**Learning Theories – Worksheet A**

**Group number: 1**

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**Learning Theory assigned: 1.1\_Behaviourism\_3**

| **Overview of the learning theory** | The basic idea is that learning is a behavioral shift brought about by reactions to environmental cues. Behaviorists disagree that learning can be explained by internal mental processes.  The two main types are classical and operant conditioning. The one the learner learns through stimuli (classical) and the other through reinforcement or punishment (operant).  One key concept of operant is the 3 steps Discriminative Stimulus, Response and Reinforce Stimulus in order. This is the base sequence for shaping behaviour through reinforcement and punishment. |
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| **How does knowledge transfer occur?** | According to behaviorism, generalization occurs when a reaction to one stimulus is extended to other stimuli that are comparable.  For the transfer to be most effective there must be similarities between the original learning context and the new scenario and consistent discriminative cues and reinforcement patterns increase the likelihood that behavior learnt in one setting will transfer. |
| **Does the theory enhance motivation?** | **Yes.** Behaviorism views motivation as enhanced behavioral output brought on by reinforcement rather than an innate desire.  Through the use of reinforcement schedules, behavior can be changed in both quantity and rate.  Positively reinforced behaviors are more likely to happen, but ignored or punished behaviors tend to become less common.  As a result, motivation is motivated by external factors rather than inward feelings or thoughts. |
| **Is the learning teacher-oriented, student-oriented, technology-oriented or a combination?** | **Behaviorist learning is primarily:** **Teacher-Oriented:** The instructor creates learning environments, provides reinforcement, and distributes stimuli.  **Technology-oriented:** Behaviorist ideas are reflected in strategies like computer-based training, programmed learning, and mastery learning systems.  Although students engage in actions and receive feedback, they do not actively plan or guide their own learning, which means that it is more under the control of the teacher and or the system. |
| **Implications for instruction using this learning theory** | **Important teaching techniques consist of:**  **Clearly defined and measurable goals**  The precise actions that students are expected to exhibit should be outlined in lessons.  **Forming**  Teachers reinforce incremental steps, or approximations, toward the ultimate objective in order to teach sophisticated habits.  **Feedback and Reinforcement**  To promote desired behavior, prompt feedback and reinforcement, such as praise, grades, or privileges.  **Repetition and Practice**  Practice and drill are essential for improving behavior and retaining knowledge.  **Utilizing Token Economies and Contingency Contracts**  Consistent behavior is promoted by systems such as point-based rewards, which are demonstrated in the instructor scenario in the PDF.  **Technological Applications**  Instructional tools such as these are based on behaviorist principles:   * Instruction that has been programmed * Modules for mastery learning * Systems of instruction that use computers |