

SL Instructional Design Theory

Social Learning instructional design theory states that learners learn by observing others and outcomes of others, making meaning by engaging with multiple resources in a content area, interacting with others during learning, thinking or reflecting on content

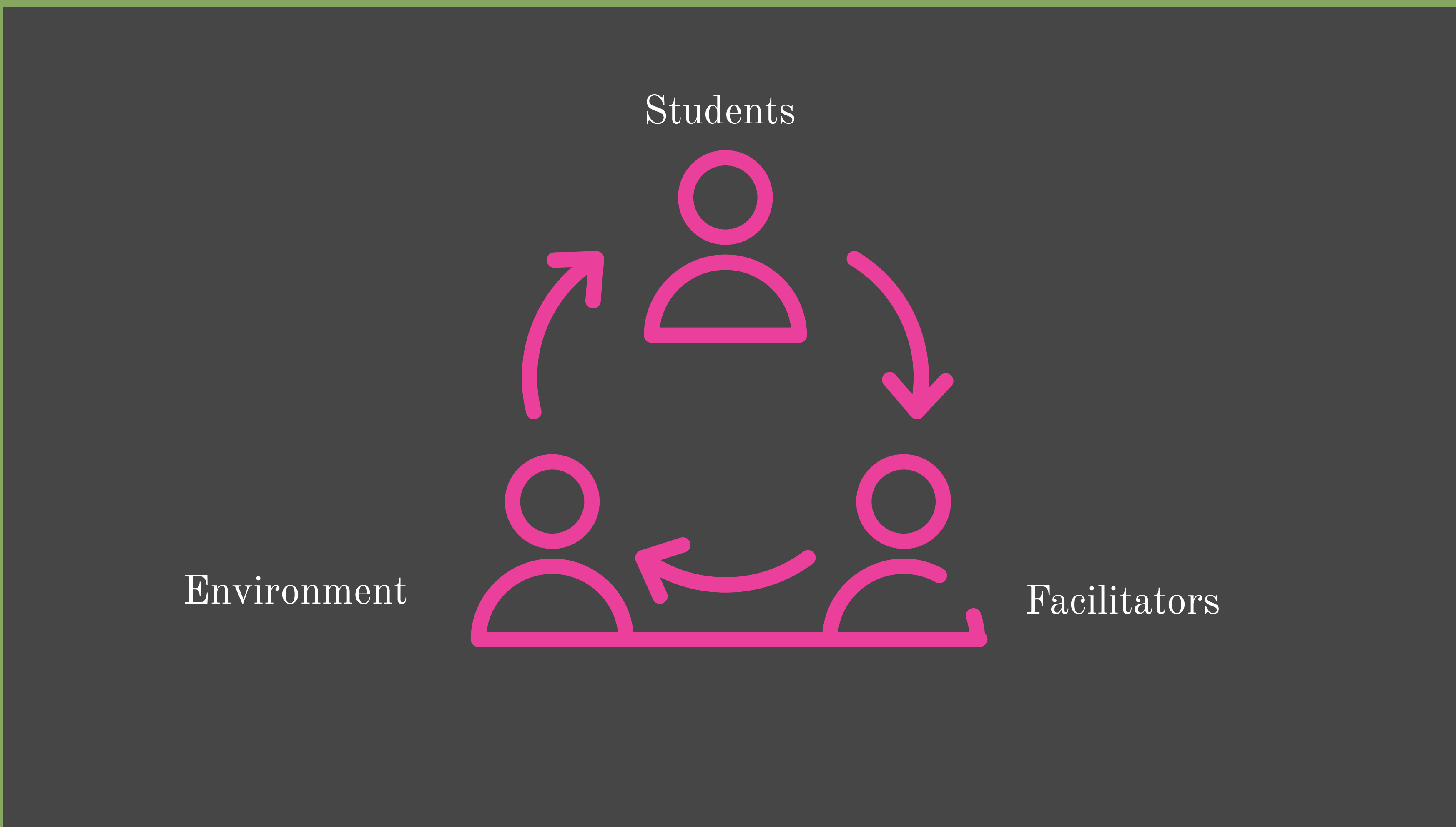


Collaborative Learning

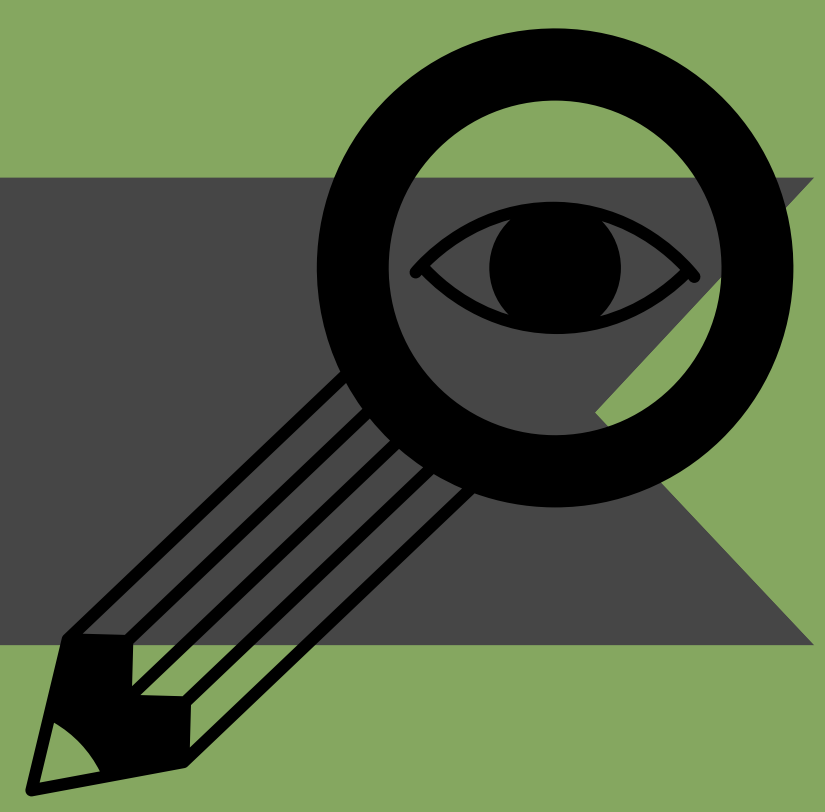


Collaborative Learning Model

- Derived from Lev Vygotsky
- Stresses the importance of common inquiry in learning
- Knowledge is created ‘together’ rather transmitted to a learner from others
- Each learner contributes their own knowledge, which is integrated and shared with the group
- Group success depends on each individual's contribution, fostering collaboration and teamwork

