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Teacher: Dr HOUICHI Asma

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Content:

From Childhood to Adolescence

The part of this section that deals with childhood shall best be understood and dealt with as an introduction to the period of adolescence, as the teachers-in-training are being instructed to cater for educational needs of a population of learners aged 12+. As such, and after a brief introduction to some of the main characteristics of childhood, emphasis shall be laid on those aspects of this period that paved the ground for adolescence.

Aspects of Adolescent Development

- Cognitive development
- Moral development
- Social development

In addition, teachers-in-training shall be introduced to some scientific approaches to the study of adolescence with special emphasis on the educational implications of such approaches. The socio-psycho-analytical approach (Erikson, Marcia), the sociological approach (Bandura and Waters, Davies), the social cognition approach (Selman), and any such relevant approach may be used in this context.

Teachers and Teaching

- ***Teachers: Who are they? A study of some of the main factors that come to bear on the choice of teaching as a career.***
- ***Teachers: What do they do?***
 - ***Knowing***
 - ***Doing***
 - ***Being***
- ***Teachers: How are they trained?***
 - ***A brief history of teacher training***
 - ***Models for the training of teachers***

Adolescents in Schools

- ***Adolescents in schools. How do they fare?***

The Pedagogical Relationship

- ***Teaching / Learning***
- ***Classroom management***
- ***The pedagogical relationship***

Evaluation

- ***Theoretical foundation***
- ***Types of evaluations***
- ***Methods of evaluations***
- ***Problems of evaluation***

Psychopedagogy vs. Educational Psychology

General Objective

To help students understand the distinction between educational psychology and psychopedagogy and their respective roles in teaching and learning.

Learning Objectives

By the end of the lesson, students will be able to:

- Differentiate between educational psychology and psychopedagogy in terms of focus, purpose, and application.
- Explain how educational psychology contributes to understanding learning processes, while psychopedagogy guides pedagogical intervention.
- Apply this distinction to classroom situations by identifying appropriate explanations and practical responses to learners' difficulties.

Introduction

In teacher education programs, concepts from psychology and pedagogy are often used together, which may lead to confusion between closely related disciplines. Two of these disciplines are psychopedagogy and educational psychology. Although they share common theoretical foundations and address learning and development, they differ in their focus, purpose, and practical application. Understanding this distinction is essential for preservice teachers, as it helps them better interpret learners' needs and make informed pedagogical decisions.

1. Educational Psychology

Educational psychology is a branch of psychology concerned with the scientific study of learning and teaching. It examines how learners acquire knowledge, develop cognitively, emotionally, and socially, and how individual differences influence learning outcomes (Woolfolk, 2016). The field relies on psychological theories and empirical research to explain learning processes within educational settings.

Educational psychology addresses topics such as learning theories, motivation, memory, intelligence, assessment, classroom management, and developmental stages (Ormrod, 2020). Its primary aim is to *understand and explain* how learning occurs rather than to directly intervene in pedagogical practice.

Example: When studying adolescents' motivation at school, an educational psychologist may use surveys and statistical analysis to examine how motivation relates to academic achievement.

2. Psychopedagogy

Psychopedagogy is an interdisciplinary field that integrates psychology and pedagogy with a strong emphasis on educational practice. It focuses on applying psychological knowledge to real teaching and learning situations in order to support learners and improve educational outcomes (Bosse & Gerber, 2008).

Psychopedagogy is particularly concerned with learning difficulties, learner support, guidance, remediation, and inclusive education. Rather than explaining learning in abstract terms, it aims to *intervene, adapt teaching strategies, and respond to learners' cognitive, emotional, and social needs* (Avanzini, 1992).

Example: If learners experience persistent difficulties in reading comprehension, a psychopedagogical approach involves diagnosing the source of the difficulty and designing adapted instructional activities to support progress (Bosse & Gerber, 2008).

3. Key Differences Between the Two Fields

Although educational psychology and psychopedagogy are complementary, they differ in orientation and purpose. Educational psychology is mainly theoretical and explanatory, seeking to understand how learning processes function (Ormrod, 2020), while psychopedagogy is practical and action-oriented, focusing on pedagogical intervention and learner support (Avanzini, 1992).

Educational psychology emphasizes research, measurement, and theory-building, whereas psychopedagogy emphasizes classroom application, counseling, and educational decision-making (Bosse & Gerber, 2008).

Situation: When students repeatedly fail assessments, educational psychology helps explain possible causes such as anxiety, low motivation, or cognitive overload (Woolfolk, 2016). Psychopedagogy, on the other hand, guides the teacher in choosing practical solutions such as differentiated instruction, scaffolded tasks, or supportive feedback (Avanzini, 1992).

Table 01: Key Differences Between Educational Psychology and Psychopedagogy

Aspect	Educational Psychology	Psychopedagogy
Primary Orientation	Theoretical and explanatory	Practical and action-oriented
Main Purpose	To understand, explain, and predict learning processes and behavior	To intervene pedagogically and support learners in educational contexts
Focus	How learning occurs (cognition, motivation, memory, emotions)	How to improve learning through pedagogical action
Nature of Knowledge	Research-based, analytical, and theory-driven	Applied, contextual, and practice-driven
Main Activities	Research, measurement, assessment, theory-building (Ormrod, 2020)	Classroom intervention, guidance, counseling, and decision-making (Avanzini, 1992)
Use of Assessment	Diagnostic and explanatory (identifying causes of difficulties)	Remedial and supportive (adapting teaching strategies)
Role of the Teacher	Interpreter of psychological research and learner behavior	Pedagogical actor and mediator of learning situations
View of Learning Difficulties	Explains difficulties through factors such as anxiety, low motivation, or cognitive overload (Woolfolk, 2016)	Addresses difficulties through differentiated instruction, scaffolding, and supportive feedback (Avanzini, 1992)
Classroom Application	Indirect: informs teaching through psychological insights	Direct: guides immediate pedagogical actions
Complementarity	Provides the theoretical foundation	Translates theory into pedagogical practice

Conclusion

For preservice teachers, distinguishing between psychopedagogy and educational psychology is fundamental. Educational psychology provides the scientific and theoretical foundations for understanding learners and learning processes (Ormrod, 2020), while psychopedagogy transforms this knowledge into concrete pedagogical actions within the classroom (Bosse & Gerber, 2008). Together, they contribute to effective, learner-centered education.

From Childhood to Adolescence

General Objective

The general objective of this lesson is to help preservice teachers understand childhood as a foundational developmental stage that prepares learners cognitively, emotionally, and socially for adolescence, and to enable them to interpret adolescent behaviors through a developmental psychopedagogical perspective.

Learning Objectives

By the end of this lesson, students will be able to:

- Identify the main cognitive, emotional, and social characteristics of childhood.
- Explain how developmental processes in childhood prepare the ground for adolescence.
- Distinguish key developmental transitions from dependence to autonomy.
- Interpret adolescent learning and behavior in light of childhood development.
- Apply developmental knowledge to educational and classroom situations involving learners aged 12 and above.

Introduction

Understanding adolescence requires first examining childhood, as development is a continuous and cumulative process. Childhood lays the biological, cognitive, emotional, and social foundations upon which adolescence is built. For preservice teachers working with learners aged 12 and above, it is essential to understand which characteristics of childhood prepare the ground for the major transformations that occur during adolescence (Santrock, 2021).

1. Childhood: A Developmental Foundation

Childhood is generally characterized by rapid cognitive development, emotional dependency, and progressive socialization. During this period, learners acquire basic cognitive structures, language skills, and fundamental social behaviors that will later support more complex forms of thinking and identity formation (Piaget, 1972).

From a cognitive perspective, children move from intuitive and egocentric thinking toward more logical reasoning. According to Piaget, children in late childhood enter the concrete

operational stage, during which they develop logical thinking about concrete objects but still experience difficulty with abstract reasoning (Piaget, 1972). This limitation explains why younger learners often need tangible examples and guided practice in learning situations.

Example: A child may successfully solve a mathematics problem using physical objects or drawings but struggle to understand the same problem when it is presented abstractly.

Emotionally, childhood is marked by a strong need for security and adult approval. Children rely heavily on teachers and parents for emotional regulation and reassurance, which plays a crucial role in shaping their self-esteem and attitude toward learning (Santrock, 2021).

2. Social and Emotional Development as Preparation for Adolescence

Social development during childhood gradually shifts from family-centered relationships to peer-oriented interactions. Children begin to compare themselves with others, seek social recognition, and develop a sense of competence (Erikson, 1968). Erikson describes late childhood as the stage of industry versus inferiority, where success in school and social tasks leads to a sense of competence, while repeated failure may result in feelings of inferiority (Erikson, 1968).

This psychosocial stage is particularly important because it directly influences how learners enter adolescence. Adolescents who developed confidence and competence during childhood are more likely to cope successfully with academic and social challenges later on.

Situation: A learner who experienced encouragement and academic success in primary school is more likely to show engagement and confidence during early secondary education.

3. Cognitive Transitions Toward Adolescence

One of the most significant contributions of childhood to adolescence lies in cognitive development. While abstract thinking is not fully developed in childhood, the foundations for it are established through language development, problem-solving experiences, and social interaction (Vygotsky, 1978).

Vygotsky emphasizes the role of social interaction and cultural tools in cognitive growth, arguing that learning occurs first on a social level and later becomes internalized (Vygotsky,

1978). This perspective highlights the importance of guided instruction and scaffolding during childhood as preparation for the more independent learning expected in adolescence.

Example: When teachers guide children through problem-solving tasks and gradually reduce support, learners become better prepared for autonomous thinking during adolescence.

4. From Dependence to Autonomy

One of the most significant developmental transitions from childhood to adolescence is the gradual movement from dependence toward autonomy. In early childhood, learners rely heavily on adults for guidance, structure, emotional regulation, and feedback. Rules are generally accepted without question, and authority figures such as teachers are perceived as primary sources of knowledge and control. Learning at this stage is largely guided, with adults organizing tasks, setting limits, and providing constant support.

As learners enter early adolescence, they begin to seek greater independence and develop a stronger sense of personal identity (Santrock, 2021). This developmental shift is accompanied by increased cognitive capacities, such as abstract thinking and critical reasoning, which enable adolescents to question rules, challenge authority, and form their own opinions. These behaviors are often misunderstood as oppositional or disruptive; however, from a developmental perspective, they represent a normal and necessary step toward autonomy.

Importantly, this transition is progressive rather than abrupt. Adolescents may fluctuate between dependent and autonomous behaviors depending on the context, emotional state, or task complexity. For instance, a learner may demonstrate independence in expressing opinions during discussions while still seeking reassurance or guidance when facing academic challenges. Such fluctuations reflect developmental processes rather than disciplinary issues.

For teachers, recognizing this transitional phase is essential for effective classroom management and pedagogy. Educators must balance structure and support with opportunities for choice, responsibility, and self-direction. Providing clear frameworks while gradually increasing learner autonomy helps adolescents develop self-regulation, decision-making skills, and confidence. By interpreting emerging independence as a developmental need rather than a behavioral problem, teachers can foster a respectful pedagogical relationship that supports both learning and personal growth.

5. Educational Implications for Teachers

For preservice teachers, understanding childhood as a preparatory stage for adolescence has direct pedagogical implications. Teaching strategies should acknowledge learners' need for structure while gradually encouraging autonomy, critical thinking, and self-regulation. Recognizing developmental continuity helps teachers adopt supportive rather than punitive approaches when dealing with adolescent behavior (Santrock, 2021).

Conclusion

Childhood and adolescence should not be viewed as isolated stages but as interconnected phases of development. Cognitive structures, emotional patterns, and social competencies developed during childhood strongly influence adolescents' learning, behavior, and identity formation. By understanding these developmental links, teachers are better equipped to respond to the educational and psychological needs of adolescent learners.

Aspects of Adolescent Development

General Objective

The general objective of this lesson is to provide preservice teachers with a comprehensive understanding of the cognitive, moral, and social development of adolescents, and to enable them to apply scientific approaches to interpret adolescent behaviors and optimize learning experiences.

Learning Objectives

By the end of this lesson, students will be able to:

- Describe the main characteristics of adolescent cognitive, moral, and social development.
- Analyze adolescent behaviors using key developmental theories (socio-psycho-analytical, sociological, social cognition).
- Explain the educational implications of adolescent developmental changes for teaching practice.
- Apply theoretical knowledge to classroom scenarios involving adolescents.

Introduction

Adolescence is a transitional period between childhood and adulthood, typically ranging from ages 12 to 18. During this stage, individuals experience rapid and profound changes across multiple domains: cognitive, moral, and social (Santrock, 2021). Understanding these developmental dimensions is crucial for preservice teachers, as it informs instructional strategies, classroom management, and learner support.

Adolescent development is not isolated but interconnected; cognitive growth affects moral reasoning, and social interactions influence both. Teachers who recognize these links are better equipped to foster positive learning outcomes and support adolescent identity formation.

1. Cognitive Development

Cognitive development during adolescence is characterized by the emergence of formal operational thinking, as described by Piaget (1972). At this stage, learners gradually acquire the

ability to think abstractly, reason logically, and engage in hypothetical and deductive thinking. Unlike younger learners, adolescents are no longer limited to concrete experiences; they can analyze possibilities, evaluate arguments, and reflect on complex ideas that are not directly observable.

This cognitive shift has important implications for classroom learning. Adolescents become more capable of understanding abstract concepts, making predictions, forming hypotheses, and engaging in problem-solving tasks. They can compare perspectives, recognize relationships between ideas, and justify their opinions using logical reasoning. These abilities are particularly relevant in subjects that require critical thinking, argumentation, and conceptual understanding, such as language learning, science, and social studies.

However, research suggests that the development of formal operational thinking is gradual and uneven. Not all adolescents reach this stage at the same pace or apply abstract reasoning consistently across contexts (Woolfolk, 2016). As a result, teachers should avoid assuming that all learners possess fully developed higher-order thinking skills. Instruction should therefore include scaffolding strategies, such as guided questioning, modeling reasoning processes, and providing concrete examples before moving to abstract tasks.

From a sociocultural perspective, Vygotsky (1978) emphasizes that cognitive development is strongly influenced by social interaction and cultural context. Adolescents develop higher mental functions through collaboration, dialogue, and guided support within the zone of proximal development. Classroom activities that promote discussion, peer interaction, and collaborative problem-solving can therefore enhance cognitive growth and deepen understanding.

In practice, teachers should design learning tasks that challenge adolescents cognitively while remaining developmentally appropriate. Activities such as debates, project-based learning, case studies, and reflective writing allow learners to apply abstract reasoning and develop metacognitive awareness. By aligning instructional strategies with adolescents' cognitive development, teachers can foster deeper learning, critical thinking, and academic autonomy.

Example: A 14-year-old learner can understand scientific principles conceptually (e.g., the concept of gravity) rather than relying only on direct observation.

Educational Implications: Teachers should incorporate problem-solving tasks, debates, and hypothetical scenarios in lessons, as adolescents can handle abstract reasoning and critical thinking (Santrock, 2021).

2. Moral Development

Moral development involves learners' growing understanding of ethical principles, fairness, responsibility, and justice. During adolescence, learners begin to question rules, evaluate moral dilemmas, and reflect on the reasons underlying social norms. According to Kohlberg's theory of moral development, adolescents typically progress from the conventional level, where behavior is guided by obedience to rules and the desire for social approval, toward the post-conventional level, where moral judgments are based on internalized principles and ethical reasoning (Kohlberg, 1981).

At the conventional level, adolescents tend to conform to social expectations and authority figures, valuing order and approval. As cognitive and emotional maturity increases, some learners begin to recognize that rules are social constructs that can be questioned or revised. At the post-conventional level, moral decisions are guided by universal ethical principles such as justice, human rights, and respect for others, even when these principles conflict with established rules.

This developmental progression has important implications for classroom practice. Adolescents become more sensitive to issues of fairness, equality, and consistency in teachers' actions. They are likely to question disciplinary decisions and classroom rules if they perceive them as unjust. Therefore, teachers are encouraged to apply rules transparently, explain the rationale behind decisions, and involve learners in establishing classroom norms. Such practices promote moral reasoning and foster a sense of responsibility and mutual respect (Woolfolk, 2016).

From an educational perspective, moral development is enhanced through social interaction and dialogue. Classroom discussions, collaborative activities, and opportunities for reflection allow learners to confront different viewpoints and refine their moral judgments. Vygotskian perspectives emphasize that moral reasoning, like cognitive development, is shaped through guided interaction within social contexts (Vygotsky, 1978).

In the classroom, teachers play a crucial role as moral models. By demonstrating fairness, empathy, and respect, teachers influence learners' moral growth. Creating an inclusive and

respectful learning environment encourages adolescents to internalize ethical values and develop responsible behavior, contributing not only to academic success but also to personal and social development.

Example: A student may challenge a school rule if they believe it is unjust, reflecting an emerging post-conventional reasoning.

Socio-Psycho-Analytical Approach: Erikson (1968) emphasizes identity versus role confusion in adolescence, where moral and ethical understanding becomes part of identity formation. Marcia (1966) further identifies identity statuses—achievement, moratorium, foreclosure, and diffusion—which influence moral decision-making.

