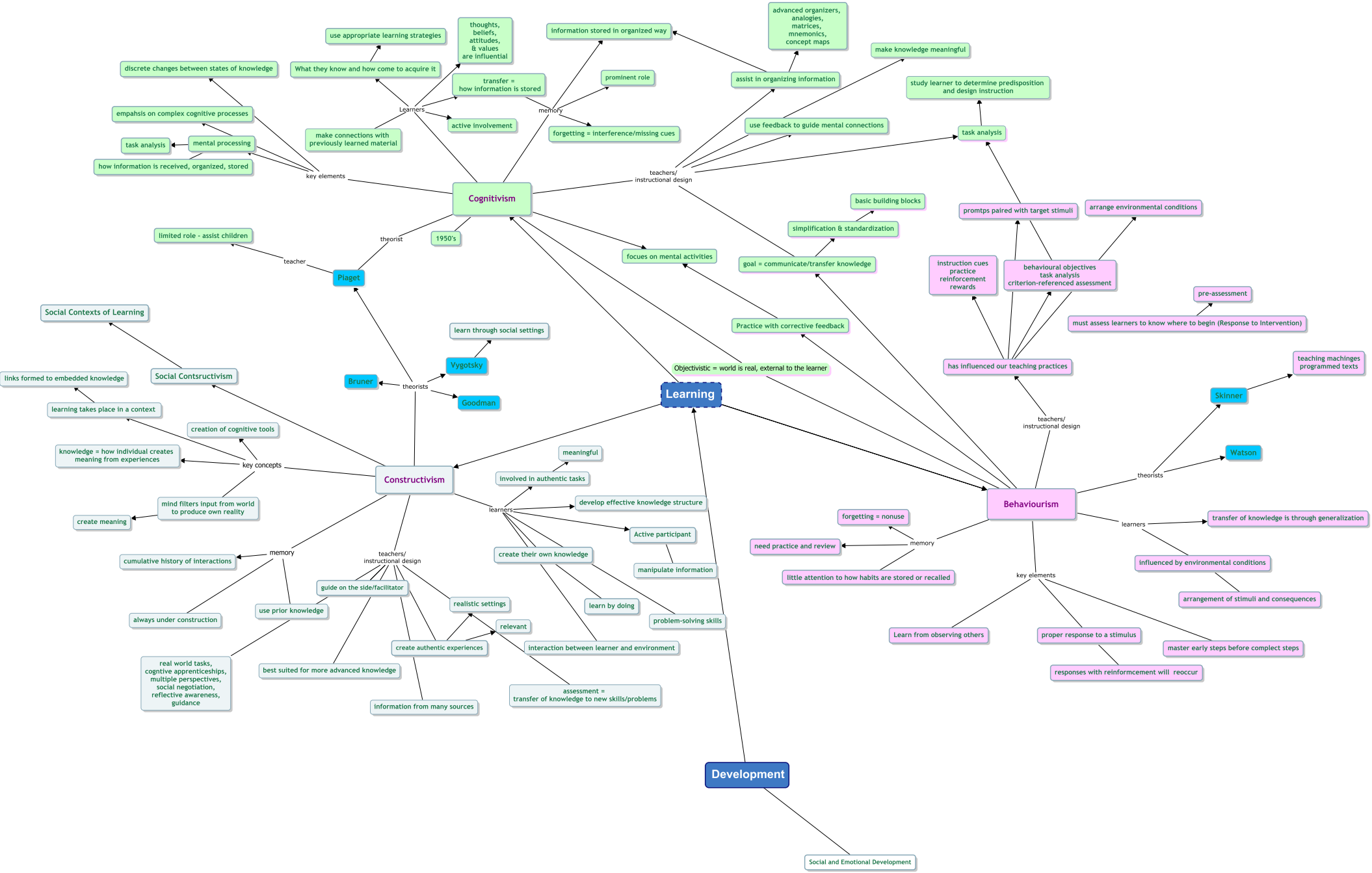
Learning
Cognitivism
key elements
mental processing
task analysis
empahsis on complex cognitive processes
discrete changes between states of knowledge
how information is received, organized, stored
Learners
What they know and how come to acquire it
use appropriate learning strategies
thoughts, beliefs, attitudes, & values are influential
transfer = how information is stored
active involvement
make connections with previously learned material
memory
information stored in organized way
prominent role
forgetting = interference/missing cues
teachers/ instructional design
assist in organizing information
advanced organizers, analogies, matrices, mnemonics, concept maps
make knowledge meaningful
use feedback to guide mental connections
study learner to determine predisposition and design instruction
task analysis
focues on mental activities
goal = communicate/transfer knowledge
simplification & standardization
basic building blocks
Practice with corrective feedback
Objectivistic = world is real, external to the learner
theorist
1950's
Piaget
teacher
limited role - assist children
Constructivism
theorists
Vygotsky
learn through social settings
Bruner
Goodman
Social Contsructivism
Social Contexts of Learning
links formed to embedded knowledge
learning takes place in a context
key concepts
creation of cognitive tools
knowledge = how individual creates meaning from experiences
mind filters input from world to produce own reality
create meaning
memory
cumulative history of interactions
always under construction
use prior knowledge
real world tasks, cogntive apprenticeships, multiple perspectives, social negotiation, reflective awareness, guidance
teachers/ instructional design
guide on the side/facilitator
best suited for more advanced knowledge
create authentic experiences
information from many sources
realistic settings
relevant
assessment = transfer of knowledge to new skills/problems
interaction between learner and environment
learners
meaningful
involved in authentic tasks
develop effective knowledge structure
Active participant
manipulate information
create their own knowledge
learn by doing
problem-solving skills
Behaviourism
teachers/ instructional design
has influenced our teaching practices
instruction cues practice reinforcement rewards
behavioural objectives task analysis criterion-referenced assessment
promtps paired with target stimuli
arrange environmental conditions
pre-assessment
must assess learners to know where to begin (Response to Intervention)
theorists
Skinner
teaching machinges programmed texts
Watson
learners
transfer of knowledge is through generalization
influenced by environmental conditions
arrangement of stimuli and consequences
memory
forgetting = nonuse
need practice and review
little attention to how habits are stored or recalled
key elements
Learn from observing others
proper response to a stimulus
responses with reinformcement will reoccur
master early steps before complect steps
Development
Social and Emotional Development