

Case Study: Learning Theories (200 pts)



What is the Assignment?

- Connect the teaching strategies in your *Case Study: Lesson Plan* instruction with each of the four fundamental learning theories.
 - **SECTION 1:** Identify the teaching strategies in your *Case Study: Lesson Plan* instruction (completed in Module 3) that represent each of the four fundamental learning theories ([click here for a table comparing the 4 theories](#)). Create additional instruction if your lesson plan does not represent a particular theory.



1. Behaviorism (Both Classical Conditioning and Operant Conditioning)
 2. Information Processing Theory
 3. Constructivism
 4. Social Cognitive Theory
- **SECTION 2:** Demonstrate each learning theory with videos of your effective teaching strategies.
 - **SECTION 3:** Defend why your teaching strategies are effective using the concepts and vocabulary of the learning theory those strategies represent.

- **Plan ahead:** You have **4 weeks** to complete this assignment (Summer 10 days)
- **Submission:** Submit to Lualaba Assignments by the due date handout found in Modules.
- **Video Instruction:** [Click here to have your instructor take you through assignment](#)
- **Alternative Approaches:** [Click here to read about alternative ways to complete assignments](#)

How is the Assignment Graded?

- An “A” assignment will have the following criteria: [Click here for the overall scoring rubric](#)
 - **Section #1: Identify the teaching strategies in your lesson with the learning theory**
 - You correctly identify two teaching strategies that match the learning theory
 - You include teaching strategies for all four learning theories
 - **Section #2: Demonstrate learning theory with videos of teaching strategies**
 - Your teaching strategy video accurately represents the learning theory
 - You provide a viable link to a video that demonstrates teaching strategy
 - You include a video for all four learning theories
 - **Section #3: Defend your teaching strategies using learning theory concepts**
 - You clearly identify one teaching strategy to represent a learning theory
 - Your explanation is accurate and supported with viable citations/resources
 - Your explanation incorporates appropriate learning theory concepts/vocab
 - Your explanation for each learning theory is in-depth (4 sentences/bullets)
 - You defend a teaching strategy for all four learning theories



What Does an “A” Assignment Look Like?

PLEASE USE EXAMPLES ONLY AS A GUIDE AND DO NOT COPY DIRECTLY INTO YOUR OWN WORK!

- Example #1 – [Case Study: Learning Theories \(no comments\)](#)
- Example #1 – [Case Study: Learning Theories \(with embedded comments from instructor\)](#)

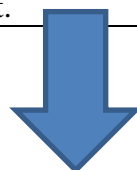
Why Are We Doing This Assignment?

There are many different ways for your case study to learn, but learning theories attempt to find the fundamental building blocks of learning in which all people would learn regardless of background or circumstances. This assignment examines the four fundamental blocks that represent almost all the teaching strategies that you might use in your teaching, so it is good to know the underlying concepts of each!

Extended Assignment Instructions & Comments

The best way to demonstrate your answers to this assignment is to embed them directly into your *Case Study: Lesson Plan* instruction.

Below are the instructional steps from one of the Case Study: Lesson Plan examples from Module 3. Just follow the instructions embedded in the steps and the instructor, text, and web resources to complete the assignment.



[Click here to download a blank copy of the Case Study: Learning Theories template in Word](#)

INSTRUCTION

Step 1: Copy and paste your instructional steps from your Case Study: Lesson Plan Assignment (Module 3) here.

Step 2: Using the resources below, **identify at least two teaching strategies from each learning theory** in your lesson. (SECTION 1)

- Identify the theory by **writing theory name with teaching strategy name in a different color** at the end of the instructional step(s) in the lesson
- If your lesson is missing a teaching strategy, then create one, add it into the instructional steps, and underline it.

Step 3: Find a video that demonstrates that teaching strategy from step 3. (SECTION 2)

- Place the video link at the end of the appropriate teaching strategy in the lesson.
- The video can be of your actual teaching (that would be awesome!) to demonstrate the effective teaching strategy.

Step 4: Choose one teaching strategy from each learning theory, and **defend why that teaching strategy is effective** using the concepts and vocabulary of that particular learning theory. (SECTION 3)

LEARNING THEORY #1: BEHAVIORISM (two parts A & B)

(A). Classical Conditioning (ID at least one teaching strategy in your lesson)

- Read [Text pdf \(p. 254 – 256\)](#)
- Website
 - [Introduction to Classical Conditioning](#)
- Videos
 - [Pavoly's dog](#)
 - [Watson's little Albert](#)
 - [College student's roommate](#)
- Possible Teaching Strategies
 - Attention-getters; Procedural Signals
- Concepts/Vocabulary (use where appropriate in defense of learning theory)
 - Classical conditioning; contiguity; stimulus; response; Neutral stimulus (NS); Unconditioned stimulus (US); Unconditioned response (UR); Conditioned stimulus (CS); Conditioned Response (CR)

