Learning Journal – Summary & Reflection of Learning Theory

	Behaviorism	Cognitivism	Constructivism	CoI	OCL	Connectivism
Theory	Learning is changes in behavior through interaction with external stimuli.	Learning is an internal process focusing on how attention, memory, and processing work together in knowledge acquisition. Knowledge is subjective.	Learning is an active process of constructing knowledge through social activities. Knowledge is contextual.	*An educational community of inquiry is a group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding (Bates, 2019, para 8).*	*"Emphasizes the role of peer discourse as key to learning and defines learning as intellectual convergence, achieved through three progressive stages of group discourse: Idea Generating, Idea Organizing and Intellectual Convergence" (Harasim, n.d., para 5).*	*According to Siemens (2004), "knowledge is created beyond the level of individual human participants and is constantly shifting and changing" (Bates, 2019, para 1).*
Theorists	John B. Watson B.F. Skinner Ivan Pavlov	John Piaget's theory of cognitive development.	John Dewey, Albert Bandura's social learning theory via observation – Bobo doll experiment. Lev Vygotsky – sociocultural theory	D. R. Garrison, T. Anderson, W. Archer	L. Harasim	G. Siemens and S. Downes

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Resources	A.W. Bates, *Teaching in Digital Age*. T. Anderson, *The Theory and Practice of Online Learning*.	M. Zhou and D. Brown, *Educational Learning Theories*. A.W. Bates, *Teaching in Digital Age*.	M. Zhou and D. Brown, *Educational Learning Theories*. A.W. Bates, *Teaching in Digital Age*.	The CoI by Athabascau site. A. W. Bates, *Teaching in Digital Age*.	A.W. Bates, *Teaching in Digital Age*. Linda Harasim's blog.	G. Siemens, Connectivism. S. Downes, An introduction to connective knowledge. A.W. Bates, *Teaching in Digital Age*. T. Anderson, *The Theory and Practice of Online Learning*.
Questions	How behaviorism remains relevant in a digital age where collective and diverse opinions are where and how knowledge is formed.	Cognitivism is best implemented early, so cognitive skills are more developed in acquiring knowledge. How would the cognitive theory work on older and adult learners?	Constructivism offers less structure, like behaviorism. How would constructivism work for younger students?	Out of the three CoI elements: social, cognitive, and teaching presences; is there any presence that is more important than the other in situations that are not always ideal?	OCL emphasizes an attempt to reach a consensus. What happens when an agreement still needs to be met? Who has the power to guide consensus-making?	Connectivism is best implemented in collaborative learning, where social interaction encourages information flow and exchange.

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Continue to think about	Behaviorism works for programs that require behavioral modification to encourage wanted behavior and discourage unwanted ones. Behaviorism (and cognitivism to a certain extent) seem to be the more authoritarian style of learning (unlike constructivism)	The instructor is to ask learners about their experience with the lesson to engage learners' cognitive skills throughout the learning process.	Constructivism seems to work best for culturally diverse learners as the idea of knowledge is more democratic (compared to behaviorism and cognitivism). Is the theory suitable for cooperative and collaborative work on broader social issues? Or even global problems that require multidisciplinary lenses in problem-solving.	CoI can be incorporated with behaviorism, cognitivism, and constructivism theories to achieve different learning goals.	Discussion is the core of OCL. The instructor serves as a facilitator. Does the instructor serve another kind of role in OCL?	How do we guide learners in connecting information from multiple sources when building knowledge actively?

References:

Bates, A. W. (2019). *Teaching in a Digital Age*. Victoria, BC: BCcampus. Retrieved from

https://opentextbc.ca/teachinginadigitalage/

Harashim, L. (n.d.). *OCL theory*. Linda Harasim Blog. https://www.lindaharasim.com/online-collaborative-learning/ocl-theory/

OMDE 610 - Final Reflection

What have I learned?

After reading and trying my best to comprehend many different learning theories, the first thing that comes to mind is that no learning theory is perfect. Each approach has its pros and cons; combining theory to accommodate the best possible aspects of diversity in socio-economic and cultural, educational backgrounds, learning goals, and many more makes more sense.

