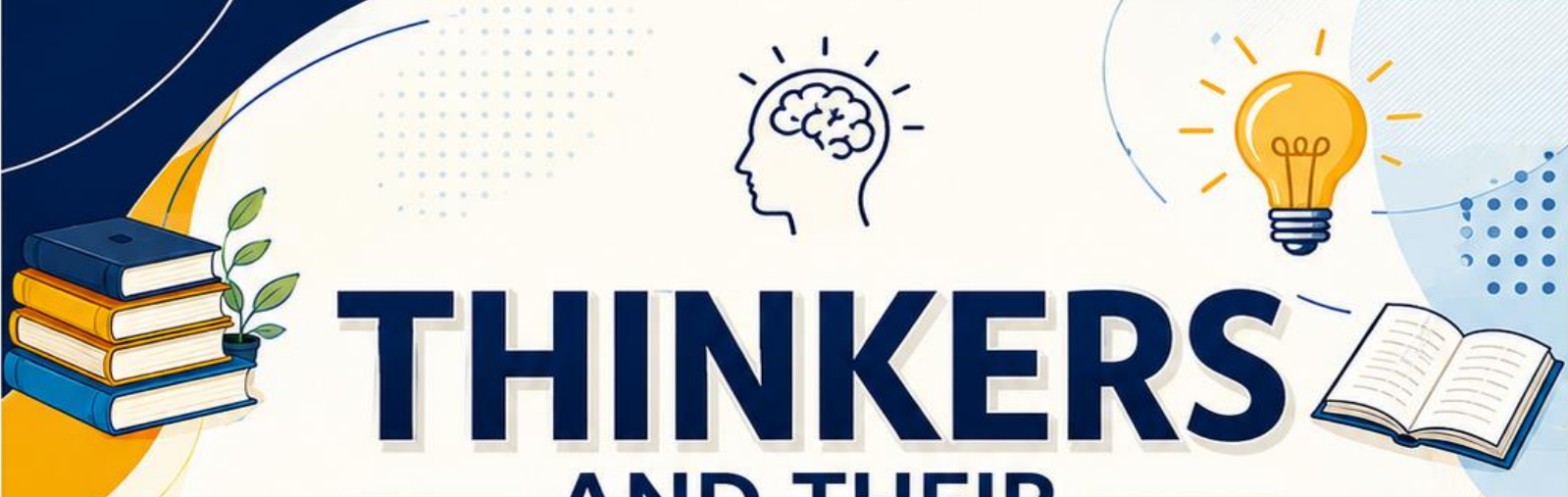




THINKERS — AND THEIR — LEARNING THEORIES

Exploring the ideas of great thinkers
that shaped the way we learn.



**JOHN
DEWEY**

Experiential
Learning



**JEAN
PIAGET**

Cognitive
Development
Theory



**LEV
VYGOTSKY**

Sociocultural
Theory



**B.F.
SKINNER**

Behaviourism
(Operant
Conditioning)



