

Teaching and Learning

by DIJ Team - FEB

Teaching is not the same as learning.

It is not only in the classroom one learns or teaches.

In all environments and all situations we are learning and teaching.

The concept of education has evolved throughout time. Etymologically, teaching comes from the Latin "*signare*": to put inside, engrave in the spirit.

Teaching is to record ideas in the head of the student.

In the traditional concept of education "teaching is to transmit knowledge."

Traditionally, the concept of teaching - learning was understood as something that comes from the outside. As if the hand over of the society's cultural goods to students happened, through their representatives: teachers.

With the New School, education is now conceived as something that comes from inside out, depending on external references that are offered to students.

Socrates and Plato started the embryo of new learning concepts, relating the role of a teacher to a *midwife*, once she helps give birth to ideas.

Carl Rogers, already at the New School Movement, said the only learning, which significantly influences the behavior, is the one, which was self-discovered, self-appropriate.

The teacher does not teach, it helps the student to learn.

These are extreme positions that oppose each other. There are intermediate schools of thought, influenced by philosophers, sociologists and psychologists, which were developed throughout history. It is the pedagogical good sense.

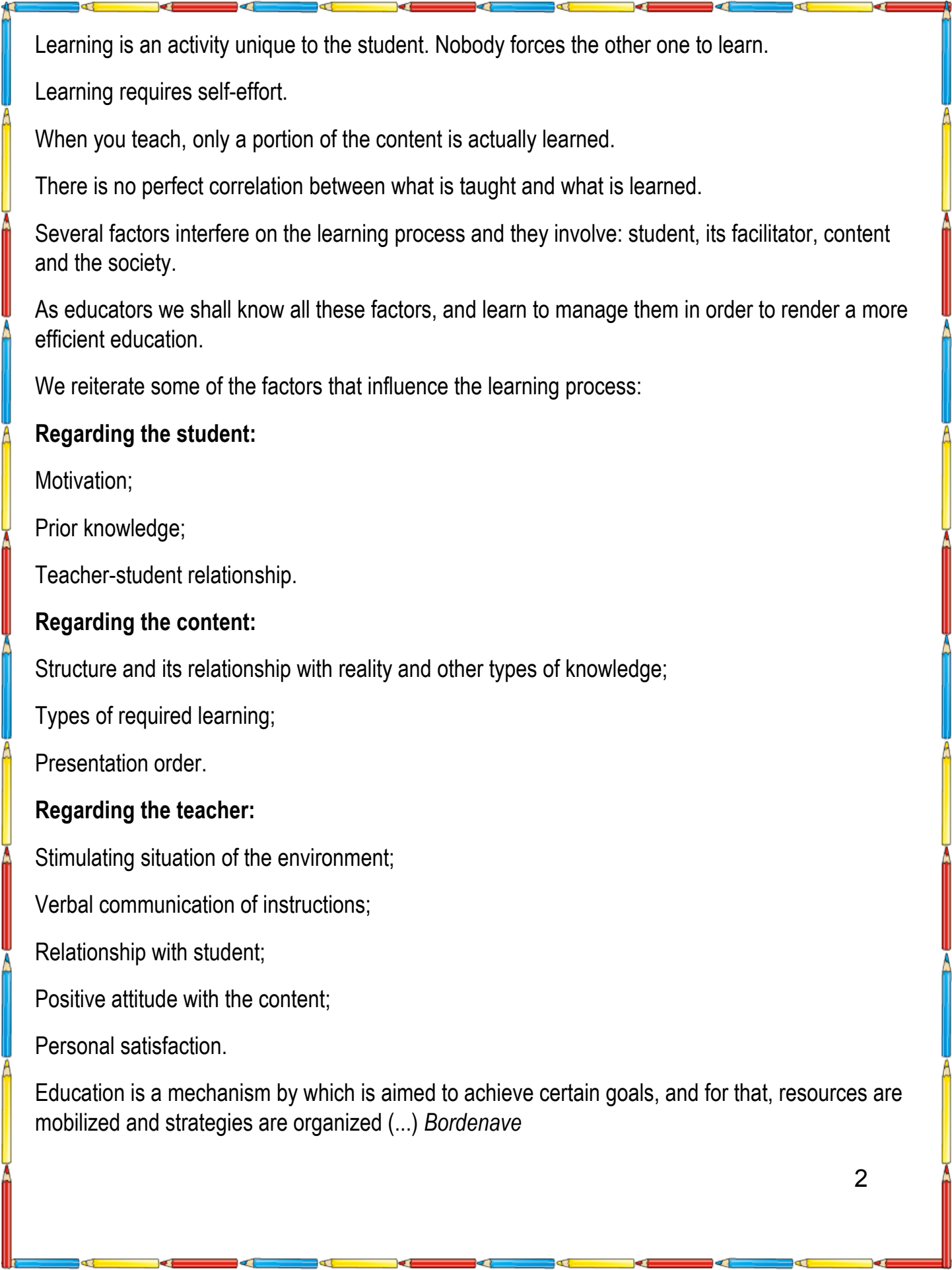
Currently, Piaget's constructivist concept and the ones who were inspired by him, explain the process of teaching and learning, having the main focus on the novice, its internal cognitive structures and external variables to build up knowledge.

