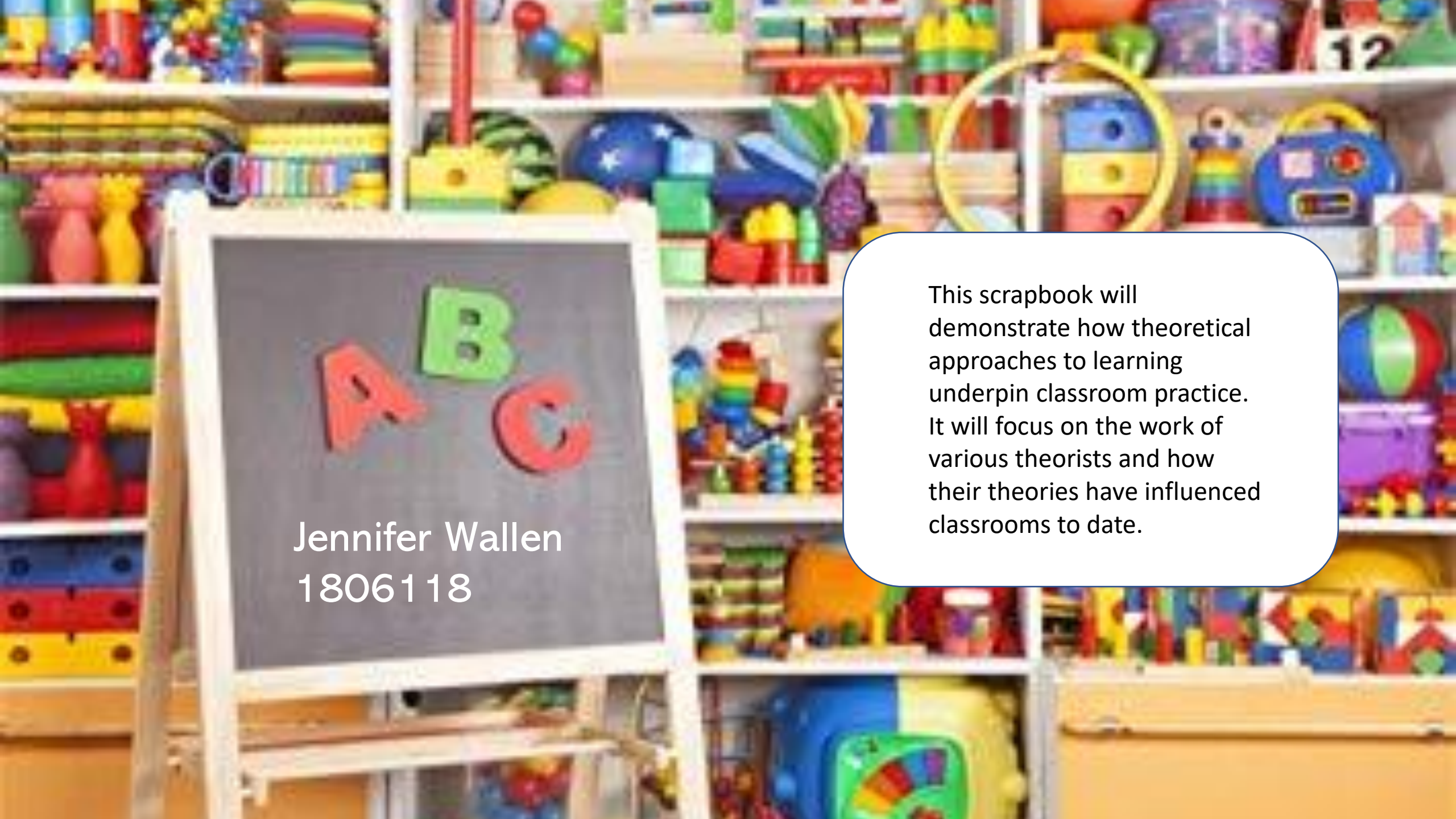


A photograph of a child's playroom. In the foreground, a white wooden easel holds a grey chalkboard. On the chalkboard, the letters 'A', 'B', and 'C' are arranged in a triangular pattern. 'A' is red, 'B' is green, and 'C' is red. Below the letters, the name 'Jennifer Wallen' and the number '1806118' are written in white. The background is filled with shelves of various colorful toys, including blocks, beads, and a yellow hula hoop. A white shelf with the number '12' is visible in the upper right.

