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Establishing Strategies for a Positive Learning Environment from the Perspective of Teaching Methods and Emotional Education

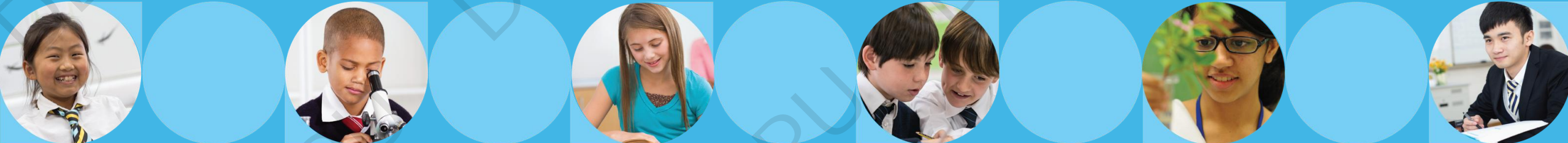## 从教学法和情感教育出发，建立积极学习环境的策略与方法

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Chongqing Depu Foreign Language School

Why Do We Need a Positive Learning Environment

Positive Learning Environment

Nurturing **creativity**

Maximizing student **potential**

Strengthening teacher-student **relationships**

Encouraging **positive behavior**

Building **confidence**

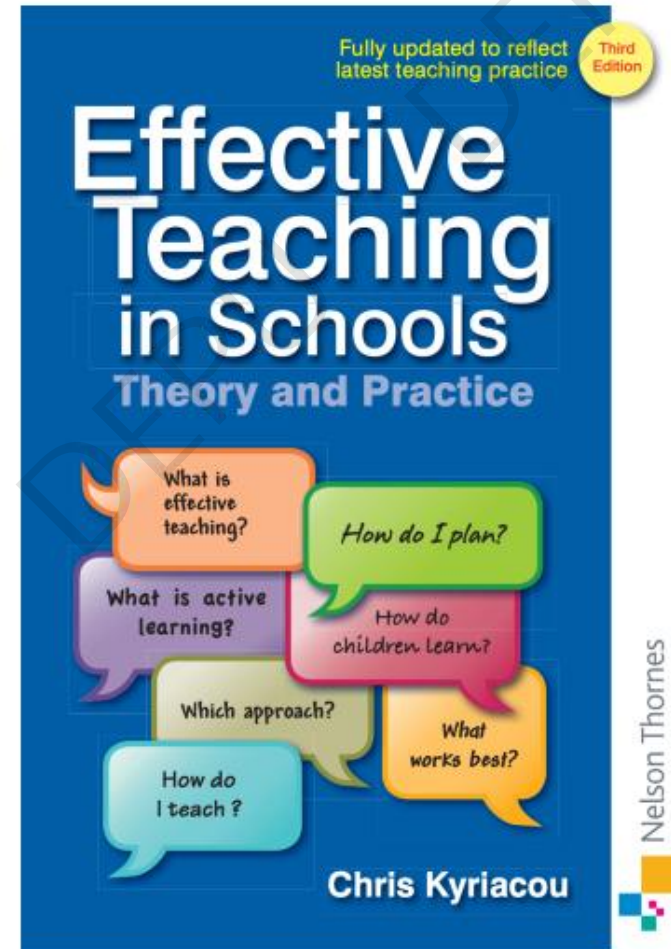Promoting **collaboration** and **communication** skills
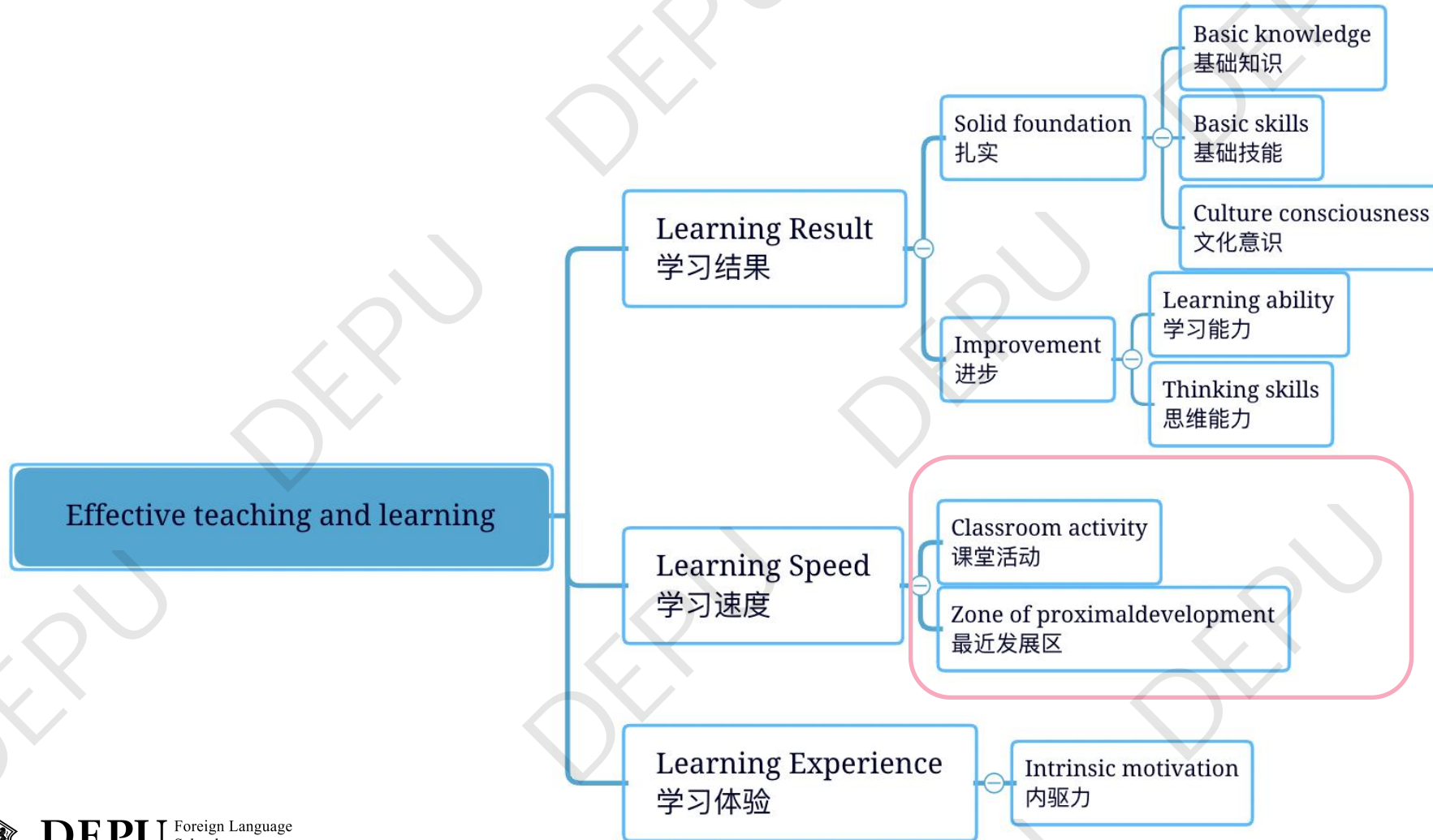
Fostering **emotional well-being**

Effective Teaching in Schools

Effective teaching can be defined as teaching that successfully achieves the learning by pupils intended by the teacher.

