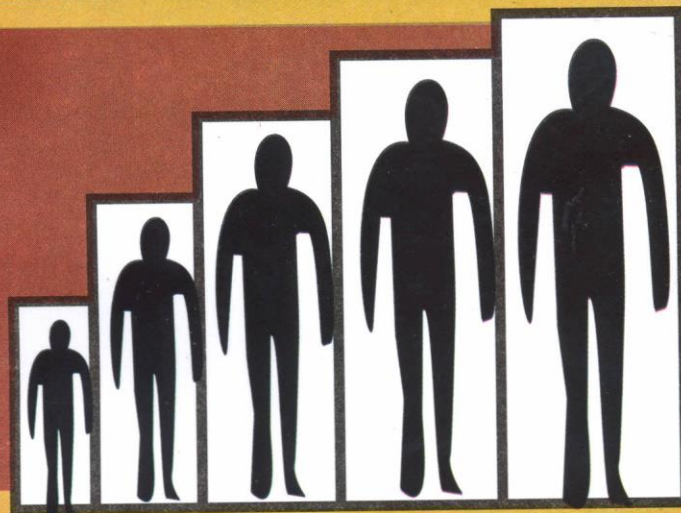


LEARNING AND HUMAN DEVELOPMENT IN THE 21ST CENTURY

(BOOK OF READINGS)



Edited by
Williams Emeka Obiozor, Ed.D
Catherine O. Madu, Ph.D
Blessing A. Anukaenyi, Ph.D
Uzoamaka Lucynda Koledoye, Ph.D
Nneka C. Mefoh, Ph.D

CHAPTER 1

ISSUES ON LEARNING & HUMAN DEVELOPMENT FOR 21ST TEACHERS

Williams Emeka Obiozor;
Madu, Catherine Omeriyan.,
Anukaenyi, Blessing Adamaka;
Koledoye, Uzoamaka Lucynda,
Mefoh, Nneka Cecilia.

ABSTRACT

This chapter highlights the essence of learning and human development for the buckling, emerging and the already experienced teacher in this 21st century. The present day teacher is challenged to understand education in its entirety and view learning as a catalyst for a successful life activity in any setting. The learner's goal of engaging in any learning activity - be it school, classroom, street, home, workplace, market place, etc., is for lifelong acquisition of knowledge, wisdom and skills to become literate, productive, self-reliant and to manage his/her daily life successfully/surmount any problem. obstacle or developmental challenges. It therefore behooves on the 21st century classroom teacher to begin from the first day of class to assess the leaning needs of the learners; create a suitable learning environment where the learner will be transformed to a better person. The authors advocated strongly on these learning and human development-oriented principles, hoping that the 21st century teacher would use his expertise to make learning happen at all times for a development-oriented individual and nation.

Keywords: *Adult learning, Development; Education; Learning; lifelong learning, Learners, Nigeria.*

INTRODUCTION

The globe is facing seriously the challenges of illiteracy, ignorance and poverty which have made many nations poor, with her citizens struggling for survival. For a meaningful and sustainable development to take place in any environment, stakeholders in the field of education must ensure that meaningful and quality learning takes place in the society.

The target must be learning to grow, team to build up one's skills, create a knowledge base and work together in achieving stable lifelong learning among the citizenry. Such effort when attained helps to change the peoples' environment to become better, progressive and developed nation. It is in this regard, that effective learning and efficient teacher participation in the provision of quality education in the learning setting becomes imperative. Learning for development becomes a consequence of active citizenship and condition for full participation in society. It is a powerful concept for fostering ecologically sustainable development, for promoting democracy, justice, gender equity and scientific, social and economic development; and for building a world in which violent conflict is replaced by dialogue and culture of peace based justice (CONFINTEA V Hamburg Declaration on Adult Literacy, 1997).