3. Social Development

Social development during adolescence involves significant changes in peer relationships, family interactions, and social cognition. As adolescents seek greater independence from their families, peer groups become increasingly central to their social world. According to Santrock (2021), adolescents spend more time with peers and place greater value on peer acceptance, which strongly influences their behavior, attitudes, and self-concept.

During this period, adolescents begin to explore more complex social roles and form deeper interpersonal relationships. Friendships shift from being activity-based to being characterized by emotional intimacy, trust, and mutual support. Adolescents also become more aware of social norms and expectations, developing a heightened sensitivity to social evaluation and group belonging. These social experiences contribute to the development of identity and social competence.

Peer influence can have both positive and negative effects on adolescents' development. While supportive peer relationships promote cooperation, motivation, and emotional well-being, negative peer pressure may lead to risk-taking or disruptive behavior. Teachers should therefore recognize the powerful role of peer dynamics in the classroom and create learning environments that encourage positive interaction and collaboration (Woolfolk, 2016).

From a cognitive-social perspective, adolescents develop more advanced social cognition, including the ability to understand others' perspectives, intentions, and emotions. This growing capacity for perspective-taking supports empathy and effective communication, which are

essential for group work and classroom discussions. Vygotsky's sociocultural theory highlights that social interaction plays a central role in learning and development, as knowledge is constructed through collaboration and dialogue (Vygotsky, 1978).

In educational settings, teachers can support social development by fostering cooperative learning, promoting respectful communication, and establishing clear norms for interaction. Group projects, peer feedback, and collaborative problem-solving tasks provide opportunities for adolescents to develop social skills while enhancing academic learning. By understanding adolescents' social development, teachers can better manage classroom dynamics and support learners' personal and social growth.

3.1.Social Cognition Approach: Selman (1980) highlights the development of perspective-taking skills, enabling adolescents to understand others' thoughts and feelings, which is crucial for effective social interactions.

3.2.Sociological Approach: Bandura's social learning theory (1977) stresses observational learning and modeling, demonstrating that adolescents acquire social behaviors by observing peers and adults. Waters and Davies (2005) focus on broader sociocultural influences that shape adolescent socialization.

Example: Adolescents are more likely to adopt prosocial behaviors when they observe respected peers engaging in cooperation and empathy.

Educational Implications

Teachers should design group activities, cooperative learning projects, and reflective exercises to strengthen social skills, perspective-taking, and collaborative problem-solving.

4. Differences Between Cognitive, Moral, and Social Development in Adolescence

Aspect	Cognitive Development	Moral Development	Social Development
Main Focus	Development of thinking, reasoning, and problem-solving abilities	Development of ethical reasoning, values, and sense of justice	Development of relationships, social skills, and identity within groups
Key Theorists	Piaget (1972), Vygotsky (1978)	Kohlberg (1981), Erikson (1968), Marcia (1966)	Santrock (2021), Vygotsky (1978), Bandura (1977), Selman (1980)
Core Characteristics	Emergence of abstract, logical, hypothetical, and deductive thinking	Questioning rules, evaluating moral dilemmas, internalizing ethical principles	Increased importance of peers, deeper friendships, identity exploration
Developmental Shift	From concrete thinking to formal operational thinking	From rule-based obedience to principle-based moral reasoning	From family-centered relationships to peer-centered social interactions
Role of Social Interaction	Cognitive growth enhanced through dialogue and collaboration (ZPD)	Moral reasoning refined through discussion and exposure to diverse viewpoints	Social skills developed through peer interaction, modeling, and cooperation
Typical Behaviors	Forming hypotheses, debating ideas, justifying opinions logically	Challenging rules perceived as unfair, valuing justice and equality	Seeking peer approval, conforming to group norms, developing empathy
Variability in Development	Uneven and gradual; not all adolescents consistently use abstract reasoning	Not all adolescents reach post-conventional moral reasoning	Peer influence varies; can be positive or negative

Classroom Implications	Need for scaffolding, problem-solving tasks, debates, abstract discussions	Need for fairness, transparency, shared rules, moral discussions	Need for cooperative learning, clear norms, positive peer interaction
Teacher's Role	Scaffold thinking, model reasoning, support metacognition	Act as moral model, explain decisions, encourage ethical reflection	Facilitate collaboration, manage peer dynamics, promote respect
Example	Understanding gravity conceptually rather than through observation	Questioning a school rule seen as unjust	Adopting prosocial behavior after observing respected peers

Conclusion

Adolescent development is multidimensional, encompassing cognitive, moral, and social growth. Teachers who understand the interplay of these developmental domains can design learning environments that support abstract reasoning, moral reasoning, and social competence. Integrating insights from socio-psycho-analytical, social cognition, and sociological approaches allows teachers to interpret adolescent behaviors effectively and implement strategies that enhance both academic and personal development.

Teachers: Who are they?

General Objective

The general objective of this lesson is to help student teachers understand who teachers are, what it truly means to be an educator, and why teachers remain essential in educational systems and society.

Learning Objectives

By the end of this lesson, student teachers will be able to:

- Define the concept of a teacher from educational and pedagogical perspectives
- Explain what it means to be an educator beyond content transmission
- Identify and describe the key qualities of effective teachers
- Distinguish between teachers' roles and personal qualities
- Explain the importance of teachers in education and society

Introduction

Teaching is one of the most influential professions in human societies because it shapes individuals, communities, and future generations. The role of the teacher has evolved significantly over time due to changes in knowledge, technology, and learners' needs. Today, teachers are no longer viewed solely as transmitters of information but as facilitators, mentors, and role models who support learners' academic, social, and personal development. This lesson explores who teachers are, what being an educator truly means, the qualities of good teachers, and the importance of teachers in contemporary education.

1. What Does Being a Teacher Really Mean?

Being a teacher goes beyond delivering lessons or following a curriculum. A teacher is an educator who guides learners in acquiring knowledge, skills, values, and competencies needed to face life challenges. Senge (2000) defines a teacher as “an expert who is capable of imparting knowledge that will help learners to build, identify and acquire skills that will be used to face the challenges in life” (p. 26). This definition highlights the developmental and transformative role of teachers rather than a purely instructional one.

In educational contexts, a teacher is commonly understood as a person who helps others learn by facilitating the learning process. Teachers support learners in acquiring knowledge, competence, and values, especially within formal education settings where teaching is their primary responsibility. They are qualified professionals trained to design, organize, and deliver instruction through formal methods.

Modern education has moved away from traditional models where instruction consisted mainly of lecturing students seated in rows, passively listening and taking notes. Today's educational transformations, driven by advances in knowledge, information technology, and societal expectations, emphasize learner-centered approaches. Teachers increasingly recognize that the essence of education lies in a close relationship between a knowledgeable, caring adult and a motivated learner. Understanding learners as individuals—considering their needs, learning styles, social and cultural backgrounds, interests, and abilities—has become central to effective teaching.

Reflective activity:

Describe a teacher who had a strong impact on your life. What made this teacher effective?

Conceptual clarification:

A role refers to the functions and responsibilities assigned to a teacher (e.g., teaching, guiding, assessing), whereas qualities refer to personal and professional characteristics that influence how these roles are performed (e.g., patience, empathy, professionalism).

2. Qualities of an Effective Teachers

Effective teachers possess a combination of professional competence and personal qualities. One of the fundamental qualities of a good teacher is being knowledgeable, as teaching requires mastery of subject content and the ability to explain it clearly. This knowledge is supported by careful preparation, since effective teachers come to class ready, manage time efficiently, and use the full class period productively.

Good teachers are also creative and engaging, using varied methods and resources to make learning meaningful and motivating. Creativity and engagement contribute to students' attention and interest, which are essential for learning. Teachers also act as role models, as

students observe and imitate their attitudes, behavior, and values, whether consciously or unconsciously.

Another essential quality is adaptability and flexibility. Teaching occurs in constantly changing environments, and teachers must adjust their methods according to learners' ages, needs, resources, and curricular changes. Effective teachers maintain a positive attitude, communicate clearly, listen to students, and encourage them through praise and recognition. Fairness is equally important, as students expect equal treatment and opportunities.

Professionalism is a defining quality of good teachers. Being disciplined, ethical, and respectful inside and outside the classroom helps teachers gain students' respect and maintain healthy professional boundaries. Teachers who display a personal touch—such as enthusiasm, approachability, compassion, empathy, and a sense of humor—create a sense of belonging and emotional safety in the classroom.

Holding high expectations is another key characteristic of effective teachers. By challenging students and believing in their potential, teachers build learners' confidence and motivation. Respecting students is fundamental, as respectful treatment fosters mutual respect and positive classroom relationships. Collaboration and patience are also crucial, since teaching involves working with colleagues, parents, and learners with diverse needs and perspectives. Finally, good teachers are lifelong learners, continually developing their knowledge, skills, and teaching practices to improve student learning.

3. Contemporary Professional Qualities of Teachers

The changing nature of education in the 21st century requires teachers to develop new professional qualities that go beyond traditional content knowledge and classroom routines. These qualities reflect the increasing complexity of teaching in diverse, emotionally demanding, and technologically mediated learning environments.

3.1. Pedagogically Competent

A 21st-century teacher must be pedagogically competent, meaning that they possess a deep understanding of how learning occurs and how teaching strategies can be adapted to learners' needs. Pedagogical competence involves selecting appropriate methods, designing meaningful learning situations, and evaluating learning outcomes effectively. According to Shulman

(1987), effective teaching requires not only subject-matter knowledge but also pedagogical content knowledge, which enables teachers to transform content into forms that are comprehensible and relevant to learners. Pedagogical competence allows teachers to respond flexibly to classroom challenges and to support active and meaningful learning.

3.2.Emotionally Intelligent

Emotional intelligence has become an essential quality for teachers due to the emotional nature of teaching and learning. Emotionally intelligent teachers are aware of their own emotions and are able to recognize, understand, and respond to learners' emotional states. Goleman (1995) emphasizes that emotional intelligence influences interpersonal relationships and professional effectiveness. In educational contexts, emotionally intelligent teachers create supportive environments, manage classroom tensions constructively, and foster positive teacher–student relationships, which are crucial for learner motivation and engagement.

3.3.Culturally Responsive

Cultural diversity is a defining feature of modern classrooms, making cultural responsiveness a key quality of 21st-century teachers. Culturally responsive teachers acknowledge and value learners' cultural, linguistic, and social backgrounds and integrate these elements into teaching practices. Gay (2010) argues that culturally responsive teaching uses learners' cultural experiences as resources for learning, thereby increasing relevance and inclusivity. This quality enables teachers to reduce bias, promote equity, and ensure that all learners feel recognized and respected.

3.4.Globally Oriented

Being globally oriented means that teachers are aware of global issues and prepare learners to function in an interconnected world. Global orientation involves fostering openness, critical awareness, and respect for diversity beyond national and local contexts. According to OECD (2019), education should equip learners with global competence, including the ability to understand global challenges and engage in intercultural communication. Teachers who are globally oriented encourage learners to think critically about global realities and their role as responsible global citizens.

3.5. Technologically Competent

Technological competence is no longer optional in 21st-century education. Teachers are expected to use digital tools effectively to enhance learning, communication, and collaboration. However, technological competence goes beyond technical skills; it involves pedagogical integration of technology. Mishra and Koehler (2006) emphasize that effective technology use requires an understanding of the relationship between technology, pedagogy, and content knowledge. Technologically competent teachers use digital tools purposefully to support learning objectives and learner engagement.

3.6. Communicatively Oriented

Communication is central to teaching, making communicative orientation a critical quality for teachers. Communicatively oriented teachers are skilled in verbal and non-verbal communication, active listening, and constructive feedback. They create open channels of interaction that encourage dialogue, participation, and understanding. According to Wubbels et al. (2006), effective teacher communication positively influences classroom climate and student behavior. Strong communication skills enable teachers to explain concepts clearly, manage interactions, and build trust within the classroom.

These emerging qualities highlight the evolving professional identity of teachers in the 21st century. Pedagogical competence, emotional intelligence, cultural responsiveness, global awareness, technological competence, and communicative orientation collectively enable teachers to respond to contemporary educational challenges while maintaining meaningful pedagogical relationships with learners.

4. Importance of Teachers

Teachers play a vital role in society as they influence learners' intellectual, emotional, and social development. Beyond the transmission of knowledge, teachers shape attitudes, values, and behaviors, contributing directly to the formation of responsible and engaged citizens. Educational research emphasizes that effective teachers can significantly impact learners' academic achievement, motivation, and long-term success, often leaving lasting impressions that extend well beyond the classroom (Hattie, 2009).

Over time, the role of teachers has evolved considerably. Traditionally, teachers were expected to follow prescribed curricula and focus primarily on content delivery. However, contemporary educational approaches recognize teaching as a complex and dynamic profession that involves mentoring, counseling, and supporting learners' personal development. Teachers are now expected to understand learners' needs, guide them in setting goals, and help them connect academic knowledge to real-life situations (Woolfolk, 2016).

In modern classrooms, teachers seek to influence learners at deeper levels by fostering critical thinking, creativity, and problem-solving skills. They encourage learners to question information, reflect on their learning processes, and develop independent thinking. In addition, teachers play a key role in promoting ethical values, social responsibility, and respect for diversity, thereby supporting learners' moral and social development (Fullan, 2014).

Despite rapid technological advances and the increasing availability of digital learning tools, teachers remain central to the educational process. Technology can support learning, but it cannot replace the human elements of empathy, guidance, and inspiration that teachers provide. As Hargreaves and Fullan (2012) argue, the quality of education depends largely on the quality of teaching, making teachers indispensable agents of change in both schools and society.

Ultimately, teachers contribute not only to individual learner growth but also to broader social development. By preparing learners to participate actively and responsibly in society, teachers help shape future generations and strengthen communities. Their role, therefore, remains essential in ensuring educational equity, social cohesion, and lifelong learning in an ever-changing world.

Conclusion

This lesson has shown that teachers are not merely instructors but educators who play a central role in learners' intellectual, social, and personal development. Being a teacher involves fulfilling multiple roles supported by strong professional and personal qualities. Despite changes in educational practices and technologies, teachers remain essential because of their unique ability to build relationships, guide learning, and inspire learners. Understanding who teachers are and why they matter is fundamental for anyone preparing to enter the teaching profession.

Teachers: What Do they Do?

General Objective

The general objective of this lesson is to help student teachers understand the professional actions of teachers through the interconnected dimensions of knowing, doing, and being, and to recognize how these dimensions contribute to effective teaching practice.

Learning Objectives

By the end of this lesson, student teachers will be able to:

- Explain what teachers do beyond classroom instruction
- Describe the concepts of knowing, doing, and being in teaching
- Analyze the relationship between professional knowledge, action, and identity
- Reflect on teaching as a process of continuous professional and personal development

Introduction

Teaching is not limited to delivering lessons or managing classrooms. It is a complex professional activity that involves continuous learning, purposeful action, and personal growth. To understand what teachers truly do, it is essential to examine teaching as a dynamic process that integrates knowledge acquisition, practical engagement, and ethical and personal development. This lesson explores teachers' work through the Knowing–Doing–Being framework, which highlights teaching as both a professional and a human endeavor.

1. Teachers' Professional Actions: An Overview

Teachers' actions can be understood as a continuous movement between what they know, what they do, and who they are. These dimensions are not separate; rather, they influence and shape one another. Effective teaching requires balance and progression across all three areas.

2. Improving Knowing

2.1. Professional Knowledge and Teacher Effectiveness

Improving knowing refers to the continuous development of teachers' professional knowledge. Teachers must constantly increase their level of knowledge, but they also need to be selective

due to the overwhelming amount of information available. This requires critical judgment and reflection on what knowledge is most relevant to their teaching context.

Teachers need to understand themselves as professionals—recognizing who they are, where they stand, and where they aim to be. This self-awareness helps them identify what they need to know in order to become more effective teachers. According to Shulman (1987), professional knowledge includes not only subject-matter knowledge but also pedagogical knowledge that enables teachers to make content accessible to learners.

2.2.Generalized Knowledge in Teaching Practice

In academic institutions, a highly valued form of knowledge is generalized knowing, which includes theories, best practices, and concepts derived from research and accumulated experience. This type of knowledge allows teachers to share insights across contexts and to apply lessons learned from varied experiences in ways that enhance individual and institutional objectives.

3. Increasing Doing

3.1.From Knowledge to Professional Action

Increasing doing refers to translating knowledge into action. Teachers are expected to be “doers” rather than passive receivers of information. Each increase in knowledge should ideally be followed by an improvement in performance. Teaching effectiveness depends on the ability to apply what is known in real classroom situations.

As teachers learn more about themselves and their surrounding environment—including students, colleagues, and administrative structures—they become familiar with a range of professional actions that help them function effectively.

3.2.Reflective Practice in Teaching

Professional teaching practice is not mechanical or routine but inherently reflective. Teaching involves continuous decision-making in complex and unpredictable classroom situations. Schön (1983) emphasizes that effective professionals engage in **reflection-in-action**, a process through which teachers think critically while teaching and adapt their actions in response to learners’ needs, classroom dynamics, and emerging challenges.

