SCHOOL AS A TEMPLE OF LEARNING

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School is all about learning. It is an institution that provides learning, promote independence and built a better future. It teaches us how to live our life. It develops the human intellectually and morally.

School is primarily a place to learn and to improve ourselves and life as a whole. It is a place to better myself, not just for the good grades, but for the fulfilment of life. School doesn’t just teach you facts and academic skills, but disciple, social and communication skills, leadership and so many more things too. Other people are not interested in what they can get out of school, though, and see it as a place to socialize, have lots of friends and have a good time. Having friends and fitting in is probably an important part of school for everyone thought, be they popular and carefree or hardworking and academic. It also makes you wiser so that you can make your own decisions.

I will give my own experience as an example that school is about learning, not just about passing. In my profession as a teacher, most of the knowledge that I have is because of studying in school, I become a teacher because of my knowledge not just because of passing my course.

School is a place of learning where we are involved in learning process. It is a place where we learn basic things like right conduct, manners, discipline, punctuality and many more along with studies. How do students think and learn in school? In this theory, Cognitivism: A great deal of research from cognitive and educational psychology has discovered how thinking and learning can be improved in the classroom.
The eight principles emphasize some of the most important findings on teacher practices that impact student growth. Research indicates that cognitive development and learning are not limited by general stages of development. It is vital for instructors teaching Piaget’s cognitive stage theory to also reference the limitations of this approach. Psychology curricula should highlight the significance of Lev Vygotsky’s theory of zone of proximal development and the critical role that interactions with those who are more capable can have on learning and growth. It is also critical that the most advanced students have the opportunity to work with others who will challenge them, including other students or the instructor.

References:

Emily Liebtag, "The Power of Place", p.5, 2010

http://www.ascd.org/Publications/Books/The-Power-of-Place.aspx