

CRITERION QUESTIONS—LEARNING AND LEARNING STYLES

In light of individual differences among learners, curriculum planners and teachers need many ways to encourage learning. Knowledge and use of theories about learning and learning styles offer important guidelines in providing for individual differences and instructional alternatives. The following are among the criterion questions that can be derived from the theories of learning and learning styles discussed in this chapter:

1. Have both behavioral and cognitive views of learning been considered in planning the curriculum?
2. Has the significance of individual learning styles and how learners construct meaning been considered in planning the curriculum?
3. Does the curriculum include diverse activities for learning?
4. Does the curriculum allow learners to exhibit and develop different forms of intelligence?
5. Is the significance of learning theory concepts (such as rewarded response, socialization, modeling, scaffolding, and zones of proximal development) reflected in the curriculum?

REFERENCES

- Bandura, A. (1997). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Dell'Olivo, J. M., & Donk, T. (2007). *Models of teaching: Connecting student learning with standards*. Thousand Oaks, CA: Sage.
- Gardner, H. (1983/1993) *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books.
- Gardner, H. (1995). Reflections on multiple intelligences: Myths and messages." *Phi Delta Kappan*, 77(3), 200–203, 206–209.
- Gardner, H. (1999). *The disciplined mind: What all students should understand*. New York, NY: Simon & Schuster.
- Good, T. E., & Brophy, J. E. (2003). *Looking in classrooms* (9th ed.). Boston, MA: Allyn and Bacon.
- King, M. B., Schroeder, J., & Chawaszczewski, D. (2001, December). *Authentic assessment and student performance in inclusive schools, Brief #5*. Madison, WI: Research Institute on Secondary Education Reform for Youth with Disabilities.
- Mazur, J. (1997). *Learning and behavior* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Skinner, B. F. (1962). *Walden two*. New York, NY: Macmillan.
- Skinner, B. F. (1972). Utopia through the control of human behavior. In J. M. Rich (Ed.), *Readings in the philosophy of education*. Belmont, CA: Wadsworth.
- Slavin, R. (2003). *Educational psychology: Theory and practice* (7th ed.). Boston, MA: Allyn and Bacon.
- Snider, V. E. (1990). What we know about learning styles from research in special education. *Educational Leadership*, 48(2), 53.
- Sternberg, R. J. (2002). Beyond G: The theory of successful intelligence. In R. J. Sternberg & E. L. Grigorenko (Eds.). *The general factor of intelligence: How general is it?* (pp. 447–479). Mahwah, NJ: Lawrence Erlbaum.
- Watson, J. B. (1925). *Behaviorism* (2nd ed.). New York, NY: People's Institute.
- Wood, D. (1988). *How children think and learn*. New York, NY: Basil Blackwell.
- Woolfolk, A. (2005). *Educational psychology* (9th ed.). Boston, MA: Allyn and Bacon.