

# Comparing Learning Theories

	Behaviorism	Constructivism	Cognitivism	Andragogy
KEY PLAYERS	<ul style="list-style-type: none"> <li>• Pavlov</li> <li>• Skinner</li> <li>• Watson</li> <li>• Hull</li> </ul>	<ul style="list-style-type: none"> <li>• Dewey</li> <li>• Bruner</li> <li>• Piaget</li> <li>• Vygotsky</li> </ul>	<ul style="list-style-type: none"> <li>• Piaget</li> <li>• Neisser</li> <li>• Tolman</li> </ul>	<ul style="list-style-type: none"> <li>• Knowles</li> </ul>
KEY ZONE	Focus on behaviors such as memorization, generalization & association	Zone of proximal development- tasks that push abilities without frustration	Black box- learner is an information processor who determines how information (input) is processed into updated knowledge (output)	Problem-based, focused on immediate value of learning. Focused more on the process than the content itself.
ROLE OF THE LEARNER	<ul style="list-style-type: none"> <li>• Externally motivated.</li> <li>• Blank slate that learns through repetition</li> <li>• Produces output based on specific skills</li> <li>• Acquisition of new behavior through outside stimulus</li> </ul>	<ul style="list-style-type: none"> <li>• Active participant in the construction of knowledge</li> <li>• New information is linked to prior knowledge. (exploring, questioning, problem-solving)</li> </ul>	<ul style="list-style-type: none"> <li>• Active participant in the construction of knowledge</li> <li>• Mental process that redefines prior knowledge</li> <li>• Makes predictions, creates and invents.</li> </ul>	<ul style="list-style-type: none"> <li>• Intrinsically motivated</li> <li>• Has expert knowledge</li> <li>• Wants information immediately applicable to their lives</li> <li>• Require rich experiences</li> </ul>
ROLE OF THE INSTRUCTOR	<ul style="list-style-type: none"> <li>• Dominates the learning setting</li> <li>• Teacher-centered</li> <li>• Provides positive/negative reinforcement in response to the stimulus</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates learning environment conducive to reflection and teamwork</li> <li>• Student-centered (reason, reflect, justify)</li> <li>• Supports exploration</li> <li>• Explicit instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates learning</li> <li>• Deliberately engages various thought processes</li> <li>• Adapts instruction to learner's mental processes to maximize learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Respects the experience of the learner</li> <li>• Autonomous learning environments</li> <li>• Builds autonomy</li> </ul>
TAKEAWAYS FOR INSTRUCTIONAL DESIGN	<ol style="list-style-type: none"> <li>1. Offer positive/negative reinforcement</li> <li>2. Consider operational conditioning</li> <li>3. Best for facts &amp; procedures</li> <li>4. Focus on standards</li> <li>5. Guide learners towards a predetermined goal</li> <li>6. Gradual release model</li> </ol>	<ol style="list-style-type: none"> <li>1. Background, perception and perspective affect learning</li> <li>2. Scaffold active and purposeful tasks</li> <li>3. Discovery learning</li> <li>4. Schema</li> <li>5. Collaboration</li> <li>6. Differentiate instruction</li> <li>7. Feedback &amp; reflection</li> </ol>	<ol style="list-style-type: none"> <li>1. Chunk information</li> <li>2. Reduce cognitive load</li> <li>3. Learning through interactions</li> <li>4. Regulate the flow of information</li> <li>5. Direct attention</li> <li>6. Plan next steps</li> <li>7. Monitor understanding</li> <li>8. Select learning strategies</li> <li>9. S I's</li> </ol>	<ol style="list-style-type: none"> <li>1. 3 types of learning: formal, informal, non-formal</li> <li>2. Learner involvement in planning and setting learning objectives</li> <li>3. Consider social interactions, collaboration &amp; learner backgrounds</li> </ol>

