PLANNING FOR LEARNING

by:

Jean A. Lntag
School Principal IV, Orani North Elementary School

One of the most significant problems teachers encounter in classroom situation is how to address different needs so that all pupils will receive appropriate opportunities to learn. In this kind of situation, the teacher must consider the importance or planning in order to have a quality instructional presentation. Planning for pupils learning consider specifically what will be taught, and to what level of proficiency. These considerations have been referred to as types and levels of learning. Knowing what types and levels of learning are desired provides implications for planning instruction. Different types of learning occur in school, across all different subject areas.

These types include:

1. Discrimination Learning – this involves determining how one stimulus is either the same or different from another.

2. Factual Learning, special attention to the design of instruction emphasizing factual learning can help many pupils overcome their memory problems. Some factual learning is in the form of paired associates, where one thing is paired with another. Another is the
3. Conceptual Learning where concepts are completely learned only when the concept can applied to a new instance. Concrete experiences can help pupils develop an understanding of concepts. But after considering everything the teacher’s primary role is still to teach. Any planned activity has a well-defined activity with a well-defined beginning a middle and an end. But certainly, the task must lead to learning.

References:

http://www.ascd.org/publications/books/106002/chapters/Planning-for-Learning.aspx