

THE PRINCIPLES OF TEACHING AND LEARNING

4 Common terms uses in 'learning':

- Teaching
- Training
- Instructing
- Coaching

Teaching

- Deals with explanations e.g. 'how' it works.
- Supplies knowledge which you can adapt and apply.
- Delivers broad concepts.
- 'Educates'.

Training

- Facilitates improvement through repetition and practice (long term).
- Skilled performance which is 'automatic'.
- Learn it and then 'forget' it.

Instructing

- Explaining what to do
- Explaining the rules
- 'Tell and do'
- Drills

Coaching

- Can involve teaching, instructing and training (all, some or one)
- in a planned process
- to help participants to improve and develop their performance

Teaching styles

'Teacher-led' -versus - 'Informal'

Teacher led

- 'Toes on the line' approach
- Teacher shows: student does
- Definite/rigid plan for the session
- 'Command' style

Informal

- Questioning
- Open to development
- Let's see what happens
- Could we do
- What if
- Shall we
- What do you think if....

Teaching styles (the extremes): the pros and cons

Teacher-led/rigid

- Sits or stands at the front
- Knows everything
- Talks or passes on information
- Little or no interaction
- Everyone works at the same pace
- Takes planning – but safe
- Good for less confident coaches
- You know where you are
- No flexibility
- Good for planning
- No room for questions
- Teacher-centred

Informal/Interactive

- Takes more confidence
- Harder to 'control'
- Takes planning – but you may end up anywhere!
- Lots of flexibility
- Requires experience
- Lots of questions
- Student-centred
- Encourages interaction and sharing of knowledge
- Helps students to learn for themselves
- Lots of interactions
- Students work at varying levels

Teaching adults

- Adults have lots of experience and tend to be able to plan their own learning
- Not everyone learns in the same way

- Not everyone learns at the same pace
- Adults expect to be taught. They are choosing to be in your lesson and therefore have expectations: they want to achieve something as a result of attending.
- Adults expect to have to work in order to learn.
- Adults like to understand why they are participating in learning – the relevance of what they are doing.
- Adults expect to be treated as adults. Employ kindness, respect, empathy and sincerity to achieve the best results.

The learning process

- There are three main areas (or domains) of learning:
- Psychomotor:
 - doing things (manual skills)
- Cognitive:
 - thinking about things
- Affective:
 - deals with feelings or emotions.
- Learning to type a letter is **psychomotor**
- Writing an essay on selecting wood for building a shed is **cognitive**
- Showing appropriate concern/attitude towards a frightened student would be **affective**

Teaching aikido is primarily concerned with the psychomotor domain of learning
The psychomotor domain

Verbal/non-verbal

- Verbal content = **just 7%**
- Non verbal (body language etc) = 55%
- Tone of voice = 38%

Coaching Methods

- Whole – Part – Whole
- Progressive Practice
- Demonstration/Imitation
- Repetition
- Experiential /use of application
- **General points**
- Use an appropriate partner for demonstrations
- Use students too so they can 'feel' the technique
- Name the technique but limit jargon
- Limit detail (one thing at a time)

- Check understanding (esp. re special needs)
- Do not over correct
- Praise everyone for something at least once
- Interact with each student 1 to 1

Whole Part Whole

- Demonstrate whole technique
- Break technique down into component parts
- Teach each part separately
- Allow students to practice the components
- Put parts together to make the whole technique

Progressive Practice

- Start with technically correct technique and then build on it
- Increases demands on the student in terms of the skill or range of skills
- Examples: shihonage with a variety of attacks; right and left postures for technique; shihonage with a variety of endings etc
- Class must be split according to grade or ability or rate of progress.
- Assign progressive practice to each group accordingly

Demonstration

- Demo from various angles
- Demo slowly
- Give students a vision of what they will eventually achieve
- Can use film, video, books etc
- Emphasise one or maybe two points for the students to concentrate on

Imitation

- Step by step to instructor's commands

Repetition

- Drills, basic form, posture
- Ideal for beginners to improve co-ordination
- Can be boring

Experiential /use of application

- Some people learn best when something is 'in context'
- Use scenarios and simulations
- Be safe! No hypos or bottles!!

Considerations when using groups

- Useful strategy for putting similar people together.
- Similarities could be height, weight, ability etc
- Used for addressing specific needs (grading groups)
- Using resources (only half the class can use weapons because of space or availability)
- Mixed ability groups also have benefits (motivation, aspiration)

- Mixed ability groups need supervision
- Beginners groups need help (they don't know what they are doing)
- Group work needs careful planning

Always talk to the class as a whole before splitting them into groups

Stages of group development

- It is considered that most groups will go through a sequence of developmental stages these are known as
 - forming;
 - storming;
 - norming;
 - performing
 - mourning.

Forming

- At this stage the members of the group are going through a period of orientation; testing the boundaries with each other and the facilitators. They begin to form relationships with facilitators and each other.
- Participants can feel anxious not knowing how the group will work or what exactly will be required of them.

Storming

- It is a time when abilities, trust, roles, and contributions to the group are tested.
- Group members are able to assert their views and to take 'risks'. This can only be achieved if the individual feels safe; that they will be heard and can trust the other participants with their feelings
- Could be a time when the group may have problems without well-placed interventions from the instructor.
- Conflict can emerge, individual differences are expressed and the leader's role may be challenged

Norming

- At this stage there is group cohesion and leadership is taken and recognized.
- A period of social interaction. A period of "doing things together".
- The group starts to function harmoniously and where participants co-operate and mutual support develops.

Performing

- At this stage the participants are taking responsibility for both the task and their membership of the group.
- Coach may now feels 'at a loss' of role - because the group members know what they have to do and will get on with it.

Mourning

- when groups dismantle and the loose ends are tied up, participants often go through a stage of 'mourning' or 'grieving'.

Benefits of group work

- Takes focus away from the teacher
- Encourages responsibility for own learning

- Brings variety to learning experience
- Research suggests learning is enhanced in groups
- Participants can listen and learn from each other
- Can build self-confidence
- Makes learning interesting
- Can be a supportive learning environment
- Can be a challenging learning environment
- Can provide an opportunity for feedback and discussion
- Individuals learn to be aware of not only their own needs, but also the needs of others.

Disadvantages of group work

- Takes a lot of planning
- Clear intentions/objectives essential
- Ground rules must be established for the group (e.g. nominate spokesperson)
- Physical environment may be a factor (e.g. arrange groups so that one person is not perceived as the focal person)
- Timing is important – make sure group know what they must do and in what timeframe
- Can be risky (disagreements within group)
- Group can become unfocused and stray from the point
- Teacher must have good skills to manage the group/s
- Individuals can dominate
- Less confident learners can feel (or be) excluded

- Remember to plan for

Timing	Outcome	Participants
The task	Resources	
<u>Think about what you will do.</u>		

- Encourage participants to use their own experiences as a starting point. Make it relevant and student-centred.
- Give clear objectives and rules (e.g. handouts, syllabus)
Let the participants know what is expected of them.
- Make it a 'safe' environment for participants to perform.
 - Start with easy tasks
 - Take away the fear - make the group members feel comfortable
- Be aware of potential conflicts or danger areas.
Encourage group members to interact and look to each other for ideas/answers/suggestions/support.
- Your role is that of listener and facilitator!