Behaviorism	Cognitivism
- Learning occurs through stimulus/response - Observable behavior as a measure of learning level - Positive/Negative reinforcement of behaviors used as a catalyst - Operant conditioning: controlling outcome or consequence of a specific response to a stimulus. - Strengths: observable behavior, controlled stimulus to illicit particular responses, rote memorization simplicity of prediction. - Weaknesses: Does not encourage creative and active thinking/problem-solving, involves little to no higher-level cognitive function, not all stimulus/response situations generalize - Associated theorists: B.F. Skinner, John B. Watson, Ivan Pavlov, E. L. Thorndike, Albert Bandura	- A response to Behaviorism - Learning goes beyond programmed responses - Thought processes centered around information processing and retention - Behavior comes from cognition - Less focus on outward learning and behavior, more focus on internal thoughts processes involving learning - Active thought processes involved in understanding information not merely reacting to it - Strengths: organized/critical thinking, information transfer to other purposes, longer retention of meaningful information - Weaknesses: information must be connected by thoughts in order to retain in memory and be useful, slightly weaker rote memorization, requires making high-level cognitive investment - Associated theorists: Jean Piaget, Marriner David Merill, Charles Reigeluth, Robert Mills Gagné, Jerome Bruner, Roger Schank
Constructivism	Connectivism
- Individual and social experiences lead to constructed meaning of raw information in the environment - Prior knowledge and experience gives groundwork for new knowledge and experience - Mental models (or schemata) created from knowledge and experience - Learning is a matter of adjusting mental models to accommodate new information	- Learning is accomplished through diverse, interconnected networks or nodes - Knowledge exists and is created outside the individual experience - Vast array of connections between ever-changing information sources - Emphasis placed on connections made between a multitude of source types and fields to advance new knowledge - Strengths: Highly adaptable to ever-changing modern world,

- Strengths: social influence, free construction of information through experience, works at and just above the level or prior learning
- Weaknesses: learning outcomes not always predictable, considerable prep needed to work properly, adjustments have to be made when learners are not all on the same level
- Associated theorists: Jean Piaget, Lev Vygotsky, Mikhail Bakhtin, Jean Lave, Etienne Wenger, Barabara Rogoff

accommodates internet and technological advance as part of learning, utilizes a variety of information sources as a core goal to learning
- Weaknesses: system is still in development, highly controversial, much criticized for lack of complete and coherent structure, focus shifted away from individual experiences, may not be applicable in less-connected contexts
- Associated theorists: George Siemens, Stephen Downes