

Introduction

In this course we will critically examine several theoretical perspectives on learning, cognition, and instruction. As will become evident, no single theory accounts for all of human learning. By examining a variety of theories, we will identify a range of concepts and principles that will be useful to understand learning and design instruction in a variety of settings and for myriad purposes. This course consists of six (6) study units and one (1) review unit.

Course Objectives

Our primary goals will be as follows:

- To become conversant with basic assumptions, concepts, and principles of each paradigm of learning: behaviorism, cognitivism, and constructivism
- To rigorously compare and contrast theories within and across paradigms for strengths, weaknesses, and applicability
- To determine the implications of theory for instructional design
- To generate and revise personal theories of learning and determine implications
- To become cognizant of changes in personal epistemology over the course of the semester