Jennifer Wallen
1806118

This scrapbook will demonstrate how theoretical approaches to learning underpin classroom practice. It will focus on the work of various theorists and how their theories have influenced classrooms to date.

Cognitive Constructivism Theory

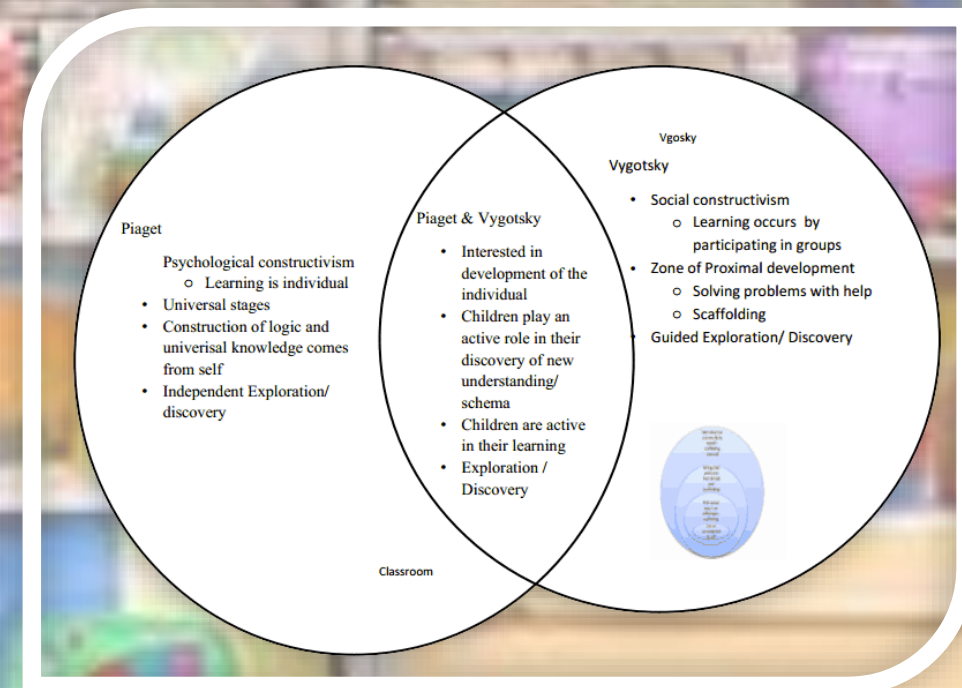
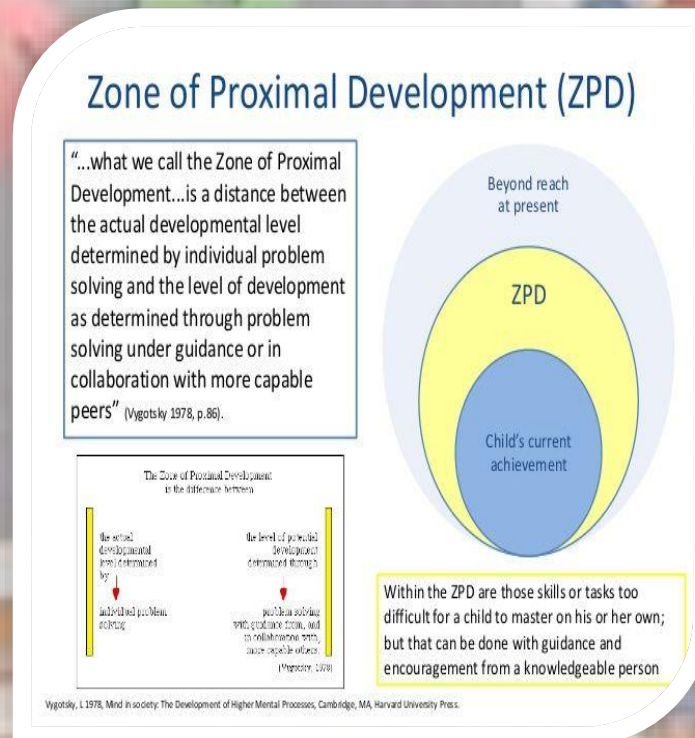
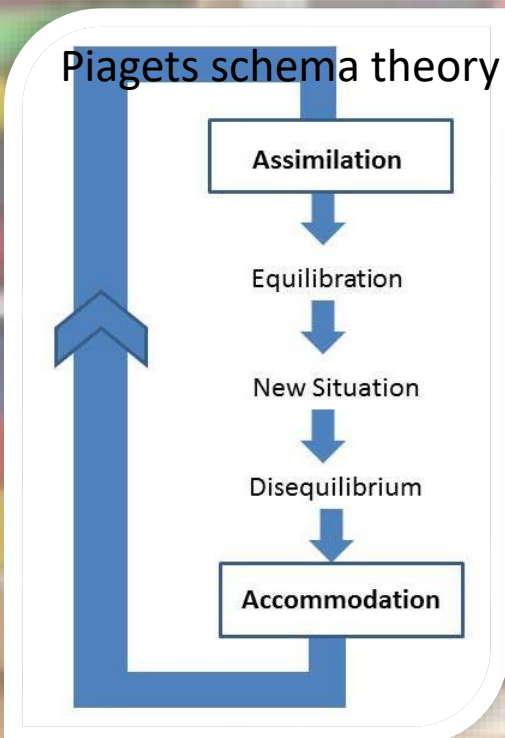
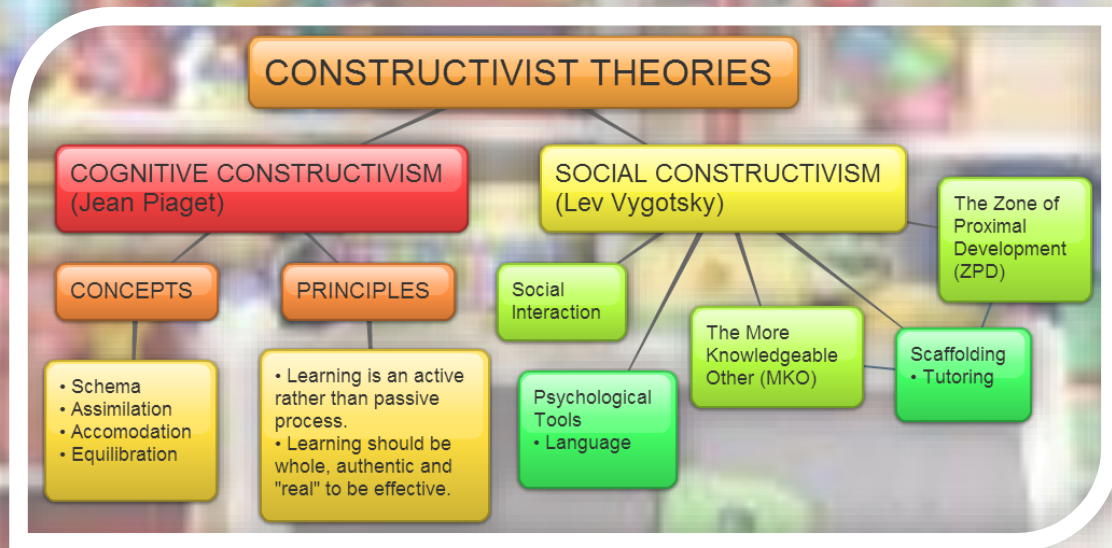
- The Cognitive Constructivism Theory of learning and teaching is based on Piaget's beliefs that humans cannot be given information that they immediately understand and use
- Instead, human beings must build their own knowledge and meaning through experiences.(Cognitive Constructivist Theories)
- The definition of cognitive is the mental faculty of knowing, which includes perceiving, recognizing, conceiving, judging, reasoning, and imagining.(Dictionary.com)

