Dedication

To Albert Bandura, for helping me develop self-efficacy for leading a fulfilling life
Preface

Learning is a lifelong activity and fundamental to education. And the study of learning is crucial for everyone who wants to live a fulfilling life and help others do so. The better we understand learning, the better we can determine how to improve it.

Over the past several years, the study of learning by researchers has continued at a strong pace. This situation is desirable because it has resulted in theoretical refinements, improved research methodologies, and implications for instruction based on sound theory and research.

Although the study of learning has changed a lot since the first edition of this book was published in 1991, the primary objectives of this eighth edition remain much the same as those of the first edition: (a) to help students become knowledgeable of learning theoretical principles, concepts, and research findings, especially as they relate to education, and (b) to provide applications of principles and concepts in settings where teaching and learning occur. As in previous editions, the focus of the current edition is on cognition. Cognitive constructivist perspectives emphasize that learners are not passive recipients of information but rather actively seek, construct, and adapt their knowledge, skills, strategies, and beliefs.

STRUCTURE OF THIS TEXT

The text’s 12 chapters are organized as follows. The introductory chapter covers learning theory, research methods, and learning issues, as well as historical foundations of the study of learning. Chapter 2 discusses the neuroscience of learning. A basic understanding of neuroscience assists readers in understanding the links between brain functions and cognitive and constructivist learning principles. Chapter 3 covers behaviorism, a dominant learning theory for many years. Current cognitive and constructivist theories and principles are the subject of Chapters 4–8: social cognitive theory; information processing theory—encoding and storage; information processing theory—retrieval and forgetting; cognitive learning processes; and constructivism. Chapters 9–11 cover topics relevant to and integrated with learning: motivation, self-regulated learning, and contextual influences. The final chapter asks learners to develop their own perspective on learning.

NEW TO THIS EDITION

Readers familiar with prior editions will notice content and organizational changes in this edition, which reflect new theoretical and research emphases. Several topics have been added including sections on educational data mining, positive behavior supports,
metacognition and epistemic thinking, Neo-Piagetian theories, self-regulation and technology, and future developments in the study of learning. The text has been revised to incorporate newer theoretical principles and research findings. These revisions are most evident in the chapters on constructivism and contextual influences. Sections on technology throughout the text have been revised to keep up with the latest educational uses of technology. Added to the ends of each of the first eleven chapters are two new sections: a chapter critique and a set of reflection questions that students can think about as they review the chapter and can be discussed in classes. To keep the text current and timely, new terms have been incorporated into the glossary. More than 200 new references have been added, and several dated references have been dropped.

Applications of learning principles have been a hallmark of this text since its inception and these continue to be present in this new edition. Each chapter except the introductory and concluding chapters contains a section on instructional applications. All chapters begin with vignettes that illustrate some principles discussed in the chapters. Throughout the chapters, there are many informal examples and detailed applications. Most of the applications involve K–12 settings, but applications also address other learning contexts including college students.

The text is designed for graduate students in education or related disciplines, as well as upper-level undergraduates interested in education. It is assumed that most students have taken a course in education or psychology and currently work in an educational capacity or anticipate pursuing an educational career. The text is appropriate for courses on learning and cognition, as well as any course that covers learning in some depth such as courses on motivation, educational psychology, human development, and instructional design.

ACKNOWLEDGEMENTS

Many people deserve thanks for their contributions to this edition. Over many years, there have been numerous professional colleagues who have assisted me to develop my thinking about learning processes and applications. I have acknowledged the contributions of these individuals in previous editions. For this edition, I want to gratefully thank Héfer Bembenutty, Herb Clark, Maria DiBenedetto, Jeff Greene, Judith Meece, Ellen Usher, Bernard Weiner, Allan Wigfield, Phil Winne, and Barry Zimmerman. My association with members of professional organizations has been most beneficial, especially the Motivation in Education and the Studying and Self-Regulated Learning Special Interest Groups of the American Educational Research Association, and Division 15 (Educational Psychology) of the American Psychological Association. It has been an honor for me to work with many excellent students, teachers, counselors, administrators, and superintendents. I also am indebted to several graduate and undergraduate student collaborators who assisted me on research projects.

I am most fortunate that again for this edition my editor at Pearson Education is Kevin Davis. Kevin unquestionably is one of the finest editors anyone could work with. He is highly encouraging and supportive, and his continued guidance has resulted in a better product. I also express appreciation to Casey Coriell and Janelle Rogers at Pearson
Education for their editorial assistance. I owe sincere thanks to the following reviewers of the eighth edition: Oris Griffin, James Madison University; James R. May, Oklahoma State University; Kerry Rice, Boise State University; Melissa Stormont, University of Missouri; and Ellie L. Young, Brigham Young University.

