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Sample Line Edit

~~The Role of Instructional Art Modeling in Integration and Cognitive Development Essay~~

~~Being naturally curious and willing to get new knowledge regularly, Y~~ young children can

learn in a variety of ways and ~~therefore~~ require professional educators' assistance ~~to develop~~ properly and transform ~~the~~ knowledge ~~they acquire~~ into helpful skills. ~~A very common mode of learning demonstrated by C~~ children is ~~often acquire~~ knowledge ~~acquisition through~~ by observing the external world ~~and individuals in it~~ and imitating others' ~~people's~~ behaviors and the ways ~~those to individuals~~ interact with ~~their~~ environment (Eggen & Kauchak, 2016). ~~This aspect of children's perspective on the world~~ ~~view~~ finds ~~its~~ reflection in the so-called teacher modeling instructional strategy, ~~or instructional modeling, that which~~ involves ~~simply and explicitly~~ modeling a specific learnable skill ~~simply and explicitly to and~~ ~~enabling~~ young learners to repeat it independently. ~~If~~ ~~When~~ broadly defined, modeling is understood as "behavioral, cognitive, and affective changes resulting from observing the actions of others" (Eggen & Kauchak, 2016, p. 243). Modeling is ~~specifically important and~~ valuable in early childhood education, since ~~this practice it helps allows young learners~~ to gradually ~~prepare young learners to~~ perform specific tasks. Without modeling, young learners would be placed in situations of uncertainty, ~~when in which~~ they would be ~~supposed expected to hit upon~~ ~~understand~~ the ideas behind ~~the a~~ required skills without ~~necessary~~ help.

~~Continuing on the importance of modeling, even though~~ ~~While~~ there are ~~undoubtedly~~ intellectually precocious children ~~that who~~ outperform their peers ~~in terms of by~~ finding links between the sequences of actions and results ~~on their own~~, the absence of modeling during instruction ~~for all children~~ would deprive the majority of learners of an easy-to-follow point of

Commented [CJ1]: This essay is more about instructional modeling rather than art. A clear title will help readers understand the topic of the essay.

Commented [CJ2]: I removed the first phrase because it assumed that all children are curious and acquire knowledge quickly. I suggest that you add a bit more specificity here, which will improve your argument. What age children are you describing here? Do they have "typical" levels of cognitive and physical development?

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reference. The use of modeling during instruction leads to some valuable outcomes, including learning new behaviors, helping learners to use abilities that they already possess, altering individuals' self-imposed restrictions on behavior, and arousing specific emotions (Eggen & Kauchak, 2016). Additionally, teacher modeling is extremely valuable, since many techniques involve dividing ~~the a~~ skill into a set of simple and easy-to-understand segments, ~~which~~ making it much easier for learners to understand the internal logic of ~~an the~~ activity that they are ~~supposed~~ to complete.

~~Modeling can be used to instruct and teach diverse learners, and young children are not an exception. One way that educators can effectively employ instructional modeling is through~~ ~~The fine~~ arts and artistic activities, ~~which~~ are known to contribute to children's timely and healthy cognitive development (Baker, 2013). Such activities are widely used in early childhood centers, ~~and where it is possible to apply~~ instructional modeling ~~to can be used to~~ enable young learners to produce simple artworks. For instance, ~~the a~~ teacher ~~may-might~~ use modeling to explain how to create a greeting card with handprint flowers. ~~To do it, I~~ the teacher ~~may-might~~ ~~use-introduce~~ a series of steps, including presenting the completed work as a reference and explaining the steps taken to produce the work ~~(one-by-one)~~. Then, the teacher ~~may-might~~ show ~~the children~~ how to complete each step and verbalize ~~any meaningful~~ their actions ~~in order~~ to make sure that all ~~the~~ students understand the purpose of ~~the~~ actions ~~being demonstrated~~ they are ~~performing~~. ~~Finally~~ ~~In the end~~, the students will understand the sequence of steps needed to transform an empty piece of paper into a colorful greeting card and ~~engage in the process~~ ~~of create a beautiful work of~~ art.

~~The c~~ Concepts that young learners are expected to understand and put into practice ~~may~~ vary in ~~terms of~~ the extent to which their acquisition depends on ~~the children's-child's~~ ability to

Commented [CJ3]: What do you mean by "diverse" learners? In the US, this term has a very specific connotation related to race. Can you be more specific? I think you mean "many different types of learners" instead.

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engage in complex cognitive processes. ~~In my opinion,~~ Behaviorism can be successfully used to teach abstract values and social norms, such as respect for peers, to young children. Behaviorism is a theory of learning that ~~focuses on the~~ examines the interactions between external stimuli and behaviors and the way ~~of how~~ the former can be manipulated to ~~cause result in intentional~~ and positive changes in learners' responses to situations (Eggen & Kauchak, 2016). Behaviorism ~~takes its roots~~ originates from ~~in~~ Pavlov's studies of classical conditioning in laboratory dogs, but its applications to education ~~are is~~ more specifically ~~discussed~~ addressed in Skinner's theory of operant conditioning (Eggen & Kauchak, 2016). ~~The Skinner's~~ theory is based on the idea that people ~~quickly~~ learn quickly because they are able to ~~to~~ associate ~~some their~~ behaviors with ~~its~~ either the desirable or unwanted consequences of their actions. ~~It~~ This means that positive and negative reinforcements ~~can be introduced to~~ might motivate learners to engage in particular behaviors or, ~~conversely,~~ prevent them from doing something that is regarded as unacceptable.

Using Applying behaviorism, it would be possible to teach preschoolers ~~in and~~ kindergarteners (3-5 years old) to follow social norms that are critical to ~~their~~ subsequent socialization. ~~The~~ Examples of such concepts that refer to universally recognized norms ~~is~~ include ~~their~~ respecting peers and communicating with them in a polite way. Children in kindergartens spend a lot of time playing, and such activities often involve the elements of collaboration and interpersonal communication (Welchons & McIntyre, 2017). To motivate young learners to be respectful toward peers, it would be possible to resort to a set of positive reinforcements that would make politeness and respectfulness attractive and advantageous. For instance, it could be helpful to reward children for being patient ~~when while~~ waiting for their turn to play games, asking for permission prior to using their peers' toys, expressing gratitude, and so on. Some ways to reward students would include giving verbal praises or ~~letting allowing~~

Commented [CJ4]: Avoid using personal pronouns (I, we) in academic manuscripts.

Commented [CJ5]: In the text you mention Skinner; it would be better to cite Skinner here instead of a secondary source.

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~~kids~~ the children to play with their favorite toys or engage in activities that they ~~like most of~~ all prefer. ~~Also~~ In addition, positive and negative stimuli can be effectively used by introducing behavior charts and rewarding or removing stickers depending on children's attitudes toward others.

References

- Baker, D. (2013). Art integration and cognitive development. *Journal for Learning through the Arts*, 9(1), 1-15.
- Eggen, P. D., & Kauchak, D. P. (2016). *Education psychology: Windows on classrooms* (10th ed.). New York, NY: Pearson.
- Welchons, L. W., & McIntyre, L. L. (2017). The transition to kindergarten: Predicting socio-behavioral outcomes for children with and without disabilities. *Early Childhood Education Journal*, 45(1), 83-93.

Commented [CJ6]: Citation formatting is not included in line editing.