▸ Establishing a task-oriented classroom climate

▸ Making use of a variety of learning activities

▸ Establishing and maintaining momentum and pace for the lesson

▸ Encouraging pupil participation and getting all pupils involved

▸ Monitoring Pupils 'progress and attending quickly to pupils' needs

▸ Providing pupils with positive and constructive feedback

▸ Ensuring coverage of the educational objectives

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Result-Speed-Experience

Effective teaching and learning

- Learning Result 学习结果
  - Solid foundation 扎实
    - Basic knowledge 基础知识
    - Basic skills 基础技能
    - Culture consciousness 文化意识
  - Improvement 进步
    - Learning ability 学习能力
    - Thinking skills 思维能力
- Learning Speed 学习速度
  - Classroom activity 课堂活动
  - Zone of proximaldevelopment 最近发展区
- Learning Experience 学习体验
  - Intrinsic motivation 内驱力

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The Zone of Proximal Development (ZPD)

What I can't do

What I can do with help

What I can do

Zone of proximal Development – ZPD. What needs to be done to take the learner where he needs to be.

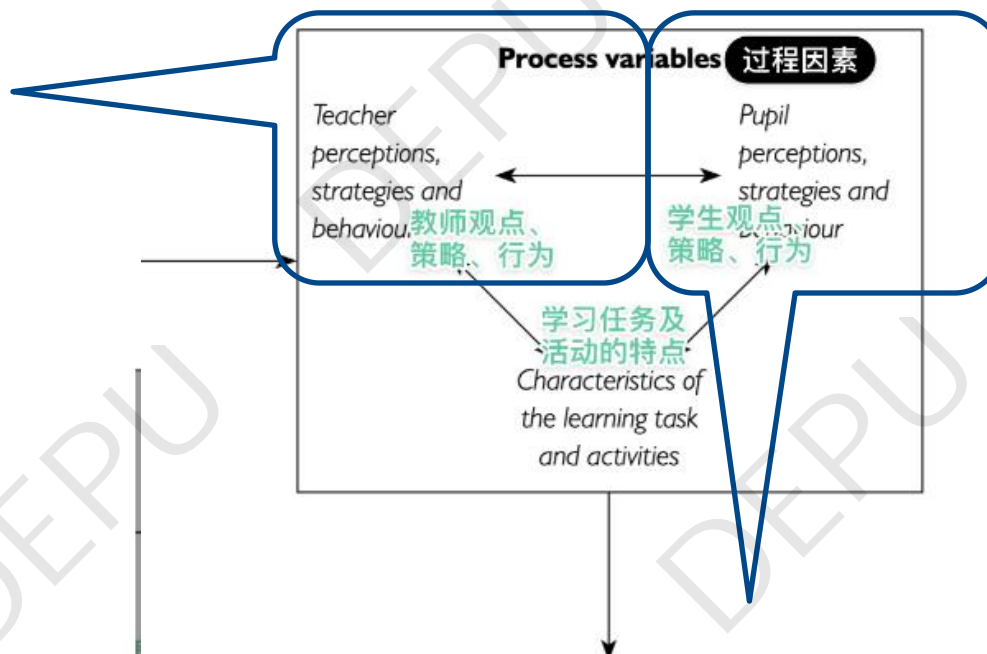Zone of achieved Development – ZAD Where the learner is right now

（**Lev Vygotsky，1930**）

▸ Assess Prior Knowledge

▸ Set Learning Goals

▸ Differentiated Instruction

▸ Scaffolding

▸ Modeling and Think-Alouds

▸ Peer Collaboration

▸ Formative Assessment and Feedback

▸ Reflection and Metacognition

▸ **Encourage Risk-Taking（positive learning environment）**

▸ Reflect and Adjust

Vygotsky, L. S. (1978)

- teacher's enthusiasm 教师热情
- clarity of explanations 解释的清晰度
- use of questions 对问题的使用
- use of praise and criticism 表扬与批评
- management strategies 管理策略
- disciplinary techniques 管理纪律的方法
- classroom climate 班级风气
- organisation of the lesson 课的组织形式
- suitability of learning tasks 学习任务的适配度
- type of feedback pupils receive 学生收到的反馈类型
- pupil involvement in the lesson 学生参与度
- pupil-initiated interaction with the teacher 学生
- pupils' strategies for learning. 学生的学习策略