Through reflective practice, teachers analyze their instructional choices, classroom interactions, and learner responses in order to improve teaching effectiveness. Reflection enables teachers to identify what works well, recognize areas that need improvement, and modify strategies to enhance learning outcomes. This process transforms teaching from the simple application of techniques into a thoughtful and responsive professional activity (Farrell, 2015).

Reflective practice extends beyond reflection-in-action to include reflection-on-action, which occurs after teaching. By reviewing lessons, assessing learner performance, and considering feedback, teachers gain deeper insights into their pedagogical decisions. This ongoing cycle of reflection supports professional growth and helps teachers align theory with practice (Schön, 1983).

From an educational perspective, reflective practice contributes to teacher autonomy and lifelong professional development. Teachers who reflect critically on their practice become more adaptable, confident, and effective in addressing diverse learner needs. Moreover, reflective teachers are better positioned to integrate new methods, respond to educational reforms, and improve classroom learning environments (Richards & Lockhart, 1994).

In contemporary education, reflective practice is considered a key component of teacher professionalism. It encourages ethical awareness, learner-centered teaching, and continuous improvement. By engaging in systematic reflection, teachers enhance not only their own professional competence but also the quality of learning experiences they provide for their students.

4. Purifying Being

4.1. Teacher Identity and Professional Values

Teacher identity represents the deepest dimension of professional practice, often described as the *being* aspect of teaching. It reflects the refinement of teachers' values, attitudes, beliefs, and sense of moral and social responsibility. Teaching, therefore, is not limited to what teachers know (*knowledge*) or what they do (*skills and practices*), but fundamentally involves who they are as professionals and as individuals (Beijaard, Meijer, & Verloop, 2004).

Professional identity is shaped through experience, reflection, and interaction within educational and social contexts. As teachers engage with learners, colleagues, and institutional expectations, they continuously construct and reconstruct their sense of self as educators. This

process involves aligning personal values with professional responsibilities and ethical standards, which guides teachers' decisions and actions in the classroom (Day, 2004).

Professional values such as commitment, care, fairness, and respect are central to effective teaching. Teachers who possess a strong sense of professional identity are more likely to demonstrate consistency, integrity, and empathy in their interactions with learners. These values influence classroom climate, learner motivation, and the quality of teacher–student relationships, contributing positively to both academic and personal development (Kelchtermans, 2009).

Moreover, teacher identity is closely linked to reflective practice and professional growth. Through reflection, teachers examine their beliefs, question assumptions, and refine their pedagogical principles. This reflective process strengthens teachers' sense of purpose and supports resilience in the face of professional challenges (Sachs, 2005).

In contemporary education, where teachers face increasing demands and changing expectations, a strong professional identity serves as a foundation for ethical practice and lifelong learning. By cultivating professional values and a clear sense of identity, teachers are better equipped to act as role models, mentors, and agents of positive change within educational institutions and society at large.

5. Differences Between Knowing, Doing, and Being in Teaching

Dimension	Knowing	Doing	Being
Core Meaning	What teachers know	What teachers do	Who teachers are
Main Focus	Professional knowledge and understanding	Professional action and practice	Professional identity, values, and attitudes
Key Components	Subject-matter knowledge, pedagogical knowledge, theoretical understanding (Shulman, 1987)	Teaching strategies, classroom practices, decision-making, reflective practice (Schön, 1983)	Beliefs, ethics, commitment, sense of responsibility (Beijaard et al., 2004)
Nature	Cognitive and conceptual	Practical and behavioral	Personal, moral, and relational

Development Process	Acquired through study, training, and experience	Developed through practice, reflection-in-action and on-action	Formed through experience, reflection, and professional socialization
Role in Teacher Effectiveness	Informs and guides teaching decisions	Translates knowledge into effective classroom performance	Shapes consistency, empathy, and ethical conduct
Key Question	<i>What do I need to know?</i>	<i>How do I apply what I know?</i>	<i>What kind of teacher am I becoming?</i>
Educational Outcome	Informed and knowledgeable teacher	Skilled and reflective practitioner	Autonomous, ethical, and committed professional

6. Teaching as Personal and Ethical Growth

Teaching is more than a set of methods, strategies, or instructional tasks; it is a process of personal and ethical transformation. While the actions and skills of teachers—the *doing*—are important, they are ultimately a means rather than an end. Over time, the choices teachers make, the ways they interact with learners, and the reflective decisions they take gradually shape who they are as educators, influencing both their professional identity and their ethical orientation (Palmer, 1998).

This perspective emphasizes that teaching is inherently moral and relational. The daily interactions in the classroom, the responsibility of guiding learners' growth, and the decisions regarding fairness, care, and respect all contribute to the teacher's development as a thoughtful and principled professional. In other words, what teachers do in the classroom reflects and simultaneously cultivates the kind of person they become. Ethical teaching requires self-awareness, commitment to learners' well-being, and alignment of personal values with professional actions (Noddings, 2005).

The concept of personal and ethical growth in teaching also underscores the importance of reflective practice. Through reflection, teachers examine not only the effectiveness of their instructional strategies but also the moral implications of their decisions, their attitudes toward learners, and their responsiveness to students' diverse needs. Reflection-in-action (Schön, 1983) and reflection-on-action enable teachers to continuously refine their ethical judgment, strengthen their professional integrity, and cultivate empathy and fairness in the classroom (Farrell, 2015).

Furthermore, this growth is deeply linked to the development of professional identity. As teachers engage in continuous self-assessment and ethical reflection, they internalize professional values such as honesty, responsibility, and respect for diversity. They become capable of modeling these values for their students, influencing not only academic outcomes but also the social and moral development of the learners under their guidance (Day, 2004).

In contemporary education, where teachers navigate complex social, cultural, and technological challenges, understanding teaching as personal and ethical growth equips educators to face these challenges with resilience, integrity, and intentionality. Ultimately, teaching is both a practice and a moral vocation, one in which the evolution of the teacher's self is inseparable from the growth of the learners they serve.

7. The Knowing–Doing–Being Framework

The Knowing–Doing–Being framework offers a holistic understanding of teaching as a process of continuous growth. Teachers should strive to develop professionally by progressing in all three dimensions. Focusing on only one aspect weakens teaching effectiveness, while integrating knowing, doing, and being leads to meaningful and sustainable professional development.

Conclusion

This lesson has demonstrated that teachers' work extends beyond instructional tasks. Teaching involves the continuous development of professional knowledge, the effective application of that knowledge through action, and the formation of professional identity and values. The Knowing–Doing–Being framework emphasizes teaching as a lifelong journey of learning, practice, and self-development, which is essential for effective and responsible teaching.

Teachers: How are they trained?

General Objective

To enable pre-service teachers to understand the historical development of teacher training, analyze the main models of teacher education, and appreciate modern approaches that combine theory, practice, reflection, and technology for effective teaching.

Learning Objectives

By the end of this lesson, students should be able to:

- Describe the history of teacher training and its influence on modern education.
- Explain the applied science, craft, reflective, competency-based, mentorship, and technology-enhanced models of teacher education.
- Evaluate the merits and limitations of each model for professional development.
- Apply insights from these models to their own teaching growth and classroom practice.

1. A Brief History of Teacher Training

Teacher training formally began in early eighteenth-century Germany with teaching seminaries, which marked the first organized attempt to prepare educators systematically (Wallace, 1991). These seminaries emphasized understanding human development, educational philosophy, and the methods of teaching while also promoting knowledge of sciences and the arts. Early systems often included a monitorial approach, where senior students (“monitors”) taught junior students under guidance, promoting experiential learning (Kaestle, 1983).

Significant advances occurred with Horace Mann’s Massachusetts Normal Schools in the United States and with teacher training colleges in Britain, which emphasized professional preparation alongside academic qualifications (Darling-Hammond, 2006). These historical developments laid the foundation for modern teacher education that balances knowledge, practice, and reflective professional growth.

2. Models for the Training of Teachers

2.1.The Applied Science Model

Description:

The Applied Science Model conceptualizes teaching as a systematic and scientific process grounded in educational research. In this model, professional knowledge is generated by experts through empirical studies and then transferred to teachers in training. Teaching is therefore viewed as the application of scientifically validated theories and methods rather than a personal or intuitive activity (Wallace, 1991).

Teacher education within this model emphasizes the acquisition of theoretical knowledge before practice. Trainees are introduced to established principles of teaching and learning, which are assumed to be universally applicable across contexts. Classroom practice is expected to reflect these principles closely, with success measured by how accurately teachers implement prescribed methods.

The model assumes a clear distinction between theory and practice, positioning theory as the foundation of effective teaching. Teachers are seen primarily as practitioners who apply knowledge developed elsewhere, rather than as reflective decision-makers or contributors to professional knowledge. As a result, teaching is treated as a technical activity that relies on objectivity, standardization, and research-based evidence to guide instructional decisions.

Merits:

- Provides a strong theoretical foundation for teaching practice, allowing teachers to understand why certain methods are effective.
- Exposes learners to evidence-based educational research, which encourages informed decision-making.
- Encourages systematic and rational problem-solving, enabling teachers to address classroom challenges methodically.
- Fosters consistency in instruction, as teachers follow proven methods that have been validated through research.
- Prepares teachers for data-driven assessment and evaluation of student learning outcomes.

Demerits:

- Learners often remain passive recipients of knowledge, limiting opportunities for creativity and personal initiative.
- Provides limited focus on self-development or the formation of a personal teaching philosophy.
- May fail to account for context-specific variables, such as unique classroom dynamics or individual student needs.
- Can lead to over-reliance on theory, discouraging experimentation and adaptive thinking.
- Offers little support for developing emotional and interpersonal competencies, which are crucial for effective teaching

Example:

In a university teacher training program, student-teachers are introduced to Bloom's Taxonomy and evidence-based reading strategies. They are then instructed to design a lesson plan on reading comprehension following these methods. The trainers observe and provide feedback on how well the student-teachers apply the theory to the classroom activity.

This shows that student-teachers rely heavily on the theory to guide their practice, exemplifying the applied science model where teaching is viewed as a rational, evidence-based activity.

2.2.The Craft Model**Description:**

The Craft Model views teaching as a practical skill that is best learned through direct experience rather than through abstract theory. In this model, trainee teachers develop their professional competence by observing experienced educators, imitating their teaching techniques, and gradually practicing these techniques in real classroom settings (Wallace, 1991). Learning occurs through apprenticeship, where knowledge is transmitted informally from expert teachers to novices.

Emphasis is placed on classroom routines, management strategies, and practical problem-solving, with less attention given to theoretical explanations or research-based frameworks.

Effective teaching is understood as something that can be acquired through repeated practice and exposure to real teaching situations. As a result, professional knowledge is largely tacit, embedded in experience, and developed over time through trial, error, and feedback.

In the Craft Model, teaching expertise is associated with mastery of techniques and contextual judgment, shaped by tradition and personal experience rather than formal theory. This approach highlights the value of mentorship and experiential learning, presenting teaching as a craft that is refined through sustained practice and close guidance from experienced practitioners.

Merits

- Develops practical, classroom-ready skills that are immediately applicable in teaching situations.
- Promotes experiential knowledge, enabling trainees to understand the dynamics of real classroom environments.
- Encourages learning through observation and imitation, which helps novice teachers grasp nuanced aspects of teaching behavior and classroom management.
- Facilitates socialization into the teaching profession, as trainees adopt norms, routines, and professional attitudes from mentors.
- Strengthens problem-solving and adaptability, since trainees respond to live classroom challenges under supervision.

Demerits

- Student-teachers may have limited creativity, as the model emphasizes imitation over innovation.
- The model tends to be conservative, focusing on established practices and resisting new or experimental teaching methods.
- Trainees may become overly dependent on mentor teachers, reducing the development of independent decision-making skills.
- Offers limited theoretical grounding, as reflection and explicit reasoning about teaching principles may not be emphasized.
- May not fully prepare teachers for diverse classroom contexts, especially where innovative or culturally responsive approaches are needed.

Example:

A novice ESL teacher joins a high school and is paired with an experienced mentor. She observes the mentor teaching a grammar lesson, practices delivering the lesson herself, and receives immediate feedback. Over time, she begins to adapt the mentor's methods while gradually developing her own style.

The craft model emphasizes learning by imitation, hands-on practice, and gradual acquisition of professional competence through observation.

2.3. The Reflective Model

Description:

The Reflective Model views teaching as a dynamic and ongoing process of professional learning that emphasizes self-awareness, critical thinking, and continuous improvement. Rather than treating teaching as the application of fixed methods, this model highlights the importance of teachers reflecting on their actions, decisions, and beliefs in order to develop professionally (Schön, 1983). Teaching is therefore understood as a complex activity that requires thoughtful judgment and adaptability.

Received Knowledge

Received knowledge refers to the theoretical foundations of teaching, including pedagogical principles, educational theories, and research-based concepts acquired through formal teacher education and training. This type of knowledge provides teachers with frameworks and guidelines that inform instructional planning and decision-making. It represents what teachers learn *about* teaching before and alongside classroom practice.

Experiential Knowledge

Experiential knowledge is developed through direct teaching experience and reflection on real classroom situations. It emerges from practice, problem-solving, and engagement with learners, allowing teachers to adapt theoretical knowledge to specific contexts. This form of knowledge is personal, contextual, and continuously refined through reflection during and after teaching.

By integrating received and experiential knowledge, the reflective model encourages teachers to become active constructors of professional knowledge, capable of linking theory to practice and responding effectively to the realities of the classroom.

Merits

- Encourages critical reflection on teaching decisions and classroom interactions.
- Supports personal creativity, allowing teachers to devise context-specific solutions to challenges.
- Promotes problem-solving and professional autonomy, helping teachers develop confidence in their judgments.
- Facilitates continuous improvement, as reflection cycles help teachers refine their practice over time.
- Integrates theory and practice, enabling teachers to connect pedagogical knowledge with real-world application.

Demerits

- Reflection may be private, limiting opportunities for peer feedback or collaborative learning.
- Requires careful structuring, otherwise reflections may remain superficial or unfocused.
- Can be time-consuming, especially for novice teachers balancing multiple responsibilities.
- May be difficult for trainees lacking self-awareness or critical thinking skills, which can limit its effectiveness.
- Flexibility of reflection can sometimes result in inconsistent learning outcomes across different trainees.

Example:

A student-teacher records her math lesson and later reviews the video. She notices that she explains concepts clearly but students remain disengaged during problem-solving activities. She reflects on her questioning strategies and designs alternative interactive approaches for the next lesson.

Reflection allows her to analyze her teaching, identify areas for improvement, and adjust her strategies—highlighting the cyclical, self-improving nature of the reflective model (Schön, 1983).

2.4. Competency-Based Model

Description:

The Competency-Based Model views teacher education as a process centered on the development and assessment of clearly defined teaching competencies. Rather than emphasizing time spent in training or classroom exposure, this model focuses on what teachers are able to demonstrate in practice. Professional growth is measured through observable skills, behaviors, and outcomes that reflect effective teaching performance (Guskey, 2000).

In this model, teaching competencies are broken down into specific, measurable components, such as lesson planning, classroom management, assessment practices, and instructional delivery. Pre-service teachers advance by showing mastery of these competencies through evaluations, performance tasks, or practical demonstrations. Progression is therefore based on achievement rather than duration of training.

The Competency-Based Model emphasizes accountability, clarity, and standardization in teacher preparation. Expectations are explicitly stated, and assessment criteria are clearly defined, allowing teacher performance to be evaluated in an objective manner. Teaching is conceptualized as a set of professional skills that can be systematically developed, assessed, and refined over time through targeted practice and feedback.

Merits

- Ensures clear and measurable learning outcomes, providing both teachers and trainers with concrete evidence of professional competence.
- Aligns teacher preparation with modern educational standards, making it responsive to the expectations of schools and educational authorities.
- Helps trainees prioritize essential skills, ensuring that critical teaching practices are consistently developed.
- Supports efficiency in teacher preparation, as progress is tied to demonstrated competence rather than fixed time periods.

- Facilitates standardization across programs, helping institutions maintain consistent quality in teacher training.

Demerits

- May neglect holistic professional growth, including reflection, creativity, and personal teaching philosophy.
- Can overemphasize technical skills, reducing attention to ethical, emotional, or relational aspects of teaching.
- Risk of producing teachers who are competent in measurable tasks but less adaptable or innovative in unexpected classroom situations.
- Focus on predefined competencies may limit trainee autonomy and exploration, potentially discouraging experimentation and professional self-discovery.

Example:

A trainee teacher is required to demonstrate mastery in classroom management techniques before moving to teaching practice. She completes simulated classroom scenarios, showing she can handle disruptive behavior effectively. Only after demonstrating proficiency is she allowed to lead a live class.

The focus is on achieving specific competencies rather than merely spending time in training, which is the essence of the competency-based model.

2.5.Mentorship Model

Description:

The Mentorship Model is based on the idea that teaching expertise develops through guided participation and interpersonal support. In this model, trainee teachers work closely with an experienced mentor who provides continuous guidance, supervision, and constructive feedback throughout the training process. Learning occurs within an authentic teaching context, where novices are gradually introduced to professional responsibilities under expert support (Hobson et al., 2009).