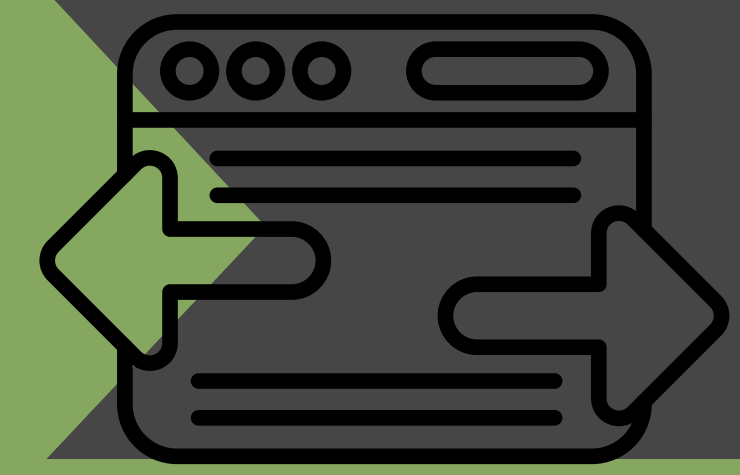
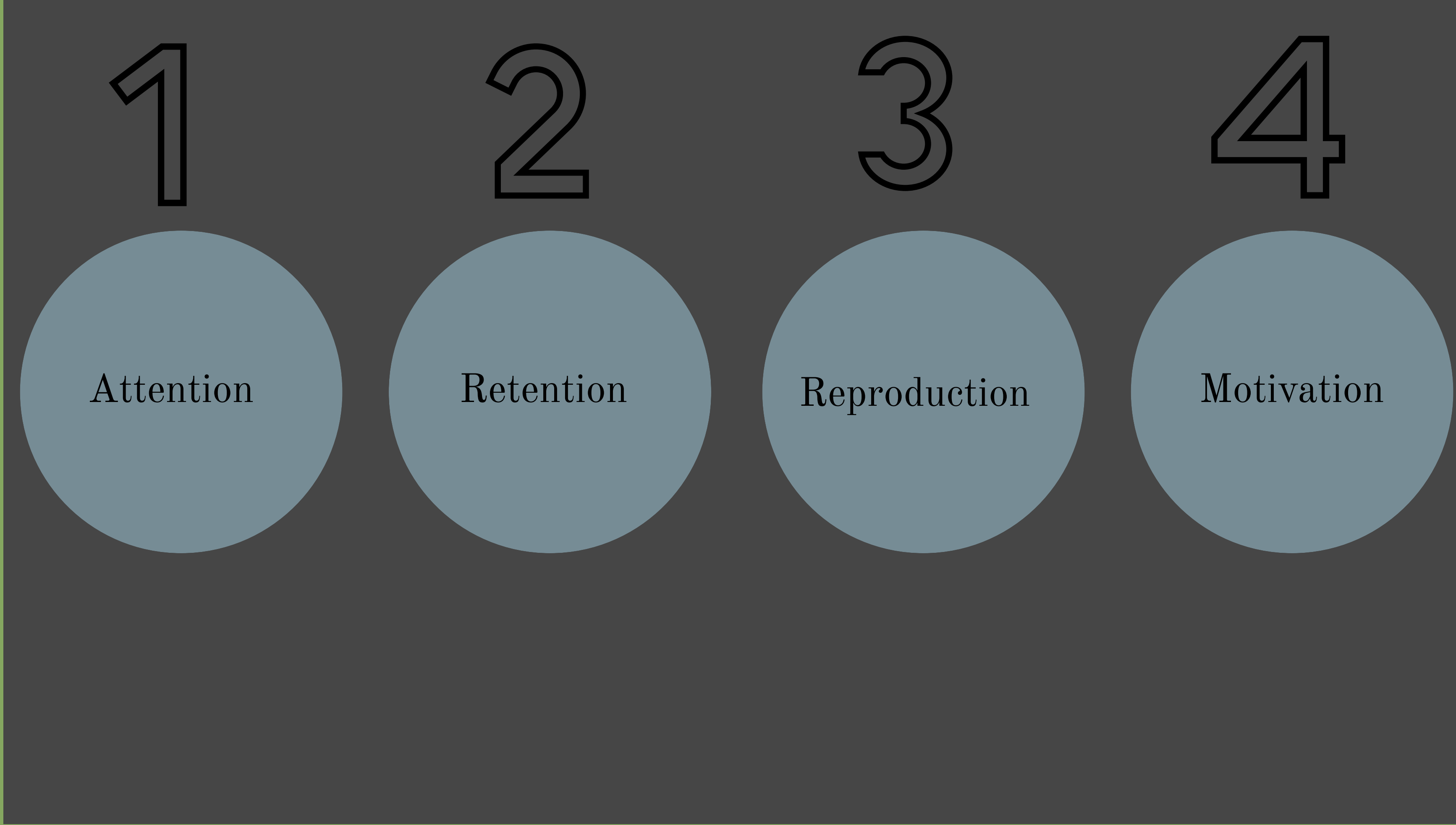


Observational Learning



Observational Learning Model

- Developed by Albert Bandura
- Most human behavior is learned observationally through modeling: from observing others
- **Attention:** Learners must focus on and pay attention to the behaviors they are observing
- **Retention:** The Learner must be able to store the observed behavior in memory for later reproduction
- **Reproduction:** The Learner's ability to replicate or perform the observed behavior
- **Motivation:** Learners need to be motivated to reproduce the behavior, often influenced by perceived rewards or consequences