Process variables 过程因素

Teacher perceptions, strategies and behaviou. 教师观点、策略、行为

Pupil perceptions, strategies and behaviour 学生观点、策略、行为

学习任务及活动的特点
Characteristics of the learning task and activities

Chris Kyriacou

e.g. time of lesson, weath academic yea

Figure 2.1

- increased knowledge and skills 知识/技能增加
- increased interest in the subject or topic 对学科/话题的兴趣提升
- increased intellectual motivation 智力动机增加
- increased academic self-confidence and self-este 学业自信心/自尊心提升
- increased autonomy 自主性增加
- increased social development. 交际能力提升

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Emotional Education

He refers emotional education to the process of developing emotional intelligence skills and competencies.

Emotional education involves learning about emotions, understanding their impact, and acquiring strategies to effectively manage and regulate emotions in oneself and others.

Successful Emotional Education will bring:

▸ **Improved Classroom Environment**

▸ **Enhanced Teacher-Student Relationships**

▸ **Increased Student Engagement**

▸ **Improved Social Skills**

▸ **Enhanced Academic Performance**

▸ **Reduced Behavioral Issues**

The Importance of Emotional Education

Result-Speed-Experience ⟷ Context-Process-Product
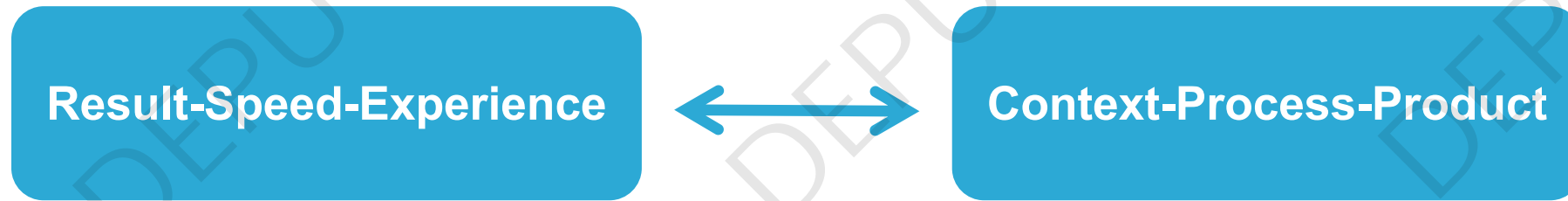
Positive Learning Environment