The mentor plays a central role in modeling effective teaching practices, observing classroom performance, and helping trainees reflect on their instructional decisions. Through regular

interaction, discussion, and feedback, trainees gain practical insights into classroom management, instructional strategies, and professional conduct. Knowledge is shared socially, making learning a collaborative and relational process rather than an individual one.

This model also emphasizes professional enculturation, as trainees are introduced to the norms, values, and expectations of the teaching profession. By participating in a community of practice, trainee teachers develop not only technical skills but also a professional identity shaped by shared experiences, ethical standards, and institutional culture.

Merits

- Provides personalized guidance, addressing both professional skills and emotional growth, which can help trainees navigate complex classroom situations.
- Encourages reflective practice, as mentors support trainees in analyzing their teaching experiences, decisions, and challenges.
- Fosters collaboration and professional networking, giving trainees a model for effective communication, teamwork, and collegiality.
- Helps integrate theory with practice, as trainees observe how theoretical concepts are applied in real classroom contexts.

Demerits

- The model's effectiveness heavily depends on the quality, experience, and commitment of the mentor. Poor mentorship can hinder professional development.
- Can be resource-intensive, requiring time, effort, and attention from both mentors and institutions.
- May lead to inconsistency across trainees if mentors differ significantly in style, expertise, or expectations.
- Trainees may become overly reliant on the mentor, limiting the development of autonomy and independent decision-making.

Example:

During her internship, a student-teacher is paired with a mentor in a multicultural school. The mentor provides guidance on lesson planning, culturally responsive teaching strategies, and

feedback on parent-teacher communication. The mentee gradually gains confidence, applying the mentor's advice to her own teaching while reflecting on her personal growth.

The mentor's guidance offers personalized support, professional modeling, and feedback, which are key characteristics of the mentorship model.

2.6. Technology-Enhanced Model

Description:

The Technology-Enhanced Model leverages digital tools and online platforms to support teacher training and professional development. Trainee teachers gain access to virtual classrooms, multimedia resources, and interactive simulations, allowing them to observe and practice teaching in a controlled, technology-rich environment (Koehler & Mishra, 2009).

This model emphasizes experiential learning through technology, where pre-service teachers can experiment with instructional strategies, receive immediate feedback, and reflect on their practice without the constraints of a traditional classroom. Digital platforms also provide opportunities for collaborative learning, enabling trainees to share resources, discuss teaching approaches, and analyze pedagogical scenarios with peers and mentors.

By integrating technology, this model helps future teachers develop digital literacy and instructional design skills that are increasingly essential in contemporary education. It encourages innovative thinking, supports differentiated learning, and fosters adaptability, preparing teachers to incorporate technology effectively into their classrooms and respond to the evolving needs of 21st-century learners.

Merits

- Expands access to educational resources, allowing trainees to experience diverse classroom scenarios, teaching methods, and student populations.
- Promotes blended learning, combining online tools with face-to-face practice, which enhances engagement and flexible learning opportunities.
- Develops digital literacy and technology competence, equipping teachers with skills required for 21st-century education.

- Supports innovative instructional design, encouraging teachers to integrate multimedia, simulations, and interactive platforms in teaching.

Demerits

- Requires reliable access to technology and adequate digital skills, which may be limited in some institutions or regions.
- Overreliance on technology can reduce direct, hands-on classroom experience, potentially weakening classroom management and personal interaction skills.
- May create a steep learning curve for trainees unfamiliar with advanced digital tools, potentially causing frustration or disengagement.
- Could divert focus from foundational pedagogical principles if technology is prioritized over reflective practice and experiential learning.

Example:

Student-teachers use a virtual classroom platform to practice delivering lessons online. They interact with avatars representing students and receive immediate feedback on pacing, clarity, and engagement. Later, they adapt these skills to real classroom settings, integrating technology-enhanced teaching methods into their lessons.

The use of digital tools for practice and feedback exemplifies how technology can augment teacher training, preparing teachers for blended or digital learning environments.

Conclusion

Teacher education has evolved from historical seminaries to diverse modern models, emphasizing the integration of theory, practice, reflection, and technology. Understanding multiple models—from Applied Science to Technology-Enhanced—equips pre-service teachers with tools to develop their competence, creativity, and adaptability for 21st-century classrooms. Each model has its merits and limitations, and combining insights from them allows teachers to cultivate professional autonomy while meeting contemporary educational needs.

Adolescents as Learner

General Objective

The purpose of this lesson is to help pre-service teachers understand the developmental characteristics of adolescents and to apply this understanding to design instructional strategies that support their intellectual, social, emotional, physical, and moral growth.

Learning Objectives

By the end of this lesson, students will be able to:

- Describe the unique developmental traits of adolescents.
- Explain how intellectual, social, emotional, physical, and moral characteristics influence learning.
- Identify the implications of adolescent development for classroom instruction.
- Apply strategies to enhance engagement, autonomy, and collaboration among adolescent learners.

Introduction

Adolescence is a remarkable period of human development, bridging childhood and adulthood. During this stage, learners experience profound changes in their intellectual, social, emotional, physical, and moral dimensions (Santrock, 2019). For educators, understanding these transformations is essential, as adolescents present both opportunities for engagement and challenges for instruction. This lesson explores what makes adolescent learners unique and offers guidance for designing learning experiences that meet their evolving needs.

1. Adolescents in Schools: How Do They Fare?

Adolescence is a critical and transformative stage of life, and schools play a central role in shaping the experiences of young learners during this period. The question of how adolescents fare in school goes beyond academic achievement; it encompasses their well-being, engagement, motivation, and sense of belonging within the educational environment.

Students in this age group are navigating complex social, emotional, and cognitive changes, which influence not only how they learn but also how they interact with teachers, peers, and

the broader school community. Understanding adolescents' experiences in school requires acknowledging that they are active participants in their learning, capable of shaping the classroom climate as much as they are influenced by it (Eccles et al., 1993).

Teachers' awareness of how adolescents fare in schools helps identify both strengths and challenges faced by learners. It highlights the importance of creating educational programs, classroom practices, and school policies that support engagement, foster motivation, and promote positive relationships. Schools that respond to adolescents' needs not only enhance academic success but also contribute to social development, emotional resilience, and long-term personal growth.

In essence, exploring how adolescents fare in schools invites educators to reflect on the quality of educational experiences, the inclusiveness of the learning environment, and the opportunities provided for students to thrive. It underscores the teacher's responsibility to create conditions that enable adolescents to succeed both academically and personally, laying a foundation for their future development and well-being (Eccles & Roeser, 2011).

2. Intellectual Development

Adolescence is a period of remarkable cognitive growth, as students gradually transition from concrete operational thinking to formal operational thinking, according to Piaget (1972). This transition enables them to engage in abstract reasoning, hypothetical thinking, and deductive logic, which are essential for problem-solving and critical analysis. Unlike younger children, adolescents can consider multiple perspectives, evaluate possible outcomes, and formulate well-reasoned arguments.

During this stage, curiosity often intensifies, leading adolescents to explore a broad range of intellectual interests, from sciences to literature, technology, and social issues (Eccles et al., 1993). Their learning is most effective when they are actively engaged, rather than passively receiving information, highlighting the importance of participatory teaching strategies such as discussions, experiments, project-based tasks, and inquiry-based learning (Bransford et al., 2000).

Moreover, adolescents increasingly demonstrate self-reflective thinking, allowing them to evaluate their own understanding, set personal learning goals, and monitor progress. They also seek relevance in learning, showing motivation when content connects meaningfully to their

personal experiences, social environment, or future aspirations (Steinberg, 2014). For instance, adolescents might be more engaged in lessons that allow them to explore social issues, ethical dilemmas, or real-world applications of abstract concepts.

3. Social Development

Social development during adolescence is characterized by significant shifts in relationships and social understanding. One of the most notable changes is the increasing importance of peer relationships. Adolescents gradually shift their focus from parents and family toward friends and social groups, often looking to peers as models for behavior, norms, and social identity (Steinberg, 2014). This does not imply that parental influence disappears, but peers gain prominence in shaping attitudes, interests, and decision-making.

Adolescents actively experiment with social roles and forms of interaction, testing different ways of communicating, expressing themselves, and negotiating social hierarchies. They often emulate older students or admired peers to explore new behaviors, establish autonomy, and gain social recognition (Brown & Larson, 2009). This experimentation is a key aspect of identity formation, as adolescents try out different social personas to determine where they fit in their peer groups and broader society (Erikson, 1968).

Transitions, such as moving to middle or high school, can be particularly challenging. Adolescents may feel intimidated or anxious in new social environments, and minor social setbacks—like embarrassment, ridicule, or exclusion—can have outsized emotional impacts. Sensitivity to social evaluation during this period explains why peer approval and adult recognition remain critical motivators, even as adolescents strive for greater independence (Eccles et al., 1993).

Teachers and educators play a crucial role in supporting social development by creating a positive classroom climate that balances structure and autonomy. Encouraging cooperative learning, group projects, and peer mentoring allows adolescents to explore social roles safely and learn conflict resolution skills. Providing guidance and feedback, while giving students space to navigate social interactions, helps adolescents develop both competence and confidence in their social abilities (Santrock, 2021).

By understanding these social dynamics, teachers can design learning experiences that foster collaboration, empathy, and constructive peer interactions, while helping students manage the emotional challenges that accompany social growth.

4. Physical Development

During adolescence, the body undergoes profound biological and hormonal changes that directly impact physical, emotional, and social functioning. The onset of puberty triggers the production of sex hormones—testosterone in boys and estrogen in girls—leading to growth spurts, changes in body composition, and the development of secondary sexual characteristics (Steinberg, 2014). These rapid changes often contribute to restlessness, fatigue, and fluctuations in mood, as adolescents adjust to their evolving bodies.

Adolescents typically have a high level of energy, which requires regular opportunities for movement and physical activity. Classrooms that restrict movement or fail to incorporate breaks may inadvertently exacerbate restlessness and reduce attention span. Physical activity not only supports health but also contributes to better cognitive performance, emotional regulation, and social engagement (Eccles et al., 1993).

Alongside these internal changes, adolescents become increasingly aware of their body image and appearance. Heightened self-consciousness can influence self-esteem, social interactions, and peer relationships. For some adolescents, dissatisfaction with their changing bodies may lead to anxiety, withdrawal, or self-criticism, while for others, it may motivate engagement in sports or health-conscious behaviors (Santrock, 2021). Teachers should be sensitive to these changes and create a supportive environment that encourages physical activity, healthy body image, and positive peer interactions.

By recognizing the physical and emotional implications of puberty, educators can structure learning environments that incorporate movement, accommodate varying energy levels, and promote holistic development, thereby fostering both academic engagement and personal well-being.

5. Emotional and Psychological Development

Adolescence is a period of intense emotional growth, characterized by fluctuations in mood, heightened self-awareness, and a strong drive for independence. Adolescents often experience

unpredictable mood swings, which are influenced by hormonal changes, cognitive maturation, and evolving social relationships (Steinberg, 2014). These emotional fluctuations can manifest as irritability, excitement, or withdrawal, depending on the context and the individual's coping mechanisms.

A central task during adolescence is the search for identity. Adolescents strive to understand who they are, what they value, and how they fit within their social environment. This quest often leads to increased self-consciousness and sensitivity to social evaluation. Criticism, embarrassment, or perceived rejection from peers or adults can elicit strong emotional reactions, sometimes disproportionate to the triggering event (Santrock, 2019).

Teachers play a crucial role in supporting emotional development. By creating a safe and understanding classroom environment, educators can help adolescents navigate these challenges effectively. Strategies include validating students' feelings, providing constructive feedback, and encouraging self-reflection. Promoting peer support and collaboration also helps adolescents manage emotions, as positive social interactions can buffer stress and build resilience.

Furthermore, fostering emotional literacy—teaching adolescents to recognize, label, and manage emotions—supports both academic performance and interpersonal development. By acknowledging the intensity and variability of adolescent emotions, teachers can respond with empathy, model emotional regulation, and guide students toward healthy coping strategies, contributing to both personal growth and a positive learning atmosphere.

6. Moral Development

During adolescence, moral development becomes a central aspect of social and personal growth. Young people begin to question rules, norms, and the fairness of social expectations, moving beyond simple compliance to more complex moral reasoning (Kohlberg, 1984). They may display impatience with the pace of social change and often underestimate the difficulties involved in creating ethical or socially just outcomes.

Adolescents increasingly seek guidance from trusted adult role models, including teachers, parents, and mentors, while simultaneously striving for autonomy in decision-making. This tension between reliance on authority and the desire for independence is a hallmark of moral maturation. During this period, adolescents start to internalize principles of fairness,

compassion, and justice, and they become more aware of social and environmental issues, such as inequality, sustainability, and human rights.

Teachers play a crucial role in modeling ethical behavior and fostering moral reasoning in adolescents. By demonstrating fairness, consistency, and respect in the classroom, educators provide concrete examples of how ethical principles are applied in everyday interactions. Classroom discussions, debates on social dilemmas, and opportunities for collaborative decision-making further encourage adolescents to reflect on their values, consider multiple perspectives, and act responsibly (Rest, Narvaez, Bebeau, & Thoma, 1999).

Providing structured guidance while allowing adolescents to exercise independent judgment supports the development of both moral competence and civic responsibility. By promoting ethical reflection and encouraging students to consider the consequences of their actions, teachers help adolescents navigate complex social environments and lay the groundwork for principled adult behavior.

7. Implications for Classroom Instruction

Understanding adolescent development is crucial for designing effective learning experiences. Teachers need to recognize that adolescents are not passive recipients of knowledge; they are active, curious, and socially aware learners. Instruction must therefore be tailored to meet their cognitive, emotional, social, and physical needs (Santrock, 2019).

7.1. Engage the Senses

Adolescents learn more effectively when multiple senses are engaged. Teachers can enhance learning by incorporating music, visual aids, tactile materials, and emotional storytelling into lessons. For example, when teaching a history lesson, showing historical photographs, playing period music, or allowing students to handle replicas of artifacts can create stronger memory connections. Gardner's (1983) theory of multiple intelligences highlights that engaging different sensory modalities helps students connect abstract concepts to personal experiences, making learning both meaningful and memorable.

7.2. Inquiry- and Problem-Based Learning

Adolescents thrive in environments that challenge their thinking and curiosity. Lessons structured around essential questions—such as “How can communities solve environmental problems?”—encourage students to explore, analyze, and find solutions collaboratively. Problem-based learning fosters critical thinking and allows adolescents to see the relevance of knowledge in real-world contexts. It positions students as active participants rather than passive listeners, giving them ownership of their learning process (Hmelo-Silver, 2004).

7.3. Peer Collaboration

Social development is a defining feature of adolescence. Cooperative learning strategies take advantage of this by allowing students to work in groups, combining diverse skills, experiences, and perspectives. Through peer interaction, students learn communication, negotiation, and conflict-resolution skills while reinforcing academic content. Structured collaborative activities also provide a safe environment for adolescents to experiment with social behaviors, develop leadership, and practice empathy (Johnson & Johnson, 2009).

7.4. Student Choice and Autonomy

Providing students with choices—such as selecting project topics, presentation formats, or reading materials—promotes intrinsic motivation and engagement. Adolescents are at a stage where independence is highly valued; allowing them to make meaningful decisions in learning fosters responsibility, accountability, and self-efficacy. When students perceive that they have control over their learning, they are more likely to commit effort and persist through challenges (Deci & Ryan, 2000).

7.5. Physical Movement

Adolescents experience high levels of energy due to rapid physical development. Incorporating kinesthetic activities, short movement breaks, or interactive lessons can improve focus, reduce restlessness, and increase engagement. For instance, students could act out concepts, participate in movement-based games to reinforce content, or rotate through activity stations in science or math lessons. Movement not only supports physical health but also enhances cognitive function and attention (Ratey, 2008).

By combining these strategies, teachers can create a learning environment that is stimulating, inclusive, and responsive to the unique needs of adolescent learners. Lessons become more than the transmission of knowledge; they become experiences that cultivate curiosity, social growth, autonomy, and lifelong learning.

Conclusion

Adolescents are complex learners whose intellectual curiosity, social experimentation, emotional sensitivity, physical growth, and moral reasoning must be considered in the classroom. By understanding these developmental characteristics and applying strategies such as inquiry-based learning, peer collaboration, student choice, and sensory engagement, teachers can foster holistic growth and meaningful learning experiences. Educators who adapt to these unique needs are better equipped to support adolescents in becoming competent, reflective, and independent learners.

Lesson: Learners' Profile

General Objective

To enable teachers to understand the importance of identifying and analyzing learners' profiles in order to enhance instructional effectiveness, classroom management, and student engagement.

Learning Objectives

By the end of this lesson, teachers should be able to:

- Define the concept of learners' profile.
- Identify the main components that shape learners' profiles.
- Explain why understanding learners is essential for effective teaching.
- Use learners' profiles to adapt teaching strategies and manage classrooms successfully.
- Respond appropriately to individual differences among learners.

Introduction

Effective teaching begins with understanding learners. Although teachers may assume that knowing students' names, ages, or academic levels is sufficient, educational research emphasizes that meaningful learning occurs when instruction is aligned with learners' characteristics, needs, and emotional states (Woolfolk, 2016). From the very beginning, taking time to know students as individuals helps teachers build rapport, increase motivation, and create a supportive learning environment. This deeper understanding allows teachers to design instruction that best suits learners and supports both academic success and classroom harmony.

