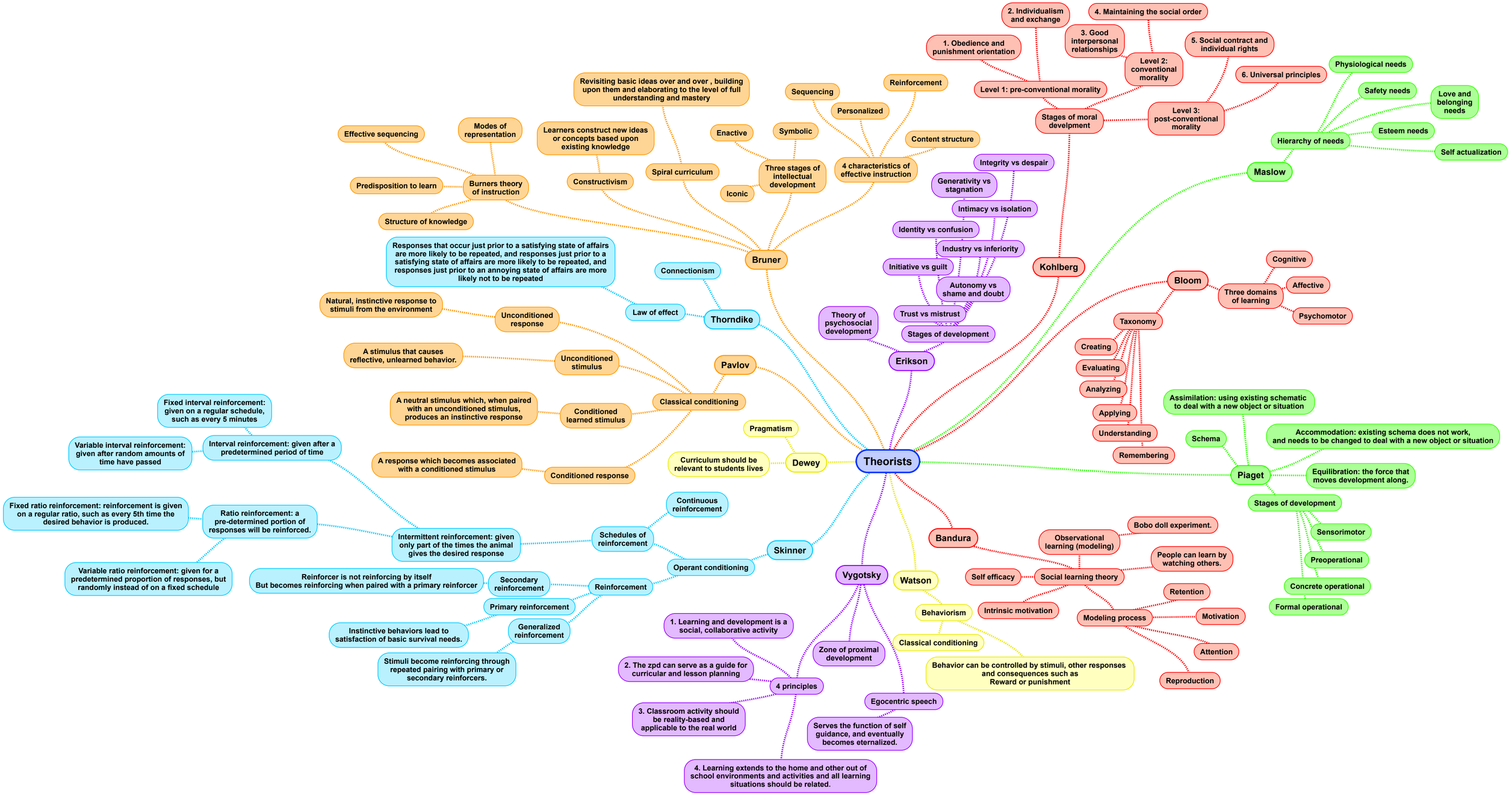
Theorists
Bruner
Revisiting basic ideas over and over , building upon them and elaborating to the level of full understanding and mastery
Spiral curriculum
Learners construct new ideas or concepts based upon existing knowledge
Constructivism
Modes of representation
Effective sequencing
Burners theory of instruction
Predisposition to learn
Structure of knowledge
Three stages of intellectual development
Enactive
Symbolic
Iconic
4 characteristics of effective instruction
Sequencing
Reinforcement
Personalized
Content structure
Kohlberg
Level 1: pre-conventional morality
1. Obedience and punishment orientation
2. Individualism and exchange
Level 2: conventional morality
3. Good interpersonal relationships
4. Maintaining the social order
Level 3: post-conventional morality
5. Social contract and individual rights
6. Universal principles
Stages of moral develpment
Erikson
Theory of psychosocial development
Stages of development
Trust vs mistrust
Initiative vs guilt
Autonomy vs shame and doubt
Identity vs confusion
Industry vs inferiority
Intimacy vs isolation
Generativity vs stagnation
Integrity vs despair
Maslow
Hierarchy of needs
Physiological needs
Safety needs
Love and belonging needs
Esteem needs
Self actualization
Bloom
Three domains of learning
Cognitive
Affective
Psychomotor
Taxonomy
Creating
Evaluating
Analyzing
Applying
Understanding
Remembering
Piaget
Assimilation: using existing schematic to deal with a new object or situation
Schema
Accommodation: existing schema does not work, and needs to be changed to deal with a new object or situation
Equilibration: the force that moves development along.
Stages of development
Sensorimotor
Preoperational
Concrete operational
Formal operational
Thorndike
Connectionism
Law of effect
Responses that occur just prior to a satisfying state of affairs are more likely to be repeated, and responses just prior to a satisfying state of affairs are more likely to be repeated, and responses just prior to an annoying state of affairs are more likely not to be repeated
Pavlov
Classical conditioning
Unconditioned response
Natural, instinctive response to stimuli from the environment
Unconditioned stimulus
