Learning Theory	Core Idea & Key Concepts	Example Practices (Teaching / ID)	Strengths / Use Cases	Design Implications
 **Behaviourism**	Learning is a behavioural change shaped by stimuli and reinforcement: stimulus-response, reinforcement, conditioning, and observable behaviour.	Drills, quizzes, reward systems, clear objectives, linear sequencing, reinforcement, spaced repetition, gamification	Clear, measurable outcomes; effective for memorisation or foundational skills.	Design with clear goals, structured sequences, and immediate feedback. Ideal for procedural or foundational skills.
 **Cognitivism**	Learning is an internal mental process involving attention, memory, problem-solving, decision-making, and metacognition: focuses on how information is received, stored, and retrieved.	Advance organisers, chunking, graphic organisers, worked examples, dual coding, and retrieval practice	Helps structure complex material; improves cognitive load management	Structure content to reduce cognitive load, use chunking, scaffolds, retrieval practice, and support for metacognition.
 **Constructivism**	Learners actively construct knowledge through experience and interaction with their environment: active learning, schemas, scaffolding, discovery learning, and reflection.	Problem-based learning, inquiry tasks, discovery activities	Promotes deep understanding and critical thinking; learner-centred	Create learner-led activities, use open-ended tasks, provide exploration space and reflection prompts.
 **Social Constructivism**	Learning is co-constructed through social interaction and cultural tools: social interaction, collaboration, ZPD, reciprocal learning, community, scaffolding and support.	Group work, peer feedback, guided discussion, collaborative tools	Supports inclusive, social, culturally responsive learning	Include collaborative tools, opportunities for peer learning, scaffolding in the ZPD.
 **Humanism**	Learning is most effective when it addresses the whole person and intrinsic motivation: learner-centred, autonomy, free will, positive emotions, self-evaluation, and self-actualisation.	Personal goal setting, learner choice, supportive environments	Empowers learner voice and motivation; holistic and empathetic	Offer choices, support autonomy, connect content to learners' personal goals, reduce pressure.
 **Experiential Learning**	Learning occurs through experience and reflection in a cyclical process: experience, reflection, analysis, experimentation (Kolb's cycle & Dale's Cone of Experience).	Simulations, real-world tasks, role plays, reflective journals, project-based learning	Links theory to practice; encourages reflection and adaptability	Use project-based, real-life tasks; build in time for feedback and reflection to close the loop.
 **Social Learning**	People learn by observing and modelling others: attention, retention (rehearse/recall), reproduction (practice/feedback), and motivation (reward/ reinforcement).	Role modelling, video modelling, social discussion boards	Effective in media-rich and peer-led environments; supports learning through observation and social modelling.	Incorporate shadowing, modelling, guided practice, conversations, collaboration and opportunities for learners to observe, model, and practise successful behaviours.
 **Connectivism**	Learning takes place across digital networks and is shaped by connections, collaboration, and continual access to updated knowledge: networked learning, digital connections, constant updating of knowledge.	Learning via live chat, social media, podcasts, video, forums, blogs, wikis, search engines, clubs, curated content, digital collaboration	Ideal for fast-changing digital contexts and lifelong learning	Design for networked, social platforms; encourage curation, discussion, and self-directed exploration.