# Theories Of Learning A Comparative Approach

**Dr.A.Catherin Jayanthy**



## **Theories Of Learning A Comparative Approach:**

Theories of Learning George Michael Gazda, Raymond J. Corsini, 1980      **Instructor's Manual to Theories of Learning** William R. Dinker, George Michael Gazda, Raymond J. Corsini, 1980      **An Introduction to Theories of Learning** B. R. Hergenhahn, 1988      **The Oxford Handbook of Reciprocal Adult Development and Learning** Carol Hoare, 2011-09-06 One of the Best Books of 2011 from the Center for Optimal Adult Development The fields of adult development and the study of learning have traditionally been considered separate with development falling under psychology and learning under education However recent ideas research and practices that have emerged in these fields of study effectively emphasize the inherent reciprocal relationship that exists between them advances in development frequently lead to learning and conversely learning almost necessarily fuels development In this second edition of The Oxford Handbook of Reciprocal Adult Learning and Development the synchronicity between development and learning is explored further as expert authors advance the latest theories to provide a rich foundation for this new area of study and practice for this interrelated field of study At the border of two disciplines this handbook focuses on the capacities of intelligence meta cognition insight self efficacy spirituality interpersonal competence wisdom and other key adult attributes as they relate to positive changes and personal growth in adults Contexts for development and learning e g the work role and environment are also addressed and mixed in throughout the volume are emanating implications for research practice and policy What emerges is a thoughtful handbook for all who promote optimal aging and is a must read for academics psychologists and practitioners in adult development      **Learning and Memory: A Comprehensive Reference** ,2017-07-07 Learning and Memory A Comprehensive Reference Second Edition Four Volume Set is the authoritative resource for scientists and students interested in all facets of learning and memory This updated edition includes chapters that reflect the state of the art of research in this area Coverage of sleep and memory has been significantly expanded while neuromodulators in memory processing neurogenesis and epigenetics are also covered in greater detail New chapters have been included to reflect the massive increase in research into working memory and the educational relevance of memory research No other reference work covers so wide a territory and in so much depth Provides the most comprehensive and authoritative resource available on the study of learning and memory and its mechanisms Incorporates the expertise of over 150 outstanding investigators in the field providing a one stop resource of reputable information from world leading scholars with easy cross referencing of related articles to promote understanding and further research Includes further reading for each chapter that helps readers continue their research Includes a glossary of key terms that is helpful for users who are unfamiliar with neuroscience terminology      *Human Resources Management* Bettye Shofner-Hoffman, Sandra Salser Long, 1987      **Routledge Handbook of Public Policy** Eduardo Araral, Scott Fritzen, Michael Howlett, M. Ramesh, Xun Wu, 2012-12-12 This Handbook provides a comprehensive global survey of the policy process Written by an outstanding line up of distinguished scholars and

practitioners the Handbook covers all aspects of the policy process including Theory from rational choice to the new institutionalism Frameworks network theory advocacy coalition and development models Key stages in the process Formulation implementation and evaluation Agenda setting and decision making The roles of key actors and institutions This is an invaluable resource for all scholars graduate students and practitioners in public policy and policy analysis

*An Introduction to Theories of Learning* Matthew H. Olson, B. R. Hergenhahn, 2009 For undergraduate and graduate courses in Learning Theory and Learning in departments of psychology and education Accessible for undergraduates yet thorough enough for graduate students this comprehensive text defines learning and shows how the learning process is studied The text places learning in its historical perspective giving students an appreciation for the figures and theories that have shaped 100 years of learning theory research

**Announcement**, 1930

**General Pedagogy** Martha M. A. Zama, Margaret Nalova Endeley, 2023-02-24 General Pedagogy A Guide to Effective Teaching demystifies the scientific art of teaching by providing facts principles and concrete examples in real life situations such that neither the novice teacher who peruses it will stutter in front of students on the first day of school nor will the experienced teacher write and execute the same old lesson plans on that day The best teachers are those who show you where to look but don't tell you what to see is a popular quote attributed to Alexandra K Trenfor which aptly summarises the kind of teachers this book intends to produce when used as a teacher training resource Real teachers facilitate learning they do not simply tell learners the answers to their questions and concerns Accordingly the authors take the readers through well researched themes in the academic discipline of teaching wherein they present analyse and discuss pertinent issues Although they provide useful suggestions for teaching success the authors encourage teachers to interpret facts ideas and suggestions presented against the sociocultural contexts of their practice The materials are presented creatively while adding a personal touch intended to facilitate effective and efficient learning For coherence and better comprehension the book has been carefully crafted in eighteen chapters lodged in six parts The first part introduces the reader to the concepts of teaching and teaching effectiveness The theoretical underpinnings of these concepts are brought out in the second part which paves the way for the third part that describes generic teaching approaches strategies and methods Part four and five comprise essential teaching skills and teaching tools for the 21st century while part six wraps up with the transition from teacher training laboratories to classrooms in the real world The last two chapters intentionally prepare the teacher to overcome challenges of professional work in contemporary African classrooms

