**Learning Theories and Theorists: Plan/Instruct/Assess Created by Laura Lemanski for Ohio University**

| **Theory/Theorist** | **Activity/Lesson** | **Justification** |
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| **Active Learning/C. Bonwell**   * Responsibility of learning falls on the learners * Students must do more than just listen, they must be actively engaged in the process—discuss, write, read, solving problems * Students engage in higher-order thinking tasks such as analysis, synthesis, and evaluation.   Examples: class discussion, think-pair-share, collaborative learning, debates, games |  |  |
| **Bloom’s Taxonomy/Benjamin Bloom**   * Classification of learning objectives * Focused on Cognitive, Affective and Psychomotor domains * Six levels: knowledge, comprehension, application, analysis, synthesis, evaluation. * Goal is to focus on all three for a more holistic approach to education * Goal is to move from the lowest order processes to the highest order |  |  |
| **Critical Pedagogy/Paulo Freire**   * The continuous process of “unlearning, learning, relearning, reflecting, evaluating.” * Encourage students to think critically about education and recognize the “connections between their individual problems and experiences and the social contexts in which they are embedded.”   Examples: KWL, dialogue journals, encourage students to challenge long-held assumptions, consider multiple ways of knowing, let practice and experience inform theory/knowledge. |  |  |
| **Constructivism/Jean Piaget**   * Dewey, Montessori, Vygotsky, Piaget, Bruner and Kolb are considered constructivists. * Self-directed learning that is innovative and creative in the creation of new knowledge. The educator is a mentor/facilitator of the process. * Learning is an active, social process that involves sharing and collaborating. * Includes discovery, hands-on, task-oriented, experiential, collaborative, project-based learning. |  |  |
| **Discovery Learning/Jerome Bruner**   * Inquiry-based learning (constructivism) * students draw from past experiences and existing knowledge to solve problems. * Students interact with the world and make their own discoveries. Teacher is guide and facilitator.   Examples: Experiments, simulations, problem-based learning, web quests. |  |  |
| **Experiential Learning Theory/David Kolb**   * Learning from experience through reflection. * Encourages the learner to observe, interact, experiment. * The cycle: concrete experience-reflective observation-abstract conceptualization-active experimentation * Learning by doing.   Examples: Hands-on activities, field work, learning-by-doing (experiments, tying shoes, recipes, games, pretend), outdoor/unstructured play, |  |  |
| **Maslow’s Hierarchy of Needs**   * Needs based on the five levels, beginning with the basic need and moving to the more higher-order needs that influence behavior:   + Psysiological (air, food water)   + Safety (secure environment, employment)   + Belongingness (love, friendship)   + Esteem (confidence, respect)   + Self-actualization (morality, creativity)   Example: Safe, secure classroom environment, lighthearted, fun class, interaction and discussion-based activities, avoid questions that could cause embarrassment, respond to bullying behaviors, consider exceptionalities with lessons and activities, providing praise and encouragement, set high expectations, real-world applicable activities |  |  |
| **Multiple Intelligences/Howard Gardner**   * Based on the following learning styles:   + Visual-spatial   + Bodily-kinesthetic   + Musical   + Interpersonal   + Intrapersonal   + Linguistic   + Logical-mathematical |  |  |
| **Pragmatism/John Dewey**   * Practical approach to problem solving * Application of experiences to solve problems—education is realistic * Activities, experiences are useful to the needs of the student and learning can be applied later in life. * Encourages original thinking and learning by doing |  |  |
| **Psychosocial Development Stages/Erik Erikson**   * Eight stages of identity and psychosocial development, including:   + Infancy-Trust vs. Mistrust   + Toddler-Autonomy vs. Shame   + Preschooler- Initiative vs.Guilt   + School Age (6-12)- Industry vs. Inferiority   + Adolescent (12-18)-Role Confusion vs. Identity   + Also, young adult, middle age, late adulthood   Example: Build confidence, provide specific praise, involve students in decision making, provide choices, treat all students fairly, encourage multiple approaches to problem-solving, incorporate life skills |  |  |
| **Social Cognition/Lev Vygotsky**   * Children develop best when they are learning within their **zone of proximal development** (tasks that are slightly above their ability level that are facilitated by adults through **scaffolding**). * Knowledge and development from relationships and social activities in the natural world.   Examples: Discussions, questioning, social interactions, providing hints/prompts, cooperative learning |  |  |
| **Stage Theory of Cognitive Development/Piaget**   * Cognitive development happens in four stages:   + Sensorimotor (birth-2)   + Preoperational (2-4): simple classification, especially by important features   + Concrete (7-11): begins to think more abstractly and conceptualize, creates structures that explain his/her experiences.   + Formal (11-15): can make rational judgments, can reason deductively and hypothetically, can think abstractly   Examples: Self-initiated activities, activities based on varied levels of development, **discovery learning** (exploring and experimenting with the environment), stimulating environments, hands-on play, manipulatives, classification, collaborative learning, discussion |  |  |