A stimulus that causes reflective, unlearned behavior.
Conditioned learned stimulus
A neutral stimulus which, when paired with an unconditioned stimulus, produces an instinctive response
Conditioned response
A response which becomes associated with a conditioned stimulus
Dewey
Pragmatism
Curriculum should be relevant to students lives
Skinner
Operant conditioning
Reinforcement
Secondary reinforcement
Reinforcer is not reinforcing by itself
But becomes reinforcing when paired with a primary reinforcer
Primary reinforcement
Instinctive behaviors lead to satisfaction of basic survival needs.
Generalized reinforcement
Stimuli become reinforcing through repeated pairing with primary or secondary reinforcers.
Schedules of reinforcement
Continuous reinforcement
Intermittent reinforcement: given only part of the times the animal gives the desired response
Ratio reinforcement: a pre-determined portion of responses will be reinforced.
Fixed ratio reinforcement: reinforcement is given on a regular ratio, such as every 5th time the desired behavior is produced.
Variable ratio reinforcement: given for a predetermined proportion of responses, but randomly instead of on a fixed schedule
Interval reinforcement: given after a predetermined period of time
Fixed interval reinforcement: given on a regular schedule, such as every 5 minutes
Variable interval reinforcement: given after random amounts of time have passed
Vygotsky
1. Learning and development is a social, collaborative activity
2. The zpd can serve as a guide for curricular and lesson planning
3. Classroom activity should be reality-based and applicable to the real world
4. Learning extends to the home and other out of school environments and activities and all learning situations should be related.
4 principles
Zone of proximal development
Egocentric speech
Serves the function of self guidance, and eventually becomes eternalized.
Watson
Behaviorism
Classical conditioning
Behavior can be controlled by stimuli, other responses and consequences such as
Reward or punishment
Bandura
Observational learning (modeling)
Bobo doll experiment.
Social learning theory
People can learn by watching others.
Self efficacy
Intrinsic motivation
Modeling process
Retention
Motivation
Attention
Reproduction