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Learning Theory Matrix

Q1	Behaviorist Theory	Cognitive Theory	Constructivist Theory	Social Learning Theory	Connectivism	Adult Learning
How does learning occur?	<p>Proper response is demonstrated following the presentation of a specific stimulus. The focus is to maintain and strengthen the relationship between the stimulus and response. "The learner is reactive in the environment." (Ertmer & Newby, 1993, p. 55)</p> <p>Promotion of desirable behavior and discouragement of non desirable behaviors. Behavior can be learned, it can also be unlearned and relearned (Standridge, 2002)</p>	<p>Learning is about what learners know and how they gain it (Jonassen as cited in Ertmer & Newby, 1993)</p> <p>"Learning is an active process where meaning and understanding built from experiences" (Wildman & Burton, 1981, p. 6)</p> <p>The learner is very active in the learning process (Ertmer & Newby, 1993)</p>	<p>Learning happens by creating a meaning from experience (Bednar as cited in Ertmer & Newby, 1993).</p> <p>What the learner knows is based on his/her own experience. Learners strive to know, so the experiences should be examined as it is in constant change (Ertmer & Newby, 1993)</p>	<p>Learning is a social process. Learning occur when each learner is engaged in social activities. Knowledge is culturally and socially constructed (Kim, 2001)</p> <p>People learn from one another, using modeling, observation, and imitation (Learning-Theories.com, n.d.)</p>	<p>Through connections in networks (Davis, Edmunds & Kelly-Bateman, 2008)</p>	<p>The learner is involved and takes responsibility of his/her learning process. The learner self-reflect, gathers information, collaborates with others and is self-directed. (Conlan, Grabowski & Smith, 2003)</p> <p>Adopting a multiple perspective in learning; putting the theory into practice (Foely, 2004)</p> <p>The need to create change in skills, knowledge levels and attitudes about things. (Russell, 2006)</p>

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Learning Theory Matrix

Q2	Behaviorist Theory	Cognitive Theory	Constructivist Theory	Social Learning Theory	Connectivism	Adult Learning
What factors influence learning?	Environmental conditions, the use of assessment and reinforcements and the arrangement of stimuli and consequences (Ertmer & Newby, 1993). Positive and negative reinforcements; extinction and punishments (Standridge, 2002)	Environmental conditions; instructional explanations which should be built on the learners attitude, previous experiences and beliefs (Ertmer & Newby, 1993). “Meaningfulness, elaboration, organization and links to schema structure” (Ormord, Schunk, & Gredler, 2009)	Both the learner and the environment influence learner. The content must be embedded in the situation. Real settings and the tasks are relevant to the learner’s experience (Ertmer & Newby, 1993)	Learners learn through social interactions with more knowledgeable learners. Collaboration with other learners through community of practice. (Kim, 2001)	Developing connections between ideas, concepts and fields; and working with others and stay current (Davis et al, 2008)	Past life and work experiences, and previous knowledge and learning experiences. Learning could be because of a life-changing event. (Conlan, Grabowski & Smith, 2003). Motivation, the level of engagement in the learning process, and how the learning is applied (Russell, 2006)

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Learning Theory Matrix

Q3	Behaviorist Theory	Cognitive Theory	Constructivist Theory	Social Learning Theory	Connectivism	Adult Learning
<p>What is the role of memory?</p>	<p>Memory is not typically addressed by behaviorists (Ertmer & Newby, 1993)</p> <p>The mind is a "<i>black box</i>" the response to stimulus can be observed quantitatively" (Mergel, 1993)</p>	<p>Memory is very important for the learning process. Information is organized in the memory in a meaningful way to facilitate the retrieval of the information (Ertmer & Newby, 1993)</p> <p>The information is received in memory through networks that links to other information in memory; information could be stored in the short-term memory (STM), or transferred to the long-term (LTM) memory or it get lost (Ormord, Schunk, & Gredler, 2009)</p>	<p>The memory is always under construction. The learner does not recall data but utilize the pre-existing knowledge (Ertmer & Newby, 1993)</p>	<p>As this theory is described as a bridge between behaviorist and cognitive theories, memory is a key in retaining and encoding information. Information is based on observation (Learning-Theories.com, n.d.)</p>	<p>It is used to identify adaptive patterns; it is descriptive of the present state in networks. (Siemens, 2006; Giesbrecht, 2007)</p>	<p>Information is most likely remembered when learning is based on the application exercises and discussions. (Russell, 2006)</p> <p>I remember information by researching and relating it to my life.</p>

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Learning Theory Matrix

Q4	Behaviorist Theory	Cognitive Theory	Constructivist Theory	Social Learning Theory	Connectivism	Adult Learning
How does transfer occur?	“Transfer is a result of generalization” (Ertmer & Newby, 1993, p. 56)	When information is spread through the memory in which it is linked to other information or recalled (Ormord, et al, 2009)	Learning takes place in a context without the use of set tools. The transfer occur when the learner is engaged in the use of the tools in real world situations (Ertmer & Newby, 1993)	Learning happens through effective modeling starting with attention, retention, reproduction and motivation (Learning-Theories.com , n.d.)	By linking to the sources of knowledge (Siemens, 2006) so it is based on the connections in a network and the nodes (Davis et al, 2008)	<i>Acquisition:</i> understand knowledge <i>Reflection:</i> construct knowledge and create new meanings <i>Practice-based:</i> practice meaningful activities <i>Co-emergent:</i> learn through relationships (Foley, 2004)

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Q5	Behaviorist Theory	Cognitive Theory	Constructivist Theory	Social Learning Theory	Connectivism	Adult Learning
<p>What types of learning are best explained by this theory?</p>	<p>Instructional cues, practice and reinforcement (Ertmer & Newby, 1993) Helps in determining goals and outcomes (instructional objectives) (Laureate Education Inc., 2009)</p>	<p>Communicate information to the student efficiently and effectively by using simplification and standardization (Ertmer & Newby, 1993) Teaching the learners how to learn. In problem solving: how to encode the problem, retrieve related information from LTM. Metacognition: self-regulated, self-motivated, check comprehension and self-imposed learners (Laureate Education Inc., 2009)</p>	<p>Learning is for the advanced learner who can deal with unstructured and complex problems (Ertmer & Newby, 1993)</p>	<p>Problem-based learning, shared teaching, peer collaboration and learning with others (Schunk as cited in Kim, 2001)</p>	<p>Complex learning; based on abundant information and use of technology in complex environments (Laureate Education Inc., 2009)</p>	<p>Social education. Courses to be designed “with more student choice, open-ended projects, experientially based assignments and interactive materials” (Foley, 2004, p.195)</p>

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