The major thrust of learning for human development advocacy in Nigeria" as far as the authors are concerned, is on the essence of establishing a universal and effective learning process for children, youths and adults in the society, in line with the United Nations Sustainable Development Goals (SDGs) which is geared towards acquisition of knowledge skills for empowerment to manage their lives and be able to work with government to reduce illiteracy and alleviate poverty; whereby adults would participate in the national transformation of Nigeria in the 21st century. Ogunnu as cited in Okemakinde, Okemakinde and Gbenro (2006), describes such educational management aspect as a social process, which is designed to ensure the cooperation, participation, intervention and involvement of given or predetermined objectives. Thus, education is the most important process in today's society and to acquire knowledge requires intensive teacher mentoring and learning (Gipson, 2011). Furthermore, learning can never come to completion without the teacher possessing good knowledge and quality skills which are directly transferred to the learner to encourage contributions to national development. Thus, the primary purpose of the learning process points towards bringing about significant changes in behavior through active participation and critical thinking of the learner.

Learning & Human Development In The 21st Century

The 2018 Digest of the UNESCO focuses on the data needed for the reading, childhood development including early, lifelong learning and, aged children-school writing and mathematics skills acquired by related skills of youth and adults. The report-the digital and work national learning-presents the wide range of national and cross assessments currently available and the assessment experiences of to the low rate of practitioners in the field. These concerns are due learning among children of all age groups in Sub Saharan Africa, just W .in Nigeria like

has the highest rates of education Saharan Africa-sub ,Of all regions and 6 fifth of children between the ages of about-Over one .exclusion ages third of youth between the-followed by one ,are out of school 11 of youth almost 60% ,of about 12 and 14. According to UIS data ,between the ages of about 15 and 17 are not in school (UNESCO One wonders how learning can take place in the lives of these .(2018 .children in their communities, homes or self

lack of quality learning and poor learning outcomes have ,Furthermore ,its effect on youths in sub Saharan African nations. For instance up from 51.1 ,in 2015 % adult literacy rate was at level of 59.6 Nigeria Total is the percentage of the .(%) Adult (15+) literacy rate .in 2008 % with understanding, read and ,population age 15 and above who can simple statement on their everyday life. Although ,short write a ,schools are springing up, but the issue of quality learning and skill s'report on Nigeria 'The United Nations .matters than certification For instance, in total, there are .educational system is worrisome with a capacity ,around 150 private and public universities in Nigeria students. For a country with 182 million people, 62% 600,000 to carry the ,of them 24 or younger, that's nowhere near enough. In comparison higher education institutions and a population of US has over 5,000 but with great leadership in almost every (2017 ,million (Goggle 319 .facets of life due to her strong commitment on education

By some estimates Nigerian tertiary education institutions produce up to 500,000 graduates every year and there are also Nigerian graduates who study abroad who come home to compete for jobs in Nigeria. Youth Unemployment Rate in Nigeria averaged 21.73 percent from 2014 until 2017, reaching an all-time high of 33.10 percent in the third quarter of 2017 and a record low of 11.70 percent in the fourth quarter of 2014 (Trading Economics, 2018). Without urgent action, the situation will likely get worse as the region faces a rising demand for quality education due to a still-growing school-age population.

It is pertinent to note that where quality learning takes place, more than ever, young women and men would become change-makers, creative, build new realities for themselves and their communities. All over the world, youths are driving social change and innovation, claiming respect for their fundamental human rights and freedoms, and seeking new opportunities to learn and work together for a better future. This is where the classroom teacher comes in to direct quality learning for human development. UNESCO recognizes this reality, and therefore prioritizes its work with and for youth across all its programmes. The Organization is guided in this by an Operational Strategy on Youth (2014-2021), which is the result of a long process of learning, review and consultation, engaging both young people and Member States.

Thus, quality learning is imperative to attaining human development. This is because human development recognizes that people are the wealth and builder of every nation. It put people at the centre of development and emphasizes that for sustainable development to be achieved, potentials of people must be developed without constraints, and lives of individual fulfilled without barrier or limitation. It sees people as an input and beneficiary in the development process (Obidiegwu & Obiozor, 2014).

