess the power to teach, all can wear the role of teacher, collaborative learning naturally challenges the traditional basis of the authority of those who teach

Having students understand the importance of collaborative work is an essential educational objective to teach (Bruffee, K. A. 1984.)

Figure 3

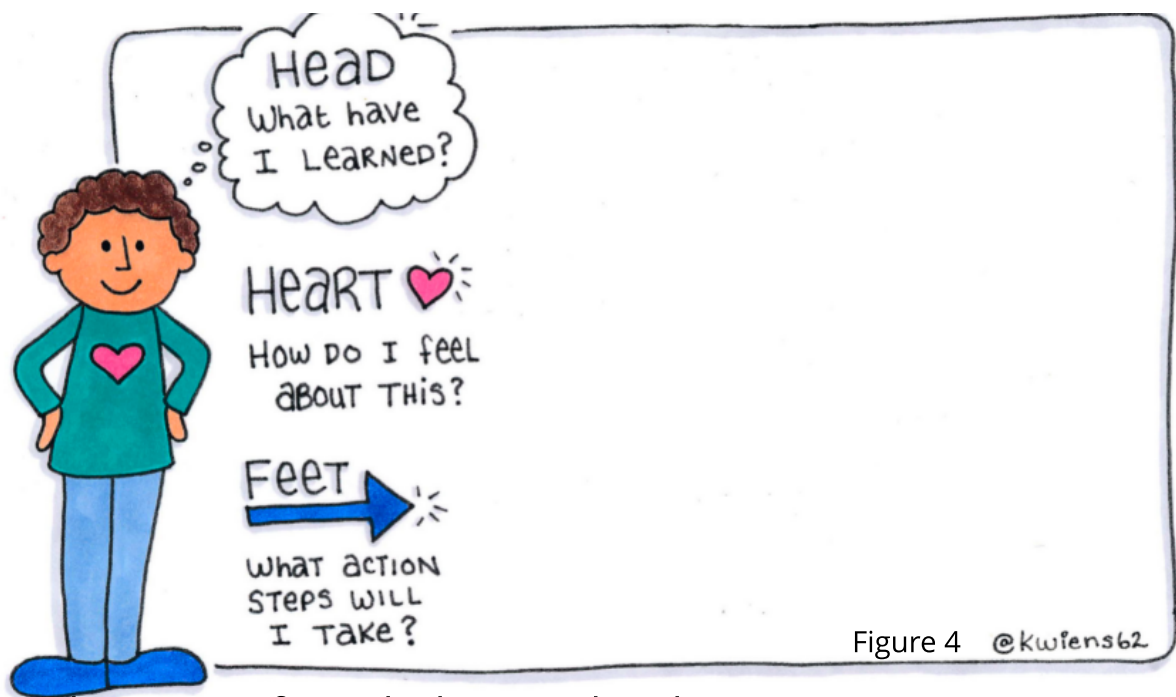# Emotions are Just as Important as Spelling Tests

Figure 4   @kwiens62

The implications of psychology in the classroom are not new. However, the impact of school psychologists and using empirical teaching practices have become more popularized. School psychologists can help teachers utilize these empirically supported classroom management tools to create a positive classroom environment (MacSuga-Gage, A. S., Simonsen, B., & Briere, D. E. 2012). In addition to teaching students the required curriculum, we can help them develop their social and emotional competence, further their social and emotional growth alongside their academic progress (Durlak, Joseph A, et al 2011.) Teachers are responsible for modeling the students that are left in our care. The formed relationships can foster deep learning and positive social and emotional development among students (Schonert-Reichl, K. A. 2017.) The classroom setting should feel safe and inclusive for all students. As Zins, Bloodworth, Weissberg, and Walberg (2007) have noted, "Schools are social places, and learning is a social process" (p. 191).

For the implications of Social Emotional Learning (SEL) to be, effective the setting in where the students are learning must be an environment that supports students' development and lets them practice the skills they learn (Schonert-Reichl, K. A. (2017.) As children grow older, their foundations concerning their social-emotional development can translate to better self-management. If a student can regulate their behaviors and emotions, attention and behavior, they can find other classroom success and academic achievements. Social-emotional

Figure 5

research suggests that a child's self-awareness, or perceived self-competence, can be a foundational tool for future academic success (Denham, S. A., & Brown, C. (2010). it is through the exemplary educator to help foster these foundations to set the student up for future achievements.

Visuals are the 🔑

Communication is more than just talking...