1. What Is a Learners' Profile?

A learners' profile refers to a comprehensive description of students' cognitive, emotional, social, and cultural characteristics. Learner-centered theories view learners as active participants whose prior experiences, goals, and abilities influence how they construct knowledge (Tomlinson, 2014). Consequently, learners' profiles are not static labels but evolving representations that develop over time as teachers observe, interact with, and assess their students.

Teachers build learners' profiles gradually through systematic classroom observation, informal conversations, diagnostic assessments, questionnaires, and analysis of students' classroom behavior and performance. These tools enable teachers to move beyond intuition and assumptions, allowing them to make informed pedagogical decisions based on evidence (Black & Wiliam, 1998).

2. Importance of Knowing Learners' Profiles

Understanding learners' profiles is essential for effective teaching and classroom management. When teachers are aware of learners' interests, strengths, weaknesses, and learning goals, they can adapt instruction to meet learners' needs and maintain engagement. Research shows that students who feel understood and supported are more motivated, cooperative, and academically successful (Woolfolk, 2016).

Moreover, learners' profiles help teachers anticipate potential difficulties, prevent classroom conflicts, and respond appropriately to diverse learning behaviors. By aligning instruction with learners' profiles, teachers create inclusive classrooms where differences are acknowledged and valued rather than treated as obstacles.

3. Key Components of a Learners' Profile

Understanding learners' profiles involves considering a range of interconnected factors:

3.1. Age

Understanding learners' age is essential because it directly impacts their cognitive abilities, emotional maturity, attention span, and social interactions. Teachers who consider developmental stages can tailor instruction to match students' readiness, ensuring that learning tasks are neither too simple nor too challenging. Developmentally appropriate teaching fosters engagement, prevents frustration, and maximizes learning outcomes (Woolfolk, 2016).

Teachers can know students' ages from school records, enrollment data, or direct conversations. Beyond these basics, observing developmental milestones—such as attention span, reasoning abilities, or social interactions—helps teachers confirm the appropriateness of instructional materials. Regular formative assessments also indicate whether tasks match learners' developmental readiness.

3.2. Gender

Gender influences communication patterns, participation, and interaction styles in the classroom. Teachers who are aware of gender differences can design activities that promote equity, encourage balanced participation, and avoid unintentionally reinforcing stereotypes. Recognizing gender dynamics helps create an inclusive environment where all students feel respected and supported.

Teachers can identify gender through enrollment records and observation. Understanding gendered patterns in communication or participation requires active monitoring during group work, discussions, and classroom interactions. Surveys or reflective journals can also help teachers notice differences in learning preferences or confidence across genders.

3.3. Level

Learners vary in their academic proficiency, language skills, and prior knowledge. By knowing students' levels, teachers can differentiate instruction, provide appropriate scaffolding, and avoid one-size-fits-all approaches. This ensures that each learner receives support that matches their current abilities, promoting both confidence and achievement (Tomlinson, 2014).

Teachers can determine learners' academic or language level through pre-tests, quizzes, diagnostic tasks, or informal questioning. Classroom participation, homework, and performance in scaffolded activities provide continuous feedback about learners' proficiency, allowing teachers to adjust instruction and support accordingly.

3.4. Personality

Personality traits shape how learners approach tasks, collaborate with peers, and respond to challenges. Some students may be introverted and reflective, while others are extroverted and action-oriented. Understanding personality differences allows teachers to balance classroom interactions, create opportunities for diverse participation, and foster a positive and harmonious learning environment.

Teachers can learn about personality traits by observing student behaviors in various activities, including group work, individual tasks, or social interactions. Tools such as personality

inventories, self-reflection questionnaires, or even casual one-on-one conversations give deeper insight into students' preferences, introversion/extroversion, and motivational styles.

3.5.Learning Styles and Preferences

Students often exhibit preferences for visual, auditory, kinesthetic, or multimodal learning. Teachers who vary instructional strategies can accommodate these differences, enhancing engagement and comprehension. Integrating multiple modes of learning ensures accessibility and maximizes the potential for every student to succeed (Gardner, 1983).

Teachers can identify learning preferences through structured learning style inventories, observation of engagement with different instructional methods, and reflection activities. Trial-and-error with multimodal activities (visual aids, kinesthetic tasks, auditory inputs) allows teachers to see which approaches generate the most participation and comprehension.

3.6.Social and Cultural Background

Learners' family, social, and cultural contexts influence their attitudes toward authority, collaboration, communication, and learning itself. Teachers who understand these backgrounds can implement culturally responsive practices that foster inclusion, respect, and belonging. Recognizing cultural factors also helps in anticipating possible misunderstandings and in designing relevant and meaningful learning experiences.

Teachers can understand students' social and cultural contexts through surveys, interviews, family or community information, and observation of classroom interactions. Incorporating culturally responsive teaching practices and classroom discussions about experiences and perspectives helps teachers better adapt lessons to students' backgrounds.

3.7.Learners' Needs and Goals

Each student enters the classroom with unique academic needs, language proficiency, and personal learning goals. Teachers who identify these needs can tailor lessons that are purposeful and motivating, particularly in contexts like EFL and ESP where learners often have specific objectives. Aligning instruction with learners' goals enhances relevance, engagement, and the likelihood of achieving meaningful outcomes.

Teachers can discover students' needs and goals by asking learners directly, using goal-setting activities, questionnaires, or reflective journals. Observation of students' engagement and performance on different tasks also signals where additional support or challenge is required. This is particularly useful in EFL/ESP classrooms where learners often have specific professional or linguistic objectives.

3.8.Affective Factors

Emotions such as motivation, confidence, anxiety, and self-esteem significantly influence learning. Students who feel secure and supported are more willing to take risks, participate actively, and persist in challenging tasks. Teachers who are aware of affective factors can create a positive classroom climate, implement strategies to reduce anxiety, and promote intrinsic motivation (Krashen, 1982).

Teachers can monitor emotional states by observing behavior, participation patterns, and reactions to challenges. One-on-one conferences, student self-assessment forms, and anonymous feedback can reveal anxiety, motivation, or confidence levels. These insights allow teachers to create supportive strategies to improve participation and resilience.

3.9.Individual Differences, Intelligence, Strengths, and Weaknesses

Learners differ in cognitive abilities, learning pace, and domains of strength. By recognizing these individual differences, teachers can provide varied learning experiences and assessments that allow each student to shine. Gardner's theory of multiple intelligences illustrates that students may excel in linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, or naturalistic domains, encouraging teachers to diversify instruction to support all intelligences (Gardner, 1983).

Teachers can identify individual strengths and weaknesses through diverse assessments, portfolio reviews, performance tasks, and class observations. Multiple intelligence inventories and varied learning activities allow teachers to see how each learner excels in different domains, helping them differentiate instruction and celebrate each student's unique abilities.

4. Learners' Profile, Autonomy, and Classroom Management

Learners' profiles contribute not only to effective teaching but also to the development of learner autonomy. When teachers help students become aware of their own strengths, weaknesses, and learning strategies, learners gradually take responsibility for their learning. This reflective process supports self-regulated learning and aligns with humanistic education, which emphasizes personal growth and independence (Rogers, 1969).

In terms of classroom management, understanding learners' profiles allows teachers to anticipate reactions, manage behavior proactively, and adapt strategies to different situations. Effective classroom management is more successful when teachers consider learners' emotional and individual characteristics rather than relying solely on rules and discipline (Woolfolk, 2016).

5. Ethical Considerations in Learners' Profiling

Teachers must approach learners' profiling with professional integrity and ethical responsibility, recognizing that the information gathered about students is sensitive and personal. Collecting data on age, personality, learning preferences, social background, or affective factors carries a responsibility to use it to enhance learning rather than limit opportunities. Profiles should never serve as a tool for labeling, stereotyping, or making assumptions about a learner's potential. For instance, knowing a student's level or personality type should inform differentiated teaching strategies, not lead to low expectations or exclusion (Noddings, 2013).

Confidentiality is another critical aspect of ethical profiling. Teachers should ensure that personal information about students is shared only with relevant educational staff and handled according to school policies and data protection regulations (Council of Europe, 2018). Open communication with students and, where appropriate, their families about how their information will be used promotes trust and transparency, creating a safe learning environment.

Respecting learner dignity means acknowledging differences without judgment, and using these differences as pedagogical resources. A classroom that values diversity can encourage students to contribute their perspectives, experiences, and talents, enhancing the learning experience for the entire group (Gay, 2018). Teachers should also critically reflect on their own biases and assumptions to avoid letting them influence interpretation of learners' profiles.

Finally, ethical considerations extend to promoting equity and fairness. Teachers must use learner profiles to ensure that all students have access to learning opportunities suited to their needs and strengths, rather than privileging certain groups over others. Ethical profiling aligns with inclusive education principles and reinforces the teacher's role as a responsible guide and advocate for all learners (Florian & Black-Hawkins, 2011).

6. Additional Considerations for Teachers

Understanding learners' profiles requires more than theoretical awareness; it involves continuous and systematic construction. Teachers develop learners' profiles through multiple sources of evidence, including classroom observation, diagnostic and formative assessment, learner questionnaires, informal discussions, and analysis of students' participation and performance over time. These practices enable teachers to refine their understanding of learners and adjust instruction accordingly, emphasizing that learners' profiles are dynamic rather than fixed descriptions (Black & Wiliam, 1998).

Teachers should also revisit learners' profiles regularly, as learners' needs, goals, and emotional states evolve throughout the learning process. Continuous reflection allows teachers to adapt instructional strategies, groupings, and assessment methods in response to learners' development.

In applying learners' profiles, teachers are encouraged to involve learners themselves in the process. Guiding students to reflect on their learning preferences, strengths, and challenges promotes learner autonomy and responsibility, supporting long-term academic growth (Rogers, 1969).

Finally, professional and ethical responsibility must guide the use of learners' profiles. Teachers should avoid labeling or stereotyping learners and ensure that all collected information is used respectfully and constructively. Ethical learner profiling contributes to inclusive teaching practices and reinforces trust between teachers and learners.

Conclusion

Understanding learners' profiles is a cornerstone of effective teaching. By recognizing learners' characteristics, needs, emotions, and goals, teachers can design instruction that is inclusive, motivating, and responsive. A learner-centered approach enhances academic achievement,

strengthens classroom management, and promotes learner autonomy. Ultimately, teaching becomes more meaningful and impactful when it begins with a deep and ethical understanding of who the learners are.

The Pedagogical Relationship

Teaching / Learning

General Objective

The general objective of this lecture is to help preservice teachers understand the nature of the pedagogical relationship between teachers and learners, and to analyze how this relationship influences teaching practices, learning processes, motivation, and classroom climate.

Learning Objectives

By the end of this lecture, students will be able to:

- Define the pedagogical relationship and explain its main characteristics.
- Distinguish between teaching and learning as interrelated but distinct processes.
- Analyze the pedagogical relationship through major educational and psychological theories.
- Identify factors that influence the quality of teacher–learner interaction.
- Apply principles of effective pedagogical relationships to classroom situations.

Introduction

The pedagogical relationship refers to the dynamic and purposeful interaction between teachers and learners within an educational context. It is not merely a transmission of knowledge but a complex relationship shaped by communication, authority, trust, expectations, and mutual engagement (Houssaye, 1992).

In contemporary education, learning is no longer viewed as a passive process. Instead, it is understood as an active construction of knowledge influenced by the quality of interaction between the teacher and the learner (Vygotsky, 1978). For preservice teachers, understanding this relationship is essential for fostering effective learning environments and positive learner development.

1. Theoretical Foundations of the Pedagogical Relationship

1.1. The Pedagogical Triangle (Houssaye)

The pedagogical triangle, proposed by Houssaye (1992), provides a holistic framework for understanding teaching as an interactive and relational process. In this model, any educational situation is shaped by the dynamic interplay among three core elements: the teacher, the learner, and knowledge. The triangle emphasizes that learning does not occur in isolation—it is the product of the continuous negotiation and balance among these components.

- **Teacher–Learner Relationship:** This side of the triangle focuses on the interpersonal dynamics in the classroom. Teachers’ attitudes, communication style, and responsiveness shape learners’ engagement, motivation, and emotional safety. A positive and respectful teacher–learner relationship fosters trust, encourages risk-taking in learning, and supports socio-emotional development (Pianta, Hamre, & Allen, 2012).
- **Learner–Knowledge Relationship:** This side emphasizes how students interact with the content. Teachers facilitate meaningful connections, encourage critical thinking, and help learners construct understanding based on prior knowledge and personal experiences. When learners are actively involved with knowledge, learning becomes more relevant, deep, and retained over time (Vygotsky, 1978; Bruner, 1966).
- **Teacher–Knowledge Relationship:** Here, the focus is on the teacher’s mastery and understanding of content. Teachers must not only know their subject matter but also understand how to present it effectively, anticipate misconceptions, and adapt knowledge to learners’ developmental levels. Effective teaching requires mediating knowledge in ways that make it accessible and engaging without oversimplifying or overloading students (Shulman, 1986).

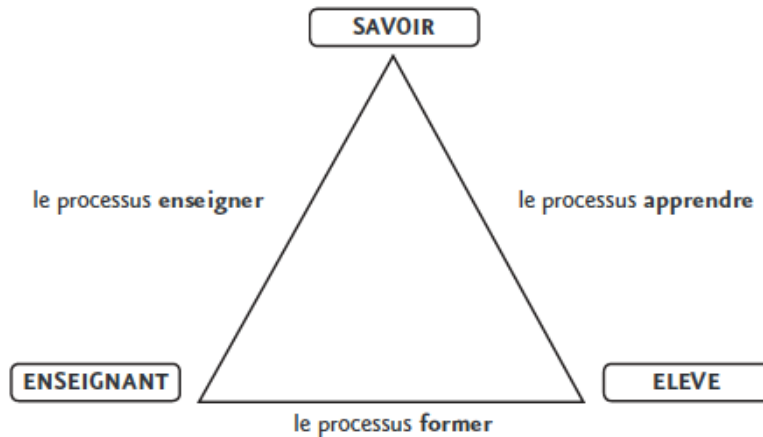


Figure: The Pedagogical Triangle (Houssaye)

Houssaye (1992) warns that overemphasizing one side of the triangle often comes at the expense of the others. For example, a teacher who focuses too heavily on transmitting knowledge may neglect learners’ engagement or the relational dimension, resulting in superficial learning or disengagement. Conversely, prioritizing interpersonal relationships without attention to content mastery may leave students motivated but underprepared. Therefore, effective teaching is about balancing these relationships, continually assessing and adjusting to the classroom context.

By using the pedagogical triangle as a guide, teachers can reflect on their practices: Are learners actively engaging with knowledge? Is the content appropriately mediated? Are relationships supportive and respectful? This reflective lens encourages **integrated teaching practices**, where knowledge, pedagogy, and human relationships are harmoniously aligned to foster meaningful learning outcomes.

Practical Illustration of the Pedagogical Triangle in Action

Imagine a high school science classroom where the teacher is introducing the concept of photosynthesis. Using the pedagogical triangle as a guide, the teacher balances the three relationships:

- **Teacher–Learner:** The teacher begins by connecting with students, asking what they already know about plants and encouraging questions. This establishes trust and

engages learners emotionally and socially. Students feel safe to share ideas and admit gaps in understanding.

- **Learner–Knowledge:** Students participate in an experiment where they observe how plants respond to light. They discuss their observations in small groups, connecting the hands-on activity to the underlying scientific concepts. This interaction allows learners to actively construct knowledge rather than passively receive information.
- **Teacher–Knowledge:** The teacher guides students through the experiment, clarifying misconceptions and connecting observations to formal scientific principles. By mediating knowledge, the teacher ensures that content is accurate, accessible, and relevant to students' level of understanding.

Through this approach, the teacher maintains a dynamic balance among all three sides of the triangle. Students are engaged with the knowledge, feel supported in the learning process, and experience a meaningful connection with the teacher. The lesson becomes both educationally effective and relationally rich, demonstrating the value of applying Houssaye's pedagogical triangle in real classrooms.

1.2.Socio-Cultural Theory and Teaching–Learning Interaction

The socio-cultural perspective emphasizes that learning is inherently social. According to Vygotsky (1978), cognitive development does not begin as an isolated internal process; rather, it emerges first through social interaction with teachers, peers, or more knowledgeable individuals, before becoming internalized by the learner. This perspective positions the teacher as a guide, mediator, and co-participant in learning, rather than merely a source of knowledge.

A central concept in this approach is the Zone of Proximal Development (ZPD), which represents the difference between what learners can achieve independently and what they can accomplish with appropriate support. Understanding the ZPD allows teachers to identify the optimal level of challenge for each learner and provide scaffolding, such as modeling, prompting, questioning, or structured guidance. As learners gain competence, this support is gradually reduced, fostering independence, confidence, and self-regulated learning.

Socio-cultural theory also highlights the importance of interaction in shaping thought processes. Dialogue, collaboration, and shared problem-solving opportunities are not just instructional tools—they are mechanisms through which learners construct understanding and internalize

knowledge. Teachers who apply this framework can design learning experiences that are socially meaningful, promote peer collaboration, and actively engage learners in co-constructing knowledge (Lantolf & Thorne, 2006).

