

Teaching and Learning in Social Science and Humanities:

A Cognitive-Affective Approach to Tertiary Teaching

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Philosophy Behind the Cognitive-Affective Approach

- Within the realm of social science and humanities students are required to learn more than a series of theories and facts that they can then apply to real world experiences.
- They are also required to bring a humanitarian element to their practice.

Philosophy Behind the Cognitive-Affective Approach

- For this reason emphasis needs to also be placed on affective learning as well as the cognitive approach of acquiring knowledge.
- As such affective learning and reflection on ones own life experiences are critical for the development of such skills as social reasoning and problem solving.

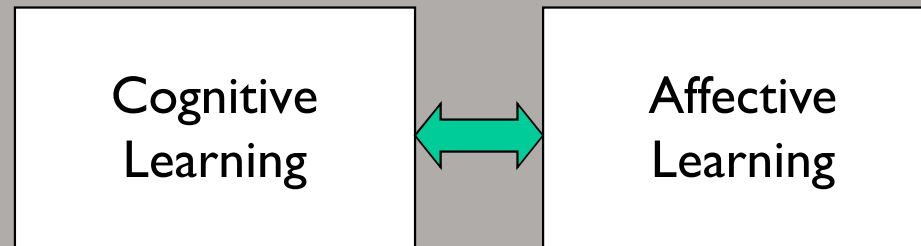
Philosophy Behind the Cognitive-Affective Approach

- The cognitive-affective approach therefore provides the philosophical foundation from which tertiary teachers can base their teaching outcomes ensuring that both the emotional and traditional cognitive realms are being delivered.

The Cognitive-Affective Approach

- The cognitive-affective approach integrates the two learning approaches
 1. Cognitive Learning
 2. Affective Learning

The Cognitive-Affective Approach



Cognitive learning has been identified as dealing with the recall or recognition of knowledge and the development of intellectual skills and abilities

Affective learning is described as changes in interests, attitudes, feelings, emotions, and values.

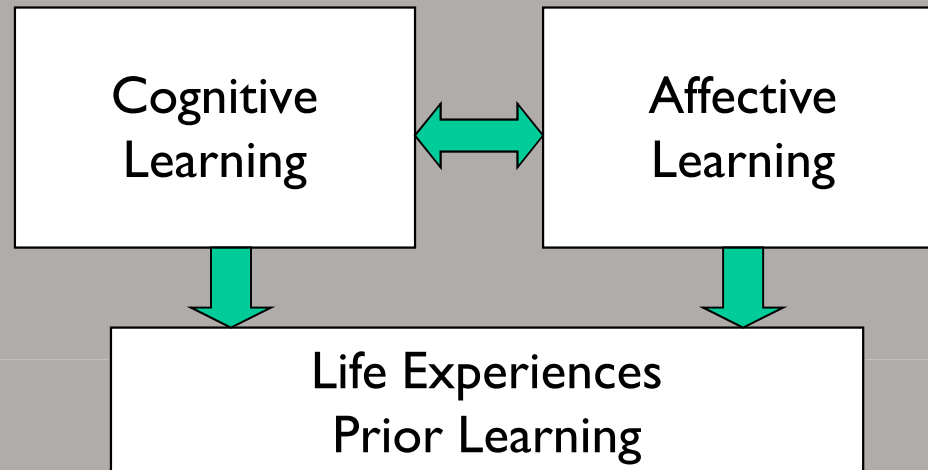
The Cognitive-Affective Approach

- No adult teaching model should discount the student's *life experience* and *prior learning*, particularly in the fields of social sciences/services and humanities.

The Cognitive-Affective Approach

- Learning and achievements from past experiences can account for a large degree of the skills and knowledge that is necessary in both social sciences/services and humanities.

