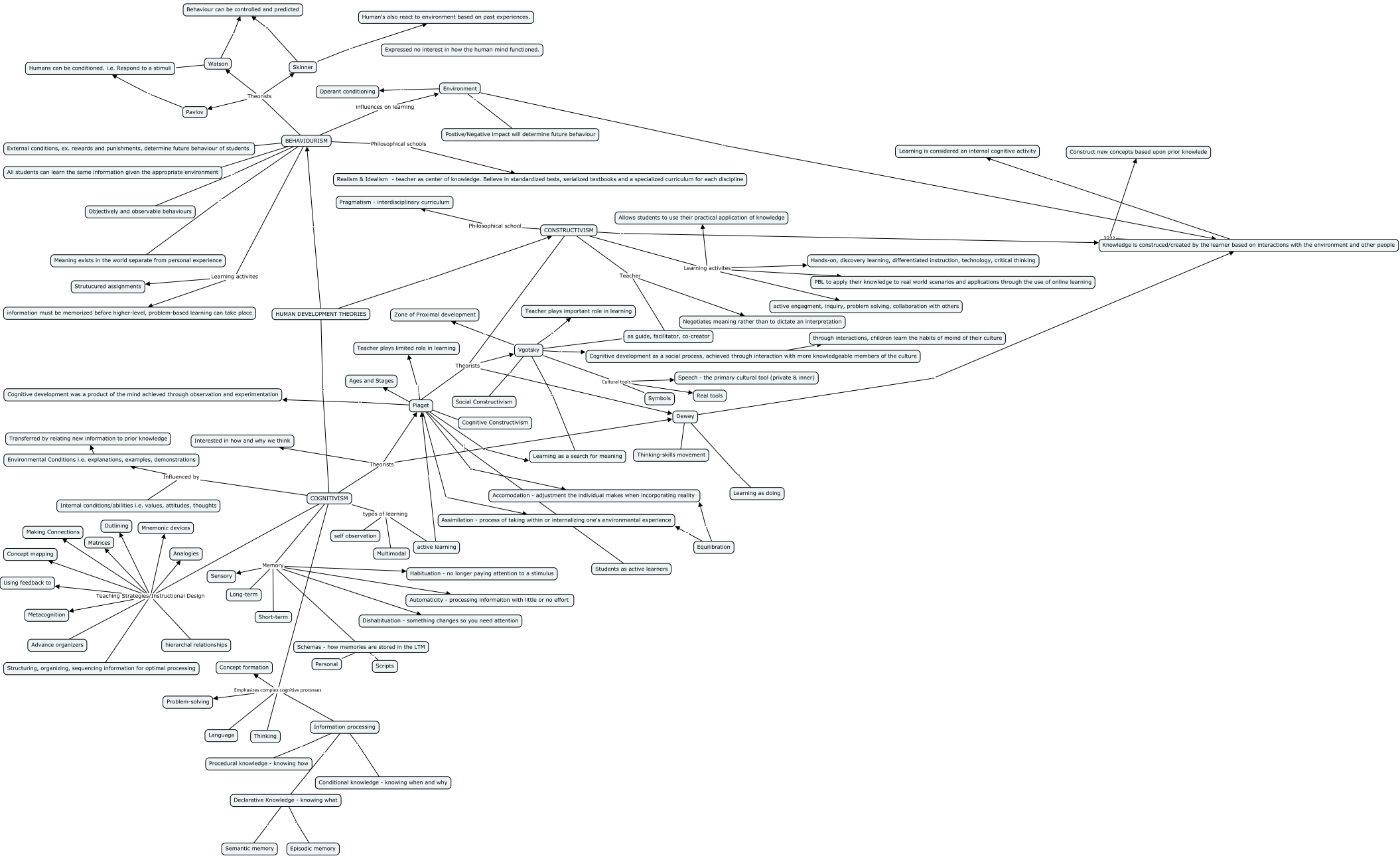
Behaviour can be controlled and predicted
Human's also react to environment based on past experiences.
Expressed no interest in how the human mind functioned.
Humans can be conditioned. i.e. Respond to a stimuli
Watson
Skinner
Theorists
Pavlov
Operant conditioning
Environment
influences on learning
Postive/Negative impact will determine future behaviour
BEHAVIOURISM
Philosophical schools
External conditions, ex. rewards and punishments, determine future behaviour of students
All students can learn the same information given the appropriate environment
Realism & Idealism - teacher as center of knowledge. Believe in standardized tests, serialized textbooks and a specialized curriculum for each discipline
Objectively and observable behaviours
Pragmatism - interdisciplinary curriculum
Philosophical school
CONSTRUCTIVISM
Allows students to use their practical application of knowledge
Learning is considered an internal cognitive activity
Construct new concepts based upon prior knowlede
????
Knowledge is construced/created by the learner based on interactions with the environment and other people
Meaning exists in the world separate from personal experience
Learning activites
Hands-on, discovery learning, differentiated instruction, technology, critical thinking
Strutucured assignments
Teacher
PBL to apply their knowledge to real world scenarios and applications through the use of online learning
active engagment, inquiry, problem solving, collaboration with others
information must be memorized before higher-level, problem-based learning can take place
HUMAN DEVELOPMENT THEORIES
Zone of Proximal development
Teacher plays important role in learning
Negotiates meaning rather than to dictate an interpretation
as guide, facilitator, co-creator
through interactions, children learn the habits of moind of their culture
Teacher plays limited role in learning
Vgotsky
Cognitive development as a social process, achieved through interaction with more knowledgeable members of the culture
Theorists
Cultural tools
Speech - the primary cultural tool (private & inner)
Ages and Stages
Symbols
Real tools
Cognitive development was a product of the mind achieved through observation and experimentation
Social Constructivism
Piaget
Dewey
Cognitive Constructivism
Transferred by relating new information to prior knowledge
Interested in how and why we think
Learning as a search for meaning
Thinking-skills movement
Environmental Conditions i.e. explanations, examples, demonstrations
Theorists
Influenced by
Accomodation - adjustment the individual makes when incorporating reality
Learning as doing
Internal conditions/abilities i.e. values, attitudes, thoughts
COGNITIVISM
types of learning
Assimilation - process of taking within or internalizing one's environmental experience
Making Connections
Outlining
Mnemonic devices
Matrices
self observation
active learning
Equilibration
Concept mapping
Analogies
Multimodal
Memory
Students as active learners
Sensory
Habituation - no longer paying attention to a stimulus
Using feedback to
Long-term
Teaching Strategies/Instructional Design
Automaticity - processing informaiton with little or no effort
Metacognition
Short-term
Dishabituation - something changes so you need attention
Advance organizers
hierarchal relationships
Schemas - how memories are stored in the LTM
Structuring, organizing, sequencing information for optimal processing
Personal
Scripts
Concept formation
Emphasizes complex cognitive processes
Problem-solving
Information processing
Language
Thinking
Procedural knowledge - knowing how
Conditional knowledge - knowing when and why
Declarative Knowledge - knowing what
Semantic memory
Episodic memory