By integrating socio-cultural principles, educators can enhance both cognitive and affective development. They are better equipped to create classrooms where learning is dynamic, interactive, and responsive to individual learners' needs, while also cultivating strong teacher-learner relationships that support growth beyond academic outcomes (Daniels, 2001).

Practical Illustration of the ZPD and Scaffolding in Action

To make socio-cultural principles actionable, teachers can use scaffolding strategies that help learners progress within their ZPD. For example, a teacher might model problem-solving steps before asking students to try similar tasks independently, gradually reducing guidance as competence increases. Guided questioning can prompt learners to articulate reasoning, encouraging deeper thinking and self-reflection. Pairing learners in collaborative activities allows more knowledgeable peers to support others, fostering social learning and reinforcing the co-construction of knowledge.

Teachers can also use differentiated scaffolds, such as visual aids, concept maps, sentence starters, or step-by-step instructions, tailored to individual learners' current abilities. By monitoring learners' responses, teachers can dynamically adjust the level of support, ensuring that tasks remain challenging but achievable.

Ultimately, applying socio-cultural theory in the classroom transforms teaching into an interactive, adaptive, and learner-centered process, where instruction is closely aligned with students' developmental needs, social context, and potential for growth. This approach not only enhances cognitive outcomes but also strengthens learners' confidence, autonomy, and motivation (Vygotsky, 1978; Daniels, 2001; Lantolf & Thorne, 2006).

1.3.Humanistic Approach to the Pedagogical Relationship

The humanistic approach emphasizes the emotional, relational, and personal dimensions of teaching and learning. Carl Rogers (1969) asserts that significant learning occurs when learners feel genuinely accepted, understood, and valued. In such an environment, students are more willing to take intellectual risks, express ideas, and engage in self-directed exploration.

From this perspective, the teacher's role shifts from being an authoritarian transmitter of knowledge to a facilitator of learning. This involves cultivating empathy, authenticity, and respect in daily interactions. Teachers must actively listen to students, acknowledge their experiences, and respond in ways that reinforce trust and emotional safety. Such a relational approach strengthens motivation, encourages critical thinking, and nurtures the development of personal responsibility and self-efficacy (Rogers, 1969; Noddings, 2005).

Practical strategies for fostering a humanistic classroom include:

- **Active listening and validation:** Teachers pay attention to students' ideas, concerns, and emotions, reinforcing that their voices matter.
- **Choice and autonomy:** Learners are given opportunities to select topics, projects, or methods, promoting ownership of learning.
- **Collaborative problem-solving:** The classroom becomes a space for negotiation, discussion, and shared exploration of knowledge.
- **Reflective feedback:** Teachers provide guidance that supports growth without judgment, encouraging self-reflection and continuous improvement.

By grounding teaching in humanistic principles, educators support not only cognitive development but also the social and emotional growth of learners, creating a climate where learning is meaningful, motivating, and personally transformative (Rogers, 1969; Maslow, 1971).

Practical Illustration of the Humanistic Approach in Action

Imagine a language classroom where students are preparing oral presentations. Instead of imposing strict guidelines or focusing solely on accuracy, the teacher begins by creating a supportive and respectful environment. She starts the session by acknowledging students' past efforts and encouraging them to express their ideas freely. When a student struggles with pronunciation, the teacher listens patiently, offers constructive feedback, and highlights the student's strengths, reinforcing self-confidence and motivation.

Students are given choices in topics, allowing them to select subjects that reflect their interests and experiences, fostering ownership of learning. The teacher encourages peer collaboration, where classmates provide supportive feedback rather than judgmental critiques, creating a sense of community and shared responsibility. Throughout the process, the teacher acts as a

facilitator, guiding discussions, scaffolding learning when necessary, and prompting reflection on both content and personal growth.

This approach not only improves students' language skills but also nurtures self-directed learning, critical thinking, and emotional resilience. By valuing each learner's individuality and promoting mutual respect, the humanistic approach transforms the classroom into a safe space for intellectual and personal development, where mistakes are seen as opportunities for learning rather than failures (Rogers, 1969; Noddings, 2005).

2. Teaching and Learning: Complementary Processes

Teaching and learning are closely intertwined yet distinct processes that together define the educational experience. Teaching involves the intentional strategies, decisions, and actions a teacher undertakes to facilitate knowledge acquisition, skill development, and the cultivation of attitudes and values (Illeris, 2009). It encompasses planning lessons, designing activities, providing explanations, giving feedback, and creating opportunities for engagement. Teaching is active, observable, and guided by the teacher's expertise.

Learning, by contrast, is an internal, constructive process that occurs within the learner. It is the way students make sense of new information, integrate it with prior knowledge, and apply it to real-life situations. Learning is influenced by cognitive abilities, emotional states, motivation, social context, and previous experiences. Importantly, learning cannot be directly observed, though its outcomes can be measured through performance, behavior, and reflection.

The complementarity of teaching and learning lies in their mutual dependency. Effective teaching creates conditions that maximize the potential for meaningful learning, but teaching alone does not guarantee learning. For instance, a teacher may deliver a clear, well-structured lesson, yet if learners are disengaged, anxious, or lacking foundational knowledge, the intended learning may not occur. Conversely, a motivated and self-directed learner can achieve significant learning even in less structured teaching environments (Biggs & Tang, 2011).

Recognizing this distinction encourages teachers to focus on the quality of their pedagogical actions and the responsiveness of their learners. Establishing a strong pedagogical relationship, where teachers are attentive to learners' needs, interests, and progress, increases the likelihood that teaching efforts translate into deep, meaningful, and lasting learning outcomes. In this

sense, teaching and learning are complementary processes—each shaping and enhancing the other to achieve the ultimate goal of education.

Practical Illustration of Teaching and Learning as Complementary Processes

Consider a secondary school classroom where a teacher is introducing argumentative essay writing. The teacher carefully plans the lesson, explains the structure of an argument, provides examples, and models how to write a thesis statement. From a teaching perspective, the lesson is well-organized and methodologically sound. However, during the activity, some students remain passive, struggle to apply the structure, or show signs of confusion. This illustrates that effective teaching actions do not automatically result in learning.

Recognizing this gap, the teacher adjusts the approach by engaging students in guided practice, asking probing questions, and encouraging peer discussion. She also provides formative feedback and allows students to reflect on their writing process. As learners begin to revise their work, articulate their reasoning, and improve their arguments, learning becomes visible.

This example highlights that learning occurs when teaching responds to learners' engagement, understanding, and needs. A strong pedagogical relationship—built on interaction, feedback, and mutual responsiveness—bridges the gap between teaching intentions and actual learning outcomes. Teaching and learning thus function as complementary processes, where instructional actions must align with learners' internal processes to achieve meaningful educational results (Biggs & Tang, 2011).

3. Factors Influencing the Pedagogical Relationship

The quality of the pedagogical relationship is shaped by several interrelated factors that influence how teachers and learners interact, engage, and collaborate within the classroom. These factors determine not only the effectiveness of instruction but also learners' motivation, confidence, and willingness to participate actively in the learning process.

3.1. Communication Style

Communication is central to the pedagogical relationship. Clear, respectful, and interactive communication helps learners understand expectations, instructions, and feedback more effectively. Teachers who use open-ended questions, active listening, and constructive feedback

foster dialogue rather than one-way transmission of information. Such communicative practices encourage learner participation, reduce misunderstandings, and promote a sense of mutual respect and trust in the classroom (Wubbels et al., 2006).

3.2. Teacher Expectations

Teachers' beliefs and expectations about learners' abilities significantly influence student performance. When teachers hold positive expectations, they tend to provide more encouragement, challenging tasks, and supportive feedback, which can enhance learners' motivation and achievement. Conversely, low expectations may limit opportunities and negatively affect learners' self-confidence. This phenomenon, known as the *Pygmalion effect*, highlights the powerful role of teacher attitudes in shaping educational outcomes (Rosenthal & Jacobson, 1968).

3.3. Emotional Climate

The emotional atmosphere of the classroom plays a crucial role in shaping the pedagogical relationship. A supportive and non-threatening environment encourages learners to express ideas, ask questions, and take intellectual risks without fear of ridicule or failure. When students feel emotionally safe and valued, their engagement and persistence increase. Humanistic theorists emphasize that learning is most effective when emotional needs are addressed alongside cognitive demands (Rogers, 1969).

3.4. Learner Autonomy

Learner autonomy strengthens the pedagogical relationship by promoting shared responsibility for learning. When teachers allow learners to make choices—such as selecting topics, working methods, or assessment formats—students feel more invested in their learning process. Autonomy supports intrinsic motivation, self-regulation, and lifelong learning skills. According to self-determination theory, autonomy is a fundamental psychological need that enhances engagement and well-being in educational contexts (Deci & Ryan, 2000).

4. Educational Implications for Teachers

Understanding the pedagogical relationship has significant implications for teaching practice across diverse educational contexts. According to Deci and Ryan's (2000) Self-Determination

Theory, effective learning environments are those that satisfy learners' basic psychological needs for autonomy, competence, and relatedness. Teachers who are aware of these principles are better equipped to design learning experiences that promote both academic success and personal development.

4.1. Adopt learner-centered teaching strategies

Teachers who recognize the importance of the pedagogical relationship move beyond teacher-centered instruction toward approaches that place learners at the core of the learning process. Instruction is adapted to learners' needs, interests, abilities, and learning pace, encouraging active participation, collaboration, and meaningful engagement with knowledge.

4.2. Balance authority and empathy in classroom management

A strong pedagogical relationship allows teachers to maintain classroom order while remaining sensitive to learners' emotional and social needs. By combining clear rules and expectations with empathy and respect, teachers create a structured yet supportive environment that promotes mutual respect, reduces conflict, and enhances learners' sense of security.

4.3. Foster motivation, engagement, and autonomy

When learners feel valued and supported, they are more likely to develop intrinsic motivation and take responsibility for their learning. Teachers who encourage autonomy—through choice, reflection, and self-directed tasks—strengthen learners' engagement, confidence, and long-term learning skills.

4.4. Address learners' cognitive and emotional needs effectively

Effective teaching requires attention to both cognitive development and emotional well-being. Teachers who understand the pedagogical relationship can better identify learners' difficulties, strengths, and emotional states, allowing them to provide appropriate scaffolding, feedback, and emotional support.

Preservice teachers must recognize that teaching is not only about content delivery but also about building meaningful and respectful relationships that support learners' academic, social, and emotional development. Developing relational awareness early in teacher education

prepares future teachers to respond effectively to diverse learners and complex classroom contexts.

Conclusion

The pedagogical relationship is at the heart of the teaching–learning process. It shapes how knowledge is transmitted, constructed, and internalized by learners. Drawing on socio-cultural, humanistic, and pedagogical theories, this lecture highlights that effective teaching depends not only on what is taught, but on how teachers relate to learners. By developing positive, supportive, and balanced pedagogical relationships, teachers can create environments conducive to meaningful and lasting learning.

Classroom Management

General Objective

The general objective of this lesson is to enable future teachers to understand classroom management as a psychopedagogical process rooted in the pedagogical relationship, learner development, and educational interaction rather than as a purely disciplinary practice.

Learning Objectives

By the end of this lesson, student teachers will be able to:

- Explain classroom management from a psychopedagogical perspective
- Relate classroom management to learners' psychological and social needs
- Distinguish between authoritarian control and relational regulation
- Analyze classroom management as part of teaching–learning interaction
- Reflect on the teacher's role in shaping classroom climate

Introduction

In psychopedagogy, classroom management is understood as an integral component of the pedagogical relationship, shaped by psychological, social, and emotional factors. Managing a classroom therefore involves understanding learners' developmental needs, motivations, and behaviors within an educational context. Rather than focusing solely on discipline, psychopedagogical classroom management emphasizes interaction, regulation, and support (Postic, 2001).

1. Classroom Management as a Psychopedagogical Concept

From a psychopedagogical standpoint, classroom management is understood as the teacher's capacity to regulate and organize learning situations by maintaining a balance between authority, pedagogical guidance, and relational engagement. Rather than focusing solely on discipline or behavioral control, this perspective views classroom management as an essential component of the teaching–learning process that directly supports learners' development.

Postic (2001) defines the pedagogical relationship as a dynamic and reciprocal interaction in which teaching and learning are mutually constructed through continuous exchanges between

teachers and learners. Within this relational framework, classroom management serves as a facilitating mechanism that creates the conditions necessary for learning to occur. Rules, routines, and expectations are not imposed as instruments of power but are negotiated and applied to support participation, cooperation, and engagement with knowledge.

This psychopedagogical approach emphasizes the need to interpret learners' behaviors as meaningful responses rather than as simple acts of disruption. Learners' behaviors are shaped by a combination of cognitive factors (such as task difficulty or prior knowledge), emotional factors (such as anxiety, motivation, or self-esteem), and social factors (such as peer relationships and classroom dynamics). For instance, inattentiveness may reflect cognitive overload, while resistance may signal emotional insecurity or lack of perceived relevance.

Understanding these underlying influences allows teachers to respond to classroom challenges with pedagogical sensitivity and reflection rather than punishment. By adapting instructional strategies, providing appropriate scaffolding, and fostering positive relationships, teachers promote self-regulation and responsibility among learners. Ultimately, classroom management, viewed through a psychopedagogical lens, contributes to a supportive learning environment in which behavioral regulation and meaningful learning are closely interconnected.

2. Classroom Climate and Learner Behavior

Classroom management is closely connected to classroom climate, which refers to the psychological, emotional, and relational atmosphere experienced by learners in the learning environment. Classroom climate is not limited to physical conditions or rules; rather, it emerges from daily interactions, communication patterns, and the quality of relationships between teachers and learners.

According to Houssaye (1998), a positive classroom climate is constructed through trust, open communication, and shared norms. When learners perceive the classroom as a safe and respectful space, they are more willing to participate, express ideas, and take intellectual risks. This sense of security reduces anxiety and defensiveness, which in turn contributes to higher levels of engagement and cooperation. As a result, disruptive behaviors tend to decrease, not because of strict control, but because learners feel valued and included in the learning process.

From a psychopedagogical standpoint, learner behavior must be understood as a form of communication. Research suggests that misbehavior often signals unmet cognitive, emotional,

or social needs, such as frustration, lack of motivation, insecurity, or difficulties in understanding tasks (Meirieu, 1997). Rather than interpreting disruptive behavior as intentional defiance, teachers are encouraged to examine the quality of interaction, task design, and emotional climate of the classroom.

This perspective invites teachers to adopt preventive and reflective approaches to classroom management. By fostering positive relationships, encouraging dialogue, and involving learners in the establishment of classroom norms, teachers create conditions that promote self-regulation and responsibility. Consequently, classroom climate becomes a powerful pedagogical tool that supports both behavioral regulation and meaningful learning.

3. Authority, Regulation, and Interaction

In psychopedagogy, authority is not grounded in coercion or punishment but in legitimacy, professional competence, and relational credibility. Pedagogical authority emerges when learners recognize the teacher as a meaningful guide in the learning process rather than as a figure of control. According to Meirieu (1997), true pedagogical authority is constructed through the teacher's capacity to give meaning to learning, establish clear educational goals, and progressively guide learners toward autonomy and responsibility.

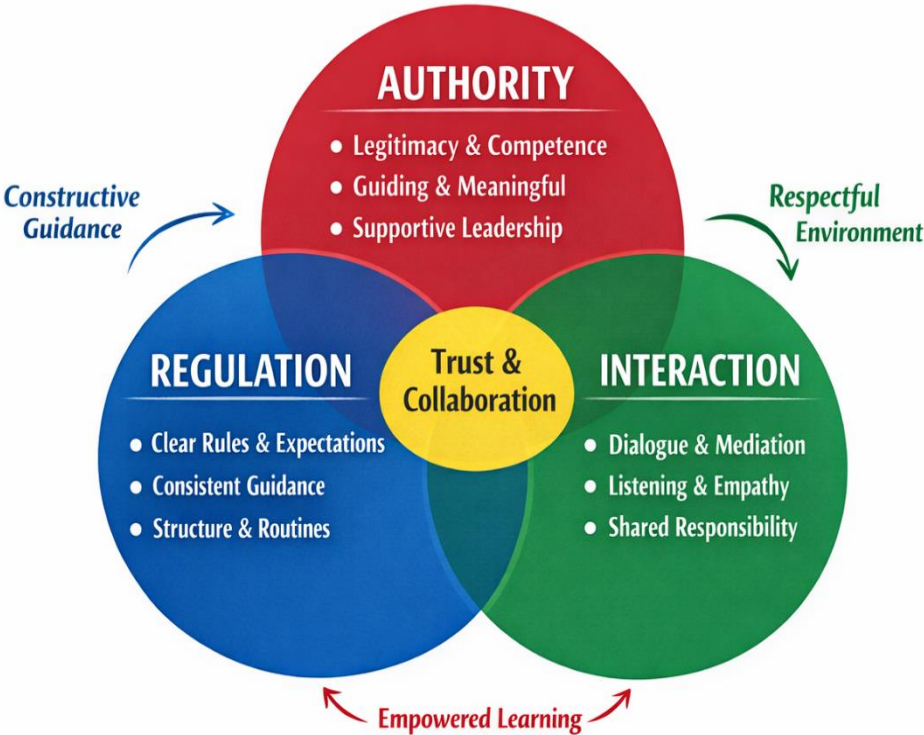
From this perspective, classroom management involves the regulation of behavior through interaction rather than through domination. Teachers regulate classroom life by using dialogue, mediation, and structured learning situations that clarify expectations and support understanding. Rules are explained, negotiated when appropriate, and consistently applied, helping learners internalize norms instead of merely obeying them. This interactive form of regulation encourages learners to reflect on their actions and develop self-regulation skills.