By learning, the individual mobilizes a set of mechanisms that are able to adapt and react with its environment, achieving desired objectives.

Piaget then explained learning as being related to the development of intelligence, emotions and behavior of children.

Some of the textbooks currently in use are not entirely a recent work, but they were developed by educators over the time, and reworked from a continuous reflection-action-reflection process.

(Regina Celia C. Haidt)



Learning is an activity unique to the student. Nobody forces the other one to learn.

Learning requires self-effort.

When you teach, only a portion of the content is actually learned.

There is no perfect correlation between what is taught and what is learned.

Several factors interfere on the learning process and they involve: student, its facilitator, content and the society.

As educators we shall know all these factors, and learn to manage them in order to render a more efficient education.

We reiterate some of the factors that influence the learning process:

Regarding the student:

Motivation;

Prior knowledge;

Teacher-student relationship.

Regarding the content:

Structure and its relationship with reality and other types of knowledge;

Types of required learning;

Presentation order.

Regarding the teacher:

Stimulating situation of the environment;

Verbal communication of instructions;

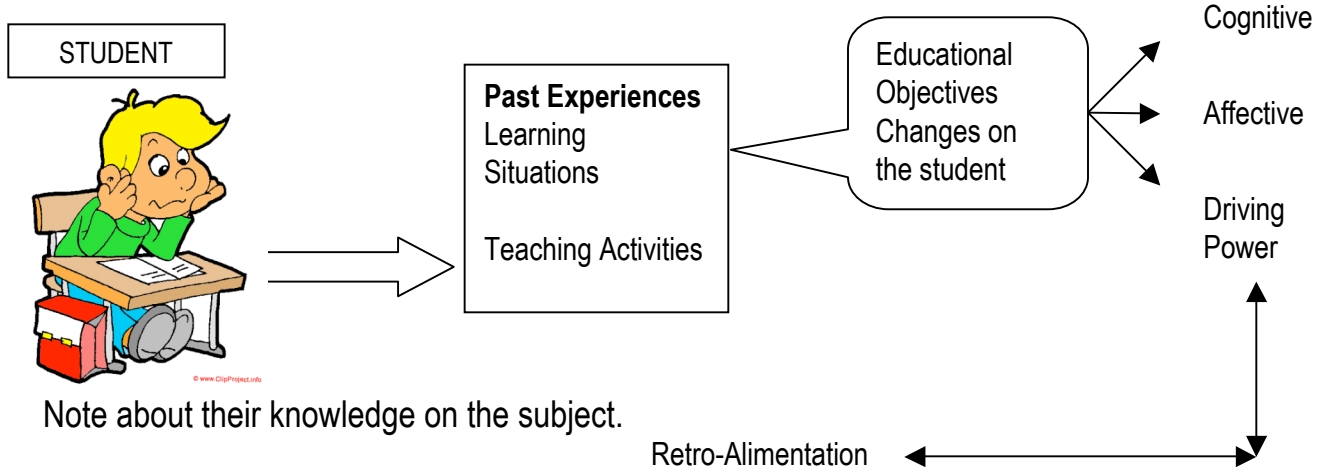
Relationship with student;

Positive attitude with the content;

Personal satisfaction.

Education is a mechanism by which is aimed to achieve certain goals, and for that, resources are mobilized and strategies are organized (...) *Bordenave*

The process of education consists in: planning, guiding and monitoring the learning process of students.



In order for behavior changes to occur, student needs to experience deeply trials that can be generated by stimulants situations.

Scheffler, to enhance the conditions of the student said:

"The education can be characterized as an activity whose efficiency is the learning process, and such practice would need to respect the intellectual integrity of students and their capacity for independent discernment." (Philosophical models of teaching)

Therefore, we certify that there is a close relation between teaching and learning. The interdependence is characterized by the affirmative that there is only education when learning happens. It can even be said that a process of communication occurred, but learning did not take place.

Material prepared by the DIJ team of the Brazilian Spiritist Federation