Concept of learning & lifelong learning

Individuals learn when they are involved in acquiring knowledge, getting skills, understanding or in using language (spoken or written), that manifest itself in perfect ability to listen, think, speak, read, write, spell or to do arithmetic, including interact and socialize effectively.

In every learning programme, a change in behaviour must manifest for the individual and public good because people learn throughout life, as well as apply whatever they learnt to face daily life challenges.

Students who learn meaningful things in life develop themselves into self-driven and goal-oriented individuals with the following attributes:

- Develop courage and become brave to face life and risks; including the outcomes.
- Become character-driven and better citizens.
- Be decisive and purposefully make positive decisions that affect his/her life and that of others within and outside the environment.
- Be very much Engaging in life tasks.
- Become Fearless, proud of their achievements, bold and beautiful.
- Become Self-directed and Goal-oriented person.
- Humble.
- Authentic and real. Quite genuine and reliable, honest, trustworthy, and always ready to help others grow; mentor.

Learning Domains

This chapter on *Learning and Human Development* cannot be complete without looking at the area of learning domains which explain critically how people learn, develop and grow in the society. There are *three types of learning domains* which every teacher should bear in mind while teaching young and adult learners.

According to Bloom's Taxonomy, these are the *Cognitive, Affective and Psychomotor domains*;

- Cognitive: mental skills (knowledge)
- Affective: growth in feelings or emotional areas (attitude or self)
- *Psychomotor: manas) orpnysica) ski))s (skj))s)*

In addition, *physical, social, affective and cognitive* benefits are also highlighted as learning domains by some researchers. These in turn can become individual learning domains, while Physical Literacy is considered to have three learning domains; physical, affective and cognitive.

More examples:

Cognitive	Affective	Psychomotor
Able to solve simultaneous equations; mental cognition, reason and critical analysis of situations, etc.	Choosing to learn from own and other peoples' experiences by ensuring similar mistakes are not repeated, and incorporating past successes into current design where appropriate, etc.	Manoeuvring a computer mouse to produce the desired effect on the computer screen when using a Computer Aided Design package for drawing, etc.

Domain Learning & Outcomes

Bloom's Taxonomy of the Cognitive Domain, revised by Anderson and Krathwohl in 2001, includes six categories, beginning with the simplest level (REMEMBER) and concluding with the sixth and most complex level (CREATE). As you study for your boards, stretch your learning to include higher level thinking (i.e., analyzing, evaluating, and creating).

Here's what you need to know about the six "levels" of learning:

1. Level 1 - REMEMBER. Learners are able to recall a wide range of previously learned material from specific facts to complete theories. But, this level merely requires bringing to mind the appropriate information. Sample verbs include: label, list, choose, read, recall, record, relate, review, select, write.

2. Level 2 - UNDERSTAND. Learners demonstrate their understanding of material by explaining ideas or concepts or interpreting and translating what has been learned. Sample verbs include: define, describe, discuss, explain, interpret, classify, translate.

Learning & Human Development In The 21st Century

APPLY. Learners apply their knowledge by using it -Level 3 .3111
another familiar situation from the one in which it was learned. The
and ,application may include rules, methods, concepts, principles, laws
,compute ,change ,apply ,adapt :theories. Sample verbs include
,solve ,construct, generalize, interpret, illustrate, make, show

ANALYZE (critical thinking). Learners analyze when - 4 Level .4
they break information into parts to explore understandings and
,relationships in an attempt to identify evidence for a conclusion
,analyze, distinguish, deduce, compare, contrast :include Sample verbs
,infer, deconstruct, differentiate, calculate

EVALUATE (critical thinking). Learners evaluate when - 5 Level .5
depth reflection, criticism and assessment to justify a- they use in
,argue ,decision or course of action. Sample verbs include: appraise
,assess, choose, compare, conclude, criticize, critique, debate
,determine, differentiate, discriminate, evaluate, infer, judge, justify
,validate ,measure, recommend

6. Level 6 - **CREATE** (critical thinking). Learners create when they
generate new ideas, products, or ways of viewing things. Sample verbs
,assemble, combine, compose, construct, create, design ,include: act
,develop, formulate, generate, hypothesize, imagine, predict, plan
,prepare, produce