It is hard to believe that it has been almost 30 years since the first edition of this book was published. At that time, I proudly gave a copy to my parents, the late Mil and Al Schunk, for their love, encouragement and support. Since then, several friends have served as inspirations to me to continue to produce new editions. For this edition, I graciously thank Bill Gattis. And I am most grateful for my wife Maria and my daughter Laura, who was born shortly before the first edition was released. Laura is a remarkable young woman from whom I have learned so much and in whose life learning has made a profound difference.
Brief Contents

1 Introduction to the Study of Learning       1
2 Neuroscience of Learning                   30
3 Behaviorism                                78
4 Social Cognitive Theory                    124
5 Information Processing Theory: Encoding and Storage 168
6 Information Processing Theory: Retrieval and Forgetting 216
7 Cognitive Learning Processes               252
8 Constructivism                             312
9 Motivation                                360
10 Self-Regulated Learning                  416
11 Contextual Influences                     462
12 Next Steps                               508

Glossary                                          514
References                                        527
Author Index                                     569
Subject Index                                    582
# Contents

## 1 Introduction to the Study of Learning

- Learning Defined 3
- Precursors of Modern Learning Theories 4
  - Learning Theory and Philosophy 5
  - Beginnings of the Psychological Study of Learning 7
  - Structuralism and Functionalism 8
- Learning Theory and Research 11
  - Functions of Theory 11
  - Conducting Research 11
- Assessment of Learning 14
  - Direct Observations 16
  - Written Responses 16
  - Oral Responses 17
  - Ratings by Others 17
  - Self-Reports 17
  - Educational Data Mining 19
  - Assessment Issues 20
- Relation of Learning and Instruction 21
- Critical Issues for Learning Theories 23
  - How Does Learning Occur? 24
  - How Does Memory Function? 25
  - What Is the Role of Motivation? 25
  - How Does Transfer Occur? 26
  - How Does Self-Regulated Learning Operate? 26
  - What Are the Implications for Instruction? 27
- Summary and Critique 27
- Reflection Questions 29
- Further Reading 29

## 2 Neuroscience of Learning 30

- Organization and Structures 32
  - Neural Organization 33
  - Brain Structures 34
  - Localization and Interconnections 38
  - Brain Research Methods 40
- Neurophysiology of Learning 44
  - Information Processing System 44
  - Memory Networks 48
  - Language Learning 51
- Brain Development 52
  - Influential Factors 52
  - Phases of Development 54
  - Sensitive Periods 55
  - Language Development 57
  - Influence of Technology 60
- Motivation and Emotions 61
  - Motivation 62
  - Emotions 64
- Instructional Applications 67
  - Relevance of Brain Research 67
  - Brain Myths 67
  - Educational Issues 68
  - Brain-Based Educational Practices 70
- Summary and Critique 73
- Reflection Questions 77
- Further Reading 77

