

Group exercise 1 – Morning: **Teaching Perspectives**

Thank you for taking the TTP survey. Your results are represented graphically in the Teknosofikum platform. To discuss them with your group, pay attention to the following aspects:


- What are the **two highest columns** in your results?
- Which other column presents a **high score in beliefs** but a **low score in actions**?
- Which other column presents a **high score in actions** but a **low score in beliefs**?
- How do you interpret these results?

Remember that:


- These results do not represent a diagnostic of your practices or a profile, but rather a **point of departure** to know that there are different learning theories and teaching perspectives that drive your choices and decisions as a teacher.
- All teachers **embody all perspectives** in various ways, and your results would be probably different if they were related to another subject that you have taught or to a different group of students.

Descriptions of the five perspectives


TRANSMISSION

Summary	Description
<p>Focus: Clarity of contents and purposes</p> <p>Learning: Pre-determined, information processing, behavioral change</p> <p>Teaching: Alignment with assessment, measurable learning outcomes</p> <p>Keyword: Explanation</p> 	<p>Effective teaching requires clear explanations and direct instructions about the subject matter and the purposes of a lecture.</p> <p>Learning is an individual process of memorization of what is understood. Once the new information is processed, the students must practice and apply their new skills and understanding to make them more fluid and automatic, and a permanent part of their repertoire (behaviors). Learning outcomes are measurable through observable indicators.</p> <p>Teachers' primary responsibility is to present the contents accurately and systematically. The main objective of teaching is to transmit the contents mastered by the teacher to the students. Repetition of contents helps to memorize the essential topics of the subject matter.</p>


DEVELOPMENT

Summary	Description
<p>Focus: Individual internal process of development</p> <p>Learning: Reasoning, Problem-solving, cognitive abilities</p> <p>Teaching: Fill knowledge gaps, build on previous knowledge</p> <p>Keyword: Construction</p> 	<p>Effective teaching requires strategies and structures to build new knowledge on previous knowledge and fill the gaps between the two.</p> <p>Learning is an individual internal process of cognitive development and knowledge construction. It happens through hierarchical stages, in which increasingly sophisticated abilities allow for content comprehension, reasoning, and problem-solving.</p> <p>Teachers try to grasp the students' way of thinking and adapt their proposals to the students' levels of understanding. Teaching might take the shape of different formats, to help students engaging with the new information by building upon what they already know. Teaching strategies highlight the importance of attention, organization, and elaboration.</p>


EXPERIENCE

Summary	Description
<p>Focus: Specificity of the context/situation</p> <p>Learning: Value of experience, peer-work, participation</p> <p>Teaching: Cases and examples, real life, participatory design</p> <p>Keyword: Scaffolding</p> 	<p>Effective teaching requires bridging the distance between theory and practice.</p> <p>Learning is a process of internalization of information from the external environment. It occurs through meaningful personal experience. Therefore, learning must start with the concrete issues around which students are actively trying to construct meaning. Learning is inherently situated, interdisciplinary, and collaborative. It emerges through interaction and social exchange.</p> <p>Teachers know what the students can do and guide them through the process of collaborative sense-making and discovery. Teaching allows for different points of entry, depending on individual capabilities and interests. Cases and examples are used to put theory in connection to real life. Problem-based learning and peer work are typical teaching strategies.</p>

RELATIONS

Summary	Description
<p>Focus: Relations, reflections, community</p> <p>Learning: Environment, senses, and emotions</p> <p>Teaching: Adaptation to specific needs, care, and trust</p> <p>Keyword: Receptiveness</p> 	<p>Effective teaching requires considering different types of relations: between the learner and the subject matter; between the learner and the teacher; between the learner and the learning situation, and among learners of a community.</p> <p>Learning is rooted both in the individual and in the interaction between an individual and others. It is not merely a cognitive process, but it also includes senses and emotions, and involves reflections and critical thinking.</p> <p>Teachers try to adapt to students' needs, build students' self-confidence and promote a climate of caring and trust, where the students are working without fear of failure.</p> <p>Teaching strategies focus on debates, group work, and feedback. Students' learning efforts are considered part of the outcomes of the learning process.</p>

EMPOWERMENT

Summary	Description
<p>Focus: Empowerment and agency</p> <p>Learning: Open questions, multiple answers, materials</p> <p>Teaching: Improvisation, openness, and risk-taking</p> <p>Keyword: Complexity</p> 	<p>Effective teaching requires posing more questions than giving answers.</p> <p>Learning occurs through the encounter with diversity, interdisciplinarity, experimentation, and non-linear dynamics. It is a process of empowerment and agency construction.</p> <p>Teachers encourage students to analyze, deconstruct, and interpret values, power structures and ideologies that are embedded in texts and practices related to the discipline. Teachers keep open towards new ideas that result from a debate and are ready to improvise, change activity or re-plan a lesson when needed.</p> <p>Teaching strategies mostly include discussions and exercises that aim at connecting different topics, materials, and unfamiliar ideas.</p>