

Here are some practical implications of theories analyzed here.

1. Potential to learn leads to frustration if not satisfied. [Connectionism](#)
 2. Negative reinforcement (punishment) does not really lead to any kind of learning. [Connectionism](#)
 3. Repetition enhances learning. [Connectionism](#)
 4. Reward and punishment do not initiate learning, but rather can motivate to present already learned behavior. [Sign Learning](#), [Operant conditioning](#)
 5. Students need to be able to learn at their own pace. [The Keller plan](#), [Programmed instruction](#)
 6. Students must have learning objectives defined. [The Keller plan](#), [Conditions of learning](#)
 7. In order to advance to the next unit, a student needs to demonstrate mastery of the preceding unit. [The Keller plan](#), [Programmed instruction](#)
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1. Meaningful learning won't occur unless the new ideas are presented in a clear way that enables their relating with other ideas. [Assimilation theory](#)
 2. Meaningful learning won't occur unless the learner possesses necessary prior knowledge. [Assimilation theory](#)
 3. Meaningful learning won't occur unless the learner actually makes an conscious attempt to relate new ideas to his prior knowledge. [Assimilation theory](#)
 4. Most human behavior is learned through modelling: by observing others. [Social Cognitive Theory](#)
 5. The teacher should advise students how and in which context to apply and transfer the just gained knowledge in the world outside the classroom. [Conditions of learning](#)
 6. The teacher should provide guidance to students in discussion, answer their questions and offer them additional materials on topic. [Conditions of learning](#)
 7. A schema is a mental framework humans use to represent and organize remembered information. [Schema theory](#)
 8. The meaning is not conveyed by the teacher and is not in (educational) information. Rather meaning is derived by the student from his existing knowledge (schemata) and its interaction with presented information. (Brown 2001) - [Schema Theory](#) (Bartlett 1930, Anderson 1970)
 9. Comprehension and retention depend mostly on the schemata the reader already possesses, (Al-Issa 2006) - [Schema Theory](#)

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