Cognitive Apprenticeship Theory

Cognitive apprenticeship theory is an instructional design model that emerged from situated cognition theory and was firstly introduced by Collins, Brown, and Newman in 1989. In their work “Cognitive apprenticeship: Teaching the crafts of reading, writing, and mathematics” the authors wrote:

“We propose an alternative model of instruction that is accessible within the framework of the typical American classroom. It is a model of instruction that goes back to apprenticeship but incorporates elements of schooling. We call this model “cognitive apprenticeship”.”

Cognitive apprenticeship is a way of learning through an experience guided by an expert. Learning is here defined as naturally tied to activity, context, and culture and that should therefore be learning context.

“Cognitive” refers to the fact that this learning model is orientated more on cognitive than on physical skills, that are usually associated with apprenticeship. According to mentioned work of Collins and others, methods of cognitive apprenticeship include:

- Modeling - expert's presentation of a task from which should build conceptual models of required processes
- Coaching - learners try to perform the task while expert offers them advice, reminders and hints
- Articulation - expert helps learners to articulate their reasoning and knowledge
- Reflection - comparison of ways problem has been solved between learners or learners and expert
- Exploration - students should try to solve a problem by themselves

Bibliography

Educational Technology.

Collins, Allan, Brown, J. S. and Newman, S. E. Cognitive Apprenticeship: Teaching the Craft of Reading, Writing, and Mathematics. Defense Technical Information Center, 1986.

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Last update: **2023/06/19 15:49**