



THEORIES OF LEARNING AND HOW WE USE THEM IN SCHOOL

SJIE4006

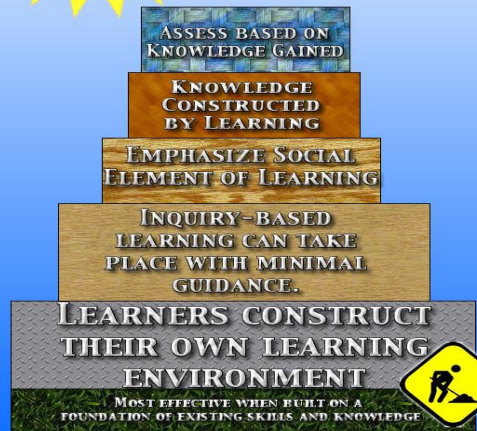
★ HOW DO CHILDREN LEARN? ★

There are many theories about how children learn as they develop constructivism, behaviourism and cognitivism. In this scrapbook we are going to look at two of these theories - behaviourism and constructivism and discuss how we put this theory into practise in school when supporting children with their learning.

CONSTRUCTIVISM

BENEFITS:
EXPERIENCES ARE
REAL AND AUTHENTIC.
EMPHASIZES FIRST-HAND
INVOLVEMENT IN
PROBLEM SITUATIONS.
CREATES AN ENGAGING
LEARNING ENVIRONMENT.

PROBLEMS:
CAN SUBJECT LEARNERS TO A HEAVY COGNITIVE LOAD
THAT INTERFERES WITH THEIR COGNITIVE
PROCESSING ABILITIES

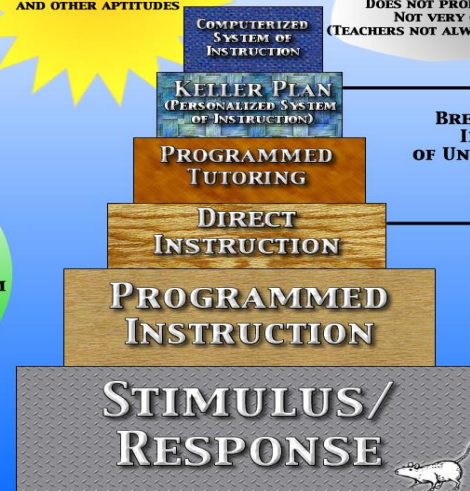


MY COMFORT
ZONE IS BETWEEN
BEHAVIORISM AND
CONSTRUCTIVISM. I VALUE
AUTHENTIC LEARNING
BUT OFTEN FIND BEHAVIORISM
USEFUL ESPECIALLY
WHEN TEACHING
NEW CONCEPTS

BEHAVIORISM

BENEFITS:
LARGE GAINS IN TEST SCORES
PROGRAMMED INSTRUCTION PUTS
LEARNERS IN CONTROL
CAN BE ADAPTED FOR ATHLETICS
AND OTHER APTITUDES

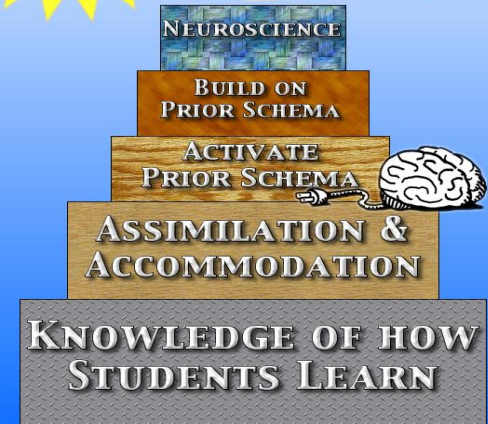
PROBLEMS:
DOES NOT PROMOTE HIGH-LEVEL THINKING
NOT VERY COMPATIBLE WITH EDTC
(TEACHERS NOT ALWAYS IN CONTROL OF TECHNOLOGY)



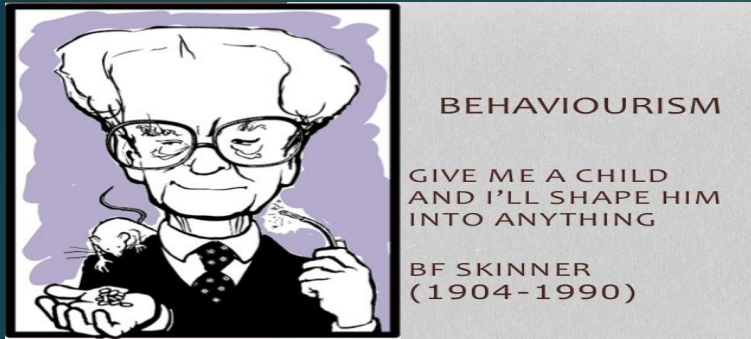
COGNITIVISM

BENEFITS:
HELPS EDUCATORS
DESIGN LESSONS THAT ARE ENHANCED
BY APPROPRIATE VISUALS AND MEDIA
LESSONS CAN BE DESIGNED TO
BE MULTI-CHANNEL AND
APPEAL TO MANY PARTS
OF THE BRAIN

PROBLEMS:
MEANT TO APPLY TO LEARNING IN COGNITIVE DOMAIN.
NOT APPLICABLE TO MOTOR SKILLS OR ATTITUDES.



BEHAVIOURISM



Developed by B F Skinner in the 1940's, the behaviourist theory suggests that children will respond to praise and will encourage a child to repeat behaviour which gives them recognition and praise for what they do such as stickers, awards and positive adult attention.