## 3 Behaviorism 78

- Connectionism 80
  - Trial-and-Error Learning 80
  - Principles of Learning 81
  - Thorndike and Education 83
### Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encoding</td>
<td>188</td>
</tr>
<tr>
<td>Workign Memory (WM)</td>
<td>188</td>
</tr>
<tr>
<td>Influences on Encoding</td>
<td>191</td>
</tr>
<tr>
<td>Long-Term Memory: Storage</td>
<td>195</td>
</tr>
<tr>
<td>Propositions</td>
<td>195</td>
</tr>
<tr>
<td>Storage of Knowledge</td>
<td>197</td>
</tr>
<tr>
<td>Production Systems and Connectionist Models</td>
<td>201</td>
</tr>
<tr>
<td>Instructional Applications</td>
<td>205</td>
</tr>
<tr>
<td>Advance Organizers</td>
<td>205</td>
</tr>
<tr>
<td>Conditions of Learning</td>
<td>207</td>
</tr>
<tr>
<td>Cognitive Load</td>
<td>210</td>
</tr>
<tr>
<td>Summary and Critique</td>
<td>212</td>
</tr>
<tr>
<td>Reflection Questions</td>
<td>214</td>
</tr>
<tr>
<td>Further Reading</td>
<td>215</td>
</tr>
<tr>
<td>Retrieval and Forgetting</td>
<td>216</td>
</tr>
<tr>
<td>Information Processing Theory</td>
<td>216</td>
</tr>
<tr>
<td>Long-Term Memory: Retrieval</td>
<td>218</td>
</tr>
<tr>
<td>Retrieval Processes</td>
<td>218</td>
</tr>
<tr>
<td>Language Comprehension</td>
<td>223</td>
</tr>
<tr>
<td>Forgetting</td>
<td>227</td>
</tr>
<tr>
<td>Interference Theory</td>
<td>227</td>
</tr>
<tr>
<td>Information Processing</td>
<td>230</td>
</tr>
<tr>
<td>Relearning</td>
<td>232</td>
</tr>
<tr>
<td>Memory Savings</td>
<td>232</td>
</tr>
<tr>
<td>Effect of Testing</td>
<td>233</td>
</tr>
<tr>
<td>Visual Memory</td>
<td>233</td>
</tr>
<tr>
<td>Representation of Visual Information</td>
<td>234</td>
</tr>
<tr>
<td>Visual Memory and LTM</td>
<td>236</td>
</tr>
<tr>
<td>Individual Differences</td>
<td>237</td>
</tr>
<tr>
<td>Transfer</td>
<td>237</td>
</tr>
<tr>
<td>Historical Views</td>
<td>238</td>
</tr>
<tr>
<td>Contemporary Perspectives</td>
<td>239</td>
</tr>
<tr>
<td>Types of Transfer</td>
<td>240</td>
</tr>
<tr>
<td>Strategy Transfer</td>
<td>243</td>
</tr>
<tr>
<td>Instructional Applications</td>
<td>244</td>
</tr>
<tr>
<td>Encoding-Retrieval Similarity</td>
<td>244</td>
</tr>
<tr>
<td>Retrieval-Based Learning</td>
<td>245</td>
</tr>
<tr>
<td>Teaching for Transfer</td>
<td>245</td>
</tr>
<tr>
<td>Summary and Critique</td>
<td>247</td>
</tr>
<tr>
<td>Chapter Critique</td>
<td>250</td>
</tr>
<tr>
<td>Reflection Questions</td>
<td>250</td>
</tr>
<tr>
<td>Further Reading</td>
<td>251</td>
</tr>
<tr>
<td>Cognitive Learning Processes</td>
<td>252</td>
</tr>
<tr>
<td>Skill Acquisition</td>
<td>254</td>
</tr>
<tr>
<td>General and Specific Skills</td>
<td>254</td>
</tr>
<tr>
<td>Novice-to-Expert Research Methodology</td>
<td>255</td>
</tr>
<tr>
<td>Expert–Novice Differences in Science</td>
<td>257</td>
</tr>
<tr>
<td>Metacognition</td>
<td>258</td>
</tr>
<tr>
<td>Conditional Knowledge</td>
<td>259</td>
</tr>
<tr>
<td>Metacognition and Learning</td>
<td>260</td>
</tr>
<tr>
<td>Variables Influencing Metacognition</td>
<td>261</td>
</tr>
<tr>
<td>Metacognition and Epistemic Thinking</td>
<td>263</td>
</tr>
<tr>
<td>Metacognition and Behavior</td>
<td>264</td>
</tr>
<tr>
<td>Metacognition and Reading</td>
<td>265</td>
</tr>
<tr>
<td>Concept Learning</td>
<td>267</td>
</tr>
<tr>
<td>The Nature of Concepts</td>
<td>267</td>
</tr>
<tr>
<td>Concept Attainment</td>
<td>269</td>
</tr>
<tr>
<td>Teaching of Concepts</td>
<td>270</td>
</tr>
<tr>
<td>Motivational Processes</td>
<td>273</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>274</td>
</tr>
<tr>
<td>Historical Perspectives</td>
<td>275</td>
</tr>
<tr>
<td>Heuristics</td>
<td>277</td>
</tr>
<tr>
<td>Problem-Solving Strategies</td>
<td>278</td>
</tr>
<tr>
<td>Problem Solving and Learning</td>
<td>283</td>
</tr>
<tr>
<td>Experts and Novices</td>
<td>284</td>
</tr>
<tr>
<td>Critical Thinking, Reasoning, and Creativity</td>
<td>285</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>285</td>
</tr>
<tr>
<td>Reasoning</td>
<td>287</td>
</tr>
<tr>
<td>Creativity</td>
<td>291</td>
</tr>
</tbody>
</table>
Cognition and Technology 292
  Computer-Based Learning Environments 293
  Online Social Media 299
  Distance Learning 300

Instructional Applications 302
  Worked Examples 302
  Problem Solving 303
  Mathematics 305

Summary and Critique 309
Chapter Critique 310
Reflection Questions 311
Further Reading 311

8 Constructivism 312

Assumptions and Perspectives 314
  Overview 315
  Perspectives 316
  Situated Cognition 317

Piaget’s Theory of Cognitive Development 319
  Developmental Processes 320
  Implications for Instruction 323

