Behavioral **Learning Theory**

Instructional design theories grounded in behaviorism emphasize that learning emerges from the learner's engagement with their environment, where observable behaviors are molded through exposure to stimuli and shaped by patterns of reinforement and punishment.

Instructional Design Theory

Watson Theory of Behavorism

- Behavior is learned through environmental conditioning
- Observable behavior matters, not internal thoughts or feelings
- Conditioning shapes emotion. Emotions like fear can be conditioned.

Thorndike Theory of Behaviorism

- Law of Effect: Satisfying outcomes are more likely to reoccur, unpleasant outcomes are reduced
- Trial and Error Learning: Learning happens gradually through repeated attempts.
- Reinforcement Over Punishment: Positive reinforcement is more effective than punishment in shaping.

B.F. Skinner

- Behavior is shaped by consequences: Action followed by reinforcement are strengthened.
- Reinforcement is central: Positive and negative reinforcement both increase the likelihood of behavior recurring.
- Reinforcement schedule matters: timing and frequency of reinforcement affects how quickly behaviors are learned.

Mastery Learning Princples

Learners must achieve Mastery to move to the next level

- Most students can achieve mastery if given sufficient time
- Frequent formative assessments , with targeted correctives
- variable time and fixed achievement instead of fixed time and variable achievement

Programmed Instruction

Objectives begin with tangible objects and move to symbolic

- Content is broken into tiny, logical sequenced frames, allowing students to progress gradually and avoid cognitive overload
- Students receive instant reinforcement after each response. Correct answers are rewarded, reinforcing learning in real time
- Students move through material at their own pace, ensuring mastery before advancing and accomidating individual differences

Computer Assisted Instruction

Objectives are ordered in terms of importance

- Technology used to deliver engaging, student controlled instruction. Platform responds to student input.
- Students advance at their own pace, allows for personalized pacing.
- Instant feedback on performance, helping students correct errors, reinforcing understanding and track progress

Criterion Reference Instruction Model

Objectives reduce support slowly for learners

- Instruction is driven by clear, measurable objectives tied directly to job or task performance
- Students only study skills they haven't mastered, efforts focused where it's needed
- Learners only progress when they have demonstrated mastery

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