

# Subject-related / didactical Models

## A model of teacher learning

David A. Kolb: Learning Cycle Tutorial (1984)

The Kolb Cycle

The Learning Cycle

The Experiential Learning Cycle

Kolb's Experiential Learning Cycle

The Reflective Model

Four modes of learning:

**a) Concrete Experience**

(you teach, observe or recall past experience; sth happened to me in the classroom)

**b) Reflective Observation**

(you reflect alone or in discussion with others, you step back and look at what took place)

**c) Abstract Conceptualization**

(you work out theories/ideas about teaching; what principle or concept can I formulate which will account for this event)

**d) Active Experimentation**

(you try these out again / implement them in practice)

Penny Ur: *A Course in Language Teaching*

p. 5 2.s.l. 'personal teaching experience was by far the most important'

p. 6 11.s.l. In order for optimal learning to take place, the knowledge acquired in any one mode needs to be followed by further processing in the next; and so on, in a recursive cycle

p. 7 Penny Ur develops the Learning Cycle further into the Enriched Reflection Model including

other people's Concrete experience – Vicarious (second-hand, indirekte; stedfortrædende, gennem en anden, gennem andre, som man har på en andens / andres vegne) experience

other people's Reflective observation – Other people's observation

other people's Abstract conceptualisation – Input from professional research, theorizing

other people's Active experimentation – Other people's experiments

## **Helhedsmodellen:**

Hiim, Hilde & Hippe, Else: *Læring gjennom opplevelse, forståelse og handling. En studiebok i didaktikk*, Oslo: Universitetsforlaget, 1993, p. 30

Hiim, Hilde & Hippe, Else: *Undervisningsplanlægning for faglærere*, København: Nordisk Forlag, 1999, 2004, p. 30

Helhedsmodellen er en sekskantet (he'xagonal) model for didaktisk relationstænkning og indeholder seks hovedkategorier, der hænger sammen og påvirker hinanden (gensidigt / indbyrdes afhængige): Læringsforudsætninger – Rammefaktorer – Mål – Indhold – Læreprocessen – Vurdering

**The Entirety Model / The Model of Wholeness / The Model of Entirety** – a hexagonal model for didactical relation thinking – “the didactical relation model” which contains: Six main categories: 1) learning conditions / learning prerequisites – 2) frame factors – 3) aims – 4) contents – 5) the learning process – 6) assessment / evaluation which hang together / are interrelated and influence each other (interdependent) => a dynamic model  
You can adjust/arrange these entities

### **SMTTE-modellen: Lena Uldall**

Andersson, Mattias et al.: *Det er enhvers ansvar – medborgerskab i skolen*, København: Alinea, 2008, p. 55

Sammenhæng (hvor er vi, og hvad vil vi gøre noget ved?) – Mål (hvad vil vi konkret opnå?) – Tegn (hvordan kan vi se og høre, vi er på vej mod målet?) – Tiltag (hvordan?) – Evaluering (hvad er resultatet af det vi gør?)

The SMTTE model

Connection / context – Aim – Sign – Initiative / step (take steps to) – Evaluation

SMTTE-modellen er udviklet som et planlægnings-, implementerings- og evalueringsredskab til brug i skolen. SMTTE-modellen er en såkaldt **dynamisk model**, hvilket indebærer, at hvis man ændrer på et element, så har det betydning for andre elementer. Fordelen ved dynamiske modeller er, at de tvinger en til at gennemtænke det samlede forløb og overveje konsekvenser af ændringer i forløbet

### **Illeris' learning triangle**

**According to your learning view you should “turn up/turn down” your cognitive, psychodynamic or social angle point / pole / dimension respectively**

Illeris, Knud: *The Three Dimensions of Learning. Contemporary learning theory in the tension field between the cognitive, the emotional and the social*, Roskilde University Press, 2002

pp. 18-19

All learning comprises three different **dimensions** – i.e. that all learning is stretched out between three **poles** and accordingly may be looked at and analysed from three different approaches: a cognitive process (comprising both knowledge and motor learning, both of which are controlled by the central nervous system), an emotional/psychodynamic process (involving psychological energy, transmitted by feelings, emotions, attitudes and motivations) and a social/societal process (taking place in the interaction between the individual and its surroundings, and thus in the final analysis a process dependent on historical and societal conditions). The basic conception of learning in this presentation thus suggests both that learning always consists of two integrated processes of interaction and internalisation, respectively, and that learning simultaneously comprises a cognitive, an emotional and psychodynamic, and a social and societal dimension (pole). Learning and every single learning process is stretched out between three angels or approaches which are typically represented by **Piaget/Vygotsky, Freud and Marx**. This conception / **this tension field** of learning can be illustrated by the three words: **cognition, emotion and society**.