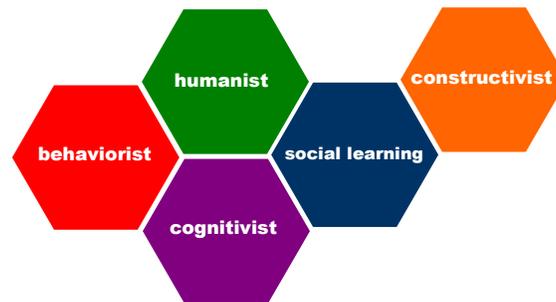


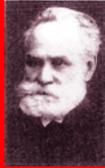
5 orientations of learning



presentation

- 5 orientations of learning are discussed under the following headings:
- *What is learning?*
- *The goal of Education*
- *Main principles of each learning theory: how they relate to third level education*

Behaviorist [key theorists]



Pavlov 1849 – 1936



Watson 1878 – 1958



Skinner 1904 – 1990

Behaviorist

*‘Psychology as the behaviourist views it is a purely objective experimental branch of natural science. Its theoretical goal is the prediction and control of behaviour’
(Watson, 1913).*

Behaviorist [what is learned]

- All behaviour is learnt and can be determined.
- Environment shapes behaviour.
- Four key principles according to James Hartley (1998):
 - Activity is important
 - Repetition, generalisation and discrimination are important notions
 - Reinforcement is the cardinal motivator
 - Learning is helped when objectives are clear
- learning process takes place through the connection of stimuli and response (S - R)
- Importance of contiguity and reinforcement.

Behaviorism [goal of education]

- To produce behavioural change that will ensure survival of human species, societies and individuals

(Merriam & Cafarella, 1999: 252).

Behaviorism [main principles]

- Behavioural objectives (which would demonstrate the students' understanding).
- Competency-based education.
- Skill development and training.
- Importance of feedback.
- Active and experiential learning (learning by doing).
- 'Deterministic' problem solving.
- Student is not responsible for his/her learning; environment is.
- Computerised and programmed instruction.
- Teacher facilitates environment, stimuli and reinforcement.

Humanist [key theorists]

- Maslow 1908 – 1978
- Rogers 1902 – 1987

Humanist



<http://www.ais.msstate.edu/TALS/unit3/3moduleB.html>

Humanist

Humanism a movement in psychology which emerged in the 1960's and 1970's. Humanism has its roots in counseling psychology & focuses its attention on how individuals acquire emotions, attitudes, values and interpersonal skills. Humanist perspectives tend to be grounded more in philosophy than in research.

(Ormrod 1999: 412)

Humanist [what is learning?]

- Intrinsic motivation of learner influences what is learned
- The learning which occurs is dependent on self actualizing tendency of the individual
- *“the motivation for learning and change springs from the self-actualizing tendency of life itself, the tendency for the organism to flow into all the differentiated channels of potential development, insofar as these are experienced as enhancing.”*
(Rogers 1967: 285)

Humanist [goal of education]

- Aim of humanistic educational strategies is to lead out the potential of the student to assist them in their quest for self-actualisation. (Stapleton 2001)
- The major characteristics of human nature according to Rogers (1951) adapted from Lefrancois (1997) p. 243
 - Reality is phenomenological
 - Behaviour is motivated by the need to self-actualise.
 - Behaviour occurs within the context of personal realities.
 - The self is constructed by the individual
 - Our behaviours conform with our notions of self.

Humanist [main principles]

- Experiential learning
- Student centred approach
- Teachers as facilitators of student learning
- Focus on the process of learning rather than the acquisition of facts.
- Problem solving
- Education system should fit the student (Stapleton, 2001)
- Holistic education

Cognitivist [key theorists]

- Piaget 1896 – 1980
- Miller 1920 –
- Neisser 1928 –

Cognitivist

“Learning is something that takes place inside a person’s head – in the brain”
(Robert Gagne)

Cognitivist [what is learning]

- *However, even while accepting such behaviourist concepts, cognitive theorist view learning as involving the acquisition or reorganisation of the cognitive structures through which humans process and store information.”* [\[1\]](#)

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[\[1\]](#) Good and Brophy 1990 p. 187

Cognitivist [goal of education]

- To bring about learning through thought process.

Cognitivist [main principles]

- Memory
- Perceptions
- Emotions
- Experience
- Language

Social Learning [key theorists]

- Bandura 1916 –
- Rotter 1920 –

Social Learning



Social Learning [what is learning?]

- Learning is interaction with and observation of others in a social context / interaction between person and society/environment
- Theorists may view the learner as not being in control in this relationship (behaviourist) or as active (humanist)

Social Learning [goals of education]

- The purpose of education is to model new roles and behaviour / to teach people how to act in a social context

Social Learning [main principles]

- Socialisation
- Social roles
- Mentoring
- Group work and team work
- Collaborative learning
- Experiential learning
- Informal learning
- Lifelong learning
- Any theory of andragogy must take account of the relationship between the person and society
- Adult education is often seen as a vehicle for addressing social issues

Constructivist

Give a person a fish and you give him a meal; teach him how to fish and you feed him for life'

Constructivist [key theorists]

- Dewey 1859 – 1952
- Piaget 1896 – 1980
- Vygotsky 1896 – 1934
- Kolb 1939 –

Constructivist [what is learning?]

- Constructivist theory refers to the learners ability to construct knowledge through active engagement with their environment.
- *“...meaningful learning relies on active engagement in planning, problem-solving, communicating, and creating, rather than rote memorisation and repetition. Learning is a process by which people make sense of their environment and personal history. The acquisition of new knowledge is affected and shaped by prior knowledge, interaction with others, experience, and inherited predispositions. Our ability to learn is also influenced by logic, emotion, intuition, and motivation.”*
(Malone, 2003)

Constructivist [goal of education]

Focus is on the student – the approach is student centred. The student(s) interacts with environment with the aim of constructing new meanings, understanding, or experiences of the world.

Constructivist [main principles]

- Co-operative problem solving
- Experiential Learning
- Peer tutoring
- Self-directed learning
- Group work
- Learning to learn
- Situated learning
- Social learning
- Learning is shared and negotiated
- Reflective practice
- Guided discovery