



## Behaviorism

<b>How does learning happen?</b>	<p>Learning is a change in behaviour that comes about through conditioning. Individual learners are motivated positively (to be rewarded — also called positive reinforcement) or negatively (to avoid punishment — negative reinforcement). This conditioning drives behaviour change. Behaviour change is the evidence of learning.</p> <p>The focus is on the outcome/product, rather than the process of learning; little or no reference is made to what the learner may already know.</p>
<b>What does the learner do?</b>	<p>The learner is passive, not making decisions about what is learned but responding to conditioning. The content — the desired behaviour — is the focus, not the learner. It is assumed that the learner will learn the content if the appropriate conditioning is applied.</p>
<b>What does the teacher do?</b>	<p>Teacher controls the learning process, determining appropriate content, planning instruction and providing reinforcement.</p>
<b>What theorists are associated with this theory?</b>	<p>Based on behavioural psychology (Pavlov, and especially Skinner)</p> <p>Instructional Design theorist Robert Gagné drew on behaviourism for his early work, documenting instructional design approaches for the U.S. military.</p>
<b>Where can I read more?</b>	<p>The Instructional Design website gives a good description of Gagné's work.</p> <p>Culatta, R. (2015). Conditions of learning (Robert Gagne) [Article]. Retrieved from <a href="http://www.instructionaldesign.org/theories/conditions_learning.html">http://www.instructionaldesign.org/theories/conditions_learning.html</a></p>



## Humanism

<b>How does learning happen?</b>	Learning occurs when learners want it to; it is a natural part of people's desire to grow and develop.
<b>What does the learner do?</b>	Learners direct their own learning according to their own interests and needs.
<b>What does the teacher do?</b>	The teacher is a facilitator, helping learners find what they need for learning and ensuring an environment that is perceived as safe for learning. The facilitator/learner connection is important, and must be genuine.
<b>What theorists are associated with this theory?</b>	Carl Rogers' book <i>Freedom to Learn</i> (1969) is one of his most influential; Maslow's Hierarchy of Needs, which identifies self actualization as the highest need, achievable only after more basic needs are met, fits within this theoretical framework.
<b>Where can I read more?</b>	<p>Infed, an online encyclopedia of education and community development, has a good article about Rogers and his work connecting counselling and education.</p> <p>Smith, M. K. (2014). Carl Rogers and informal education In <i>The encyclopedia of informal education</i>. Retrieved from <a href="http://infed.org/mobi/carl-rogers-core-conditions-and-education/">http://infed.org/mobi/carl-rogers-core-conditions-and-education/</a></p>



### Constructivism

<b>How does learning happen?</b>	Learners construct their own knowledge/understanding, building on the basis of what they already know — or think they know. (New knowledge is built on existing understandings, even if the existing understanding is incorrect.) Learning happens in context; individuals learn from other learners and from their environment. Knowledge is internalized, based on existing frameworks of understanding.
<b>What does the learner do?</b>	Learners are active, constructing conceptualizations through considering multiple perspectives to gain a more complete understanding of the structure of knowledge in their field of study. The understanding of structure is important, since it is the structure, as they understand it, which will form the basis for new understanding to be built (constructed).
<b>What does the teacher do?</b>	<p>The teacher is a guide and facilitator, encouraging participants as they develop their understanding and surfacing underlying misunderstandings.</p> <p>Many teaching approaches are compatible with constructivism, including Problem-Based Learning and reflective approaches.</p>
<b>What theorists are associated with this theory?</b>	The work of Jean Piaget on child development, Lev Vygotsky on psychology in cultural context and John Dewey on progressive education ultimately gave rise to constructivism. There are many theorists associated with aspects of constructivism, including Jerome Bruner, one of the most prolific and important theorists.
<b>Where can I read more?</b>	<p>The lifecircles-inc website provides a good introduction to the many different schools of constructivism.</p> <p>Cooper, S. (n.d.). Constructivism: Constructivist learning theory [Blog post]. Retrieved from <a href="http://www.lifecirclesinc.com/Learningtheories/constructivism/constructivism.html">http://www.lifecirclesinc.com/Learningtheories/constructivism/constructivism.html</a></p>