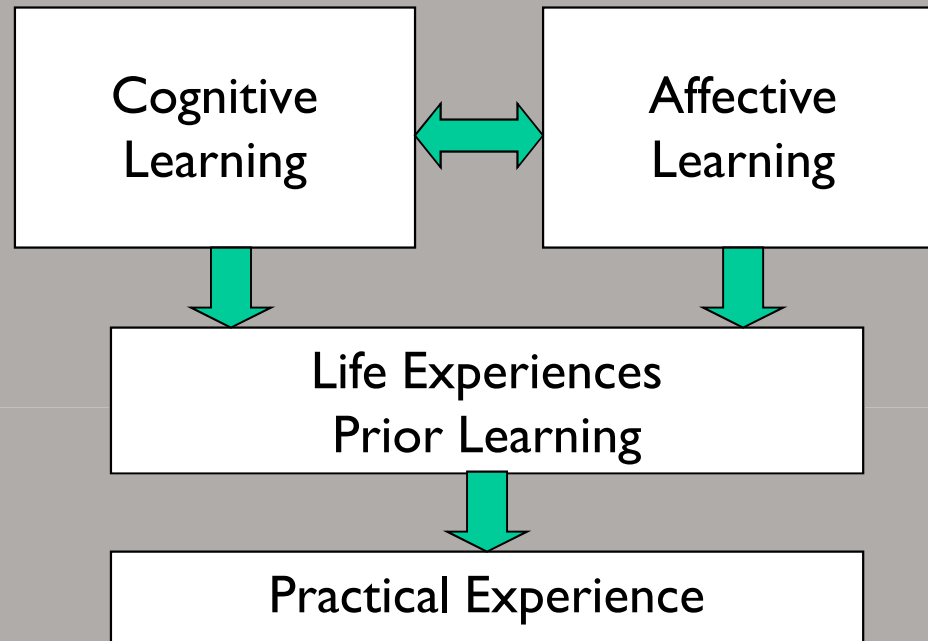
The Cognitive-Affective Approach



The Cognitive-Affective Approach

- *Practical experience* of any given exercise aids in the learning process.

