
HOW DO WE LEARN?

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AGENDA

First questions

Learning Theories

Behaviourism

Cognitivism

Constructivism

Connectivism

Summary

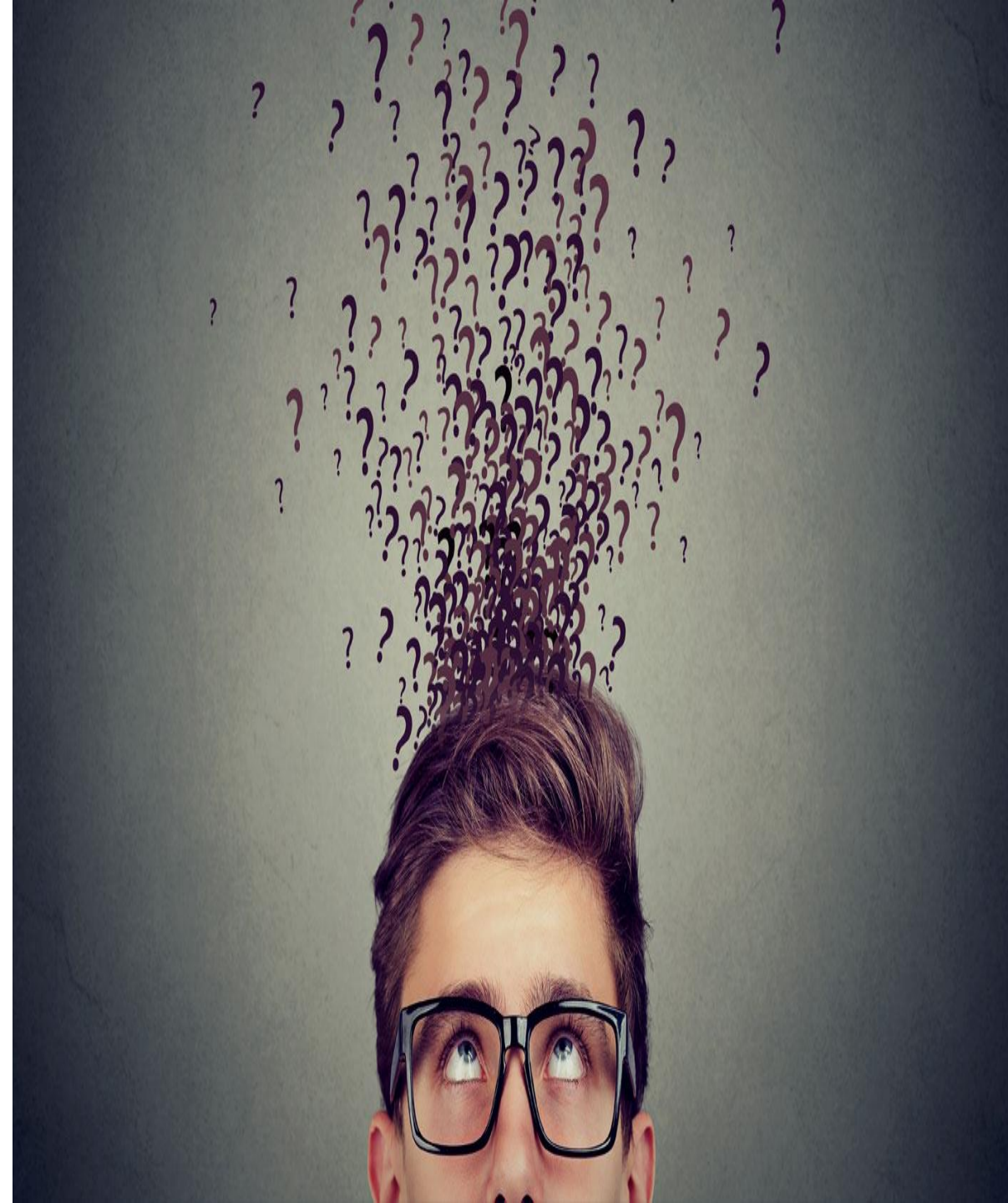
FIRST QUESTIONS

How do we learn a language?

What we know knowing a language?

How can we support better our students in
learning a language?

