

Figure 2.4 Comparative overview of three theories of learning

	Behaviourism	Cognitivism	Social constructivism
How learner is viewed	<ul style="list-style-type: none"> ● Passively learns correct response ● Focus on the individual ● Extrinsically motivated 	<ul style="list-style-type: none"> ● Actively builds understanding ● Focus on the individual ● Intrinsically motivated 	<ul style="list-style-type: none"> ● Collaboratively builds understanding through dialogue ● Focus on working together ● Socially motivated
Characteristics of teaching	<ul style="list-style-type: none"> ● Teacher transmits knowledge and skills ● Learning depends on teaching and systematic reinforcement of correct behaviour 	<ul style="list-style-type: none"> ● Teachers give learners individual opportunities to build their understanding of the topic ● Sets problems to solve ● Real life examples 	<ul style="list-style-type: none"> ● Teacher plans activities that allow learners to gradually build understanding through experience interaction and adult support
Characteristics of learning	<ul style="list-style-type: none"> ● Students follow teacher's instructions ● Students respond in the desired way 	<ul style="list-style-type: none"> ● Building knowledge of the topic by solving problems ● Learning can be independent of teacher 	<ul style="list-style-type: none"> ● Group discussion, problem-solving and feedback
Examples of T&L methods and resources	<ul style="list-style-type: none"> ● Recall of names ● Simple motor skills ● Multiple choice test ● Lower levels of Bloom 	<ul style="list-style-type: none"> ● Note-taking, reading, evaluating information and justifying decisions made ● Essay writing (compare and contrast ...) ● Higher level of Bloom 	<ul style="list-style-type: none"> ● Group discussion ● Group activities ● Paired mind mapping ● Higher level of Bloom
Strengths of the model	<ul style="list-style-type: none"> ● Easy to plan and administer ● Focus on clear targets ● Progress easy to monitor ● Can be fast and efficient way to learn 	<ul style="list-style-type: none"> ● Makes links between everyday life and classroom ● Motivates learners through links to everyday life ● Builds understanding on the experience of learners ● Individual students' deep learning can be assessed 	<ul style="list-style-type: none"> ● Learning comes through interdependence of teacher and students ● Encourages collaboration and language development ● Clarifies thinking and extends understanding ● Supports differentiation
Weaknesses of the model	<ul style="list-style-type: none"> ● Risk of superficial learning ● Difficult to adapt Teaching and Learning to meet the varied needs of students ● Motivation seen in terms of reward systems 	<ul style="list-style-type: none"> ● Planning and managing learning challenging ● Significant resource and organizational implications ● Management of classroom can dominate teacher's time ● Requires the active participation of learners 	<ul style="list-style-type: none"> ● Harder to assess the deeper learning of individual learners ● Planning and managing learning challenging ● Students may need preparing to fully participate in these activities (learning to learn)
Major theorists	<ul style="list-style-type: none"> ● Watson ● Skinner ● Thorndike 	<ul style="list-style-type: none"> ● Dewey ● Bruner ● Ausubel 	<ul style="list-style-type: none"> ● Vygotsky ZPD ● P4C (Lipman) ● Lave and Wenger

Ref

Gregson, M. & Hiler, Y. (2015)
 Reflective teaching in further, adult
 & vocational education, 4th ed. London
 Routledge