Effective Teaching

Emotional Education

How to Create a Positive Learning Environment in DEPU

About Anxiety

▸ 《2021-2022年青少年心理健康状况调查报告》对全国范围内超过3万名青少年的调查数据进行了分析。结果发现，参加调查的青少年中有14.8%存在不同程度的抑郁风险，其中，有4.0%的抑郁得分较高，属于重度抑郁风险群体，有10.8%的为轻度抑郁风险群体，需进行有效干预和及时调整，以免进一步加重而出现更严重的症状。
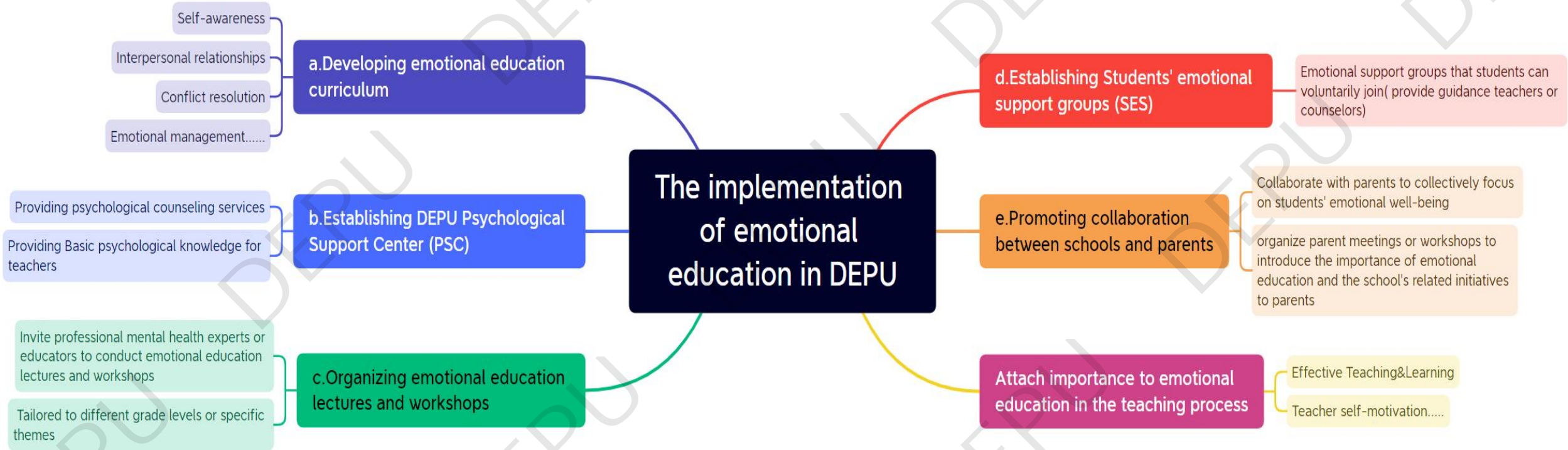
▸ 世卫组织欧洲区域办公室今天发布了一份关于青少年健康行为的新报告《聚焦青少年健康和福祉》该报告显示，与2014年相比，在大约三分之一的国家/地区中，**感到学业压力的青少年人数增加，而喜欢上学的青少年人数有所下降。**在大多数国家，青少年的校园体验随着年龄增长而变差，学生对学校的满意度和青少年感受到的来自老师和同学的支持随着课业压力增加而减少。

▸ 《世卫组织WHO2000-2019年全球卫生估计》据估计，有3.6%的10-14岁青少年和4.6%的15-19岁青少年患有焦虑障碍。据估计，有1.1%的10-14岁青少年和2.8%的15-19岁青少年会出现抑郁症。抑郁症和焦虑症有一些相同的症状，包括情绪的快速和意外变化。

▸ Anxiety disorders are highly prevalent during adolescence; with, for example, 7.9% of 11- to 16-year olds and 13.1% of 17- to 19-year olds identified as having an anxiety disorder in a recent survey in England (Vizard et al. 2018). This is of serious consequence, as adolescent anxiety disorders predict impaired long-term outcomes, including compromised coping skills, work adjustment, life satisfaction, and interpersonal relationships (Essau et al. 2014).

▸ At age 14, around 38% of youth in a general population have developed an **anxiety disorder** and 3.1% a depressive disorder at least once in their lives . Worldwide prevalence rates among children and adolescents are 6.5% for any anxiety disorder and 2.6% for any depressive disorder .（Adolescent anxiety and depression: burden of disease study in 53,894 secondary school pupils in the Netherlands）

The implementation of Emotional Education in DEPU

The implementation of emotional education in DEPU

a.Developing emotional education curriculum
- Self-awareness
- Interpersonal relationships
- Conflict resolution
- Emotional management......

b.Establishing DEPU Psychological Support Center (PSC)
- Providing psychological counseling services
- Providing Basic psychological knowledge for teachers

c.Organizing emotional education lectures and workshops
- Invite professional mental health experts or educators to conduct emotional education lectures and workshops
- Tailored to different grade levels or specific themes

d.Establishing Students' emotional support groups (SES)
- Emotional support groups that students can voluntarily join(provide guidance teachers or counselors)

e.Promoting collaboration between schools and parents
- Collaborate with parents to collectively focus on students' emotional well-being
- organize parent meetings or workshops to introduce the importance of emotional education and the school's related initiatives to parents

Attach importance to emotional education in the teaching process
- Effective Teaching&Learning
- Teacher self-motivation.....

