Edtech 504

Learning Theories Paper

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**Overview:**

According to the website Learning-Theories.com, Behaviorism is a theory of thinking and learning that is based on a stimulus response. External stimuli and experiences can shape one’s behavior. Internal mental state is not considered in this theory. This theory plays nicely into the Systems Theory of systematic instructional design. The idea that a learner can gain new knowledge by being immersed in a stimulus is what I am going to look at. I also will discuss how the systems approach can be used to modify a learner’s behavior by designing and analyzing a program of study.

**Contributors:**

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Systematic Instructional Design

**Major Principles:**

Behaviorism focuses on behavior modification using a stimulus/response method. Learning can be reached through associating a result with an action. A key part of this theory is being able to observe outcomes that were reached by the learner and evaluating those results by comparing them to the expected results (G. Conole, M. Dyke, M. Oliver, J. Seale 2004). For the purposes of learning, it is important to define the expected learning outcomes and evaluate the process to get to that point.

**Application:**

ADDIE is a systematic methodology for instructional design that includes five phases: Analysis, Design, Development, Implementation, and Evaluation (Chevalier, R. D. 2011).

According to Bruno Neal, “ADDIE first appeared in the mid 1970’s. It was created by the Center for Educational Technology at Florida State University for the U.S. Armed Forces. It was greatly improved in the 1980’s but highly criticized in the late 1990’s due to its complexity and demand for a thoughtful deployment time. However, it has not been discarded nor replaced” (2011). This system for learning is briefly explained in the following descriptions.

Analysis of the learning will need to be done. The teacher needs to deploy some form of pre-assessment to determine what needs to be learned by the subject. This information will drive the design of the curriculum and the influences that will need to be implemented so that the desired behavioral outcomes will be achieved.

Design of the course model is critical. Expected outcomes or learning objectives for the learner will determine what the design will look like.

Development of the course work needs to be built around the design. The teacher will need to author the materials that were determined earlier and consider how to produce said material so that it can be delivered to the intended audience.

Implementation of the course work should be done after it has been authored. The learners will work through the materials and complete the desired learning tasks. Learners will need to be made aware of any materials that have particular instructions.

When the course work has been completed, an evaluation of the learner’s behaviors will be performed. Expected outcomes and actual outcomes should be compared and data should be extracted from those results.

**References:**

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Mapping pedagogy and tools for effective learning design

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