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Passive learners in the classroom

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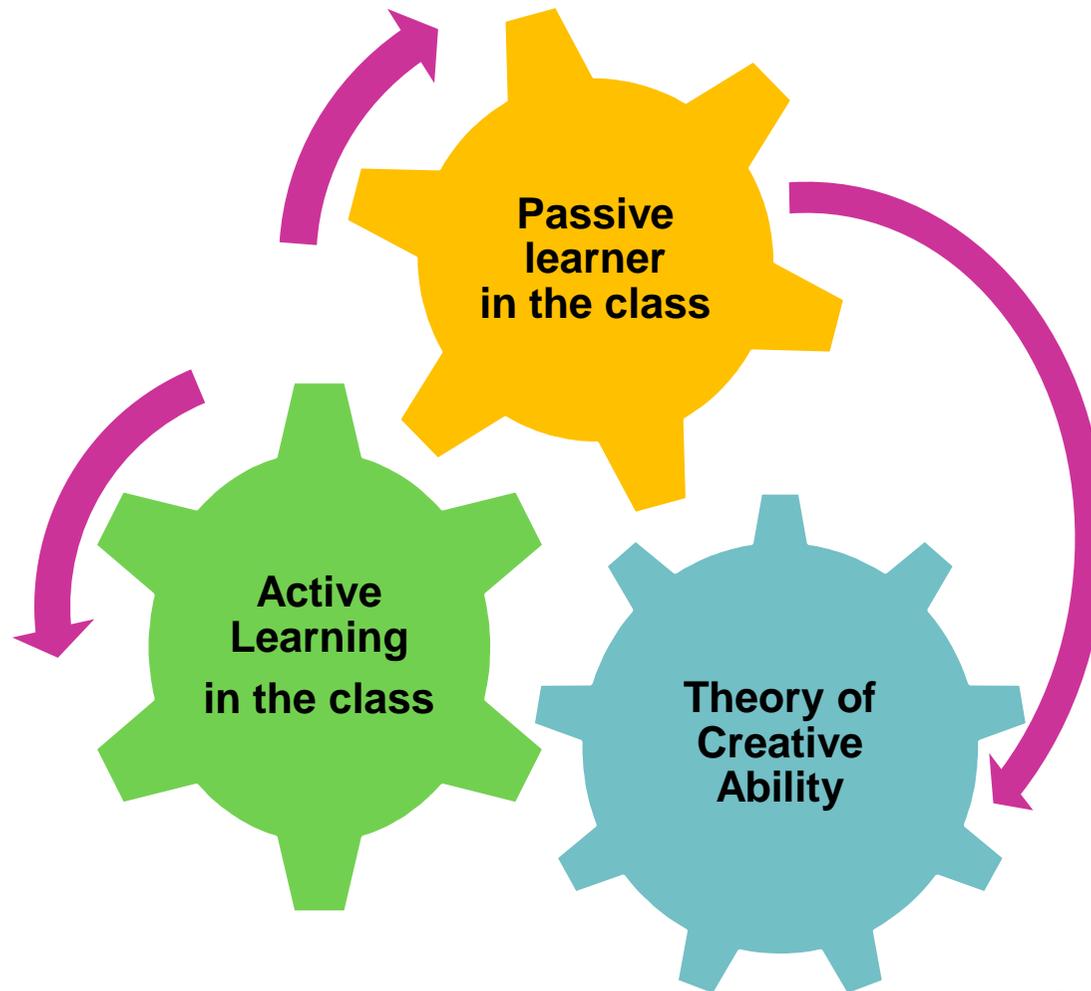


Who is the passive learner?