Get to your students

Bloom's Taxonomy (Revised)

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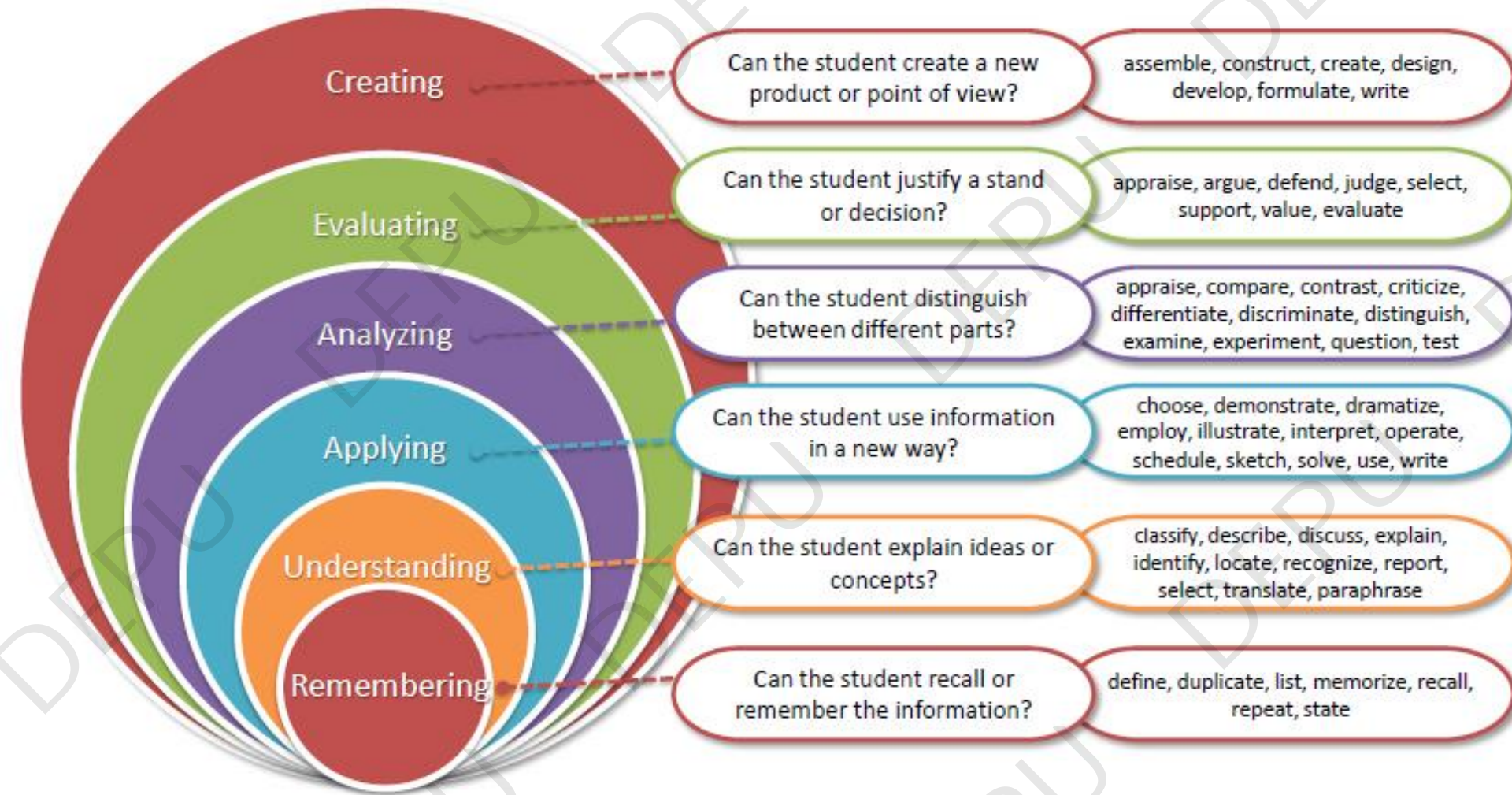
Teacher Self-motivated

想要了解什么是"好的教学"，以及想**自我提升**的老师

想要获取更多**知识、技能**，获取更**深层理解**来改进教学方法的老师

What does 'good teaching' look like in practice and how can we improve?