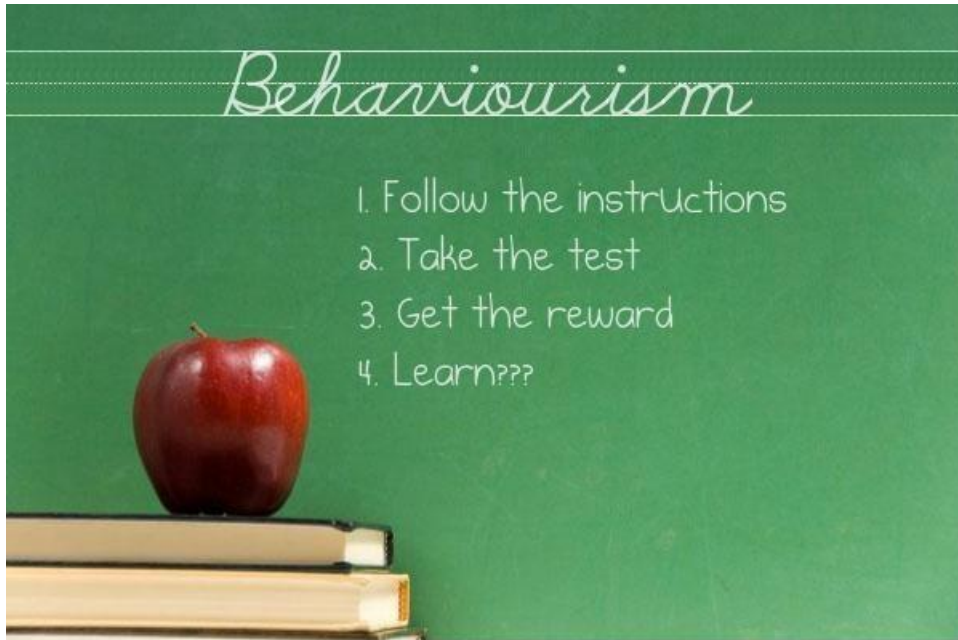
How do we learn?





Behaviourism

BEHAVIOURISM



Behaviourism is based on the idea that knowledge is independent and on the exterior of the learner. In a behaviourist's mind, the learner is a blank slate that should be provided with the information to be learnt.

Learning is achieved when the provided stimulus changes behaviour.

Behaviourism involves repeated actions, verbal reinforcement and incentives to take part. It is great for establishing rules, especially for behaviour management.

BEHAVIOURISM

Authors

- Pavlov
- Skinner

Impacts on education

- Teacher's role centre
- Focus on content
- Repetition / training
- Assessment - content
- Learning – repeat content
- Reward

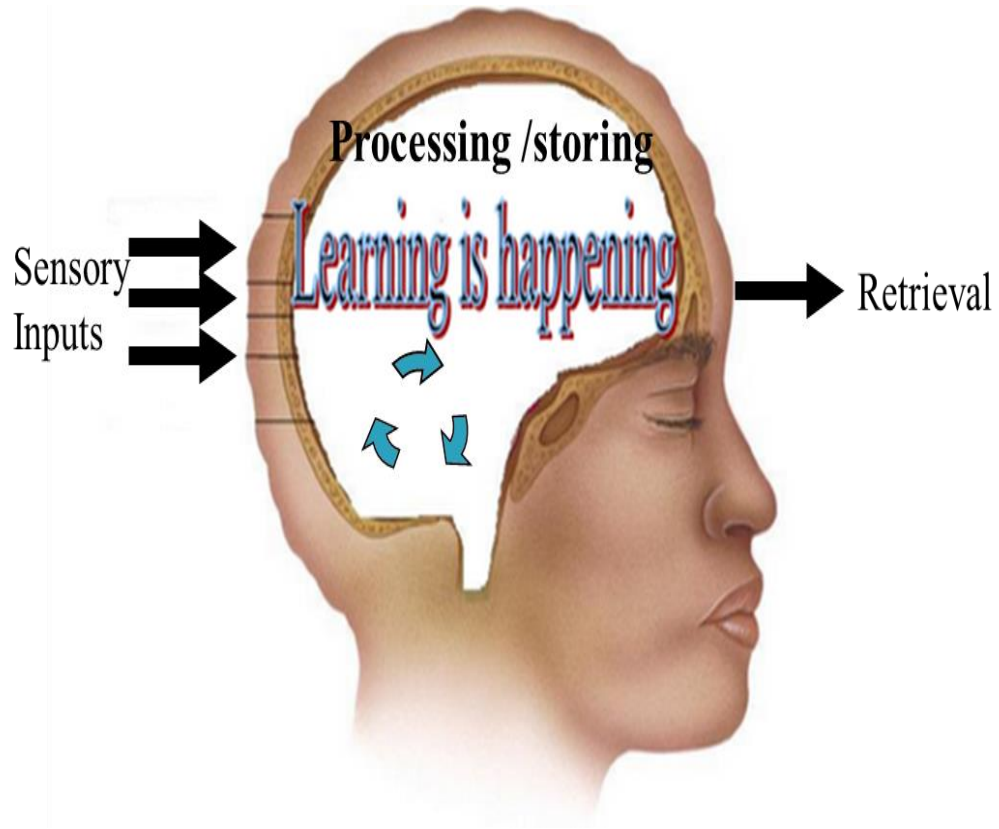
Are we still behaviourists?