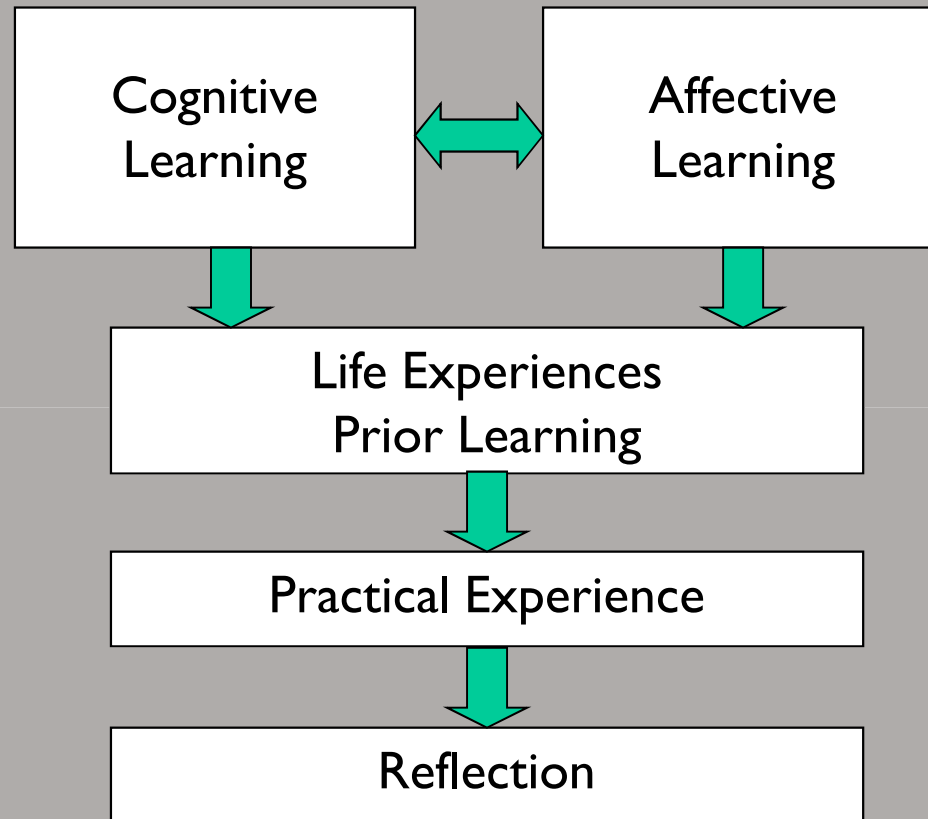
The Cognitive-Affective Approach



The Cognitive-Affective Approach

- ***Reflection*** is a process of reflecting on what has been learnt and discovering what existing information is no longer appropriate or needs to be changed.

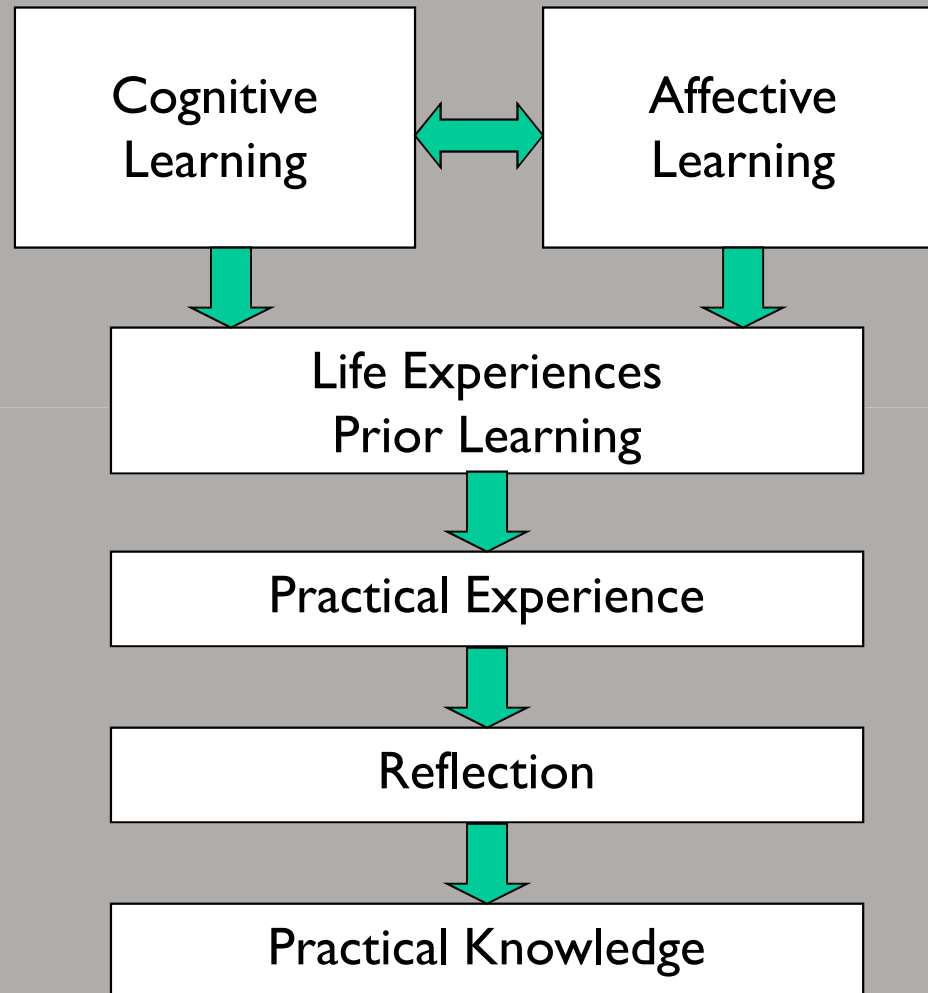
The Cognitive-Affective Approach



The Cognitive-Affective Approach

- ***Practical knowledge*** is the overall outcome of the cognitive-affective approach to learning and teaching.
- It provides the individual with the information and ability to apply knowledge in a practical environment.

