

**EME 6055**

Please complete the Learning Theory Matrix. Add more rows as needed.

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Theory	Theorists Associated with Theory	Main Ideas of the theory	The Learner is viewed as?	Impact of the theory on Instructional Design
1. Computationalism and Culturalism	Bruner, Jerome Karmiloff-Smith, Annette Vygotsky, Lev	<p>In Culturalism, mind and culture are interchangeable and culture is said to be man-made. It melds theories of psychology, anthropology, linguistics, and human sciences. It is about how humans create and reinscribe meanings and how they act. It is all about culture and human behavior and how these are related. It is concerned with how culture affects people.</p> <p>Whereas Computationalism is about how information is utilized and structured. It is based on how the mind forms and processes information in a regulated manner. Reasoning and perception is</p>	<p>The Computationalism theory considers the learner to be a computational system wherein learning is viewed as storing and processing things from their surroundings in a structured approach based on rules and order.</p> <p>The Culturalism theory considers the learner to be shaped by their cultural background. Their beliefs and values contribute to how they learn, solve problems, and understand things.</p>	<p>The impact of Culturalism on ID is that eLearning courses contain linguistic, graphic, and narrative things that need to be customized for the learner. Otherwise, there could be misunderstanding leading to the learner not being successful.</p> <p>Instructional designers have numerous design options to choose from, making it challenging to identify the most effective interventions. To address this is the joined computational model of learning in Computationalism that can help designers in identifying and examining interventions.</p>

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		computational, much like thinking can be explained by the manipulation of mind through a computational manner.		
2. Experiential Learning	Usher, Robin Foucault, Michel Weil McGill	Experiential learning theory is structured around learning from experience known as; Autonomy-Self-expression -Adaptation and Expression-Application. It is domesticating and transformative and all encompassing. The learner is educated and enriched via experience in experiential learning.	The Experiential learning theory considers the learner to be autonomous, capable of creating oneself, free from ideas that shape them. Although they are passive because things are culturally and socially defined meaning consumerism is inescapable. Learning is contingent on experience according to the theory. Learners need help problematizing and examining experience to truly understand it and authenticate it. Students will value security and self confidence as emotional depth within an authentic dialogue. Active learning rather than passive learning defines the Experiential	The theory of experiential learning impacts instructional design by encouraging dynamic hands-on learning experiences that allow learners to experience real-world situations that will deeply embed in the mind and generate experience rather than lecture based learning. ID must be immersive and all engaging to capture the minds of the learner and truly engage.

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			learning theory.	
3. Social Theory of Learning	Wenger, Etienne Bandura, Albert	The Social Theory of Learning is based on experiencing the world verses sitting in a classroom passively learning because humans are social and need to interact to learn better. Active engagement with the world, participation, and community is essence of the social theory of learning	The Social Theory of Learning considers the learner to be in a state of jeopardy that is concerning. Our conception of learning is what we need to consider. Inventive ways of engaging learners and involving them in their communities is key.	The Social Theory of Learning impacts instructional design by being entirely associated with the deep significance of social interaction and thought. Rather than passive lecture-oriented learning, learning settings should instead encourage collaborative engagement, community, and interactive feedback among learners.
4. A Model of Learning	Hattie, John Donoghue, Gregory	A Model of Learning has 3 main sectors; learning outcomes, learner agents and learner inputs. The model recommends that learning strategies are varying in their effectiveness based on the learner's own experiences, prior education, temperament, ability to learn, and incentive. The model is also about surface versus deep	A Model of Learning considers the learner to consist of three significant sets of inputs; the learner's prior achievement and knowledge (what they bring to the table), the learner's incentive, and the learner's tendency (habits, how fixed their mindset is) and feelings towards learning. Most learners consider learning to be blah and they take a surface	A Model of Learning impacts instructional design by providing an academic agenda to guide the growth of learning and activities that learners are involved in. ID under this theory guarantees that learners achieve knowledge and abilities that progress to being effective learning skills. ID under this theory ensures that learning is personalized towards