Behaviorism theory involves conditioning (external stimulation) expected to result in behavioral changes. Behaviorism is as rigid as it sounds, but the idea works when it is implemented for younger children. Through a different kinds of conditioning – classical, operant, and observational- we could achieve the intended behavioral changes.

From infancy, children are mainly taught using the behaviorism-cognitivism theory. Infant children's emotions and personalities are shaped by their parents. Of course, each children's identity, sense of urgency, and consciousness contribute to the different outcomes of the parents' behaviorism-cognitivism teaching. To a certain extent, cognitivism theory is best implemented at the younger age level for maximum cognitive skill development. Bandura's experiment emphasizes that people learn by observing others.

What I thought was lacking in behaviorism was the high focus on external and environmental stimuli and the lack of focus on the learner's cognitive and consciousness.
Furthermore, the way I view behaviorism is like an authoritarian learning system. This autocratic style is demonstrated by choice of learning implementations: (1) reward and punishment; (2) one-way direction; (3) multiple-choice and yes/no testing format; and (4) more rigid learning structure and process.

The way I see this different learning theory is that each idea is a progression of the previous one. It is like behaviorism → cognitivism → constructivism → connectivism.

Cognitivism focuses on the learner and that learning is an internal process of acquiring knowledge. Cognitivism is a progression from behaviorism with a focus on the cognitive of the learner. In cognitivism, the atmosphere of the learning process is less autocratic, like in behaviorism.

However, constructivism is, in my opinion, more democratic than cognitivism. Constructivism theory also focuses on the learner; however, it is strongly emphasized that learning takes place in a social context. The construction of knowledge is no longer an internal process; in constructivism, knowledge is constructed socially. Individuals' different experiences, consciousness, and sense of urgency would differentiate the meaning of the produced knowledge.

What has surprised you?

At the beginning of the class, I think a lot about behaviorism and how I feel about it. Behaviorism is a rigid theory that sees human nature as a "black box." I also do not understand why behaviorism theorists researched animals if the study is about human behavior. But over time, I realize I have implemented behaviorism theory myself to my children, for example. The approach has many legitimate aspects of human behavior and its behavioral change.

What further interests me is the part that learners are viewed in cognitivism and constructivism. In both cognitivism and constructivism, learners are the center of learning. However, in cognitivism, learners remain the passive recipients of the information transmitted by the instructors as the subject matter experts. In contrast, learners seem more equal to the instructor in constructivism. Learners are placed in the center of the learning process, while instructors serve as facilitators. Social interaction becomes the immediate environment of the learning process.

For connectivism, although this theory is still recent, it is relevant to the era we are in today, the digital era. In connectivism, learners are expected to be self-directed learners who navigate the immense amount of information available in the network. What is lacking in connectivism is assessing the learner's ability to connect the information and make it into knowledge. Siemens state that knowledge rest in the diversity of opinion. What happens when there are multiple opinions? Who decides which "knowledge" is to be used as guidance? What and how to determine and set guidelines for learning in connectivism?

What confuses you?

How to differentiate Online Collaborative Learning Theory (OCL) from Community of Inquiry (CoI) still needs clarification.

I understand that OLC and CoI are two different theories and frameworks. That each of them can be combined simultaneously as well. But what circumstances are best for combining these two?

In addition, I am also confused about whether a Community of Practice is a theory. Or is it an implementation of OCL?

What do you think needs to be included?

Although I still prefer to open a book physically; however, I also adapt to how today's learning materials are provided in PDF and online sources. What I think needs to be included is to give the audio version of all these learning materials. An audiobook format benefits an adult learner like me who often has to use better time for multitasking. I use almost any free time available to study. Sometimes I printed the PDF reading materials so that I could read in the metro. But that is not helpful to help to get a healthier environment.

Using paper for printing is wasteful when you can read on your computer. But in my case, I do not want to open my laptop to read while I am in the metro.
The audiobook format will be a great addition to distance education and e-learning because learners can study through the audiobook more freely. You need a smartphone and a headset, just as everyone does alone on the bus, metro, or else.

I wished that there are more explanations about MOOCs and their use of it for education equity around the globe. Yes, I can do my own research, but I feel that learning about MOOCs tends to be discussed from the perspective of higher education.