The emphasis on interaction highlights the importance of communication and relational engagement in classroom management. By listening to learners, acknowledging their perspectives, and responding with fairness, teachers strengthen trust and cooperation. Regulation thus becomes a shared process in which learners actively participate in maintaining a productive learning environment.

This approach stands in contrast to authoritarian models of classroom management, where control, obedience, and punishment are prioritized over understanding and development. Authoritarian practices may ensure short-term order but often hinder motivation, autonomy,

and meaningful learning. In contrast, a psychopedagogical approach to authority supports learners’ cognitive, emotional, and social growth, reinforcing classroom management as an educational and developmental process rather than a disciplinary one.

Psychopedagogical Classroom Management



4. Teacher’s Role in Classroom Management

The teacher plays a central and formative role in shaping classroom management through attitudes, expectations, communication patterns, and interaction styles. Classroom management is not neutral; it reflects the teacher’s beliefs about learning, learners, and the nature of the pedagogical relationship. Teachers’ daily behaviors—such as the way they give instructions, respond to difficulties, or handle conflicts—directly influence learners’ reactions and the overall classroom dynamics.

Teacher behavior serves as a model for learners, guiding how they interact with one another and with learning tasks. When teachers demonstrate respect, consistency, and openness,

learners are more likely to adopt similar behaviors. Conversely, inconsistent or authoritarian practices may generate resistance, disengagement, or anxiety. Houssaye (1998) emphasizes that teaching is fundamentally a relational act, and classroom management practices reveal how teachers position themselves in relation to learners and knowledge.

Effective classroom management therefore requires reflective practice. Teachers must regularly analyze their own actions, expectations, and emotional responses in order to adjust their strategies to learners' needs. Adaptability is essential, as learners differ in developmental level, motivation, and learning pace. A psychopedagogical approach also demands awareness of learners' psychological and developmental characteristics, enabling teachers to anticipate difficulties and respond with pedagogical sensitivity.

Ultimately, the teacher's role in classroom management extends beyond maintaining order. It involves creating conditions that support engagement, self-regulation, and meaningful learning. By combining authority with empathy and structure with flexibility, teachers contribute to a classroom environment where management and learning are mutually reinforcing.

5. Key Classroom Management Strategies

Effective classroom management is not limited to control or discipline; it involves creating a structured, supportive, and engaging learning environment. Research in psychopedagogy highlights that management strategies are most successful when they combine clear expectations, consistency, and relational sensitivity (Houssaye, 1998; Meirieu, 1997).

Establishing Clear Rules and Expectations: From the outset, teachers should collaboratively define classroom rules and behavioral expectations with learners. Clear, positively framed rules serve as a reference for acceptable conduct and provide a sense of security and fairness. This approach encourages learners to internalize the rules rather than merely comply with authority.

Using Consistent Routines and Procedures: Predictable routines reduce confusion and anxiety, allowing learners to focus on learning tasks. Structured transitions between activities, clear instructions, and consistent procedures create a stable environment where learners know what to expect and how to act (Postic, 2001).

Encouraging Positive Behavior through Reinforcement: Teachers should acknowledge and reinforce desired behaviors regularly, using praise, feedback, or small rewards. Positive

reinforcement fosters intrinsic motivation, builds confidence, and strengthens the teacher-learner relationship, making learners more likely to replicate constructive behavior (Deci & Ryan, 2000).

Managing Time and Classroom Space Efficiently: Effective use of time and space maximizes learning opportunities and minimizes potential disruptions. Arranging the classroom to facilitate collaboration, monitoring activity flow, and pacing lessons appropriately helps maintain focus and engagement (Wubbels et al., 2006).

Maintaining Respectful and Supportive Teacher–Student Communication: Communication is a cornerstone of classroom management. Teachers who speak respectfully, listen actively, and respond empathetically create a climate of trust. Learners are more willing to participate, take risks, and accept guidance when they feel heard and understood (Rogers, 1969).

Engaging Teaching Practices: Beyond procedural management, the content and delivery of instruction play a preventive role in classroom behavior. Lessons that are stimulating, interactive, and relevant to learners’ interests reduce boredom and disengagement, which are often precursors to misbehavior. Active learning, collaborative tasks, and problem-based approaches keep learners cognitively and socially engaged while reinforcing classroom norms.

In sum, classroom management is holistic, integrating rules, routines, reinforcement, spatial and temporal organization, communication, and teaching practices to create a learning environment that supports both discipline and meaningful learning.

6. Common Classroom Management Challenges

Teachers may face challenges such as:

6.1. Disruptive Behavior

Disruptive behavior, including talking out of turn, inattentiveness, or conflict between students, is one of the most common classroom management challenges. Such behaviors often reflect unmet needs, frustration, or social-emotional difficulties rather than intentional defiance. Teachers who understand the underlying causes can respond with empathy, consistent rules, and structured interventions rather than punishment alone. Preventive strategies, like engaging

lessons and clear routines, reduce opportunities for disruption and maintain a positive learning environment (Meirieu, 1997; Postic, 2001).

6.2.Lack of Student Motivation

Low motivation can manifest as disengagement, incomplete tasks, or lack of participation. Motivation is influenced by cognitive challenge, relevance of content, and emotional support. Teachers can address this by making lessons meaningful, incorporating student interests, offering choices, and fostering autonomy. Recognizing individual differences in learners' goals and affective needs helps teachers design tasks that stimulate intrinsic motivation (Deci & Ryan, 2000).

6.3.Large Class Sizes

Managing large classes presents logistical and relational challenges. It is harder to maintain order, provide individualized attention, and engage all learners. Teachers must develop effective strategies for grouping, seating arrangements, and classroom routines to maintain efficiency. Utilizing peer collaboration, classroom assistants, or technology-enhanced activities can help manage the dynamics of large groups while ensuring that every student remains involved (Wubbels et al., 2006).

6.4.Diverse Learner Needs

Classrooms often contain learners with varying academic abilities, language proficiency, learning styles, and social-emotional needs. Teachers must differentiate instruction, scaffold learning appropriately, and provide flexible assessments. Understanding the individual learner profiles allows educators to respond effectively to differences, ensuring inclusivity and equity in the learning process (Tomlinson, 2014; Gardner, 1983).

Addressing these challenges requires flexibility, reflection, and adaptability. Teachers who practice reflective management can adjust strategies in response to classroom realities, maintain a supportive climate, and foster meaningful learning experiences even in complex classroom contexts (Schön, 1983; Postic, 2001).

Conclusion

From a psychopedagogical perspective, classroom management is a relational and educational process embedded in the pedagogical relationship. It aims to support learning, autonomy, and socialization rather than mere discipline. Understanding classroom management in this way enables future teachers to create learning environments that are structured, supportive, and developmentally appropriate.

Classroom Management and Student Engagement

General Objective

To equip teachers-in-training with the knowledge, skills, and strategies required to manage classrooms effectively, address student behavioral challenges, and foster active engagement for diverse learners.

Learning Objectives

By the end of this lesson, teachers-in-training will be able to:

- Define classroom management and explain its significance in facilitating effective learning.
- Identify strategies to prevent disruptive behavior and maintain a positive classroom climate.
- Apply methods to handle disruptive students and conflicts constructively.
- Recognize diverse student learning styles and design activities to engage all learners.
- Implement strategies to involve shy or less confident students in classroom activities.
- Integrate professional, ethical, and interpersonal skills to enhance classroom leadership.

Introduction

Managing a classroom of 30 to 40 students is a challenging task for any teacher, especially when working with adolescents who are undergoing rapid physical, cognitive, and emotional changes. Effective classroom management is not simply about maintaining order; it is about creating a safe, stimulating environment where learning can thrive. Research has shown that classroom management is closely tied to student achievement, motivation, and social development (Emmer & Stough, 2001). Teachers must combine leadership, pedagogy, and interpersonal skills to foster respect, engagement, and collaboration among students.

A teacher's presence—confidence, charisma, and clarity—is critical. Students can easily detect hesitation or uncertainty, which can undermine classroom authority. Conversely, teachers who exhibit self-assurance and positive energy inspire trust, respect, and a willingness to engage in learning (Marzano, Marzano, & Pickering, 2003).

1. Defining Classroom Management

Classroom management refers to “the multidimensional and varied ways in which learner behaviors, movements, and interactions are organized by the teacher during the lesson” to make instruction conducive to effective learning (Evertson & Weinstein, 2006). It encompasses not only discipline, but also instructional planning, classroom climate, student motivation, and interpersonal relationships.

Effective classroom management ensures that teaching and learning proceed smoothly, disruptions are minimized, and students feel respected, safe, and supported.

2. Strategies to Prevent Disruptive Behavior

Preventing disruptive behavior begins with careful planning and proactive strategies:

- **Lesson Planning:** Clear, organized lessons keep students focused and minimize opportunities for off-task behavior. Disorganized lessons signal weakness and can encourage distractions (Marzano et al., 2003).
- **Fairness:** Teachers must avoid favoritism or bias. Fair treatment fosters trust and reduces tension within the classroom.
- **Interpersonal Relationships:** Positive teacher-student and peer relationships encourage cooperation and engagement (Pianta, 1999).
- **Methodology:** Boring or monotonous lessons contribute to disengagement. Teachers should vary techniques, incorporate interactive activities, and balance time for different tasks.
- **Professionalism:** Maintaining a composed, respectful, and consistent demeanor signals authority and models appropriate behavior.

3. Responding to Behavioral Challenges

Effective classroom management requires teachers not only to anticipate challenges but also to respond thoughtfully when problems emerge. Addressing behavioral issues promptly, calmly, and constructively ensures that learning is minimally disrupted and that students learn appropriate ways to handle conflicts and frustrations.

3.1. Handling Emerging Problems

When behavioral problems arise, teachers must act immediately and professionally. Waiting to address minor issues can allow them to escalate. Effective responses avoid threats, yelling, or public humiliation, which can damage the teacher-student relationship and classroom climate. Instead, interventions should be quiet, discreet, and constructive, focusing on guiding students back to learning rather than merely enforcing compliance (Postic, 2001; Meirieu, 1997). Prompt, respectful action models self-regulation and problem-solving for learners.

3.2. Managing Disruptive Students

Disruptive students often seek attention, express frustration, or act out due to unmet academic or emotional needs. Teachers can address such behaviors most effectively through private conversations that explore the underlying causes. By listening empathetically and showing understanding, teachers can help students identify more positive ways to engage and participate. Integrating these students into learning activities, offering responsibilities, and setting clear behavioral expectations fosters a sense of belonging and accountability, reducing future disruptions (Evertson & Weinstein, 2006).

3.3. Resolving Peer Conflicts

Conflicts among students require careful, fair, and structured intervention. Teachers should address disagreements through private discussions, encouraging each student to share their perspective and actively listening to their concerns. Judgments should be aligned with the classroom rules and norms, reinforcing fairness and mutual respect. Such approaches not only resolve immediate conflicts but also teach adolescents important social skills, including negotiation, empathy, and moral reasoning (Kohlberg, 1984; Santrock, 2019).

3.4. Integrative Perspective

Responding to behavioral challenges is more than controlling misbehavior—it is a pedagogical tool for fostering emotional regulation, ethical reasoning, and social competence. Teachers who handle problems calmly, privately, and reflectively contribute to a positive classroom climate, maintain productive learning, and support the holistic development of their students (Postic, 2001; Meirieu, 1997; Evertson & Weinstein, 2006).

3.5.Engaging Diverse Learners

Students have varied learning styles, interests, and needs. Teachers must design lessons that include a range of activities to cater to these differences:

- **Learning Styles:** Activities should involve visual, auditory, kinesthetic, and interactive elements to ensure all students are actively engaged (Fleming & Mills, 1992).
- **Shy Students:** Group work and cooperative learning encourage participation among shy or less confident learners, providing a safe environment to practice skills and share ideas (Johnson & Johnson, 1999).
- **Student Choice:** Allowing students to select topics, projects, or learning methods fosters independence and intrinsic motivation (Deci & Ryan, 2000).
- **Physical Movement:** Incorporating short activity breaks or kinesthetic learning opportunities aligns with adolescents' high energy levels and improves focus (Guthrie & Wigfield, 2000).

Conclusion

Classroom management is both an art and a science. It requires teachers to balance authority with empathy, structure with flexibility, and guidance with autonomy. By proactively preventing disruptions, addressing behavioral issues constructively, and designing inclusive, engaging activities, teachers create an environment where adolescents can thrive academically, socially, and emotionally. Effective classroom management not only supports learning but also models leadership, respect, and collaboration for students to emulate.

The Pedagogical Contract

To help teachers-in-training understand the concept, importance, and implementation of a pedagogical contract and to develop skills for fostering a positive, structured, and collaborative classroom environment.

Learning Objectives

By the end of this lesson, teachers-in-training will be able to:

- Define the pedagogical contract and explain its role in classroom management.
- Describe the historical and theoretical origins of pedagogical contracts.
- Identify the benefits of establishing a code of conduct with students.
- Apply strategies to co-create classroom rules with students effectively.
- Promote student responsibility, accountability, and engagement through the pedagogical contract.
- Reflect on the democratic and collaborative aspects of classroom governance.

Introduction

A classroom is not merely a physical space where teaching occurs; it is a community where learning, behavior, and interaction intersect. One of the foundational elements in creating a productive classroom environment is the pedagogical contract. This contract, whether implicit or explicit, serves as an agreement between teachers and students that establishes expectations, responsibilities, and boundaries for all participants (Rogers, 2002).

The pedagogical contract is essentially a shared understanding about how the classroom will function. It includes the rules, routines, and procedures that guide student behavior and learning. By setting these parameters at the beginning of a course or school year, teachers can create an environment that fosters respect, accountability, and mutual trust.

1. Brief Historical and Theoretical Background

The idea of a pedagogical contract is deeply rooted in educational theory and reflects a broader understanding of the student-teacher relationship. The concept can be traced to constructivist approaches, such as those proposed by Jean Piaget and Lev Vygotsky, who emphasized that

learners actively construct knowledge through interaction with their environment and social peers (Piaget, 1972; Vygotsky, 1978). According to this perspective, learning is not a passive reception of information but a collaborative process, where the roles and expectations of both teachers and students must be clearly understood.

Similarly, humanistic education, championed by theorists like Carl Rogers, highlights the importance of respect, empathy, and shared responsibility in the classroom (Rogers, 1969). Rogers argued that education should foster personal growth and self-directed learning, which requires a learning environment built on trust and mutual understanding. In this context, the pedagogical contract becomes a practical tool that formalizes these expectations, clearly defining how teachers and students agree to interact, what behaviors are encouraged, and how responsibilities are shared.

By grounding the pedagogical contract in these educational theories, teachers can see it as more than just a set of rules—it is a reflection of a collaborative, respectful, and developmentally appropriate approach to classroom management that supports both academic and socio-emotional growth.

2. What is a Pedagogical Contract?

A pedagogical contract can be understood as a formal or informal agreement between a teacher and their students that defines expectations, responsibilities, and acceptable behaviors within the learning environment (Legrand, 1999). It functions as a framework that guides interactions, supports learning, and ensures fairness, providing a clear understanding of the roles and obligations of both teachers and students.

At its core, the pedagogical contract addresses three main components:

- **Classroom Rules and Code of Conduct:** These are explicit guidelines for expected behaviors during lessons, including respect for peers, attentiveness, participation, and the proper use of classroom resources. Clear rules reduce ambiguity, prevent misunderstandings, and help students internalize socially and academically appropriate behaviors.
- **Mutual Agreements:** The contract is not solely imposed by the teacher; it is **co-constructed** with students. This collaborative process encourages learners to reflect on their responsibilities, promotes ownership of the rules, and fosters a sense of shared

commitment to a positive learning environment. When students participate in rule-setting, they are more likely to adhere to agreements and respect the classroom culture.

- **Consequences for Violations:** Sanctions or corrective measures for rule-breaking are clearly defined in the contract. The aim is not punitive but **educative**, helping students understand the impact of their actions on the learning environment and encouraging responsibility. Consequences are most effective when applied consistently, fairly, and transparently.

