



Unit – III

Lesson - 3

MOTIVATION AND LEARNING



CONSTRUCTIVE THEORY OF JOHN DEWEY

Overview:

Constructivism emerged in the 1970s-1980s as an extension of cognitive. It emphasizes **internal mental constructions** and the **influence of others** on an individual's learning.

Key Ideas:

Builds on the works of **John Dewey (1859–1952)** and **Lev Vygotsky (1896–1934)**

Focus on how learners actively construct knowledge

Recognizes the importance of social interactions in learning.

CONSTRUCTIVE THEORY OF JOHN DEWEY

Concept of Constructivism in Learning

Overview:

Constructivist learning perspectives emphasize the role of **social influences**, including **culture, history, and direct interactions** with others, in knowledge construction.

Key Elements:

- ◉ **Co-construction of knowledge** with others, extending socio-cognitive theory
- ◉ Students actively **construct knowledge** from their **personal experiences**
- ◉ Core elements: **Context, Collaboration, Conversation, and Meaning-making**

CONSTRUCTIVE THEORY OF JOHN DEWEY

What is Inquiry – based learning?

- ❖ Inquiry is the process of seeking truth, information, or knowledge by questioning.
- ❖ Answers are developed through questioning, not a text book

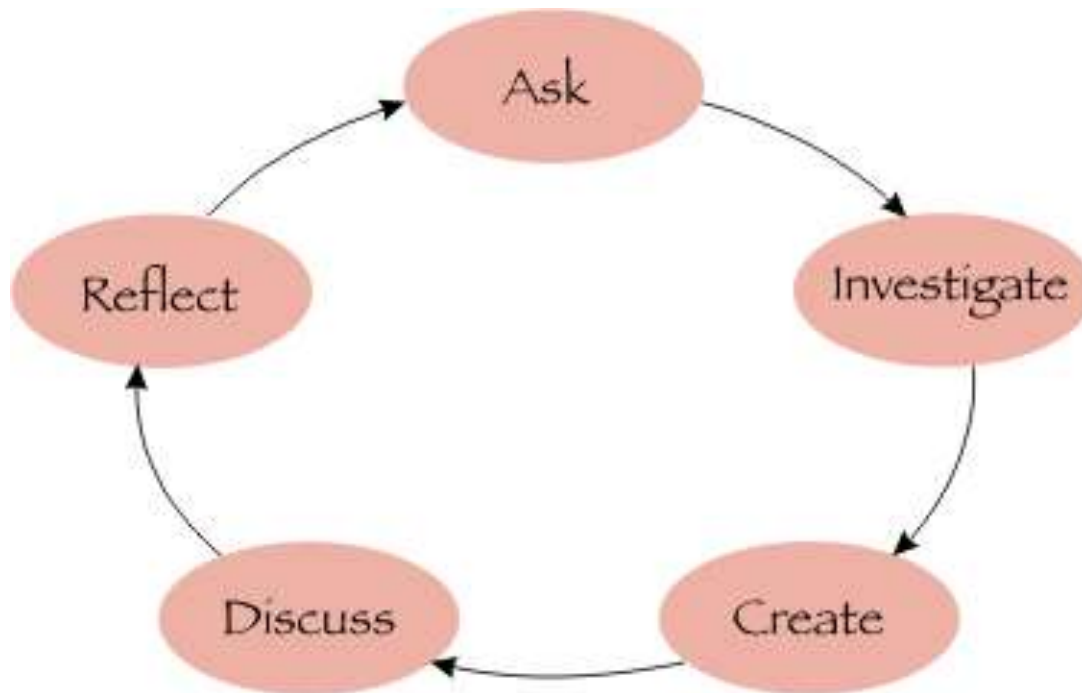
Excellent teaching method for:

- ⦿ Science
- ⦿ Mathematics
- ⦿ Business
- ⦿ English
- ⦿ History
- ⦿ Diverse populations, etc.