Images serve a multitude of purposes in a classroom. Visual cues are their language and, for some, are much easier to understand and follow. They provide concrete examples for vocabulary building (Hack, B. 2014.) A classroom with visuals is a classroom that is mindful of different learners and helps cater to their needs to succeed. Some students may rely on visuals as stepping stones to more comprehensive understandings and more complex language use. Visuals are symbols that can be used to help foster a correlation or relationship between actions and images. On a literal level, a photograph is "a message without a code" (Barthes 1977.) A visual can be used explicitly to demonstrate what we want. If we wish for the desired action, the image can represent the result we want. It can become a language in the classroom (Hack, B. 2014.) As teachers, we have to remember that students may not always know what we want or mean. Using visuals can help reduce any confusion or anxiety caused by the "not knowing."

Pro Tips:

Semantic Mapping is a great tool to help students focus on the critical ideas in the text and show them how to relate them (Rakes, G. C. 1995.)

-Another effective way to incorporate visuals is to let the students generate their images as they can manipulate the graphic to their liking (Norman & Rumelhart, 1975.)
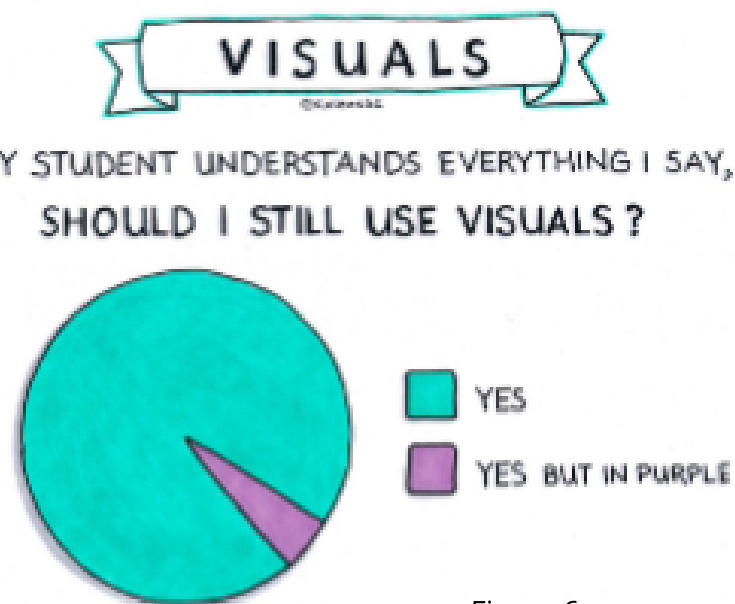

VISUALS

MY STUDENT UNDERSTANDS EVERYTHING I SAY, SHOULD I STILL USE VISUALS?

- YES
- YES BUT IN PURPLE

Figure 6

9 REASONS TO USE VISUALS

www.northstarpaths.com   @kwiens62

- VISUALS ARE PERMANENT (SPOKEN WORDS DISAPPEAR)
- VISUALS ALLOW TIME FOR LANGUAGE PROCESSING
- VISUALS PREPARE STUDENTS FOR TRANSITIONS
- VISUALS HELP KIDS SEE WHAT YOU MEAN
- VISUALS HELP ALL STUDENTS
- VISUALS HELP BUILD INDEPENDENCE
- VISUALS ARE TRANSFERABLE BETWEEN ENVIRONMENTS AND PEOPLE
- VISUALS HAVE NO ATTITUDE • NO TONE • NO FRUSTRATION • NO DISAPPROVAL
- VISUALS HELP REDUCE ANXIETY

Figure 7

Different types of Visuals:

Visuals, like students, come in all shapes, sizes, and variations. To limit the use of visuals would be silly. Visuals are more than just a simple image presented in hopes of a specific behavioral response. Some examples of visuals that would be beneficial for different learners would include; videos, bulletin boards, anchor charts, graphs, charts, diagrams, and even models. The use of visual aids in education is not subject-specific but are supplemental learning tools (Kinder, J. S. 1942.)

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FIGURE 1 KRISTIN WIENS ORIGINAL IMAGE TWITTER @KWIENS62
FIGURE 2 HTTPS://WWW.JOURNEYTOWELLNESS.ONLINE/ - @JOURNEY_TO_WELLNESS_
FIGURE 3 KRISTIN WIENS ORIGINAL IMAGE TWITTER @KWIENS62
FIGURE 4 KRISTIN WIENS ORIGINAL IMAGE- TWITTER @KWIENS62
FIGURE 5 KRISTIN WIENS ORIGINAL IMAGE- TWITTER @KWIENS62
FIGURE 6- KRISTIN WIENS ORIGINAL IMAGE- TWITTER @KWIENS62
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FIGURE 8 KRISTIN WIENS ORIGINAL IMAGE- TWITTER @KWIENS62

REFRENCES

Figure 8

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