Neo-Piagetian Theories 324
  Assumptions 324
  Case’s Instructional Model 325

Bruner’s Theory of Cognitive Growth 327
  Knowledge Representation 327
  Spiral Curriculum 328

Vygotsky’s Sociocultural Theory 330
  Background 330
  Basic Principles 331
  Zone of Proximal Development 332
  Applications 334

Private Speech and Socially Mediated Learning 338
  Private Speech 338
  Verbalization and Achievement 339

Socially Mediated Learning 341
Peer-Assisted Learning 343

Constructivist Learning
Environments 344
  Key Features 345
  APA Learner-Centered Principles 347
  Reflective Teaching 347

Instructional Applications 351
  Discovery Learning 351
  Inquiry Teaching 354
  Discussions and Debates 355

Summary and Critique 355
Chapter Critique 358
Reflection Questions 358
Further Reading 359

9 Motivation 360

Background and Assumptions 362
  Historical Perspectives 362
  Humanistic Theories 366
  Model of Motivated Learning 371

Achievement Motivation 373
  Expectancy-Value Theory 373
  Contemporary Model of Achievement Motivation 375
  Family Influences 378
  Self-Worth Theory 379
  Task and Ego Involvement 380

Attributions 381
  Locus of Control 381
  Naïve Analysis of Action 382
  Attribution Theory of Achievement 383

Social Cognitive Processes 386
  Goals and Expectations 386
  Social Comparison 387
  Self-Concept 389

Goal Orientations 392
  Types of Goal Orientations 392
  Conceptions of Ability 396
  Implicit Theories 396
Intrinsic Motivation 398
   Early Views 398
   Perceived Control 400
   Self-Determination 402
   Rewards and Intrinsic Motivation 403
Interest and Affect 406
   Personal and Situational Interest 406
   Emotions 407
Instructional Applications 408
   Achievement Motivation Training 408
   Attribution Change Programs 409
   Goal Orientations 411
Summary and Critique 413
Reflection Questions 415
Further Reading 415

10 Self-Regulated Learning 416

Assumptions 418
Behavioral Self-Regulation 419
   Self-Monitoring 419
   Self-Instruction 422
   Self-Reinforcement 423
Social Cognitive Influences 423
   Conceptual Framework 423
   Self-Regulatory Processes 425
   Cyclical Nature of Self-Regulated Learning 428
   Social-Self Interaction 432
Information Processing 432
   Model of Self-Regulated Learning 433
   Learning Strategies 434
Constructivism 444
   Sociocultural Influences 444
   Implicit Theories 446
Motivation and Self-Regulated Learning 448
   Volition 449
   Values 450
   Self-Schemas 451
   Help Seeking 451
Instructional Applications 452
   Academic Studying 452
   Writing 454
   Technology 457
Summary and Critique 458
Reflection Questions 460
Further Reading 461

11 Contextual Influences 462
Teachers, Classrooms, and Schools 465
   Effective Learning Environments 465
   Teacher–Student Interactions 469
   Developmentally Appropriate Instruction 473
   Transitions in Schooling 474
   Classroom and School Climate 476
Peers 478
   Peers and Learning 478
   Peer Networks 480
   Peers and School Adjustment 481
Families 483
   Socioeconomic Status 483
   Home Environment 486
   Parental Involvement 486
   Electronic Media 489
Communities 492
   Location 492
   Community Involvement 493
Cultures 494
Instructional Applications 496
   Teacher–Student Interactions 496
   Learning Styles 499
   Parental and Familial Involvement 503
Summary and Critique 504
Chapter Summary 504
Chapter Critique 506
Further Reading 507

12 Next Steps 508

Learning Questions 509
How Does Learning Occur? 509
How Does Memory Function? 509
What Is the Role of Motivation? 509
How Does Transfer Occur? 510
How Does Self-Regulated Learning Operate? 510
What Are the Implications for Instruction? 510

Learning Theories 510
Conditioning 511
Social Cognitive 511
Information Processing 511
Constructivist 511

Future Developments 511
Conclusion 512

Glossary 514

References 527

Author Index 569

Subject Index 582
Theories of learning are Classical Conditioning, Operant Conditioning, Cognitive Theory, and Social Learning Theory. Learning is the individual growth of the person as a result of cooperative interaction with others. It is the advancement of understanding that enables the learner to function better in their environment, improve and adapt behaviors, create and maintain healthy relationships, and achieve personal success. Learning Theories and Transfer of Learning. There are lots of different learning theories that can be used to help guide a teaching/learning process. IT can play a role in each of these. One of the key issues to look at when examining any Learning Theory is Transfer of Learning. Indeed, this is such an important idea, that it is a field of research in its own right. Researchers and practitioners in this field work to understand how to increase transfer of learning -- how to teach for transfer.