- ?
- ?



A close-up photograph of a wood grain, showing concentric growth rings and a prominent dark knot. Two thin white horizontal lines are positioned near the top and bottom of the frame.

Cognitivism



COGNITIVISM

Cognitivism focuses on the idea that students process information they receive rather than just responding to a stimulus.

There is still a behaviour change evident, but this is in response to thinking and processing information.

In cognitivism theory, learning occurs when the student reorganises information, either by finding new explanations or adapting old ones.

This is viewed as a change in knowledge and is stored in the memory rather than just being viewed as a change in behaviour.

COGNITIVISM

Authors

- Piaget
- Bloom
- Chomsky
- Gardner

Impacts on education

- Student's role centre
- Focus on cognitive process
- Linking information
- Assessment – new knowledge
- Learning – reorganize information, expand it

Are we cognitivists?

- ?
- ?



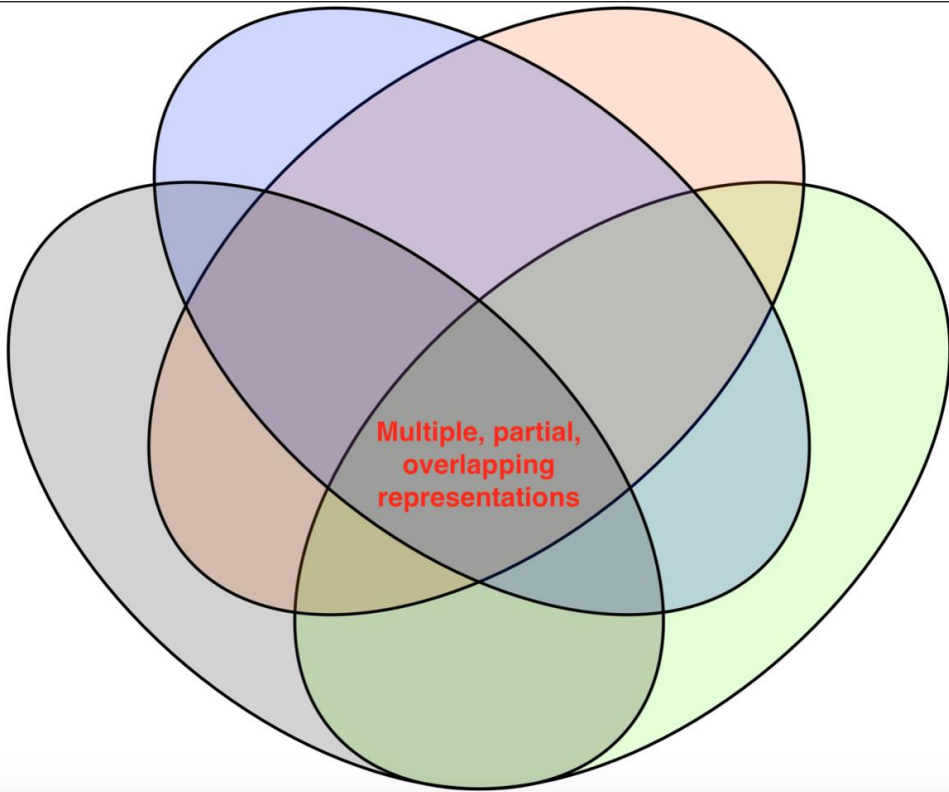
THE ROLE OF MEMORY IN LEARNING



A surreal landscape featuring a glowing green, textured hill that rises from the bottom left towards the center. Two small, white mushrooms with pinkish-red caps stand on the peak of the hill. The background is a dark blue, out-of-focus forest with bokeh light effects. The word "Consturctivism" is written in white text on the right side of the hill.

Consturctivism

CONSTRUCTIVISM



Constructivism is based on the premise that we construct learning new ideas based on our own prior knowledge and experiences.

Learning, therefore, is unique to the individual learner.

Students adapt their models of understanding either by reflecting on prior theories or resolving misconceptions.

Students need to have a prior base of knowledge for constructivist approaches to be effective.