Gain further knowledge, skills and understanding to develop inclusive approaches to teaching and learning

Progress teaching career.
精进教学

希望通过提升反思能力促进**教学实践**与评价进步的老师

Develop reflective practice skills to evaluate and improve classroom practice

Critically engage with the principles and concepts of teaching and learning to improve effectiveness as teachers

Transform the quality of teaching to improve the outcomes of students

以批判学习的态度看待教学理论，来**提升教学有效性**的老师

......

希望将教学质量的提升转化为学生学习成果提升的老师

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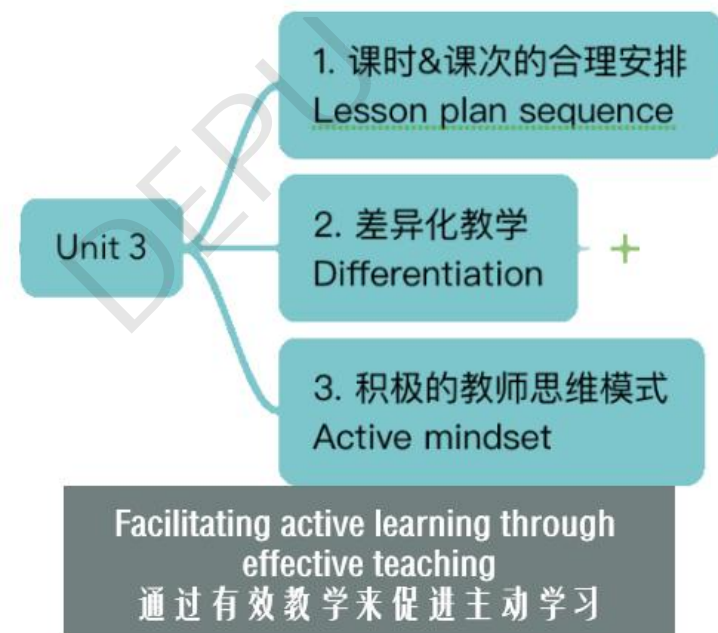Professional Development Centre

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PDQ (Professional Development Qualifications)

Unit 1
1. 与学习相关的理论
Theories of learning

2. 主动学习相关理论
Introduction to Active learning

3. 学习动力
Motivation

4-5. 测评方式
Assessment

6. 有效课堂的特征
Features of an effective lesson

Understanding principles of teaching and learning
理解教与学的原理

Unit 2
1. 教案&教学目标设计
Lesson plans & objectives

2. 以学生为中心的课堂
Active learning

3. 形成性评价实操
Common practice of formative assessment

4. 教学的有效性
Effectiveness

5. 课堂评估
Class evaluation

Teaching an effective lesson
有效教学的实践

Unit 3
1. 课时&课次的合理安排
Lesson plan sequence

2. 差异化教学
Differentiation

3. 积极的教师思维模式
Active mindset

Facilitating active learning through effective teaching
通过有效教学来促进主动学习

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Management·Education·Team

Tips：

▸ Positive learning environment creates a foundation for **effective learning**, **personal growth**, and **overall success in education and beyond.**

▸ In the process of teaching, it is imperative to consider the learner's **zone of proximal development**.（ZPD).

▸ School activities should take into account **differentiation** to provide students with a greater sense of accomplishment.

▸ The key of emotional education is to stimulate **teachers' motivation**，encouraging them to incorporate emotional education into daily teaching.

▸ Remember that a positive learning environment is a continuous effort that requires **ongoing support and attention**. By implementing emotional education teachers can create a environment where students **feel valued, supported, and motivated to learn and grow emotionally**.

Thank you