

DESIGNING WITH THE THEORIES

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BEHAVIORISM

Primary Theorists
(Schunk, 2020)

Ivan Pavlov

Edward Thorndike

John B. Watson

B.F Skinner

Definition: Behaviorism suggests that learners best learn from the observable behaviours around them and emphasizes positive reinforcement for positive outcomes.

In which learning situations is behaviorism most effective?

- Learning a language
- Workplace compliance training e.g., Workplace Violence/Harassment, Health and Safety etc.
- Cyber-Security training

Applying Behaviorism to teaching someone how to develop a Rise 360 eLearning course:

- Develop a detailed **Learning Plan (LP)**
 - LP should identify the learning outcomes, learning structure, and learning assessment
- The learning will be divided into **chunks** so it's easier to **absorb** the information
- The learner will receive **step by step** instructions on how to **conduct** tasks in each module
- The learner will have opportunity to **practice** what they've learned during each module and at the end of each module
- The learner will be **rewarded** (proceeds to next module) or will receive **punishment** (does not proceed to the next module) unless and if they have **demonstrated** that they understand the **application** and **use** of each component of the LP

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COGNITIVE LEARNING PROCESSES

Primary Theorists
(Schunk, 2020)

Jerome Bruner

JJ Goodnow

G.A Austin

Definition: The Cognitive Learning Process refers to a learner's cognitive approach for the facilitation of learning to occur. This theory explores the ways in which a learner leverages decision-making and critical thinking to arrive at a conclusion.

In which learning situations is Cognitive Learning Processes most effective?

- Learning activities and quizzes for various topics
- Self-assessments and reflections throughout learning or after completing a learning

Applying Cognitive Learning Processes to teaching someone how to develop a Rise 360 eLearning course:

- Not readily providing the learner with all the answers
- Providing learner with **opportunities** where they need to **apply** their **critical thinking** or leverage their decision-making skills
- Adding **knowledge checks** or **quizzes** throughout the learning
- Embedding **self-assessment/self-reflection** opportunities with provided prompts to help learner understand their own progress and if they're learning what they've intended to/reaching their goals

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SOCIAL COGNITIVE THEORY

Primary Theorist
(Schunk, 2020)

Albert Bandura

Definition: This theory emphasizes that a large portion of a learner's learning occurs in social environments and through the observation of others. This theory allows learners to develop their own meaning of the learning.

In which learning situations is Social Cognitive Learning most effective?

- On-the-job training or technical/software training where there is opportunity for demonstrations/job shadowing or collaboration with others
- Team projects where there is opportunity to collaborate and learn from peers

Applying Social Cognitive Theory to teaching someone how to develop a Rise 360 eLearning course:

- Offering **software demonstrations** e.g., how to login, how to add a block in Rise, how to delete a block, how to move around blocks etc.
- Allow **observational learning** through the form of **job shadowing** with another experienced member of the team
- To help the learner develop the skill, let them **practice** and this will be embedded throughout the learning

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COGNITIVE INFORMATION PROCESSING



Primary Theorists

(Schunk, 2020)

Hermann Ebbinghaus

Atkinson & Shiffrin

Definition: This theory refers to the processes in which a learner processes, stores, and retrieve's the learning without applying a significant cognitive load.

In which learning situations is Cognitive Information Processing most effective?

- Can be used to learn a technical skill e.g. how to develop a course, video, how to photoshop or how to design instructional materials in Canva

Applying Social Cognitive Theory to teaching someone how to develop a Rise 360 eLearning course:

- **Provide the learner with context:** What are we about to learn and why?
- **Chunk the content:** Chunking the content into more manageable groups of information will alleviate any cognitive load on the learner
- **Support the encoding processes:** By chunking the content as stated above and by providing demonstrations
- **Develop familiarity:** Help the learner grasp the learning by connecting to existing knowledge or memory of the learning
- **Allow rehearsal:** Allow the learner to practice and provide feedback to help them improve
- **Support the storage process:** Provide the learner the opportunity to reflect on their learning
- **Retrieval:** At this stage, the learner is equipped to facilitate the tasks or learning outcomes on their own
 - Provide the learner the opportunity to demonstrate skill through an interactive "teach-back" session

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CONSTRUCTIVISM



Primary Theorists

(Schunk, 2020)

Jean Piaget

Lev Vygotsky

Definition: This theory refers to the notion that learners develop knowledge through what is or as they understand "reality." In this theory, the learner is put in the position of control or power, which guides their learning whereas the instructor's role is of support and of guidance.

In which learning situations is Constructivism most effective?

- Collaborative soft-skill development programs or training
- Coaching or peer mentorship
- Leadership development program or training

Applying Social Cognitive Theory to teaching someone how to develop a Rise 360 eLearning course:

- Instead of **providing answers**, let the learner **ask questions**; this also allows them to tap into their **critical thinking** abilities
- Constructivist environments are more **collaborative** so allow for shadowing or teach back opportunities
- Ensure **clear** and **measurable** learning objectives
- Encourage the learner to **utilize resources** outside the organization e.g., peers, LinkedIn, network etc.

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GAGNE'S THEORY OF INSTRUCTION



Primary Theorist

(Schunk, 2020)

ROBERT GAGNE

Definition: This theory suggests a nine step approach to help Instructional Designers execute learning in an effective method.

In which learning situations is Gagne's Theory of Instruction most effective?

- Effective during the design of any type of learning or instructional materials e.g. video, elearning courses, presentations etc.

Applying Social Cognitive Theory to teaching someone how to develop a Rise 360 eLearning course:

1. **Gain the learner's attention:** Open with a question.
2. **Inform the learner of the learning objectives:** Ensure these are actionable and measurable.
3. **Prior learning:** Understand what the learner's prior learning with this topic is and if none, consider them to think of a time when they developed anything using multimedia e.g. a video or an Instagram post.
4. **Present content:** Present the content to the learner in a clear and effective way e.g Step by step.
5. **Provide guidance:** Provide the learner with tips and best practices throughout the learning e.g. avoid using light colored fonts over light backgrounds to ensure accessibility of content.
6. **Practice:** Give time to the learner to practice and apply what they've learned e.g. knowledge checks, quizzes etc.
7. **Feedback loop:** Provide feedback as the learner is practicing and applying their learning to enhance knowledge and improve performance.
8. **Assess performance:** Assess the learner's performance through an assignment or activity, in this case, the learner to design an "about me" course using the suggested prompts and guidelines.
9. **Enhance the retention:** In the next training session to incorporate more advanced concepts and to continue the knowledge checks and guidance.

Reference:

Schunk, D. H. (2020). Learning theories: an educational perspective (8th edition). [eBook]. Pearson.
<https://plus.pearson.com/home>.