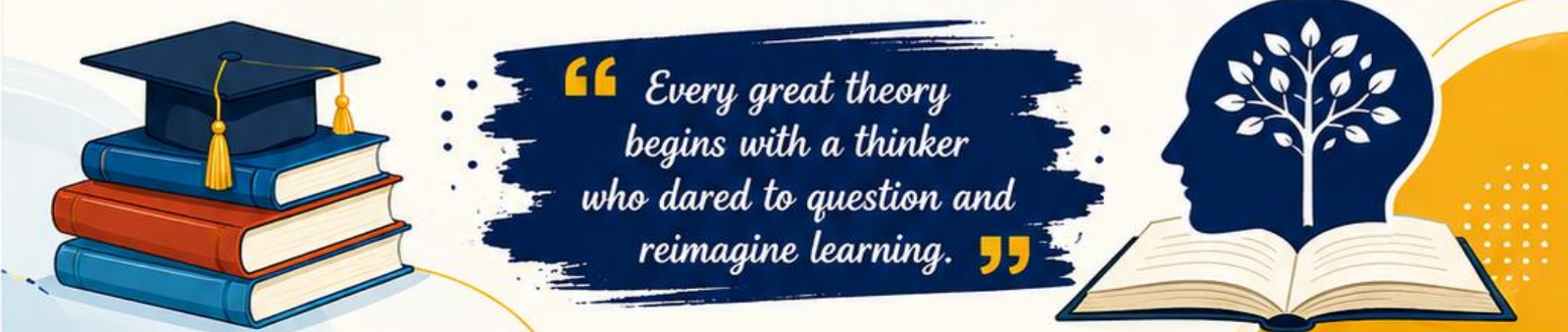
**DAVID
AUSUBEL**

Meaningful
Learning
Theory



**CARL
ROGERS**

Humanistic
Learning
Theory



“ Every great theory
begins with a thinker
who dared to question and
reimagine learning. **”**



ABRAHAM MASLOW

1908–1970

HIERARCHY OF NEEDS

5. SELF-ACTUALIZATION

Realizing one's full potential, personal growth

4. ESTEEM NEEDS

Respect, confidence, achievement

3. LOVE / BELONGINGNESS

Friendship, family, connection

2. SAFETY NEEDS

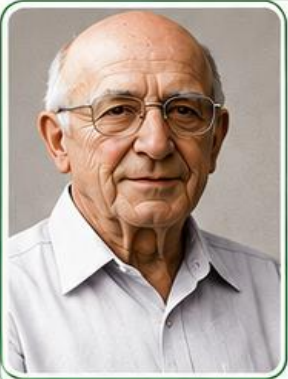
Security, stability, protection

1. PHYSIOLOGICAL NEEDS

Basic needs for survival (food, water, shelter)



As needs are fulfilled, higher level needs emerge as motivators.



CARL ROGERS

1902–1987

LEARNER-CENTRED EDUCATION

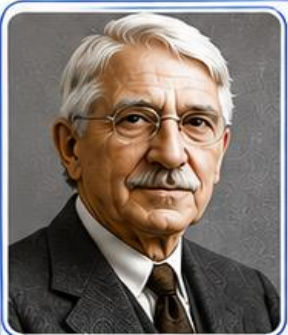


- Humanistic approach focused on the whole person.
- Teacher acts as a 'facilitator', not a controller.
- Emphasis on empathy, acceptance and genuineness.



Goal:

Self-awareness and personal growth of the learner.



JOHN DEWEY

1859–1952

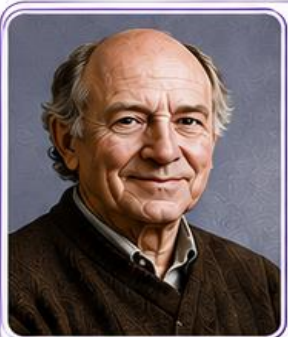
LEARNING BY DOING



- Experiential (experience-based) learning.
- Activity-based, pragmatic and democratic education.
- School is a miniature of society.



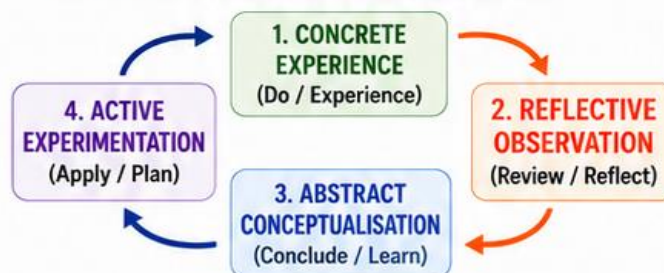
Education = Life itself, not preparation for future life.



DAVID KOLB

1939–

EXPERIENTIAL LEARNING CYCLE



Learning is a continuous process resulting from the combination of experience, perception, cognition and behaviour.



J.F. HERBART

1776–1841

HERBARTIAN STEPS OF TEACHING



Systematic method for effective teaching and character development.

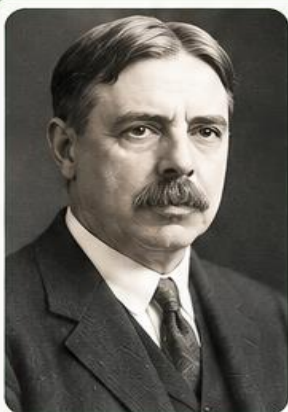


ROBERT GAGNÉ

NINE EVENTS OF INSTRUCTION

Conditions of Learning — **hierarchy** from simple signal learning to problem solving.

