

How to Teach SPoR



Module 29

Tackling Risk

A Field Guide to Risk and Learning



Dr Robert Long and Roy Fitzgerald



Learning is essentially about movement rather than a change in cognition or the shifting of brain cells. This is why e-motion is essential for all learning. Without e-motion there is no drive to learn or move. The body is central to all learning just as brain-centrism robs the notion of learning of meaning. Learning how to teach and help others learn is all about how one is oriented towards others.



**SOCIAL
PSYCHOLOGY
OF RISK**

Overview

The purpose of this module is to help people with no expertise in teaching, curriculum and learning to develop skills in teaching and facilitation of learning.

Most people who enter the industry or risk and safety have no expertise in Education, Teaching and Learning. The focus is most often on training, data, regulation and content.

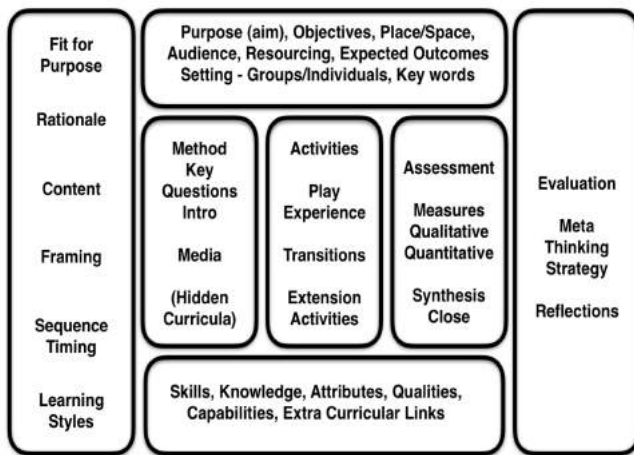
Content

In this module we explore: Foundations of Education, motivation, perception, Readiness, Hidden Curriculum, how people learn, e-motion, movement, emergence, embodiment, cognitive dissonance, common. Metaphors of learning & training, scaffolding, experiential learning, Epistemology, Semiosis, learning styles, communities of practice, ethics and learning, inspiration, psychology of goals, imagination and ontology/ orientation.

The foundational text is: *Tackling Risk, A Field Guide to Risk and Learning*. Although, a range of significant Educators will also be required reading. This includes: Claxton, Robinson, Frieire, Gardner, Illich, Ellul, Apple, Palmer, Michael, Postman, Fuchs, Damasio and Fromm.

Curriculum

The following model is used to teach the foundations of constructing curriculum. However, it is important to know that learning is not about *Technique* (Ellul). In many ways learning is inefficient eg. It can take 5 years for a child to become proficient in language and body movement. When thinking of curriculum we must always be conscious of the unconscious and the foundation of relationships, Socialite and emergence over time.

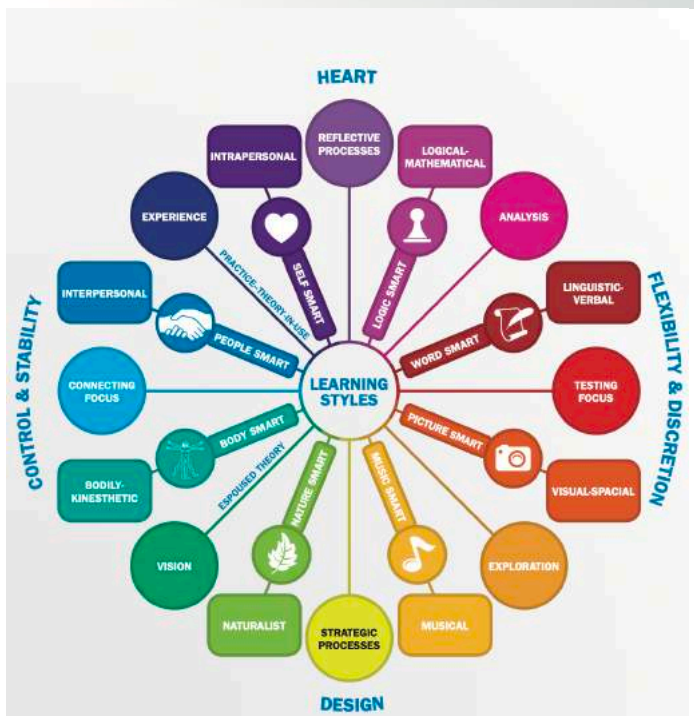


Whilst it is critical to have structure to the progression of learning it is just as important to create within that structure, the freedom to learn by discovery, experimentation, play, innovation and exploration.

Expected Outcomes

By the conclusion of this module participants will:

- Better understand the dynamics of learning.
- Be able to build a curriculum plan.
- Understand how people learn.
- Be able to teach the SPoR introduction module.
- Understand the semiotics of learning and teaching to the unconscious.
- Understand the hidden curriculum and learning styles.
- Build transitions in maturity and comprehension.
- Create dissonance.
- Empower discovery



SPoR Tools

- Emotions map
- Funnel model
- I-thou model
- Zones of learning
- Triple-loop learning
- Hidden curriculum
- Cognitive dissonance
- Learning styles
- Psychology of goals
- Culture cloud
- Progression in learning
- Scaffolding
- Presentation skills