- The trait of remaining inactive; a lack of initiative, being passive; inactive, stillness, or submissiveness



Pearl



Active Learning

Active learning is based on 2 assumptions:

- **That learning is by nature and active endeavour, and**
- **That different people learn in different ways**



What I hear, I forget (lecture approach)

What I see, I remember (demonstration)

What I do, I understand (hands on /
learner centred)

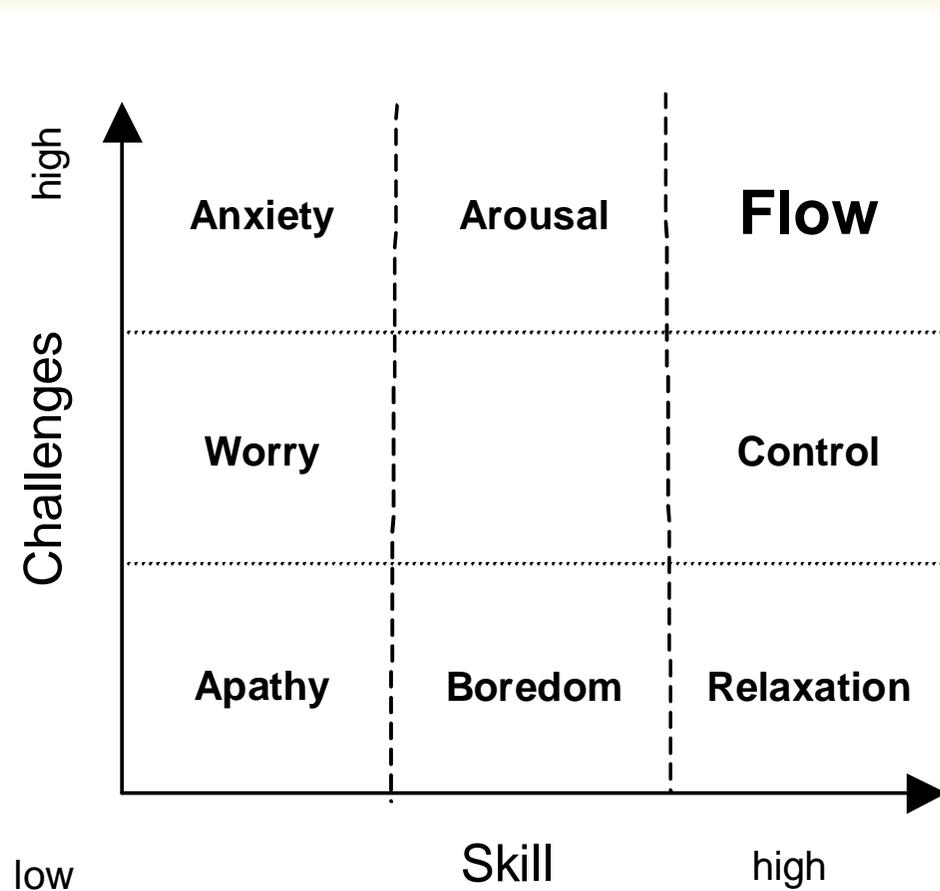
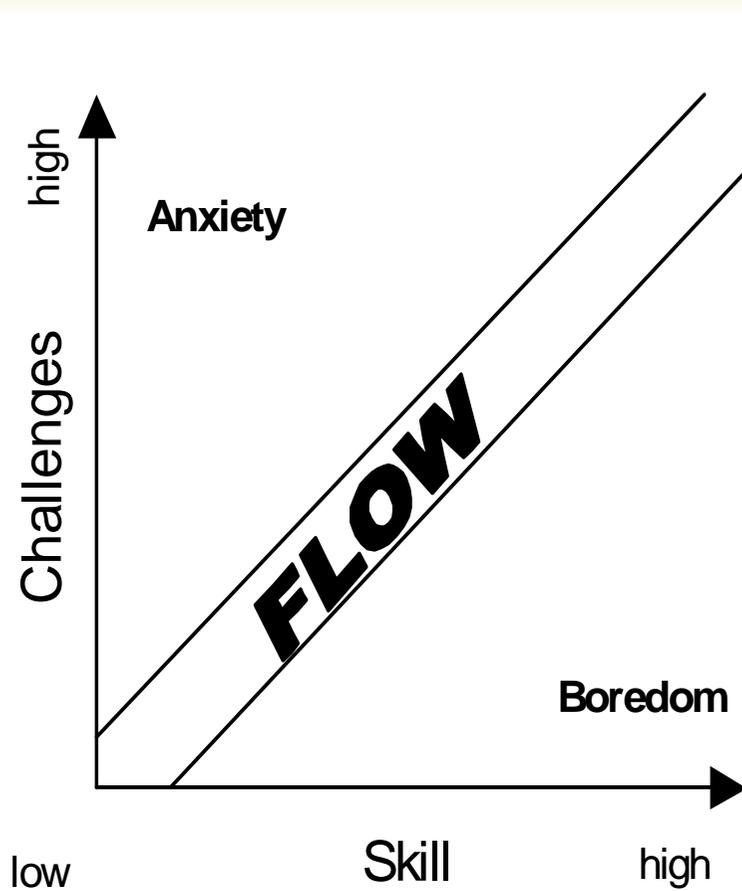


