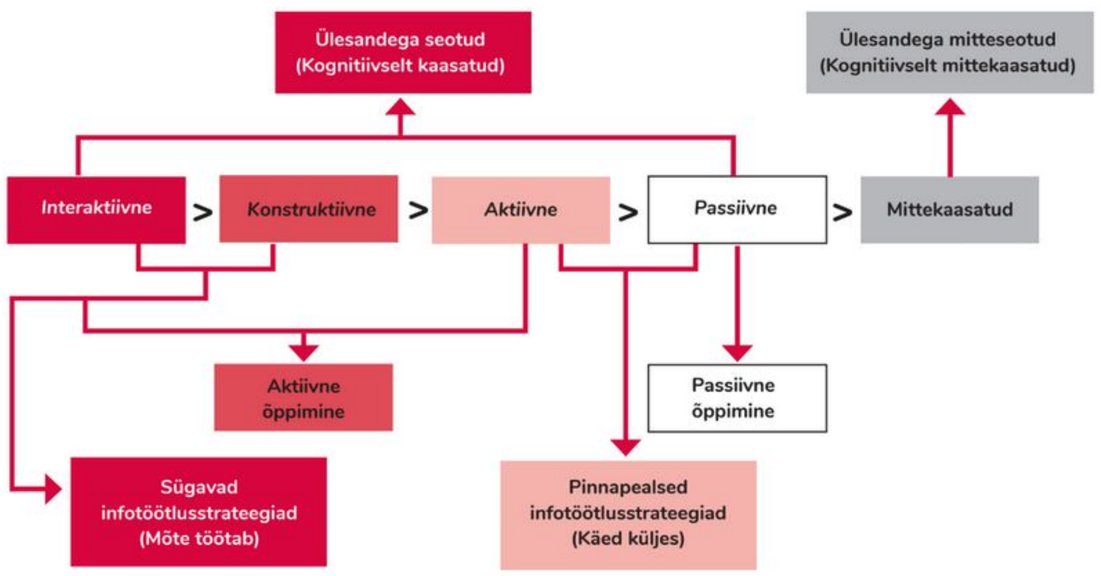
Õppimispsühholoogia TI-ajastul: Inimkeskse kursusekujunduse kogemusi

Kristiina Raud
BFM

KONTEKST

- Olen meedia ja kodanikuosaluse uurija, mitte haridusteadlane ega psühholoog
- Ise olin viieline, aga passiivne õpilane ja tahan nüüd noortele paremat
- Õpetan
  - BA Meediateooriad (loeng-seminar)
  - MA Sissejuhatus meediauuringutesse, audiovisuaalkultuuri ja kommunikatsioonijuhtimisse (seminar külalistega)
- Kasutan TI enda abilisena, tudengitele ei paku
- Arusaam: iseseisev mõtleja = asjalik(um) TI kasutaja



Joonis 1: Kohandatud IKAP õppimise mudel (Chi & Wylie, 2014)

www.tlu.ee/oppimiskeskne-opetamine/motlemise-olemus-ja-arendamine-ulikoolis

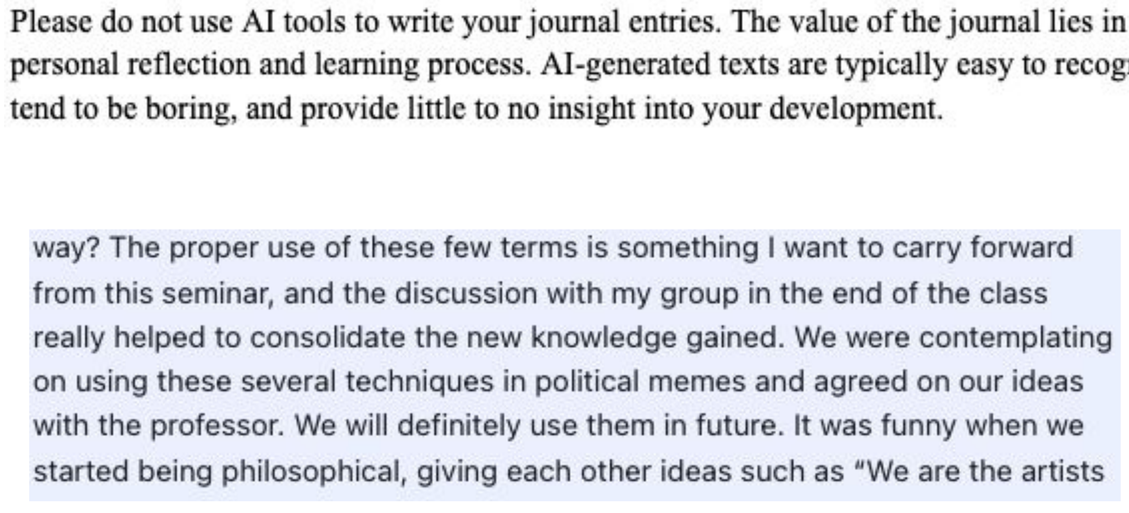
ÕPPIMISKESKNE ÕPETAMISVIIS

Kursuste ülesanded:

- Lugemine (iseseisev)
- Aktiivne osalemine
- Grupiarutelud (õpitu seostamine)
- Õppimispäevik (refleksioon)
- Esitlus (õpitu rakendamine)
- Suuline eksam (kõik kokku)

TI abi kursuse kujundamisel:

- Päeviku küsimused
- Hindamine (ül %, rõhuasetus, mahaarvamised)
- Grupitöö teemad (mitmekesisus, ajakohasus)
- Juhendite sõnastus



Please do not use AI tools to write your journal entries. The value of the journal lies in your personal reflection and learning process. AI-generated texts are typically easy to recognize, tend to be boring, and provide little to no insight into your development.

way? The proper use of these few terms is something I want to carry forward from this seminar, and the discussion with my group in the end of the class really helped to consolidate the new knowledge gained. We were contemplating on using these several techniques in political memes and agreed on our ideas with the professor. We will definitely use them in future. It was funny when we started being philosophical, giving each other ideas such as "We are the artists

Joonis 2: Õppimispäeviku juhend ja väljavõte õppija päevikust

ÕPPIJA ROLL

Vastutus enda õppimise eest

- Teab mu mudelit
- Valib ise, millist tulemust sihib

Praktikas:

- Ise, siin ja praegu
  - Min kirjalikke hinnatavaid töid
  - Rõhk kohalolul ja enda mõtetel
- Julgus arvata
  - *Peab* midagi ütlema (punktid)
- Võib TI kasutada, aga *peab* ise midagi tegema, et kursust läbida

TI KASUTAMISE MÕJU JA KOGEMUSED

TI abil TIst vabaks?

Kursuse kujundamise käik:
Pusin ise -> TI sisend -> sätin -> lõpptulemus

- Kergendab mu töökoormust
  - Rohkem jaksu uurida õppimise kohta
- Aitab luua süsteeme
- Lisab mitmekesisust ülesannetesse ("mitu pead")

REFLEKSIOON

- Päevikud on üks mu nädala rõõme
  - Huvitavad mõtted, ausad tunded
  - Pidev tagasiside
- Kohtustuslik rääkimine > vabatahtlik rääkimine
  - Oleneb õppijate arvust
- Kõik võidavad
  - Õppijad tahes-tahtmata õpivad
  - Mina ei muretse TI pärast
- Õpetamine kui inimsuhe
  - Pigem toetan kui kontrollin

Allikad

Chi, M. T. H., & Wylie, R. (2014). The ICAP framework: Linking cognitive engagement to active learning outcomes. *Educational Psychologist*, *49*(4), 219–243. https://doi.org/10.1080/00461520.2014.965823

TALLINNA ÜLIKOOL
Õppimise ja õpetamise keskus

TABLE 2

Example Activities, Knowledge-Change Processes, Knowledge Changes, Cognitive Outcomes, and Learning Outcome by Mode of Engagement

CATEGORY *Characteristic*	PASSIVE *Receiving*	ACTIVE *Manipulating*	CONSTRUCTIVE *Generating*	INTERACTIVE *Dialoguing*
Example activities	Listening to explanations; Watching a video	Taking verbatim notes; Highlighting sentences	Self-explaining; Comparing and contrasting	Discussing with a peer; Drawing a diagram with a partner
Knowledge-change processes	Isolated "storing" processes in which information is stored episodically in encapsulated form without embedding it in a relevant schema, no integration	"Integrating" processes in which the selected & emphasized information activates prior knowledge & schema, & new information can be assimilated into the activated schema.	"Inferring" processes include: integrating new information with prior knowledge; inferring new knowledge; connecting, comparing & contrasting different pieces of new information to infer new knowledge; analogizing, generalizing, reflecting on conditions of a procedure, explaining why something works.	"Co-inferring" processes involve both partners taking turns mutually creating. This mutuality further benefits from opportunities & processes to incorporate feedback, to entertain new ideas, alternative perspectives, new directions, etc.
Expected changes in knowledge	New knowledge is stored, but stored in an encapsulated way.	Existing schema is more complete, coherent, salient, and strengthened.	New inferences create new knowledge beyond what was encoded, thus existing schema may become more enriched; procedures may be elaborated with meaning, rationale and justifications; and mental models may be accommodated; and schema may be linked with other schemas.	New knowledge and perspectives can emerge from co-creating knowledge that neither partner knew.
Expected cognitive outcomes	Recall: knowledge can be recalled verbatim in identical context (e.g., reuse the same procedure or explanation for identical problems or concepts).	Apply: knowledge can be applied to similar but non-identical contexts (i.e., similar problems or concepts that need to be explained)	Transfer: knowledge of procedures can be applied to a novel context or distant problem; knowledge of concepts permit interpretation & explanations of new concepts.	Co-create: knowledge and perspectives can allow partners to invent new products, interpretations, procedures, and ideas.
Learning outcomes: ICAP	Minimal understanding	Shallow understanding	Deep understanding, potential for transfer	Deepest understanding, potential to innovate novel ideas