CONSTRUCTIVE THEORY OF JOHN DEWEY

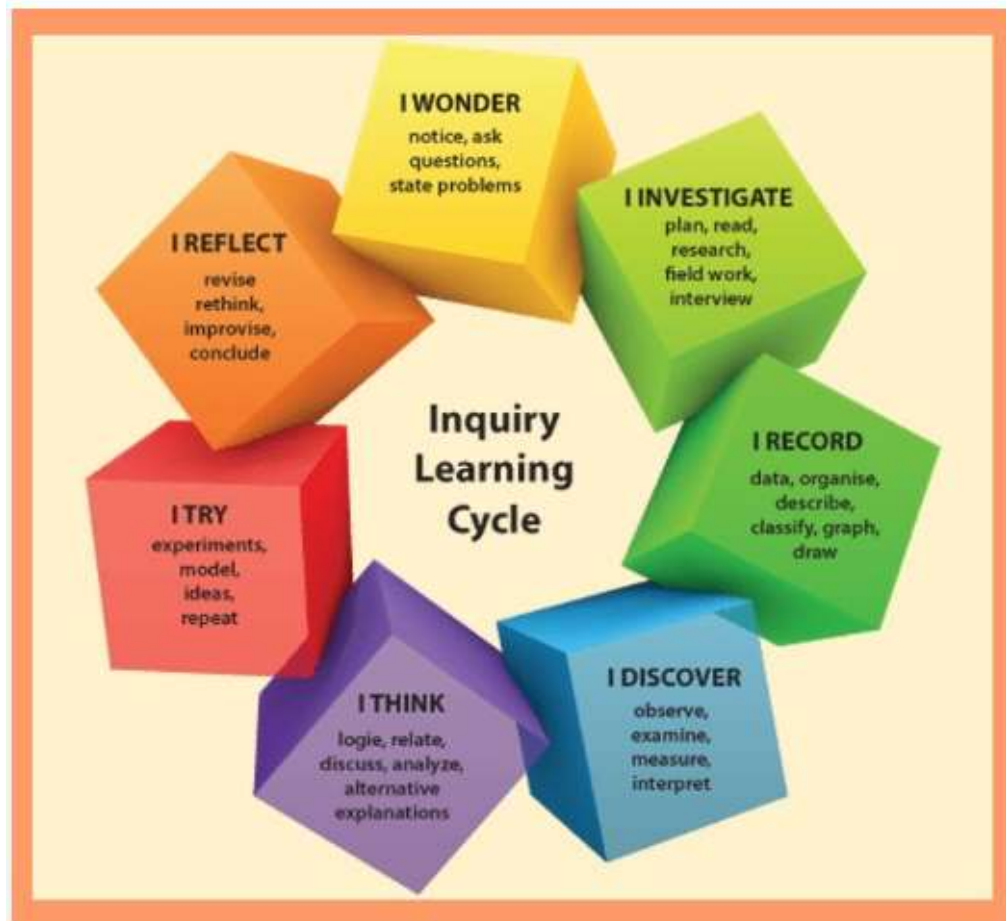
What is Inquiry – based learning?

- ❖ Based on John Dewey's Philosophy that education begins with the curiosity of the learner, we use a spiral path of inquiry.



CONSTRUCTIVE THEORY OF JOHN DEWEY

❖ Inquiry Learning Cycle – Model



CARL ROGERS (1902-1987)

HUMANISTIC THEORY

- ❖ **Carl Rogers (1902-1987):** Humanistic psychologist who emphasized **acceptance**, **genuineness**, and **empathy** in fostering personal growth.

Core Concepts of Carl Rogers' Humanistic Theory

Key Concepts:

- ❖ **Actualizing Tendency:** Innate drive to maintain and enhance the human organism போக்கு மெய்ப்பித்தல்: மனித உயிரினத்தைப் பராமரிக்கவும் மேம்படுத்தவும் உள்ளார்ந்த உந்துதல்.
- ❖ **Self-Concept:** Perceptions one holds about oneself
- ❖ **Positive Regard:** Sense of being loved and valued by others
- ❖ **Conditional Positive Regard**
- ❖ **Unconditional Positive Regard**

CARL ROGERS (1902-1987)

HUMANISTIC THEORY

Conditional vs. Unconditional Positive Regard

Conditional Positive Regard:

Valued only when behaving in an acceptable manner

May lead to incongruence (self-concept conflicts with experiences)

Unconditional Positive Regard:

Total acceptance, regardless of faults or failings.

Genuineness & Empathy in Humanistic Theory

Genuineness:

Freely expressing feelings without fear of judgment

Empathy:

Sharing thoughts and understanding

Listening and reflecting feelings

CARL ROGERS (1902-1987)

HUMANISTIC THEORY

Creating Congruence through Unconditional Positive Regard

Congruence: When self-concept aligns with emotions & experiences, promoting growth.

Evaluating the Humanistic Perspective

Positive Influence:

Affected **therapy, child-rearing, and the workplace**

Laid the foundation for **positive psychology**

Criticisms:

Difficult to test scientifically

Too optimistic, minimizing negative aspects of human nature

CARL ROGERS (1902-1987)

HUMANISTIC THEORY

Implications of Humanistic Theories for Education

Key Points:

Students as Developing Beings:

Academic motivation must be seen within the broader context of students' nonacademic needs (food, safety, love).

Unconditional Positive Regard:

Teachers should separate performance and behaviors from students' intrinsic worth and provide unconditional positive regard.

Focus on Basic Needs:

Unmet needs (food, safety, comfort) may affect students' behaviors, not a lack of academic motivation.

CARL ROGERS (1902-1987)

HUMANISTIC THEORY

Implications of Humanistic Theories for Education

Educational Strategies:

Basic Needs:

Provide programs like free/reduced meals and ensure students' belongingness and self-esteem through collaborative learning.

Fostering Motivation:

Once basic needs are met, model passion for learning, teach useful knowledge, and appreciate aesthetic values.

Cultural Awareness:

Embrace diversity by reflecting an appreciation for students' cultural, linguistic, and social characteristics.