Active learning is learning in which learners “by acting on objects and interacting with other people, ideas, and events, construct new understanding”

Active learning is conceived of as something a learner does, not something that is done to a learner.



8-channel model of flow



The Just Right Challenge



The model of creative ability

- The Model of Creative Ability is an occupational therapy practice model originating from South Africa.
- The term 'creative' does not refer to artistic flair but to one's ability to grow or change – the creation of oneself.



Creative ability:

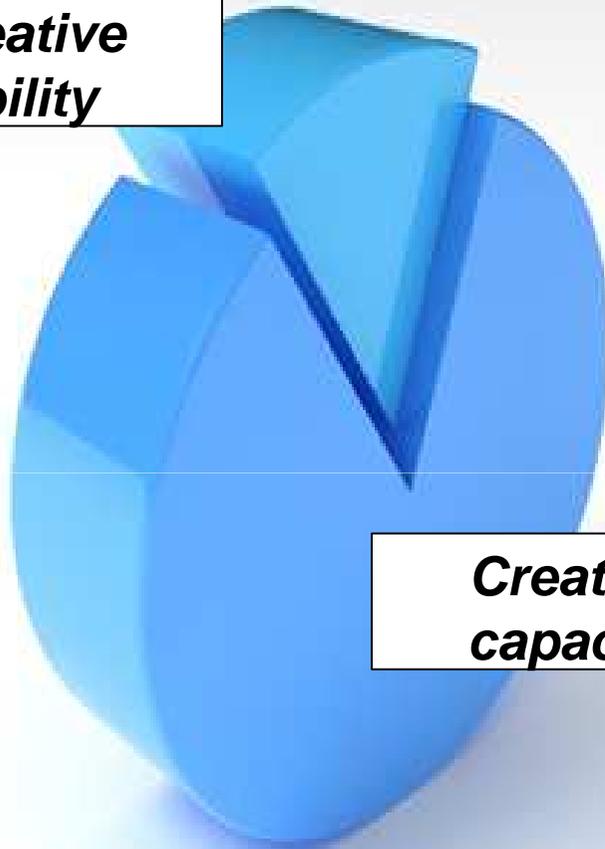
*Your current state in relation to your performance **in the environment***

Your physical self + your psychological self + your drive in the environment:

Body + mind + drive = creative ability



***Creative
ability***



***Creative
capacity***

Creative Ability
as part fulfilment of
Creative Capacity



- Motivation governs action
- Action is the expression of motivation
- Motivation and action are inextricably linked, and therefore one can identify an individual's motivation by observing the person's action
- 9 levels of creative ability – that is, levels of motivation and corresponding action
- These levels are based on sequential development
- There can be progression and regression through the levels depending on the external demands



The levels of creative ability

	MOTIVATION LEVEL	ACTION LEVEL
9	Competitive contribution	Society-centred
8	Contribution	Situation-centred
7	Competitive	Product-centred
6	Active participation	Original
5	Imitative Participation	Imitative
4	Passive Participation	Experimental
3	Self-presentation	Explorative
2	Self-differentiation	Incidentally constructive/ destructive
1	TONE	Pre-destructive



Self Differentiation

Level 2

Materials & Objects	People	Situations
<ul style="list-style-type: none"> – Hold materials, – Destructive actions, – One-step activities, – Disregard of properties of materials, – Concept of objects absent or emerging, – No construction. 	<ul style="list-style-type: none"> – Do not try to form relationships, still egocentric, – Relates to self-care and hygiene – Need a climate of love, affection, acceptance, and belonging as it evokes social security – Indicates preference of people. – 	<ul style="list-style-type: none"> – Undifferentiated (clearly specified) behaviour – Inability to select appropriate behaviour or modify reactions in different social situations.