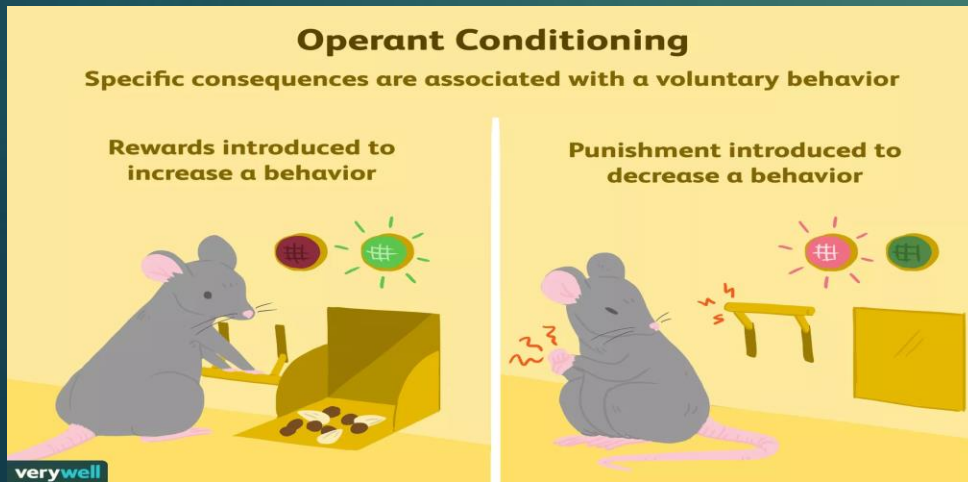
www.slideshare.net)

- ❖ Behaviourism is a worldwide view that operates on a principle of a stimulus response to behaviours and states that all behaviours are learned through interaction with their environment.
- ❖ Behaviour is shaped through positive and negative reinforcement and punishment (operant conditioning)

OPERANT CONDITIONING

Operant conditioning is a method of learning that occurs through rewards and punishments for behavior. Through operant conditioning, an individual makes an association between a behavior and a consequence (Skinner, 1938).

(www.simplypsychology.org)



CONSTRUCTIVISM

- ❖ Constructivism is said to be an approach to learning suggesting that children must construct their own understandings of the world in which they live where the learner brings past experiences and cultural factors to a situation and new information is constructed from prior knowledge.

(www.simplypsychology.co.uk)



Vygotsky's Theory

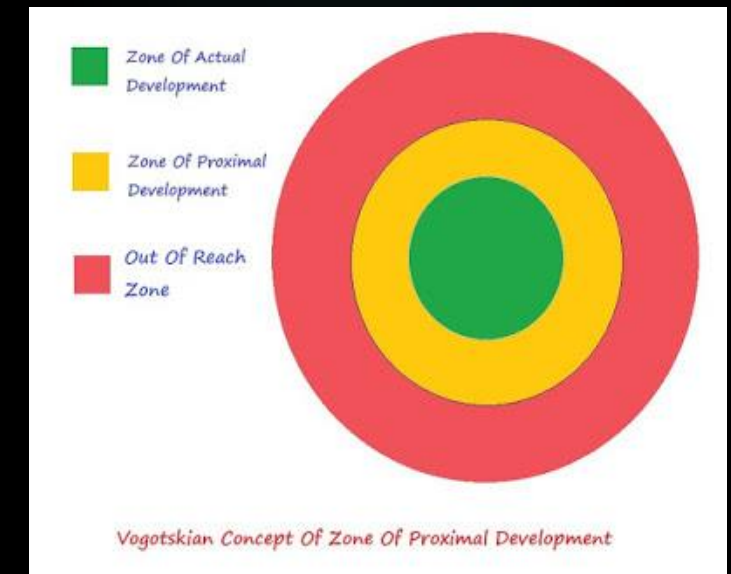
- ◆ supports the emphasis on social interaction as a tool for learning
- ◆ students are able to solve problems cooperatively before they are ready to solve the same problem on their own
- ◆ zone of proximal development is extended when learners are able to socially interact in group problem solving

Lev Vygotsky



1896-1934

ZONE OF PROXIMAL DEVELOPMENT (ZPD)



- ❖ Learner is active in their learning.
- ❖ The role of adults, siblings and other children are essential for a child to learn
- ❖ Symbolic tools such as language, art and music as well as objects like pens and computers will shape the thinking and learning of a child.

(www.learningtheories.com)

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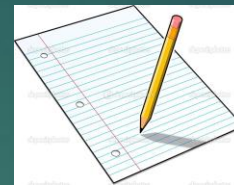
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HOW THESE THEORIES ARE USED IN SCHOOL



We are still using these theories in school today when helping Children with their teaching and learning. According to School A's Behaviour Policy (2019), we recognise children who displays 'good' behaviour by rewarding them with stickers, rewards and praise which according to Skinner (1938) should encourage this behaviour to be repeated and with staff paying first attention to best behaviour and ignoring the negative behaviours this should eliminate any unwanted behaviour. We must be mindful however that there are some children who will find this very hard, especially children with Additional Learning Needs (ALN) as they may find it tricky following the rules and expectations due to their needs. Also, by using objects such as computers and with the role of adults in school being essential to a child's learning, we are following Vygotsky's Social Constructivism theory also using symbolic tools such as art, music and language. This has progressed further as according to Gov.wales (2019) with the new curriculum for wales due to be implemented by 2022 which focusses on expressive arts as one of the six areas of learning shows how important these theories are when supporting children in school.