

VIDEO SUMMARY

Learning Theories: A Practical Introduction

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Learning Theories: A Practical Introduction | Learning Theories | pedagogy

Pedagogy is the reasoning behind teaching choices: what learners should learn, how a class will help them learn it, and why a particular approach suits the subject, students and setting. The video introduces four lenses that teachers can use to inspect those choices. Its categories give teachers a useful starting point and cover only part of the learning-research landscape.

The behaviourist section focuses on observable performance. Practice, reinforcement and prompt feedback can help students build fluent routines and correct errors. The video links Edward Thorndike's puzzle-box studies with B. F. Skinner's teaching machines. A useful historical distinction is that Thorndike proposed the law of effect, while Skinner later developed operant conditioning. Behaviourism is especially useful when a goal calls for accurate practice; it explains less about reasoning, prior knowledge and understanding.

The section labelled liberationism draws on Paulo Freire's critical pedagogy. Freire challenged the idea of students as passive containers for information and placed dialogue, agency and engagement with real problems at the centre of education. This is an ethical and political account of education as well as a set of classroom ideas.

Social constructivism treats talk and joint problem-solving as part of learning. Students can test an explanation, hear another route through a problem and make their own thinking visible. Productive group work still needs a well-designed task, clear roles, subject guidance and checks for individual understanding.

Connectivism asks how learning changes when knowledge is distributed across people, tools and digital networks. It directs attention to searching, evaluating sources and maintaining useful connections. Scholars debate whether connectivism is a distinct learning theory, but its questions remain practical for a networked classroom.

These lenses often overlap. Start with a specific learning goal, consider what students already know, choose an approach that fits, gather evidence from their work, and revise the design. The video briefly mentions learning styles; this lesson leaves that claim aside because matching instruction to a preferred learning style lacks reliable evidence.