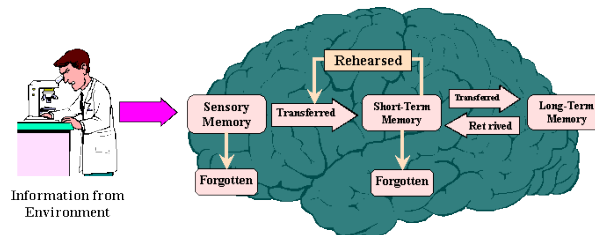


Learning Theory #1: Behaviorism continued...

(B). Operant Conditioning (ID at least one teaching strategy in your lesson)

- Read [Text pdf \(p. 257-272\)](#)
- Website
 - [Introduction to Operant Conditioning](#)
- Videos
 - [Positive Reinforcement – Big Bang Theory](#)
- Possible Teaching Strategies
 - Rewards; Punishments; Reinforcement Schedules; Using Praise Appropriately; The Premack Principle; Shaping; Positive Practice; Task Analysis; Social Isolation; Response Cost; Punishment; Group Consequences; Time out; Contingency Contracts; Token Reinforcement; Self-reinforcement
- Concepts/Vocabulary (use where appropriate in defense of learning theory)
 - Operant conditioning; operants, antecedents; consequences; reinforcement; reinforce; positive reinforcement; negative reinforcement; punishment; positive (presentation) punishment; negative (removal) punishment; reinforcement schedules; extinction.

LEARNING THEORY #2: INFORMATION PROCESSING THEORY



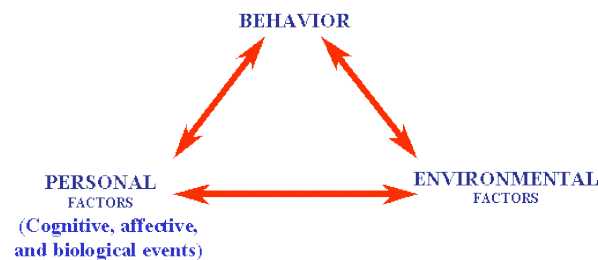
- Read [Text pdf \(p. 291 – 316\)](#)
- Website
 - [Introduction to Information Processing](#)
- Videos
 - [Information Processing Overview](#)
- Possible Teaching Strategies
 - See [Handout](#) (Teaching Strategies at bottom of handout for each stage of information processing theory)
- Concepts/Vocabulary (use where appropriate in defense of learning theory)
 - Information processing; sensory memory, perception, attention, working memory, central executive, phonological loop, visuospatial sketchpad, cognitive load, maintenance rehearsal, elaborative rehearsal, chunking, interference, decay, long-term memory, explicit memory, implicit memory, concept, schemas, priming, elaboration, context, mnemonics, automated basic skills (habits).

LEARNING THEORY #3: CONSTRUCTIVISM

- Read [Text pdf \(p. 371 – 396\)](#)
- Website
 - [Introduction to Constructivism](#)
- Videos
 - [Constructivism Overview](#)
- Possible Teaching Strategies
 - situated learning; complex learning environments; social negotiation; multiple representations of content; spiral curriculum; scaffolding; inquiry learning; problem-based learning; anchored instruction; cognitive apprenticeship; reciprocal teaching; cooperative learning (collaboration); reciprocal questioning; Jigsaw classroom; Structured controversies; Service learning
- Concepts/Vocabulary (use where appropriate in defense of learning theory)
 - constructivism; Piaget (first wave – see terms used in development assignment); Vygotsky (second wave – see terms used in development assignment); terms for possible teaching strategies can be used in defense of learning theory.



LEARNING THEORY #4: SOCIAL COGNITIVE THEORY



- Read [Text pdf \(p. 412 – 436\)](#)
- Website
 - [Introduction to Social Cognitive Theory](#)
- Videos
 - [Bobo Doll Experiment](#)
- Possible Teaching Strategies
 - Modeling, feedback, ripple effect, developing self-efficacy (set clear learning goals, emphasizing students' progress, specific suggestions for improvement, connect past efforts with past accomplishments); developing self-regulation (learning how to learn)
- Concepts/Vocabulary (use where appropriate in defense of learning theory)
 - Social cognitive theory; triarchic reciprocal causality; observation learning; factors that affect observational learning; vicarious reinforcement; self-reinforcement; self-efficacy; sources of self-efficacy (master, vicarious, modeling, social persuasion); self-regulation, co-regulation.

