"Instructional Design Theory: Social Learning-Inspired

Construct of Behavior Patterns that are Socially Accepted --- Inrtenchange between Behavior - Environment - Perception

http://lpd.nau.edu/keep-it-social/

people learn through... Live Model Symbolic Model Verbal Contruction Model

learning does not to a change in behavior

> Learning can be immidiate, but many occur without demonstrating behavior

Learning instruction should. be desing in a way that studens are. prompt to...

- observe the behavior of others
- observe the outcomes of behaviors
- attend, repetition to strenghth mental funcitioning of memory and mental
- self-regulate by setting up goals, self-reflections, etc.

In an adult ESL class the teacher can group up students to work colaborative in a sequence of steps to complet a given project. Group writing asssignments, should always start by sitting toqueter students that have different language background. Then indicate a colaboration activity to find the meaning of a given vocabulary list, disccuss how those words can be fitted in a sentence and how those sentences can be conect toguether to write a coheseve paragraph.

States are important to learning enviromental reinforcement

Mental

intrisic reinforcement

Social **Interactions**

intrapsychological

interpsychological

Constructivism

zone of proximal developmen Cooperative learning **MKO**

Scaffolding

a person that has better understanding or has higher skills thank the learner

Zone of Proximal

> distance between performing a task with help and without help

In the same writing exercise Vigotsky's Theory of social learning can be applied. Providing clues/help througout the first part of the activity and prosevely eliminate it until learners in each group feel confortable working without help is an example of Scaffolding. Another strategy is to sit learners that has higher understanding of English and writing mechanics in each to help each other learn. Kennia Delafe

IDDE 611/ Fall 2017

More Knowlagleble Other (MKO) Development (ZPD)