

Compare and contrast matrix: Use the readings to populate
Cherry Grassi, Tonya Brewington, Lori Nuth, Lori Schenk

	Objectivism/Behaviorism	Cognitivism	Constructivism
How is the mind viewed by each of these perspectives?	The mind is unnecessary in the learning process. P 6 Jonassen	No definitive answer. Jonassen p7	Constructs reality Jonassen p9 table
How is meaning or knowledge viewed?	Organisms are born with no knowledge. Knowledge is derived from sensory impressions. p54	No definitive answer.	Meaning is a function of how the individual creates meaning from his/her experiences Jonassen p10
How does learning occur?	Giving the proper response to a stimulus. p55	Learning is concerned with what learners know and how they came to acquire it. Not with what they do. p58	Creating meaning from experience. Mind is a reference tool. Learners create their own meaning. p62
Which factors influence learning?	Environmental p55	Environmental conditions (explanations, demonstrations, illustrative examples and matched non-examples) practice with corrective feedback p58	Learner and environment are critical factors. p63
What is the role of memory?	Practice/review/recall p55	Learning results in when information is stored in an organized meaningful manner. p59	Always under construction, cumulative history of interactions p63
How does transfer occur?	Transfer is a result of generalizations. p56	When a learner can apply the knowledge in different contexts p59	Involvement in tasks, based on meaningful contexts p64
What types of learning are best explained by the theory?	Discriminations (recalling facts), generalizations (defining and illustrating concepts), associations (applying explanations), chaining (automatically performing a specified procedure) p56	Explaining complex forms of learning (reasoning, problem-solving, information-processing) p59	Critical thinking and problem solving, advanced knowledge acquisition, p64-65
What basic assumptions are relevant to ID?	Produce observable and measurable outcomes. Pre-assessment (learner analysis) Master early steps before complex levels of performance Reinforcement to impact performance cues, shaping, and practice to	Active involvement of the learner in the learning process. Hierarchical analysis to identify and illustrate relationships Structuring, organizing and sequencing information to facilitate optimal processing	Identification of context, in which learned skills will be applied Ability for learners to manipulate information. Revisit content Presenting information in different ways Keeping topics

	ensure a strong stimulus-response p56	Learning environments that allow and encourage students to make connections with previously learned material p60	complex, don't simplify p65-66
How should instruction be structured?	Stimulus-response, use of cues, practice situations, and receiving reinforcement for responses p57	Make knowledge meaningful and help learners organize and relate new information to existing knowledge in memory. p60	Apprenticeships, allowing students to construct meaning, monitoring, evaluating, and updating those constructions. Design an experience so that authentic relevant contexts can be experienced. p66
Add your own comparison variable			