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		<p>learning. Neither are superior. If learners care about what they are learning they will engage, seek knowledge and be pleased with their education. Highly self-aware learners are more successful. Knowledge is successful when there is something worthy of learning. W/o that learners will not engage as well.</p>	<p>approach to learning, but there are theories of motivation that drive the learner according to A Model of Learning. If learners take an active approach to learning they are engaged, deeply learning, making connections and are considering the perspectives of others. Complacency is not an option, the learners value understanding, control over their education and they are goal oriented. The learner environment also matters greatly. Learners need to create their own strategies for learning, be able to use metacognition, be able to evaluate the strategy and cognitively change a strategy when it's not working. It is believed that this code for learning should be acquired and utilized.</p>	<p>the learner's needs and skill level. ID under this theory must use differentiation in learning as well, much like the school system uses it to reach all skill sets and learning styles.</p>
5. Adult Learning Theory	Merriam, Sharan B. Knowles, Malcolm Freire, Paulo	Adult Learning Theory achieved its own status in the 1960's over childhood education.	Adult Learning Theory considers the learner to be of the mind and the body and these two	Adult Learning Theory completely impacts instructional design because ID has to

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		<p>Noncognitive factors play a role in adult learning. There are three foundational adult learning theories about how adults learn; andragogy, self-directed learning and transformative learning. In this theory a person becomes more self-directed as they mature (self-directed learner SDL). Taking control of your learning is how SDL works. Transformative learning is about the adult's life experiences and their higher level of cognitive thinking than a child's level of thinking. Although can adult learning exist outside its social context? According to this theory it cannot. Recent theory is on holistic learning which involves the body.</p>	<p>might be separate. With embodied or somatic learning you learn through the body, through your emotions. The body is just an instrument for learning. Holistic learning has a spiritual association and the whole self, body, brain, spirit is involved in this type of adult learning. The learner is also a product of their culture and context. In the West what is most important is competency, individualism and self-development. The learning situation is to be authentic for instance through internships and simulations for the adult learner to progress and succeed.</p>	<p>generate material that is engaging and challenging yet not produce cognitive overload for the learner. There is a delicate balance to consider when generating material for any level but certainly for adults too. You also have to take into account their perspectives as far as life experiences, making learning self-directed and relevant. Adults are going to be eager to solve real-world problems and be immersed in simulation. In some cases courses will need to build on existing knowledge rather than delivering dull presentations of information. In instances it cannot be avoided but that is where simulation and immersive engaging courses come into play.</p>
6. Human Learning Theory	Illeris, Knud Piaget, Jean	Human Learning Theory is defined as	Human Learning Theory considers the	Human Learning Theory impacts

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	Rogers, Carl Leithauser, Thomas	any process that in living organisms leads to permanent capacity change and which is not solely due to biological maturation or ageing (Illeris 2007, p.3). There is the integration of two different processes, an external interaction process between the learner and his/her social, cultural or material environment, and an internal psychological process of elaboration and acquisition.	interconnection between the learner and the societal, social, material environment, and culture. If the teaching is not engaging then the learning will suffer. There is constructivist learning where it is assumed that the learner builds mental schemes or organizational learning outcomes. With everyday consciousness learning and non-learning is controlled. Internal and external conditions have to be acknowledged to move in the right direction with learning.	instructional design by enforcing that educators in ID should configure learning experiences to function in a way that humans naturally acquire knowledge. ID's must understand cognitive processes, motivation, prior knowledge, and personal differences produce more engaging learning structured towards the learner's needs as it relates to culture, context, background, existing knowledge, etc.
7. Pragmatism	Elkjaer, Bente Lave, Jean Wenger, Etienne Dewey, John	Dewey's Pragmatism is a way to deal with problems with human nature and knowledge. His pragmatism is about change, anticipation and consequences rather than recognition of the past (Dewey, p.66).		

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