

# Human Development and Learning Concept Map

## Behaviourism

- changes in observable performance  
- learning is observable & emphasis placed on external events

### Neo-Behaviourism (Bandura's Social Learning)

- cognition connects environment to behaviour  
- experience/observation can influence behaviour but does knowledge influence behaviour

According to Abramson areas of psychology first developed by behaviourists have since been replaced by cognitivist views and definitions. No clear distinction between behaviourism and cognitivism, especially when referring to teaching.

## Cognitivism

- process of thinking as information processing

### Memory

**Processes of Memory**  
**Habituation**- no need to pay attention  
**Dishabituation**- change so you have to pay attention  
**Automaticity**- process information with little effort  
**Attention**- focus on a task  
**Selective Attention**- focus on important parts while blocking out other stimuli  
**Making meaning key to memory but can also use rehearsal, organization, keywords, and imagery**

**Declarative Knowledge** (knowing facts/stories)  
**Procedural Knowledge** (knowing what to do with the facts)  
**Conditional Knowledge** (knowing when & why)  
 Students need background knowledge memory to build cognitive thinking

**Sensory Memory (SM)**  
 - fraction of a second  
**Working (short term) Memory (WM)**  
 - up to 30 seconds  
**Long Term Memory (LTM)**  
 - up to a lifetime

**Schemas**  
 - storage of memories in LTM  
 - different types of schemas (personal/scripts)

**Assimilation** (incorporating new information into existing knowledge)  
**Accommodation** (when a student adjusts to new knowledge)

**Equilibration** (process of balancing what we already know with what we may be asked to learn that doesn't quite fit)

## Piaget "activity is key"

Theorist / Cognitivist

- saw children as *active* learners  
 - studied children in natural environments  
 - saw learning as constructive process  
 cognitive growth takes place at developmental stages

**Stages**  
 - sensorimotor (age 0-2)  
 - preoperational (age 2-6)  
 - concrete operational (age 7-11)  
 - formal operational stage (age 12-adulthood)  
 Children must engage in appropriate activities in order to learn. Cognitive growth occurs through adaptation and proceeds through process of assimilation & accommodation.

Constructivist

- individual construction of knowledge  
 - child as "solitary scientist"  
 - development precedes learning

- social construction of knowledge  
 - mediated by people and cultural tools  
 - learning fosters development

**Bruner "scaffolding"**  
 - supports learning by modeling, cueing, thinking aloud, asking ques.  
 - co-operative learning

Constructivist

## Vygotsky "culture is key"

Theorists

## Constructivism

- learner must actively "build" knowledge and skills

Psychological/Individual

Basic Forms

### Social Constructivism

### Social Constructionism

**Situated Learning**  
 - all learning is contextual, embedded in a social and physical environment

**Community of Practice (CoP)**  
 - social learning  
 - common interest in a subject or problem  
 - collaboration

- interaction with people in one's world  
 - cultural tools provided to support thinking (i.e. real tools/symbols/speech)

Constructivist

**Zone of Proximal Development**  
 - distance between what you can do on your own and what you can do with help from an adult  
 - tasks below ZPD= no new learning  
 - tasks above ZPD= no meaningful learning

### Skinner

**Operant Conditioning**  
 - consequences of behaviour impact likelihood of future occurrences

### Watson

**Classical Conditioning**  
 - Unconditioned stimulus (UCS)  
 - Conditioned stimulus (CS)  
 - CS + UCS = Conditioned response  
 - association formed between UCS and CS

### Pavlov

Theorists

Theory

Theory

Theory

Basic Forms

Constructivist