,It is pertinent to note that people do not learn much just by reading
You must "activate" your learning .memorizing, and recalling material
,by talking about it, writing about it, relating it to past experiences
,in short, making it part of yourself-applying it to your daily life

Learning styles

In addition to the learning domains are the different individual learning
styles which the teacher must also know; especially knowing about
each learner's attributes for effective learning to take place within and
:outside the classroom

- The Visual learners who are concerned with just what they see in
;the classroom

- Auditory learner who clings to what they hear from the teacher while in class and the;
- Kinesthetic learner who loves hands-on activities, practicals and demonstrations.

The authors of this chapter wish to add here that Malcolm Knowles (1984), while explaining the concept of andragogy (the art and science of helping adults to learn), identified six principles of adult learning which all facilitators or teachers must take note of; for effective adult learning environment and programme. In explaining these principles, Knowles is of the opinion that:

- I. Adults are autonomous and self-directed. This means they like to direct their own learning, to be actively involved in learning and work around their specific interests and personal goals. Generally, they like to take on leadership roles.
- ii. Adults bring life experiences and knowledge to learning experiences. This may include work-related activities, family responsibilities, and previous education.
111. Adults are goal oriented. There is a particular target they want to meet and this influence their decision in joining literacy classes for the quick attainment of that purpose.
- IV. Adults are relevancy-oriented. They need to see a reason for learning something. When they see the applicability they also see the value in the experience. Theory needs to be related to practical experiences.
- v. Adults are practical. They like to be able to apply their knowledge. Clinical education settings are the ideal place for them to do this, I hence most students simply love to be out on practicum.
- vi. Adult learners like to be respected. They bring considerable life experiences to their clinical placements. They like to be treated as equals, to voice their own opinions and to have a role in directing their own learning.

Learning Theories

Writing on *Adult learning: Towards human development throughout lifespan*, Obidiegwu and Obiozor (2014) discussed in details several I theories propounded by researchers and advocates of effective learning. The learning theories are presented, thus;

Action Learning Theory

and ,with working an approach to Action learning is defined as on a real project or problem as which uses work ,developing people take to teams groups or small Participants work in .to learn the way fr0111 learn to and learn how ,action to solve their project or problem help order to A learning coach works with the group in .that action work from that learning with the ,them learn how to balance their work .(O'Neil,2000)

used term in many discussions Action learning is a commonly settings. Action a variety of business regarding adult learning in learning communities ,with project work been compared learning has .and various forms of simulation used in management development

The first part of action learning is :works it How :Learning Action expert the" ,creating action groups based on programmed learning These are small .or real world experiences and learning "knowledge on placed Emphasis is .generally consisting of3 or 4 people ,groups equipped to so that each group is best diversifying these small groups designated coach is contribute to the learning community. A learning .for each group. Together, the learning coaches also form a group group Both the project .group leader is chosen From there, a project facilitators and ,organizers act as leader and the learning coaches Action .(2000 ,O'Neil) overall motivators for the action groups and learning involves learning from experience through reflection It is important that the groups remain .with the support group action constant and create time, interest and opportunity to establish .(1999 ,Wade) period themselves over a solid time

Experiential Learning Theory

and cantered-learner that is Experiential learning is a learning theory A .experience learn best by operates on the premise that individuals learning by doing". Experiential" good way to describe this theory is learning thus has the learner directly involved with the material being .studied instead of just thinking and talking about that material ,setting goals involving a cyclic process is Experiential learning finally and ,decisions and making experimenting ,planning ,thinking

action, followed by observing, reflecting and reviewing. It makes use of participants' own experience and their own reflection about that experience, rather than lecture as the primary approach to learning. Experiential learning theory allows for the generation of understanding and allows for the transfer of skills and knowledge. It involves doing something and discovering what it is like, how it made the learner feel, what it meant to the learner, i.e. experiential learning is their experience and no one else's.