3. Importance of a Pedagogical Contract

Establishing a pedagogical contract is essential for several reasons:

- **Promotes a positive classroom atmosphere:** When rules are agreed upon collaboratively, students feel respected and valued, creating an environment conducive to learning (Emmer & Stough, 2001).
- **Reduces classroom management problems:** Clear expectations minimize behavioral issues such as tardiness, interruptions, or off-task behavior. The contract serves as a reference point when disciplinary actions are necessary.
- **Encourages student involvement:** By including students in the rule-setting process, teachers foster a sense of ownership, responsibility, and self-regulation (Marzano et al., 2003).
- **Supports democratic learning:** Students learn that their voices matter, and the teacher acts as a mediator rather than an authoritarian figure, promoting fairness and equity.
- **Enhances accountability:** Students understand the consequences of their actions and become more responsible for their behavior and learning outcomes.

4. How to Establish a Pedagogical Contract

The process of establishing a pedagogical contract should be intentional, inclusive, and reflective:

- **Know your students:** Before co-creating rules, understand students' backgrounds, developmental stages, and learning preferences. This knowledge ensures the contract is relevant and realistic (Pianta, 1999).

- **Collaborative discussion:** Engage students in a conversation about classroom norms. Ask them what behaviors help learning and what behaviors disrupt it.
- **Introduce and refine rules:** Suggest possible rules, negotiate their implementation, and agree on consequences for violations. Rules should be clear, concise, and positively framed.
- **Document the contract:** Display the agreed-upon rules in the classroom, or provide a written copy to each student. Visible rules act as a constant reminder of expectations.
- **Monitor and adapt:** The pedagogical contract is not static. Teachers should review and adapt rules as needed, especially if new challenges arise during the school year.

6. Examples of Rules / Contract Items

To make the idea of a pedagogical contract concrete, teachers can **co-create a set of classroom rules with** their students. These rules should be simple, actionable, and positively stated to encourage the desired behavior. Examples might include:

- We listen when others are speaking. This encourages respect and attentive listening.
- We respect school property and our classmates' belongings. This fosters a sense of responsibility and community.
- We complete assignments on time and to the best of our ability. This promotes accountability and personal growth.
- We ask for help when we do not understand something. This encourages communication and active engagement.
- We treat everyone with kindness and fairness. This builds a supportive social climate.

By collaboratively establishing these rules, students not only understand what is expected of them but also feel a sense of ownership and commitment to the classroom environment. This approach strengthens the student-teacher relationship and minimizes potential conflicts, creating a positive and productive learning atmosphere (Marzano et al., 2003).

7. Practical Tips for Success

- **Balance structure and flexibility:** Rules should guide behavior but allow room for creativity and student input.
- **Consistency is key:** Apply rules fairly and consistently to maintain trust and credibility.

- **Use positive reinforcement:** Encourage and reward compliance and prosocial behavior rather than focusing only on punishment (Sugai & Simonsen, 2012).
- **Integrate social-emotional learning:** Teach students the skills to manage conflicts, regulate emotions, and collaborate effectively, complementing the pedagogical contract.

Conclusion

The pedagogical contract is a cornerstone of effective classroom management and a critical tool for teachers. It fosters a structured, democratic, and respectful learning environment that benefits both students and teachers. By co-creating rules, setting clear expectations, and maintaining consistent application, teachers encourage responsibility, accountability, and collaboration among adolescents. In essence, a well-implemented pedagogical contract is not just a set of rules—it is a shared commitment to learning, respect, and growth.

Evaluation in Education

General Objective

The general objective of this lesson is to provide preservice teachers with a comprehensive understanding of educational evaluation, its theoretical foundations, types, methods, and challenges, enabling them to design and implement effective assessments in educational contexts.

Learning Objectives

By the end of this lesson, students will be able to:

- Explain the theoretical foundations of educational evaluation.
- Identify and differentiate between the main types of evaluation used in educational settings.
- Describe the methods and tools for conducting effective evaluations.
- Recognize common problems and limitations of educational evaluation.
- Apply evaluation principles to classroom practices to enhance teaching and learning outcomes.

Introduction

Evaluation is a central component of the teaching and learning process. It allows teachers to measure student learning, provide feedback, and guide instructional decisions (Nitko & Brookhart, 2014). Understanding evaluation requires both theoretical knowledge and practical skills, as assessment strategies directly affect learning outcomes and educational equity.

Effective evaluation is not limited to grading but encompasses a broader process of diagnosis, monitoring, and reflection. Teachers who understand evaluation can better support learners, identify gaps in understanding, and adapt teaching strategies accordingly.

1. Theoretical Foundation

Educational evaluation is grounded in several theoretical perspectives.

- **Behaviorist Perspective:** Rooted in Skinner’s operant conditioning theory (Skinner, 1954), this perspective emphasizes observable behaviors and measurable outcomes. Assessment focuses on reinforcing desired learning behaviors through quizzes, tests, and structured exercises.

Example: A multiple-choice test measuring knowledge retention reinforces factual learning in science or mathematics.

- **Constructivist Perspective:** Constructivists like Piaget (1972) and Vygotsky (1978) argue that evaluation should assess learners’ ability to construct knowledge, solve problems, and think critically. Assessment is seen as a tool to understand the learner’s cognitive processes rather than only the final product.

Example: A student designing a science project demonstrates understanding through problem-solving and creative application of concepts.

- **Socio-Cultural Perspective:** Emphasizes that evaluation occurs within a social and cultural context. Collaborative assessments, peer reviews, and reflective practices provide insights into learners’ social interactions and comprehension (Vygotsky, 1978).

2. Types of Evaluation

Evaluation in education serves not only to measure learning outcomes but also to **guide teaching, support student growth, and enhance the learning process**. Understanding the different types of evaluation allows teachers to select strategies that align with instructional goals, learner needs, and curriculum requirements (Nitko & Brookhart, 2014).

2.1. Formative Evaluation

Formative evaluation occurs during the learning process and is primarily intended to provide feedback for both learners and teachers (Black & Wiliam, 1998). Its goal is improvement rather than grading, allowing educators to identify difficulties early, adjust instructional strategies, and offer targeted support. Examples include weekly quizzes, homework checks, classroom polls, or short reflective tasks. By regularly monitoring understanding, teachers can scaffold learning, clarify misconceptions, and maintain engagement. Formative evaluation fosters a

supportive learning environment where students can take risks and learn from feedback without fear of punitive consequences.

2.2. Summative Evaluation

Summative evaluation is conducted at the conclusion of a unit, term, or course to measure overall learning outcomes and achievement (Nitko & Brookhart, 2014). Unlike formative evaluation, its purpose is to summarize learning and often contributes to final grades or certification. Examples include final exams, end-of-term projects, standardized tests, or portfolio assessments. Summative evaluation provides evidence of whether learning objectives have been met and offers accountability for both students and educators. However, it is most effective when complemented by ongoing formative assessment, ensuring that evaluation supports growth rather than simply assigning a score.

2.3. Diagnostic Evaluation

Diagnostic evaluation is performed before instruction begins to identify learners' strengths, weaknesses, prior knowledge, and misconceptions (Popham, 2011). This type of assessment helps teachers tailor lesson plans and teaching methods to meet learners where they are. Examples include pre-tests, entry-level assessments, or initial skill inventories. By understanding students' starting points, teachers can differentiate instruction, set appropriate challenges, and reduce frustration or disengagement among learners. Diagnostic evaluation also enables early intervention for students who may require additional support.

2.4. Ipsative Evaluation

Ipsative evaluation focuses on measuring individual progress over time, emphasizing personal growth rather than comparing students to one another (Brown, 2004). This type of assessment encourages self-reflection, intrinsic motivation, and goal-setting, as learners can see how their skills have developed. Examples include comparing a student's first writing assignment to a later one, tracking improvement in problem-solving tasks, or monitoring language acquisition over a semester. Ipsative evaluation is particularly valuable in promoting lifelong learning skills, self-awareness, and a growth mindset, as it highlights effort, persistence, and improvement rather than competition.

Table of Types of Evaluation

Type of Evaluation	Purpose	Timing	Examples	Benefits
Formative Evaluation	Improve learning during instruction; provide feedback	During the learning process	Weekly quizzes, homework checks, in-class polls, short reflections	Helps identify difficulties early, allows scaffolding, fosters engagement, reduces fear of mistakes
Summative Evaluation	Measure overall achievement; summarize learning	End of unit, term, or course	Final exams, end-of-term projects, standardized tests, portfolios	Provides evidence of learning outcomes, accountability for students and teachers, informs curriculum evaluation
Diagnostic Evaluation	Identify learners' strengths, weaknesses, prior knowledge, misconceptions	Before instruction begins	Pre-tests, entry-level assessments, skill inventories	Supports differentiated instruction, early intervention, tailored lesson planning
Ipsative Evaluation	Track personal progress over time; emphasize growth	Continuous / across learning milestones	Comparing first and later assignments, tracking improvement in tasks or language skills	Promotes self-reflection, motivation, growth mindset, and personal goal-setting

Understanding and applying different types of evaluation allows teachers to support student learning effectively. Formative evaluation provides immediate feedback and informs instruction while learning is ongoing. Summative evaluation offers a snapshot of student achievement at the end of a course or unit. Diagnostic evaluation ensures that teachers understand students' prior knowledge, learning gaps, and strengths before instruction begins. Ipsative evaluation encourages students to track their own growth, promoting motivation and self-reflection. By combining all four types of evaluation, teachers can create a holistic assessment system that informs instruction, guides learners, and supports continuous improvement.

3. Methods of Evaluation

Evaluation in education is a multifaceted process that goes beyond assigning grades. Effective assessment provides both teachers and learners with information about progress, strengths, and areas needing improvement. Various methods of evaluation cater to different learning goals, cognitive skills, and classroom contexts. Understanding these methods allows teachers to design assessments that are meaningful, reliable, and aligned with instructional objectives.

3.1.Observation

Observation is a powerful qualitative method in which teachers monitor learners' behaviors, interactions, participation, and problem-solving approaches during classroom activities (Denscombe, 2014). Through systematic observation, teachers can gain insights into learners' engagement, social interactions, and application of knowledge in authentic contexts. Observations can be structured (using checklists or rating scales) or unstructured (noting behaviors as they naturally occur), providing flexibility to capture both overt and subtle aspects of learning.

3.2.Tests and Quizzes

Tests and quizzes are traditional tools for measuring knowledge, comprehension, and specific skills. They can be standardized, providing comparability across learners, or teacher-designed, tailored to the content and learning objectives of the class. Well-constructed tests help teachers identify gaps in understanding, monitor progress, and provide feedback. When combined with formative assessment practices, quizzes become a learning tool rather than merely an evaluative one.

3.3. Performance Tasks

Performance tasks require learners to demonstrate their ability to apply knowledge and skills in authentic or simulated real-world contexts. Examples include laboratory experiments, classroom presentations, debates, project-based tasks, or problem-solving activities. This method assesses higher-order thinking skills, creativity, and practical application, bridging the gap between theory and practice. Performance tasks provide teachers with rich qualitative and quantitative information about learners' abilities.

3.4. Portfolios

Portfolios are curated collections of learners' work over time, showcasing growth, achievements, and learning processes. They may include written assignments, artwork, projects, or digital media. Portfolios encourage learners to reflect on their progress, set goals, and engage in self-assessment. For teachers, portfolios offer a comprehensive view of a learner's development and mastery of skills, supporting both formative and summative evaluation purposes.

3.5. Self and Peer Evaluation

Self and peer evaluation promote reflection, critical thinking, and metacognition (Falchikov, 2001). Learners assess their own work or that of their peers based on established criteria. This method fosters autonomy, accountability, and deeper engagement in the learning process. It also helps learners develop evaluative skills, learn to provide constructive feedback, and understand multiple perspectives on quality and performance.

By employing a combination of these evaluation methods, teachers can ensure that assessments are balanced, inclusive, and responsive to diverse learner needs. This holistic approach not only measures achievement but also supports continuous learning and personal growth.

4. Problems of Evaluation

Evaluation is a cornerstone of the teaching–learning process, yet it is not without challenges. Teachers must recognize that assessment practices can sometimes introduce unintended consequences, which can affect both learning outcomes and learner motivation. Understanding

these problems helps teachers design more equitable, reliable, and meaningful evaluation strategies.

4.1.Bias

Teacher expectations and implicit stereotypes can influence how assessments are conducted and interpreted (Gipps, 1994). For example, a teacher might unconsciously give higher grades to students they perceive as more capable or participative. Such bias can skew results, undermine fairness, and demotivate learners who are unfairly judged. To mitigate bias, teachers should use clear rubrics, multiple evaluators, and objective criteria whenever possible.

4.2.Overemphasis on Grades

When evaluation focuses primarily on numerical scores or letter grades, it can reduce learning to a competition or performance metric. Students may prioritize memorization or superficial achievement over genuine understanding and skill development. Effective evaluation should balance quantitative measures with qualitative feedback, emphasizing mastery, growth, and critical thinking rather than just scores.

4.3.Reliability Issues

Reliability refers to the consistency and dependability of evaluation results. Inconsistent scoring, ambiguous criteria, or poorly designed assessment instruments can reduce the validity of evaluation (Nitko & Brookhart, 2014). Teachers must carefully plan assessments, clarify expectations, and, when possible, use multiple methods to ensure that results accurately reflect learners' abilities and progress.

4.4.Cultural and Language Barriers

Standardized assessments or assessments designed without attention to cultural and linguistic diversity may disadvantage some learners. For example, language-heavy tests may not accurately measure content knowledge for non-native speakers, while culturally biased examples can confuse or misrepresent certain groups. Teachers must ensure that evaluation materials are inclusive, accessible, and culturally responsive.

4.5. Time Constraints

Formative and reflective evaluation practices require careful planning, observation, and feedback. In busy classroom schedules, teachers may struggle to allocate sufficient time for meaningful assessment (Black & Wiliam, 1998). Lack of time can lead to superficial grading, delayed feedback, or reliance on traditional exams, limiting opportunities for students to learn from the evaluation process.

Recognizing these problems allows teachers to take proactive steps, such as diversifying assessment methods, using transparent criteria, and integrating ongoing feedback, thereby promoting fairness, accuracy, and learning-centered evaluation practices.

5. New Strategies in Evaluation

Contemporary educational theory emphasizes evaluation not merely as a measurement tool but as an integral component of the learning process. Traditional assessment methods often fail to capture the full spectrum of learners' skills, creativity, and growth. Modern strategies in evaluation aim to enhance engagement, promote reflection, and provide a more accurate picture of learning outcomes.

5.1. Digital Assessment Tools

The integration of technology into assessment allows teachers to provide immediate feedback and adapt instruction to students' needs (Bennett, 2015). Platforms such as learning management systems (LMS) or apps like Kahoot and Quizizz make assessments interactive and motivating. These tools offer instant diagnostic insights, enabling teachers to identify misconceptions and adjust teaching strategies in real time, while also engaging learners through interactive formats.

5.2. Project-Based Assessment

Project-based assessment evaluates students' ability to apply knowledge in authentic, real-world contexts (Thomas, 2000). By engaging in projects that require creativity, problem-solving, and collaboration, learners demonstrate deeper understanding and transferable skills. For instance, designing a sustainable school garden requires research, teamwork, and

presentation skills, reflecting both cognitive and socio-emotional development. This approach aligns evaluation with meaningful learning experiences rather than rote memorization.

5.3.E-Portfolios

E-portfolios are digital collections of student work that document learning progress over time (Barrett, 2007). They encourage reflection and self-assessment, allowing learners to track their achievements, revisit earlier work, and identify areas for improvement. Teachers benefit from longitudinal insights into students' growth, while learners develop ownership of their learning journey.

5.4.Gamified Evaluation

Gamification integrates game mechanics such as points, levels, or badges into evaluation to increase motivation and engagement (Domínguez et al., 2013). Students are incentivized to complete tasks, participate actively, and monitor their own progress. Gamified evaluation fosters intrinsic motivation, self-regulation, and positive reinforcement, making assessment a more dynamic and interactive process.

5.5.Peer and Self-Assessment with Rubrics

Involving learners in evaluating themselves and their peers encourages metacognition, reflective learning, and collaborative skills (Boud & Falchikov, 2006). Rubrics provide clear criteria for constructive feedback, guiding students to identify strengths and areas for improvement. This strategy not only develops critical thinking but also promotes accountability and communication skills, strengthening the classroom community.

5.6.Competency-Based Assessment

Competency-based assessment emphasizes mastery of skills and practical application rather than relying solely on numerical scores (Spady, 1994). By assessing whether students can apply knowledge in real-life contexts, teachers prioritize meaningful learning over memorization. For example, evaluating students' ability to use mathematical concepts in problem-solving tasks measures authentic competence and supports lifelong learning.

These innovative evaluation strategies reflect a shift from summative, grade-centered assessment toward approaches that are formative, interactive, and learner-centered. They allow

teachers to capture a fuller picture of student learning, foster motivation, and support continuous improvement, while aligning assessment with the goals of 21st-century education.

Educational Implications: These new strategies encourage active participation, self-reflection, and deeper learning, aligning with contemporary constructivist and socio-cultural approaches. Teachers should integrate a combination of traditional and modern methods to meet diverse learner needs.

Conclusion

Evaluation is a multifaceted process essential for effective teaching and learning. By understanding its theoretical foundations, types, methods, and potential problems, preservice teachers can design assessments that not only measure achievement but also support learning, motivate students, and enhance educational quality. Integrating formative, summative, and diagnostic approaches ensures a balanced and equitable evaluation strategy.

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