Slideshare.net



Implications of Cognitivism for Classroom Practices

Instruction based on cognitive principles should be authentic and real. The teacher is expected to provide a rich classroom environment that fosters a child's spontaneous exploration. "Students are encouraged to explore instructional materials and to become active constructors of their own knowledge through experiences that encourage assimilation and accommodation" (Wadsworth 1996). It is also suggested that teaching is tailored to the needs, interests, and backgrounds of students (Fenstermacher and Richardson 2005; McLeod 2003). The teacher should be more concerned with constructing a meaningful context than directly teaching specific skills. From the cognitive perspective, because students learn by receiving, storing, and retrieving information, the teacher is urged to thoroughly analyse and consider the instructional materials, proper tasks and relevant learner characteristics to help the learner to effectively and efficiently process the information they have received.



WHAT IS BEHAVIORISM?

- This theory implies that the learner responds to environmental stimuli without his/her mental state being a factor in the learner's behavior
- Individuals learn to behave through conditioning
- Two types of conditioning
 - Operant
 - Classical



This theory is relatively simple to understand because it relies only on observable behavior and describes several universal laws of behavior. Its positive and negative reinforcement techniques can be very effective—such as in treatments for human disorders including autism, anxiety disorders and antisocial behavior. Behaviorism is often used by teachers who reward or punish student behaviors.

Positive rewards = Positive behaviours



The 3 Major Types of Behavioral Learning

Classical Conditioning



A neutral stimulus is associated with a natural response

Operant Conditioning



A response is increased or decreased due to reinforcement or punishment

Observational Learning



Learning occurs through observation and imitation of others

The Skinner Box

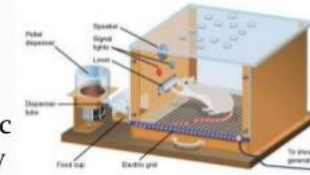
Skinner's operant conditioning chamber (AKA Skinner box) was designed to teach rats how to push a lever. This behavior is not natural to rats, so operant conditioning with positive and negative reinforcement were performed in order to teach the behavior

❖ Positive reinforcement:

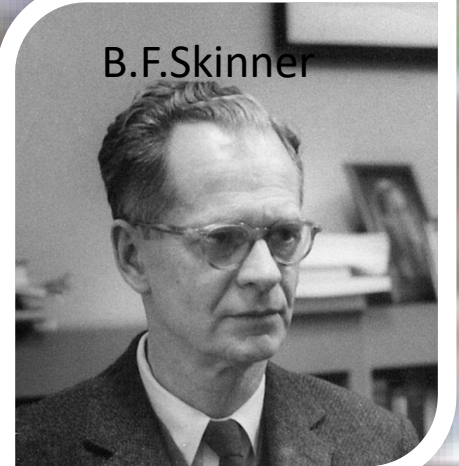
A rat was rewarded with food when he pressed the lever.

❖ Negative reinforcement:

A rat was able to turn off electric shocks produced by the floor by pressing the lever.



B.F. Skinner



Skinner's theory of behavioural learning implies that if children experience positive reinforcement for learning and behaviour they are more likely to repeat that behaviour than carry out a behaviour that would have negative consequences.

"A person who has been punished is not thereby simply less inclined to behave in a given way; at best, he learns how to avoid punishment"

"Education is what survives when what has been learned has been forgotten"

BF, Skinner.



In education today there is always a debate as to whether teachers practice behaviourism or constructivism when applying teaching methods. Constructivism is presently considered the more popular in "education policies, education models and education practices, focus is on constructivism" (Brown, 2006 p109)

