Assignment (5–6 pages not including title and reference pages)

• Complete the Theory Comparison Matrix for all listed theories. (Note: Include your notes in the cells provided. Also, should you require additional information related to a specific theory, search the Internet and/or the Walden Library for reliable sources to supplement your information.)

• Using the completed Theory Comparison Matrix, select one theory from the “Psychological Learning Theories” category and all theories under “Additional Theories” and begin comparing each theory and its basic tenets in the area provided in the template.

In a 5- to 6-page paper, provide explanations for the following.

• Describe one method for incorporating each of your selected theories into an educational activity. Note: Be as explicit as possible and provide detailed information.

• Explain how each of your selected theories may be applied to the role of the Academic Nurse Educator and provide a rationale for each.

• Explain how each of your selected theories may be applied to the role of the Nursing Professional Development Practitioner and provide a rationale for each.

• Explain conclusions you have drawn as a result of comparing your selected theories and explaining their applications to nursing education. Be specific and provide examples.

Use your Resources to support your explanations. Use proper APA formatting and references.

Although there are many different approaches to learning, there are three basic types of learning theory: behaviorist, cognitive constructivist, and social constructivist. This section provides a brief introduction to each type of learning theory. The theories are treated in four parts: a short historical introduction, a discussion of the view of knowledge presupposed by the theory, an account of how the theory treats learning and student motivation, and, finally, an overview of some of the instructional methods promoted by the theory is presented.

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|  | [**Behaviorism**](http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/behaviorism/) | [**Cognitive Constructivism**](http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/cognitive-constructivism/) | [**Social Constructivism**](http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/social-constructivism/) |
| **View of knowledge** | Knowledge is a repertoire of behavioral responses to environmental stimuli. | Knowledge systems of cognitive structures are actively constructed by learners based on pre-existing cognitive structures. | Knowledge is constructed within social contexts through interactions with a knowledge community. |
| **View of learning** | Passive absorption of a predefined body of knowledge by the learner. Promoted by repetition and positive reinforcement. | Active assimilation and accommodation of new information to existing cognitive structures. Discovery by learners is emphasized. | Integration of students into a knowledge community. Collaborative assimilation and accommodation of new information. |
| **View of motivation** | Extrinsic, involving positive and negative reinforcement. | Intrinsic; learners set their own goals and motivate themselves to learn. | Intrinsic and extrinsic. Learning goals and motives are determined both by learners and extrinsic rewards provided by the knowledge community. |
| **Implications for Teaching** | Correct behavioral responses are transmitted by the teacher and absorbed by the students. | The teacher facilitates learning by providing an environment that promotes discovery and assimilation/accommodation. | Collaborative learning is facilitated and guided by the teacher. Group work is encouraged. |