HUMAN LEARNING AND DEVELOPMENT

Behaviorism

- tie to
- instructional design
  - applications
    - -observable behaviours
      -behavioural objectives
      -learner analysis
      -sequencing/mastery learning
      -tangible reward
      -cues
- underrepresented theorists
  - Dewey
    Pillsbury
    Thorndike
    Warren
    Yerkes
    Roback
    Verhave
    Buchanan
    Leibniz
    Plato
    Hutcheson
- subset → NeoBehaviorism
- well known theorist → Skinner
  - known for → operant conditioning
    - Additive:
      -Positive Reinforcement
      -Positive Punishment
      Subtractive:
      - Negative Reinforcement
      -Negative Punishment
- Watson
  - known for → little Albert
- Pavlov
  - known for → dogs
- classical conditioning
- intervening variables
- Bandura's Social Learning
- Hull
  Tolman
  Miller

Cognitivism

- link to
- theorist
- how & why we think
  - tie to → instructional design
    - applications
      - -metacognitive training
        -hierarchical analyses
        -outlining
        -recall of prerequisite skills
  - information processing theorist
    - study
      - memory
        - tie to
        - schemas
          - scripts & personal schemas
        - processes
          - children must be developmentally ready to learn
  - tie to
  - meaning
  - learn by
    - assimilation
      accomodation
      equilibration
  - individual knowledge
  - focus on
  - instructional design
    - applications
      - -active techniques
        -reflection
        -meaningful context
        -social participation
        -tools to support learning:
        --question
        --problem solving

Constructivism

- Piaget "individual"
  - stages of development
    - sensorimotor
      preoperational
      concrete
      formal
  - theorist
  - Bruner
    - known for → scaffolding
    - learn by → assimilation
      accomodation
      equilibration
  - Vygotsky "social"
    - known for → scaffolding
    - focus on → individual knowledge
  - forms
  - psychological
  - social constructivism
    - learning potential → ZPD
    - tie to → instructional design
    - focus on → instructional design
  - social constructivism
    - focus on → public knowledge
    - tie to → instructional design
    - situated learning → Lave & Wenger
      - social learning → CoP
        - meaning → we become active participants in the practices of communities and constuct identities in relation to these communities

Motivation

- qualities → less fear of failiure
  moderate risk takers
  ability to persist
- Achievement motivation
- internal desire
  -to do for own's sake
- tie to → -specific
  -recognition of effort
  -provides info about competence
  -orients students towards better appreciation of self
- types
  - Intrinsic
  - Extrinsic
- influenced by external rewards and punishments
- tie to → instructional design
  - praise
  - intelligence theory
    - students who believe that intelligence is malleable= higher motivation for academic tasks
- external reward & punishment
  reward themselves and each other
  autonomy- help studnts make a plan
  choice
  respect
  create curiosity
  variety
  relate learning to student need
- Experience academic success
  - Learn to critically challenge status quo
  - Experience resilience, which includes:
    - Academic self-efficacy
    - Behavioural self-control
    - Academic self-determinism
  - Caring teacher-student relationships
  - Effective peer & home relationships

Learning Environments

- in my opinion, the best instructional design includes everything on this map. What's important is that the learning envionment is organic, adaptive, and evolves with the needs of the students and society. Every student has unique needs, as does every class.
- tie to
- artificial environments
- little tie to real life
- intsructional design
- social group
- schools
- culture
  - as → embeddedness
  - as primarily → separation
  - education as → enculturation
    - tie to → no explicit teaching
      social sphere
      participation in same culture
  - tie to → western style
- "learning is any change in a system that produces a more or less permanent change in its capacity for adapting to its environment"
  -Herbert Simon
- link to
- Three orders: Natural, Practical, Social
  Three forms of knowledge:
  -Embodied knowledge:
  what we can do in nature
  -Practical knowledge:
  the skills we can acquire in practice
  -Discursive knowledge:
  the propositional elaborations
  we can make in the social order
- tie to
- i.e.
- model
- Development is impacted by the relationships of people and their environments
- believed
- Archer
- Bronfenbrenner
- instructional design
- -individual
  -on to one
  -group
  -community
  -e-learning
- theorist
- Social Contexts of Learning
- understand relationships
  develop positive relationships
  consider perspectives
  teamwork
  reflection
  personal awareness/efficacy

Diversity

- SES
- tie to → positive correlation between SES & achievement bcs:
  -health, environment & stress
  -low expectations
  -peer influences & resistance culture
  -poor teaching
  -home environment has limited resources
- culturally inclusive classes:
  instructional design
- identity
- Canadian students facing:
  - Poor health
  - Neglect
  - Physical abuse
  - Emotional abuse
  - Homelessness
  - Living with alcoholic or drug-addicted parents
- i.e.
- social
- SRSR
- tie to

Self-Regulated Learning

- FAIL- first attempt in Learning
  - learning exists when → motivation
    - tie to → SAIL- subsequent attempts in Learning
      - requires → strategic action
      - involves → -engaging in SRL
        conversation
        -modelling
        -guide thinking
        -corrective feedback
        -encouragement
    - tie to → Resiting distractions
      Persisting when tasks are difficult
      Delaying immediate gratification to meet a more important long-term goal
    - involves
    - tie to → which leads to
    - tie to → give students choice
    - tie to → challenge within ZPD
    - tie to → create complex tasks
    - tie to → allow students to self-evaluate
    - tie to → -peer based regulated learning
      -contribute to collaborative goals in the classroom
      -ability to give and receive instrumental help in learning and academic work
- i.e. → Ability to control thoughts and actions to achieve personal goals and respond to environmental demands
- believes → Zimmerman
- theorist
- teachers can
- instructional design

Socio-Emotional Learning

- importance of "soft skills"
- stresses
- personal and social core competency
- new BC curriculum
- link to

- UNICEF
- SEL skills
- application
- instructional design
- Self-esteem Problem-solving
  Communication Teamwork
  Self management Empathy
  Responsibility Decision-making