As students are constructing their own knowledge base, outcomes cannot always be anticipated, therefore, the teacher should check and challenge misconceptions that may have arisen.

CONSTRUCTIVISM

Authors

- Vygotsky
- Piaget
- Brunner
- Kolb

Impacts on education

- Student's role centre
- Focus on process
- Adapting new information
- Assessment – new knowledge
- Learning – individual, unique

Are we constructivists?

- ?
- ?





Connectivism



CONNECTIVISM

“... the thesis that knowledge is distributed across a network of connections, and therefore that learning consists of the ability to construct and traverse those networks” (Downes, 2007)

Society is more complex, connected socially, global, and mediated by increasing advancements in technology.

The core skill is the ability to see connections between information sources and to maintain that connection to facilitate continual learning.

Duke, Harper & Johnston (2013)

CONNECTIVISM

Authors

- Seemens
- Downes

Impacts on education

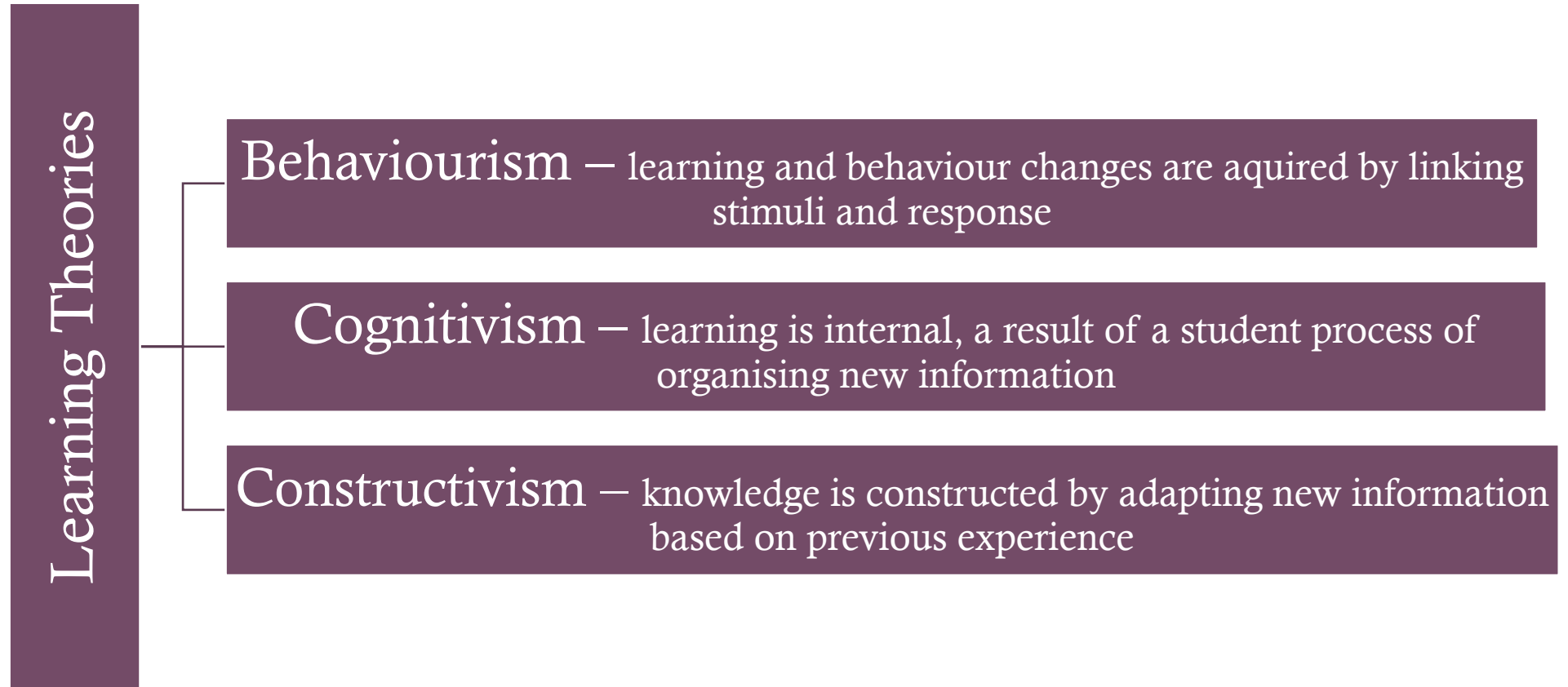
- Is it a learning theory?
- Information's role centre
- Learning – see connections
- Continuous learning

Are we connectivists?

- ?
- ?



SUMMARY





Thank you for your time!

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