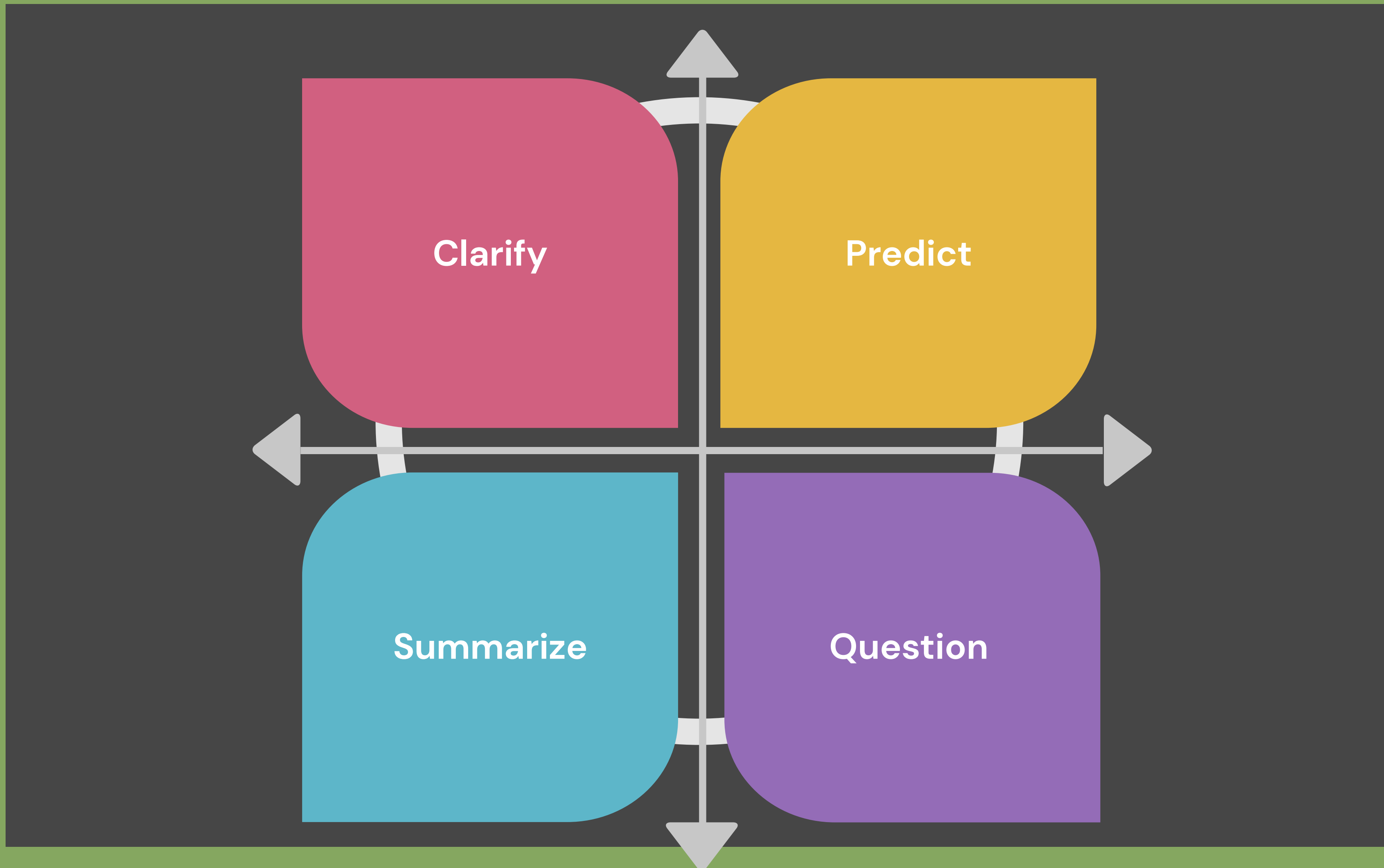


Reciprocal Teaching



Reciprocal Teaching Model

- Developed by Annmarie Palinscar and Ann Brown
- Role reversal: students develop know to "become" a teacher of new content
- Learners engage in four key activities
 - Clarifying ideas
 - Questioning content
 - Summarizing main points
 - Predicting Outcomes



Cognitive Apprenticeship



Cognitive Apprenticeship Model

- Developed by Allan Colling, John Seely Brown, and Susan Newman
- An arrangement in which someone learns an art, trade, or job under another primarily through observation, progressive practice with supervision, regular feedback
- **Modeling:** Experts demonstrates tasks or behaviors while explaining their thinking process
- **Scaffolding:** Learners receive support and guidance as they practice new skills with the support
- **Coaching:** Instructors provide feedback and guidance throughout the learning process
- **Articulation:** Learners are encouraged to verbalize their understanding and thought process
- **Reflection:** Learners reflect on their performance and compare it to that of experts or peers
- **Exploration:** Learners begin to take more control over their learning process



References:

Graphics: Piktochart

Ormrod, J.E. (2012) Human Learning (8th edition). Upper Saddle River, NJ: Pearson Education
IDE 621 Handout

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