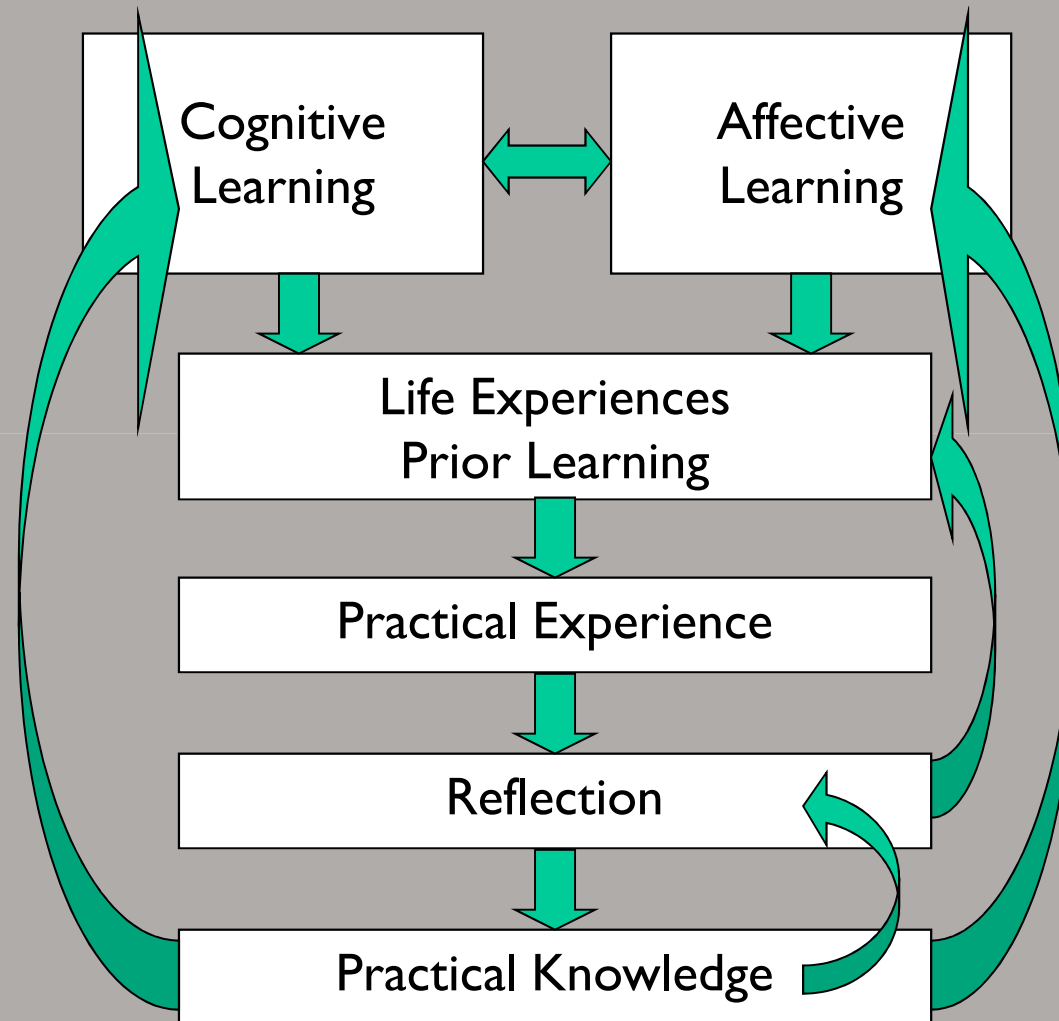
The Cognitive-Affective Approach



The Cognitive-Affective Approach

- This approach is structured in such a way that knowledge can always be built, reflected on, and changed as new learning is undertaken.

The Cognitive-Affective Approach



Conclusion

- This approach has been tailored for a specific adult learning group.
- Focus is placed on cognitive and affective learning.
- The desired outcome is to obtain practical knowledge that the student is able to apply.

Conclusion

- In essences it is a humanistic model that guides adult learning and reflective practice to assist in the acquisition of practical knowledge