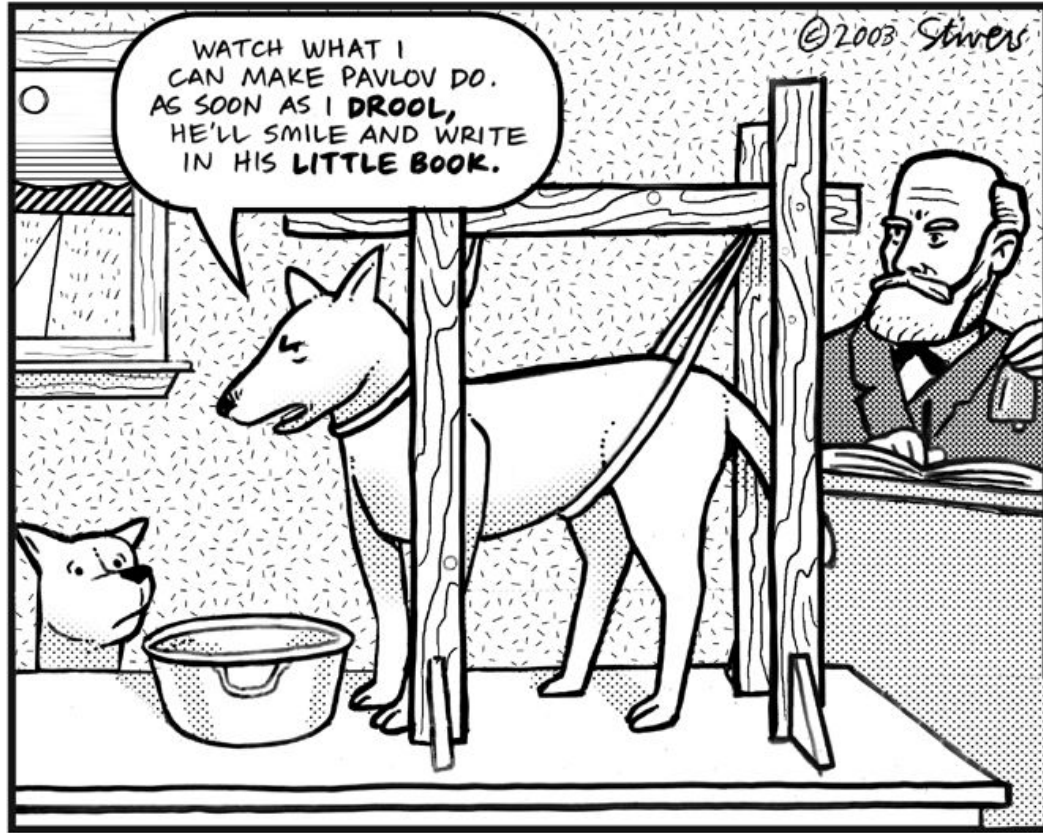


Behaviourism



Article Summaries

Ertmer & Newby (2013)

Summarizes theoretical foundations of behaviourism, cognitivism, and constructivism, with the intention of supporting educators in instructional design.

Weegar & Pacis (2012)

Examines connections, similarities, and differences between behaviourism and cognitivism, and identifies practical applications of both in learning environments.

Abramson (2013)

Critiques the presentation of behaviourism within modern university psychology curricula.

Presents suggestions for improved representation of behaviourism in university classes.

Behaviourism: Theoretical Concepts



Learning and Learners

- Changes in observable performance
 - Form
 - Frequency
- Proper response to an environmental stimulus.
- Association between stimulus and response.
- Supported by reinforcement.
- Learners are reactive - react to the environment.



Memory

- Focus not on cognitive processes
- Memory not typically addressed
- Forgetting attributed to “nonuse” of a response
- Habits as repeated behaviour patterns
- Practice maintains readiness



Transfer of Learning

- Application of learned knowledge in new ways or situations
- Generalization
 - Similar or identical situational features



Teaching Methods and Types of Learning



- Teaching methods

- Strengthen stimulus-response associations
 - Modelling
 - Practice
 - Cueing
 - External rewards and reinforcement

- Learning types

- Recalling facts and definitions
- Chaining
- Associations
- Choosing behaviours

Applying Theoretical Principles to Instructional Design

- Pre-assessment tests at the beginning of the year to classify students' needs and to determine instruction
- Instruction through sequence to elicit the desired response from the learner who is presented with a target stimulus
- Use of cues, shaping and practice to ensure a strong stimulus- response association
- Observable and measurable outcomes in students



Instruction + Environment

- Positive and negative reinforcements
- The learner must know how to execute the proper response, as well as the conditions under which that response should be made
- Instruction is structured around the presentation of the target stimulus and the provision of opportunities for the learner to practice making the proper response



Review: Role of the teacher

- To determine the cues that can elicit the desired responses in students
- To arrange practice situations that prompts the target stimuli
- To create environmental conditions to allow students to answer correctly the target stimuli and receive reinforcement for them



Quiz Time!

Please visit **kahoot.it** and enter
game **PIN 790778**

Discussion

In your classcraft teams, read the selected quotations from the reading responses. Discuss the question assigned to your group. Prepare a short video response addressing the question. Include references to behaviourist theory and to the ideas/concerns brought up in the selected quotations.



Question 1

How is behaviourism reflected
in the gamification of the classroom?



Question 2

What is the role of behaviourism
in personalized learning?



Question 3

What is the impact of false dichotomies
perceived hierarchies in teaching and
learning theories?



Question 4

How does an improved understanding of theory help us better reflect on and enrich our classroom practice?



TIME IS UP!



ALL TEAMS UNITE!

Where does behaviourism
fit into DLC3 and the new
curriculum?