- | | | |
|---|------------------------------------|--|
| 1 | Gain Attention | |
| 2 | Inform Learner of Objectives | |
| 3 | Stimulate Recall of Prior Learning | |
| 4 | Present the Stimulus (New Content) | |
| 5 | Provide Learning Guidance | |
| 6 | Elicit Performance (Practice) | |
| 7 | Provide Feedback | |
| 8 | Assess Performance | |
| 9 | Enhance Retention & Transfer | |



E.L. THORNDIKE

LAWS OF LEARNING (CONNECTIONISM)

Law of Effect, Law of Exercise, Law of Readiness — 'trial & error' learning.



LAW OF EFFECT

Responses followed by satisfaction are strengthened; those followed by discomfort are weakened.



LAW OF EXERCISE

The more a response is practiced, the stronger the connection becomes.



LAW OF READINESS

Learning occurs more readily when the learner is mentally and physically ready.



HOWARD GARDNER

THEORY OF MULTIPLE INTELLIGENCES

8–9 independent intelligences (linguistic, logical, spatial, musical, etc.), not one single IQ.



1. Linguistic (Word Smart)



2. Logical-Mathematical (Number Smart)



3. Spatial (Picture Smart)



4. Musical (Music Smart)



5. Bodily-Kinesthetic (Body Smart)



6. Interpersonal (People Smart)



7. Intrapersonal (Self Smart)



8. Naturalist (Nature Smart)



9. Existential (Life Smart)



ALBERT BANDURA

SOCIAL LEARNING THEORY

Learning by observation & imitation — the famous 'Bobo Doll' experiment.



1. ATTENTION (Observe)



2. RETENTION (Remember)



3. REPRODUCTION (Imitate)



4. MOTIVATION (Reward)



NOAM CHOMSKY

LANGUAGE ACQUISITION DEVICE (LAD)

Innate, biological capacity of the brain to acquire language.

- Humans are born with an inbuilt language learning mechanism (LAD).
- Enables children to learn grammar and construct sentences naturally.
- Universal Grammar (UG) — the underlying set of rules in all human languages.

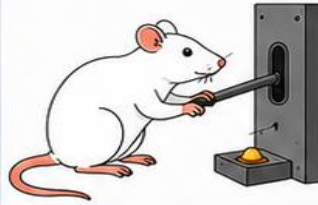




B.F. SKINNER

1904–1990

OPERANT CONDITIONING



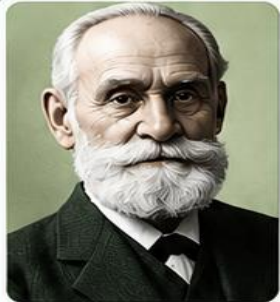
Behaviour is shaped by **reinforcement** (reward) & **punishment**.

REINFORCEMENT (REWARD) ✓

Behaviour increases when followed by a reward.

PUNISHMENT ✗

Behaviour decreases when followed by a punishment.



IVAN PAVLOV

1849–1936

CLASSICAL CONDITIONING



Learning via association of stimulus & response (dog-bell experiment).



JEAN PIAGET

1899–1936

COGNITIVE DEVELOPMENT THEORY



4 STAGES OF COGNITIVE DEVELOPMENT



LEV VYGOTSKY

1896–1934

SOCIAL CONSTRUCTIVISM



Zone of Proximal Development (ZPD) + scaffolding by a 'More Knowledgeable Other'.



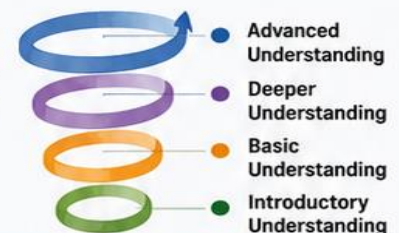
JEROME BRUNER

1915–2016

DISCOVERY LEARNING



Spiral curriculum — same topic revisited at increasing depth.



BENJAMIN BLOOM

1913–1999

TAXONOMY OF EDUCATIONAL OBJECTIVES



3 DOMAINS OF LEARNING



[**Attempt Quiz Click Here**](#)