

Learning Theory	IN A NUTSHELL	KEY COMPONENTS	TEACHER ROLE	LEARNER ROLE	PROS	CONS
Behaviorism <i>(see Behaviorism page)</i>	About observable behaviors, not mental processes.	Classical/Operant conditioning Positive/Negative reinforcement	Teacher imposes knowledge and point of view.	Student is the object of learning.	Observable and measurable. Guides learners to pre-established behavior rather than through mental events Suited to certain types of learning objectives	May be overly focused on punishment. Knowledge is objective; only one answer exists (can also be a pro in some cases). Not workable for "higher-order skills, such decision-making or problem-solving through analysis, synthesis or evaluation"
Constructivism <i>(see Constructivism page)</i>	Knowledge cannot be simply transmitted to a learner. Main activity in a constructivist classroom is solving problems	Values the process more than the result. Social-constructivism Zone of proximal development (ZPD) More Knowledgeable Other (MKO)	Teacher designs learning objectives using cognitive terminology to emphasize understanding: classify, justify, analyze, synthesize, predict, evaluate, etc.	Student is the subject of learning.	Learners aren't just passive participants in the classroom. Stimulates student self-confidence in having reached a certain conclusion. Students interact with each other, thus learning to work as part of a team.	Lack of structure. Requires extended preparation time for the teacher. Difficult for teacher to assess whether student has reached correct conclusions.
Cognitivism <i>(see Cognitivism and Connectivism page)</i>	Internal mental processes can be understood scientifically and are an important part of learning	3 variables in Social Cognitive Theory (behavioral, personal, environmental), Observational Learning, Reproduction Self-efficacy Emotional coping Self-regulatory capability	Teacher guides students through the problem-solving process, while allowing them to use their own mental capacities to find solutions.	Learner is an active participant in the process.	Highlights people's thought processes. Can be combined with other approaches. Offers many practical applications.	Dismisses important factors in human behavior. Based on controlled experiments. Does not allow for direct observation.
Connectivism <i>(see Cognitivism and Connectivism page)</i>	Starting point for learning occurs when knowledge is actuated through the process of a learner connecting to and feeding information into a learning community.	Diversity of opinions. Learning is a process of connecting specialized nodes or information sources. Nurturing and maintaining connections is needed to facilitate continual learning. Ability to see connections between fields, ideas, and concepts is a core skill.	Teacher blends educator expertise with learner construction.	Connectivism provides opportunities for students to make choices about their learning. Connectivism promotes group collaboration and discussion, allowing for different viewpoints and perspectives.	It is the responsibility of the learner to create their own learning experience. Embraces individual perspectives and diversity of opinions. Takes into account learner behaviors in the "digital age" in an explicit way absent in other theories	Not easily understood by the educators as the traditional theories. Lack of digital could cause difficulty in using connected tools. Use of Connectivism could increase addiction to technology.
Andragogy <i>(see Andragogy page)</i>	Typical pedagogy used with younger students is not always applicable when an instructor is faced with adult learners.	(1) Adults need to know why they need to learn something (2) Adults need to learn experientially, (3) Adults approach learning as problem-solving, and (4) Adults learn best when the topic is of immediate value.	Teacher becomes facilitator.	Learner becomes agent of learning.	Learners more motivated. Adults bring a wealth of experiences and knowledge to the learning environment and can share it freely.	Learners must unlearn teacher-dependence. Problem-solving skills may vary among adult learners

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