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Edu115

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Mid-quarter paper

1. explain why teaching in the ages you have chosen relates to teaching children "how to learn" rather than "what to learn"

My chosen age is 1-2-1/2 years and 2-1/2-5 years. This is the age at which most of the pupils

are in their early childhood, and they are developing cognitive behavior. At this age the child is

educated to ensure they are imparted with the necessary knowledge that will make it easier for

them to adopt the compulsory education in their later age. According to Piaget, a child during

the prior mentioned ages is at what is referred to as development age, which is a concept that

differentiates between what learners can learn on their own, and what must be imparted by the

trainer. At this age the pupils are taught how to learn rather than what they should learn. In brief

it is an age that helps the pupil to be prepared for their active learning in the coming years.

Piaget observed that at this age the child is developing its IQ, which basically involves the

development of awareness about their immediate environment (Gupta, 2009). Children learn

about what they know according to Piaget, but they also need the guidance of a trainer on

what they do not. During early childhood development, the child is taught how they can shift

from what they know to what they do not know and are guided on how to know it. This is the

best age to teach children how to learn because they can easily adapt to new environments

depending on the structure of their mind as defined by the zone of proximal development.

2. Explain how your understanding addressed in #1 above will; influence your present or future work with children

not knowledge developmentally appropriate experiences

The requirement of the teacher providing meaningful + interesting experiences

all areas of development
The development of foundation skills
position
growth

we are talking about teachers children in their young years learn through play

The information presented above is very critical in my current or the future teaching and interaction with small kids. A good trainer, especially dealing with young kids requires the knowledge about their current educational needs. First, it is important to distinguish between the ages and what the child should be taught. This information is helpful because as mentioned, not taught - experiential learning the child is developing their cognition about the immediate environment and what they can do

best. Training how to learn at this age is very appropriate because it will help them in the future.

As a trainer it will be important to apply the learning needs of the pupils at their zone of proximal development because this is the boundary between teaching them how to learn and what to learn. As a trainer it is important to ensure a smooth transition from the "how to learn zone" to what to learn zone. Appropriate mechanisms have to be applied to ensure the child is well prepared to enter the zone that requires actual learning.

However, as a teacher there are many challenges because different children demonstrate different learning capabilities in the same class. It is always to note the learning needs and try to create competencies as the child is developing and continue interacting with the children because finally they will develop year to know more in their subsequent learning stage in accordance with Erikson's theory of psychological development. Therefore, a teacher helps children rediscover themselves and develop the desire to learn more.

3. Reflection about the Piagetian and Vygotskian frameworks

Vygotskian and Piagetian theories are similar in that they address the same principle of cognitive development of a child. In both cases children are in their early stages of development when they are transitioning from their childhood to an age where they have better cognition

about their self. While Vygotskian theory tends to explain the child's ability to develop cognitively, Piagetian stresses the differences that exist on learning needs of both the child and the adult by highlighting the differences that exist between the two. A teacher need to

not accurate

This is not all teachers learn, children's thinking and support children's next step in learn)

what are Erikson's stages for the 2 age range

not only cognitive all areas of development

understand learning takes place through stages and the level of cognitive development, which is dependent on the respective age of a child. This will enable the teacher to use different strategies to children of different ages because they have different cognitive capabilities, which will ensure overall objective is achieved both for the child as well as the teacher in accordance to the Piaget's perspective. On the other hand, Vygotsky talks about the zone of proximal development, which involves the transition from the early learning to a more advanced learning age (Demetriou, Shayer, & Efklides, 2016). As a teacher, it will be helpful because they are able to differentiate the content that is appropriate to which category of learners.

- Review differences)
) Piaget + Vygotsky -

Be clear abt m
criticism -

There are good
points - however
a lot of misinformation -
The understanding of
young children's
development does
not reflect the work
of that class -

+2000)

you put effort in this -
but much is not
reflection of the current
content