

RESEARCH AND INNOVATION

2022

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All things
RESEARCH
in ODeL

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Workshop 3

College of Human Sciences, Unisa, South Africa

Title: *Learning Online*

“Mind your mind – and those of your students!”

How the Neuroscience of Learning transforms online teaching and learning

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Much attention is being given to online teaching and matters related. Pedagogically sound online teaching is, however, of little value when effective learning by enrolled students does not take place. Good teaching is helpful for effective learning, but it does not necessarily lead to effective learning. In short, part of pedagogically sound teaching needs to include teaching students how to learn effectively.

Students do not necessarily know how to learn effectively. Traditionally, teaching focuses on teaching content, with little attention afforded to teaching students how to master the content. Linked to this is the fact that learning has to be contextualised to specific disciplines and subjects. General learning strategies need to be augmented by strategies related to specific learning content – for example, mathematics calls for some learning strategies that differ from those needed for philosophy. This is the reason that teaching of a specific subject in a specific discipline should include teaching the content as well as teaching how to master that kind of content.

Passing matric, even with excellent marks, does not guarantee that the learner has mastered the art of effective learning. Some schools coach their learners to pass, instead of teaching them how to learn. This is one of the reasons that cause learners who did well at

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school, to struggle at tertiary institutions where they have to learn without the close support of a teacher in class.

Learning online has added challenges. Apart from the usual step up from school to university in terms of volume of work and complexity of learning matter, an online student needs to be able to study independently. Added to this is the reality of the knowledge explosion, necessitating the ability to become life-long learners. Tertiary education is only a starting point, not an end goal. Students need to be prepared for a life of independent knowledge mastery alongside a personalised learning journey.

In the light of this and more, the following aspects will be addressed in the workshop:

- What are the most important learning theories?
- What constitutes effective learning?
- What is meant by learning myths and neuromyths?
- What is particular to learning online?
- How does one include teaching learning in online teaching?
- The practice of modeling and teaching learning online



Professor Tracey Tokuhama-Espinosa is an Instructor at the Harvard University Extension School, USA, where she teaches the Neuroscience of Learning: An Introduction to Mind, Brain, Health and Education science. She is the Associate Editor of the Nature Partner Journal, Science of Learning. Tracey does research in the Learning Sciences, and specifically within Mind, Brain, (Health) and Education science. Her current work is focused on what kids want to know about their own brains and the neuroscience of writing.

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