*The Corsini Encyclopedia of Psychology and Behavioral Science, Volume 4* W. Edward Craighead, Charles B. Nemeroff, 2002-11-11 A complete reference to the fields of psychology and behavioral science Volume 4 is the final volume in The Corsini Encyclopedia of Psychology and Behavioral Science series Providing psychologists teachers researchers and students with complete reference for over 1 200 topics across four volumes this resource is invaluable for both clinical and research settings Coverage includes conditions assessments scales diagnoses treatments and more

including biographies on psychologists of note and psychological organizations from across the globe The Third Edition has been updated to reflect the growing impact of neuroscience and biomedical research providing a highly relevant reference for the highest standard of care

**Learning Theories for Teachers** Morris L. Bigge,1982 Learning Theories for Teachers provides a comprehensive yet manageable overview of current major educational psychological theories and issues and analyzes the implications for the teaching process Adopting the idea that there are no final answers to questions concerning school learning this book encourages teachers to develop their own learning theories and test them in terms of classroom reactions structure and the adequacy of supporting evidence The sixth Edition features a new chapter on computer education and use of the Internet as a source of data

**Second Language Learning Theories** Rosamond Mitchell,Florence Myles,Emma Marsden,2019-01-21 Written by a team of leading experts working in different SLA specialisms this fourth edition is a clear and concise introduction to the main theories of second language acquisition SLA from multiple perspectives comprehensively updated to reflect the very latest developments SLA research in recent years The book covers all the main theoretical perspectives currently active in SLA and sets each chapter within a broader framework Each chapter examines the claims and scope of each theory and how each views language the learner and the acquisition process supplemented by summaries of key studies and data examples from a variety of languages Chapters end with an evaluative summary of the theories discussed Key features to this fourth edition include updated accounts of developments in cognitive approaches to second language L2 learning the implications of advances in generative linguistics and the social turn in L2 research with re worked chapters on functional sociocultural and sociolinguistic perspectives and an entirely new chapter on theory integration in addition to updated examples using new studies Second Language Learning Theories continues to be an essential resource for graduate students in second language acquisition

*Theories of Learning* Ernest Ropiequet Hilgard,Gordon H. Bower,1975

**Multicultural Psychology in Learning** Dr.A.Catherin Jayanthy, **Introduction to Personality** E. Jerry Phares,1991 This text introduces the major theories research techniques and assessment methods in contemporary personality psychology Each theoretical chapter is followed by a research and assessment chapter with summary evaluations intended to help students recognize each theory s strengths and weaknesses The text can be used by students with little or no background in psychology beyond a general introductory course offers a detailed discussion of the biological and environmental determinants of personality

**A Hybrid Approach to Teaching Chinese through Digital Humanities, CALL, and Project-Based Learning** Dongdong Chen,2024-08-15 A Hybrid Approach to Teaching Chinese through Digital Humanities CALL and Project Based Learning presents an exposition of current thinking research and best practices in Computer Assisted Language Learning CALL Digital Humanities DH and Project Based Language Learning PBL in the context of teaching Chinese as a foreign language TCFL It proposes integrating CALL and DH into PBL to form a Digital Humanities Augmented Technology Enhanced Project Based Language Learning DATEPBL approach to transform

student learning By combining DH pedagogy and CALL technology with PBL the approach takes advantage of their synergies which enables instructors to help students develop linguistic and cultural competency as well as 21st century skills Case studies and best practices from experienced Chinese language teachers are presented to demonstrate the value of the DATEPBL approach This is the first volume that covers all three fields and makes a strong case for the importance of incorporating CALL DH and PBL for effective language learning Written for professionals in language education including educators curriculum designers and developers graduate students publishers government personnel and researchers the book provides theoretical insights and practical applications of CALL DH and PBL Annual Meeting Program American Educational Research Association,1979 *Teaching the Comparative Approach to American Studies* Stanley S. Seaberg,1971 A Critical Study of Thorndike's Theory and Laws of Learning Walter Thomas Pax,1938

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