Experiential learning, therefore, is particularly effective in adult education and non-formal education as it addresses the cognitive, emotional and the physical aspect of the learner.

Project Based Learning Theory

In Project Based Learning, students work in groups to solve challenging problems that are authentic and often interdisciplinary. Learners decide how to approach a problem and what activities to pursue. Here, the learners gather information from a variety of sources and synthesize, analyze, and derive knowledge from it. The learning is inherently valuable because it is connected to something real and involves adult skills such as collaboration and reflection. At the end, the learners demonstrate their newly-acquired knowledge and are judged by how much they have learned and how well they communicate it. Throughout this process, the facilitator's role is to guide and advise, rather than to direct and manage student work.

Self-Directed Learning Theory

Self-directed learning is an example of informal learning. It is defined as the process in which individuals take on the responsibility for their own learning process by diagnosing their personal learning needs, setting goals, identifying resources, implementing strategies and evaluating the outcomes. There are three categories involved with self-directed learning: the goals, the process, and the learner. In an adult learning context, the goals are generally self-determined, as is the process. Self-directed learning can be enhanced with facilitation, particularly through providing resources. Motivation is a key to a successful self-directed learning experience. This is very similar to the motivation that takes place in children during a self-regulated learning experience.

Learning & Human Development In The 21st Century

Adult Learners are motivated by the opportunity to: gain new skills, knowledge, and attitudes to improve their work performance, improve hmi'y 'ife and 'leahh, enjoy tne arts and pnyssical recreation, participate in a hobby, *or simply increase their intellectual capital.*

Therefore, individual's learners will continue to learn throughout life (from cradle to *grave*, i.e. lifelong *learning*). *Therefore, it is imperative* for the adult educators to efficiently engage adult learners on lifelong learning especially where sustainable development programmes are packaged Nigerians for their development in particular and the nation in general.

Concept of development / Human development

Development is about building up people to enlarge their choices, and become better citizens; thus, contribute their growth and that of their community. The goal of human development is to improve the well-being and condition of life of the people in the society. According to Measure of America (2013), human development is defined as the process of enlarging people's freedom and opportunities and improving their well-being. Human development is about the real freedom ordinary people have to decide who to be, what to do, how to live. Human development gives people the opportunity to choose and pursue those things they value because of preference rather than lack of opportunities.

It concerns with widening the freedom, choice and opportunities of not the only the present generation but also the future generation for more sustainable development. This is necessary so that the national wealth is preserved and exhaustion prevented in the interest of the future generation (Obidiegwu & Obiozor, 2014).

The Teacher & Roles in Learning for human development

The teaching profession has always been a unique occupation across the globe, and individuals who subscribed to become teachers are expected to possess unique attributes that are competitive and difficult to match; whether in the developed or developing societies (Nwizu, 2019). The author stressed that every society strives to create teacher education activities which would be up to global standards which would impact learning, human growth, promote life skills and sustainable development.

Successive governments in Nigeria have made serious efforts to improve the standard of teacher education with all kinds of road maps or reforms in the educational sector. but more seems to be done to alleviate the mirage of teacher education challenges facing the Nigeria's education system.

In Nigeria, the teacher is peculiar personnel in the learning circles and education system because it is the teacher who dictates the pace in the educational development of any nation. It is through education that excellent learners are discovered for national development programmes and projects. A nation with well-trained quality teachers tends to derive positive benefits as par child development. This is due to their expertise in teaching and exposing the young learners to their various fields of human endeavour for human resource development. The teacher therefore, plays key roles in the socioeconomic growth of Nigeria. As a matter of fact, minus the learners, teachers are the largest and the most crucial inputs of an education system (Ngerem, 2015).

Furthermore, in the teaching profession, teacher quality concerns the exhibition of moral character, personality and character traits, and competent teaching skills (National Academics of Science, 2017). According to Asiabaka and Emenalo (2011:4) a good teacher is not necessarily one who speaks flowering or high sounding English in dishing out information to the learners, but is one who possesses certain attributes or qualities such as;

- i. High professional and academic ability and qualification.
- ii. Interest in and aptitude for teaching.
- iii. Prior professional education and training.
- iv. Sound professional attitude
- v. Good grasp of the subject matter
- vi. Good quality voice and speech
- vii. Good physical appearance.

