

Education Philosophy & Technology Vision

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To me there are two questions consistently pondering around my mind: how people learn and to what extent people could learn? Through the course etec 500, on one hand I confirm that I finally and formally step into the education field from right angel and on the other hand I begin to question my prior learning believe of genetic lead. Following the step by step designed instructions of etec 500, I had never felt such supportive by the shoulders of Giants. For a quite long time, I deeply doubt about the function of education because I don't believe we could make people smarter except of rewrite their genes. By coding practice, I began to question about how people definite their gene capacity. For example, I defined myself as a female English literature major student who may lack of talent to learn computer programming or computer science. Gradually, I realized that "hypothesis" actually could be the real berries to pause me to explore the new knowledges. Hence, how to learn like a kid and how to teach/protect our kids' unlimited learning mindset are what I care in my future studies.

My Learning Philosophy with Behaviorism

Although behaviorism fashioned in last century between 20's to 50's, with the limitation of human brain research, it still ubiquitous in 21th century classroom and profession training scenarios. How to stimuli your learners/followers and prepare the related feedbacks at the right time are still crucial competency for instructors or instructional designers. The behaviorism addresses the reinforcement of the information and focuses the observation of the learner's reaction (Ertmer & Newby, 2013). I believe a proper reward works for younger kids with basic concepts and knowledges memorizing and acquiring. I cannot help observing how my 7-year-old son learn and keep on trying to reward him in a way which he prefers to follow. This quarter based on his request, we made a deal: "if he completes to read 75 books, I will pay \$9.99 to buy him R\$800 (the primary currency for Roblox)". After 2 weeks, he accomplished 26 books (level

2). With some gentle reminders, he preferred to read 6-8 books one day, but couple days almost read nothing. With the deadline coming, he became unwillingness to read because he supposed he cannot finish his plan. I helped him to make a simple calculation and he realized that if he read 2 books each day, he will easily get “R\$800”. The calculation/feedback worked, and he began to keep on reading accordingly but still need some reminders. Through my son’s case, I buy in the quick benefits of behaviorism although I noticed that “reward” strategy may lack of persistency.

My Learning Philosophy with Cognitivism

Time came to the last century of late 50’s – 80’s, with the development of technologies and advanced research of brain and biology, educators began to move their attentions from overt and observable behavior (Ertmer & Newby, 2013) to more complex information processing which had usually been illustrated like the work flow of computer (Christensen, 2008). The behaviorism addresses how the information processing act as mental activities for example how learners attend to, interpret, store and retrieve the information based on their old knowledge and form their new understanding (Ertmer & Newby, 2013).

Because of the short memory limitation, cognitivism provides a pervasive theory of “schema” which request teachers should deliver meaningful and proper information to guide their student better interpreter the new knowledge based on their own acquisition in memory (Reiser & Dempsey, 2012). Looking back my personal learning experiences, I almost have no doubt about the hierarchical learning structure and deeply believe that prerequisites will be the barriers for learner to explore higher knowledge. Based on that believe, I designed two workshops and tutorial videos for international national students. As a cognitivism believer, analogies, metaphors and information clusters were my practical cognitivism strategies to deliver

those trainings and obviously the strategies did help students easily and clearly memorized CSUSB's polices and rules.

My Learning Philosophy with Constructivism

Based on my learning and teaching experiences, the real world is full of vague and overlapped information. Constructivists doubt about the real learning effect based on the hierarchical information and isolate subject analysis and instruction (Ertmer & Newby, 2013). According to Vygotsky, through assistance of more capable person, the student can learn or acquire knowledge which beyond his/her actual developmental or maturational level. To my understanding Vygotsky's ZPD may more like social cognitivism. Some researchers criticized about the North American "Vygotskian" and "Original Vygotsky" legacy, however we cannot deny his impact on how ZPD inspired educator. Constructivists also emphasizes that leaning should be involved in an authentic environment, how to better scaffold student to learn and create collaboratively is a topped issue.

Technology Role in My Philosophy of Education

Right now, with the fast-updated technologies, we may need seriously consider exponential thinking and learning theory but not step by step hieratical information processing. When we look back, most of reforms and even revolutions will combine with fast development of technology. With no exemption, learning philosophy also has been drove by the creation of technology.

Today, student use of tablets, laptops, and smartphones is so prevalent that, as educators, we might not be aware of the ways in which our followers/students learn more effectively via those types of equipment (Sims & Koszalka, 2008). Hence, we need to face the reality that digital natives are in charge of constructing present and future learning environments (Hoye,

2018). As student-centered teachers, with both digital natives and immigrants, educators must prioritize adapting to technology-rich environments (Ju Joo & Eugene, 2018).

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