Aims	Self differentiation Level 2	Presenting sessions
<ul style="list-style-type: none"> - Focus on egocentricity – use name, refer to him/her - Stimulate material handling to perform variety of destructive actions - Encourage object handling to identify their boundaries / limitations - What is part and whole. He should see his impact on after a destructive action (fragmentation) - Encourage him to see himself as the handler or doer – “I broke it”, I tore the paper” - Encourage his understanding of “otherness” – differences with other learners - Encourage physical contact with others - Gradual exposure to new situations - Eliminate anxiety by preparing the learner before new situations are introduced - Encourage feeling of satisfaction in destructive handling 		<ul style="list-style-type: none"> - The area should be quiet - Minimal distractions on the walls - Create a climate of total acceptance for social security to emerge - Selective physical contact - Selective expression of emotions - Short periods (learner’s attention span) - Repetition - Simple, clear instructions - Do with the learner - Stimulate destructive actions with a variety of materials - No construction demands - No intellectual demands regarding knowledge of properties of materials, tools and objects - No indiscriminate destruction e.g. tearing of books

Self Presentation Level 3

Materials & Objects	People	Situations
<ul style="list-style-type: none"> - Materials and tools handled exploratively - Wants to gain in formation about materials, tools & objects - Not focused on end product - Product is coincidental - 4-5 step instructions with demonstration and guidance - No norms regarding the quality of the product 	<ul style="list-style-type: none"> - Increase receptivity to others - Form a dependent relationship with 1 or 2 people - Others are handled exploratively - Test boundaries e.g. love/hate, communication/withdrawal, tolerance/intolerance - Try to be manipulative 	<ul style="list-style-type: none"> - Explore the reactions of people - Approach still egocentric - Does not possess the capacity to comprehend the whole situation or select the appropriate behaviour

Aims	Self presentation Level 3	Presenting sessions
<ul style="list-style-type: none"> - Materials, tools and objects are handled exploratively - Encourage familiarity with wide variety of materials, tools & objects to elicit explorative behaviour - Stimulate requesting of information - Bring coincidental product to attention - Evoke a feeling of “wanting to create/make” - Stimulate social interactions - Discovery of boundaries of social relationships - Guide experimentation with everyday situation e.g. self-care, dressing up, money handling, good manners... 		<ul style="list-style-type: none"> - Quiet area with graded external stimuli for exploration - Show acceptance and provide security and encouragement to explore and enquire - Rather too short than too long - Learner should never be bored - Only present 1 or 2 materials at a time - Professional should maintain a high profile and direct the excitement and exploration of the session <ul style="list-style-type: none"> - “Let’s see what will happen!” - The professional should know exactly what she would like the child to discover. She should know the properties of each activity - Inclusion into groups of all kinds

Passive Participation Level 4

Materials & Objects	People	Situations
<ul style="list-style-type: none">- Action progress from material handling to product creation and task completion- Needs guidance in step-by-step participation- His tool handling becomes product-directed	<ul style="list-style-type: none">- Progression to maintain interpersonal relationships- Interpersonal behaviour is more predictable and stable- He still takes cues from stronger personalities	<ul style="list-style-type: none">- Basic desire to participate in a variety of known situations- But the basic drive to make it happen does not exist and there is a need to familiarise him with as many situations as possible

Aims	Passive Participation Level 4	Presenting sessions
<ul style="list-style-type: none"> - To ensure transition from material handling to product centered participation - Continue to expose learner to a variety of new materials - To increase the knowledge of function and use of objects - To increase the ability to handle tools - To increase the quality of end product - To evaluate the end product - To form and maintain relationships - To encourage anticipation of next step in situations (situational sequencing) - Stimulate planning, anticipation and sequencing 		<ul style="list-style-type: none"> - Area should have various stimuli, appropriate for the social demands - Clear and simple definition of the whole task - Clear and simple definition of the sequence of the steps and content of each step - Clear and simple statements about the standard of the product - Support during execution of the task - Encourage evaluation of the task - Make retrospective, informative and positive evaluations i.e. “ This is good because you remembered to do that and that...” - Encourage task satisfaction by stimulating approval from others in the group - Encourage good personal and social presentation



What not to do



Water play