Implications to Nation Building/Way Forward

The application of the above teacher attributes in the learning process, makes individual learning exciting and rewarding to the learner. Thus, teachers' roles to the development, blending and transforming of effective learners for human growth and national manpower development cannot be over emphasized.

Ezugwu (2011) explained that teaching is basically intent to bring about learning that will promote behavioral change in the learner. Teaching and Learning refers to concerted activity that increases the capacity and willingness of students to acquire and productively apply new knowledge and skills to grow, mature and to adapt successfully to changes and challenges (Warschaure, 1996). Therefore, every teaching has expected outcomes which are observable and learning process changes in the learner which can be inferred. Teacher preparations environments are highly advocated and highly required for the 21st century teacher in Nigeria, and for learners growth. The teachers in early childhood and primary education plus adult educators, among other instructors at different teaching levels are greatly challenged to work with schools on the provision of appropriate learning experiences for human development. Funding of early childhood and primary education, entrepreneurship and technical vocational education training (TVET) of youths are vital to human development in Nigeria in this 21st century.

REFERENCES

- Asiabaka, I.P and Emenalo F.C (2011) *Management of Teaching as a profession*: Owerri. Websmedia communications ltd.
- Carr, L (2015) The six "levels" of learning. Culled from
<https://facultyedsolutions.org/the-six-levels-of-learning>
- Ezugwu, K.D. (2011). Curriculum Trends and Challenges for a New Humanities Teacher, NJCS,18 (1)
- Gipson, H. A. (2011). Impact of teaching and learning on educational development, *Journal of Management Science* 3 (4) 93 - 95.
- Knowles, .M. S. et al (1984) *Andragogy in action. Applying modern principles of adult education*, San Francisco: Jossey Bass.
- National Academies of Science, (2017) "Defining Teacher quality"
internet source [Http://www.nap.edu](http://www.nap.edu) 12th February, 2017.
- Ngerem, E.I. (2016) Administration of Nigeria Education in Modebelu M.N, Eya L.O; and ObunadikeJ:C (2016) ed *Educational Management: The Nigeria Perspective*. Awka, SCOA Heritage Nigeria Limited.
- Nwizu, S (2019) Reinventing teacher education in Nigeria for global competitiveness in the 21st century. University of Nigeria, Nsukka. A Conference keynote paper.
- Obidiegwu, D.J. & Obiozor, W.E. (2014) *Adult learning: Towards human development throughout lifespan*. Nimo: Nigeria. Rex Charles & Patrick Press.
- Okemakinde, S.O., Okemakinde, T., & Gbenro, A.I. (2006). Strategies for effective organization and management of universal basic education (UBE) towards revitalizing education in the 21st century. *Adult Education in Nigeria: NNCAE 11*. (249-262).

- O'Neil, J. & Lamm, S.L. (2000). Working as a learning coach team in action learning. *New Directions for Adult & Continuing Education*, 87, 43-52.
- Trading economics (2018) Youth unemployment rate. Retrieved on line from <https://tradingeconomics.com/nigeria/youth-unemployment-rate>
- UNESCO (2018) Education in Africa. Retrieved online from <http://uis.unesco.org/en/topic/education-africa>
- Wade, S. & Hammick, M. (1999). Action learning circles: Action learning in theory and practice. *Teaching in Higher Education*, v. 4, p. 163-179.
- Warchauer, M. (1996). Computer-assisted Language learning. _ Introductions. Ins fotos (Ed) Multimedia language teaching. Tokyo: Lagos International pp.2-3

Online support

www.ttwhlink.com > -donclark > hrd > bloom
<https://facultyedsolutions.org/the-six-levels-of-learning/>
<https://thesecondprinciple.com/instructional-design/three-domains-of-learning-...>