

Comparing learning theories

BEHAVIOURISM

COGNITIVISM

CONSTRUCTIVISM

CONNECTIVISM

ANDRAGOGY

Learning is:

Passive

An internal process

Experiential: task-based

Self-directed

Experiential: relevant to their lives

Focus is on:

Teacher

Teacher

Student

Student

Student

Key features:

Repetition and sequential learning
Triggers elicit a response
Produces observational behaviours

The way people think impacts behaviour
We absorb stimuli from the environment - e.g. school or home

ZPD is important in development and problem solving
Task-based, application of skills

Knowledge increases by connecting to a strong network
As networks expand so does the learning

Learning is guided by learners' own objectives
Relies heavily on previous knowledge and experience

Materials and techniques:

Lectures
Drill
Rote and repetition
Multiple choice tests
Checklists
Test-based learning

Lectures
Visual tools
Memorisation
Multiple choice tests
Essays
Flash cards

Discovery
Scaffolding
Based on personal experience and prior knowledge
Collaborative/social groups
Peer review and assessment
Simulations

Personal research
Sharing content and ideas
Collaborative, learning groups
Diverse sources

Learner guides
Problem solving
Scenario
Service based
Perception
Reflections and feedback

Learning relies on:

Exposure to stimulus
Positive and negative reinforcement

Environment: alters perceptions, behaviour and actions

Environment: family, community, society

Exposure to a network or group
Use of technologies

Experience and thought processes
Relevance to life or work

Transfer occurs by:

Stimulus and response

Making connections in knowledge and how to apply it

Social learning and collaboration
Learn from and with each other

Connecting nodes of information: existing knowledge adds context to new

Connecting knowledge to their circumstances

What role does memory play?

Responses are hardwired and become automatic

Knowledge is understood and stored. When it is relevant it is recalled and linked

Prior knowledge is linked to a current problem or information

Knowledge exists in the network. Links should be made within and stored. New information is continually acquired

Knowledge is stored in the memory, and recalled when appropriate to a work or life situation

Some key considerations for successful use:

Behaviours become mechanical
Repetition can become boring
Creates set patterns of behaviour

Relies on learner being engaged
Requires the teacher to anticipate errors

Learners must be open to errors
Must learn their limits
Teacher must identify prior knowledge

It requires a diverse network for effective learning
It can be limited by technological abilities

Must consider prior experience and how it fits the learners' life
Must allow the learner to guide both the learning and the assessment