**Social Learning**

<b>How does learning happen?</b>	Most human learning occurs through modelling and copying, not through specific instruction. Cognitive, behavioural and environmental influences are all important.
<b>What does the learner do?</b>	Learner observes and copies models. Processes underlying observational learning include: attention, retention, motor reproduction and motivation (including external and self reinforcement). Learner can do more with help. Vygotsky called this the "zone of proximal development." Working in this zone helps learners achieve new levels of knowledge.
<b>What does the teacher do?</b>	The teacher acts as a facilitator, identifying the functional value of new behaviors, as modeller of behaviour; teacher and more experienced student modelling provides scaffolding for learner in their zone of proximal development.
<b>What theorists are associated with this theory?</b>	Bandura developed this theory drawing on the work of Vygotsky.
<b>Where can I read more?</b>	Infed has an article discussing social learning and some specific types of social learning, including situated learning.  Smith, M. K. (1999). The social/situational orientation to learning. In The encyclopedia of informal education. Retrieved from <a href="http://infed.org/mobi/the-socialsituational-orientation-to-learning/">http://infed.org/mobi/the-socialsituational-orientation-to-learning/</a>



## Experiential Learning

<b>How does learning happen?</b>	Learning occurs as people make meaning from their experiences. This can be described as a cycle, beginning (usually) with concrete experience, moving to reflective observation, then abstract conceptualization, then active experimentation, and then on to more concrete experience (Do – reflect – generalize – plan to try gain – do).
<b>What does the learner do?</b>	The learner is actively engaged in making meaning, experiencing things that then form the basis for reflection, conceptualization and planning.
<b>What does the teacher do?</b>	The teacher is a facilitator, encouraging learners to move through the cycle (for instance, encouraging learners to reflect on their experiences).
<b>What theorists are associated with this theory?</b>	David Kolb is the theorist who developed the Experiential Learning Cycle and is most closely associated with it. His work drew on earlier theorists such as Dewey and Piaget. Donald Schon's work on professional education, <i>The reflective practitioner: How professionals think in action</i> , examines the significance of reflection in more detail.
<b>Where can I read more?</b>	"The process of experiential learning," a chapter from Kolb's 1984 book, <i>Experiential Learning</i> .  Kolb, D. A. (1984). <i>The process of experiential learning</i> . In <i>Experiential learning: Experience as the source of learning and development</i> (pp. 20-38). Englewood Cliffs, NJ: Prentice Hall. Retrieved from <a href="http://academic.regis.edu/ed205/kolb.pdf">http://academic.regis.edu/ed205/kolb.pdf</a>

**Situated Learning**

<b>How does learning happen?</b>	Learning occurs in communities of practice, through everyday activities in the environment of practice. Expert practitioners model their expertise; new practitioners observe, work with and gradually acquire skills. Learning typically occurs in a community with a range of practitioners from novice to expert.
<b>What does the learner do?</b>	Learner participates in practice at the level they are able, and observes expert practice.
<b>What does the teacher do?</b>	Teacher is a model of expert practice and a facilitator. As model, the teacher points out significant aspects of practice to learners. As facilitator, the teacher encourages practice and reflection.
<b>What theorists are associated with this theory?</b>	Jean Lave and Etienne Wenger's classic book, <i>Situated Learning</i> , is widely cited in education.
<b>Where can I read more?</b>	Although it is not new, John Seely Brown's article on cognitive apprenticeship is a classic and is available online on his website. Brown, J. S., Collins, A., & Duguid, P. (1989). <i>Situated cognition and the culture of learning</i> . <i>Educational Researcher</i> , 18 (1), 32– 42. Retrieved from <a href="https://apps.dtic.mil/sti/pdfs/ADA204690.pdf">https://apps.dtic.mil/sti/pdfs/ADA204690.pdf</a>



### Transformative Learning

<b>How does learning happen?</b>	Transformative learning occurs in response to a challenge to our usual frame of reference. When we experience a disorienting dilemma, people question the accuracy of their previous understanding. They may adopt a new perspective that accounts for the new experience.
<b>What does the learner do?</b>	Learner is actively engaged in examining personal perspectives and comparing new information received to currently-held perspectives.
<b>What does the teacher do?</b>	Teacher is facilitator, pointing out contradictions between learner's point of view and new information. Teacher helps to create and maintain a space where questioning and critical reflection are possible.
<b>What theorists are associated with this theory?</b>	J. Mezirow developed this theory based on his reading of Habermas.
	S. Imel. (1998). <i>Transformative learning in adulthood</i> . ERIC Clearinghouse on Adult, Career and Vocational Education. <a href="http://www.edpsycinteractive.org/files/translrng.html">http://www.edpsycinteractive.org/files/translrng.html</a>