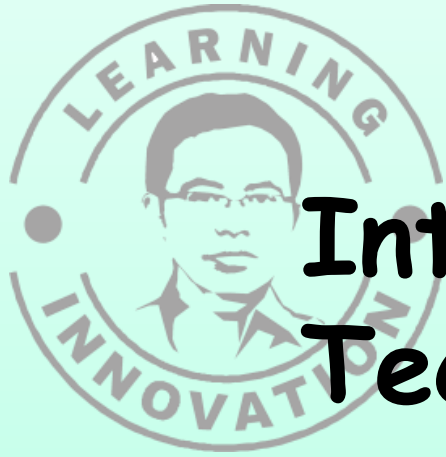




Integrasi Teknologi dalam Pembelajaran

Bahan Kuliah :

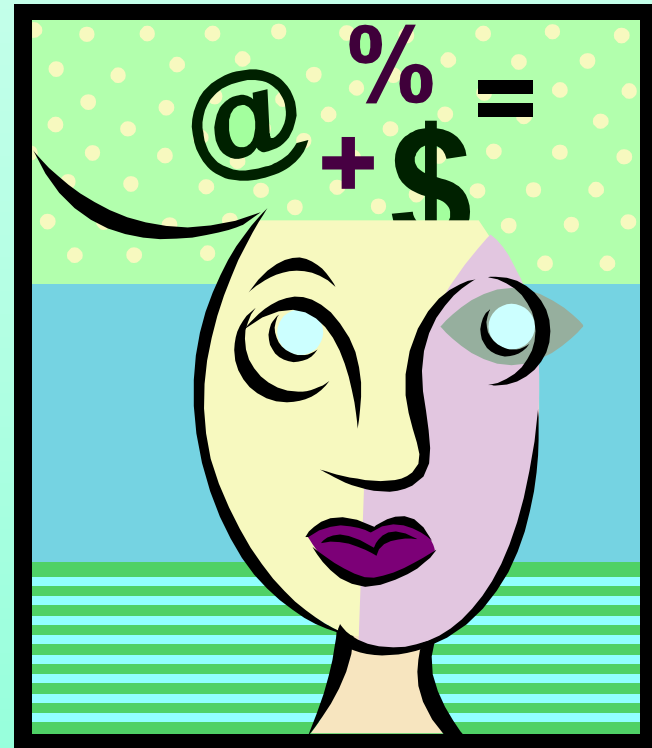
Cepi Riyana. M.Pd



Integrating Educational Technology into Teaching

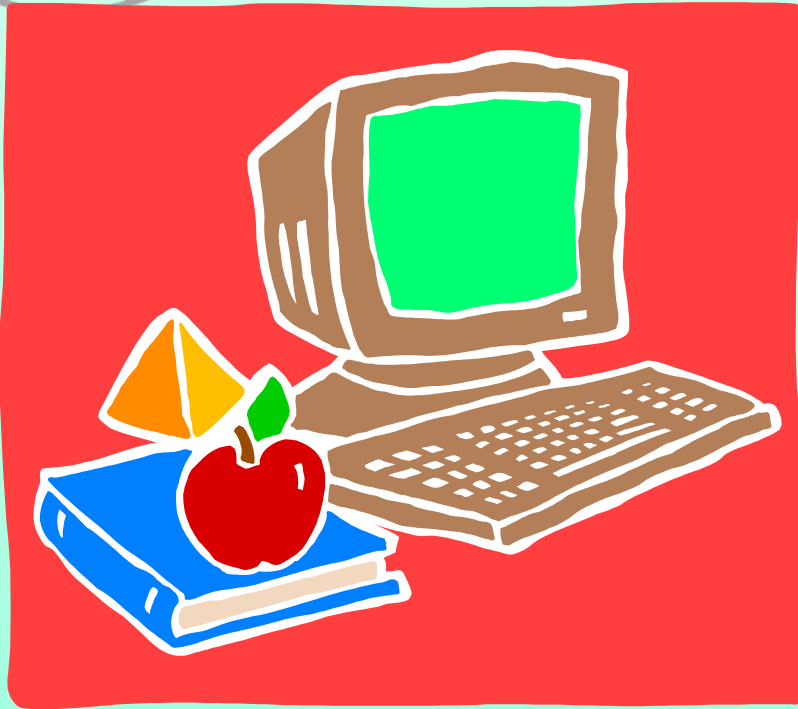
Chapter 3

Learning Theories and Integration Models





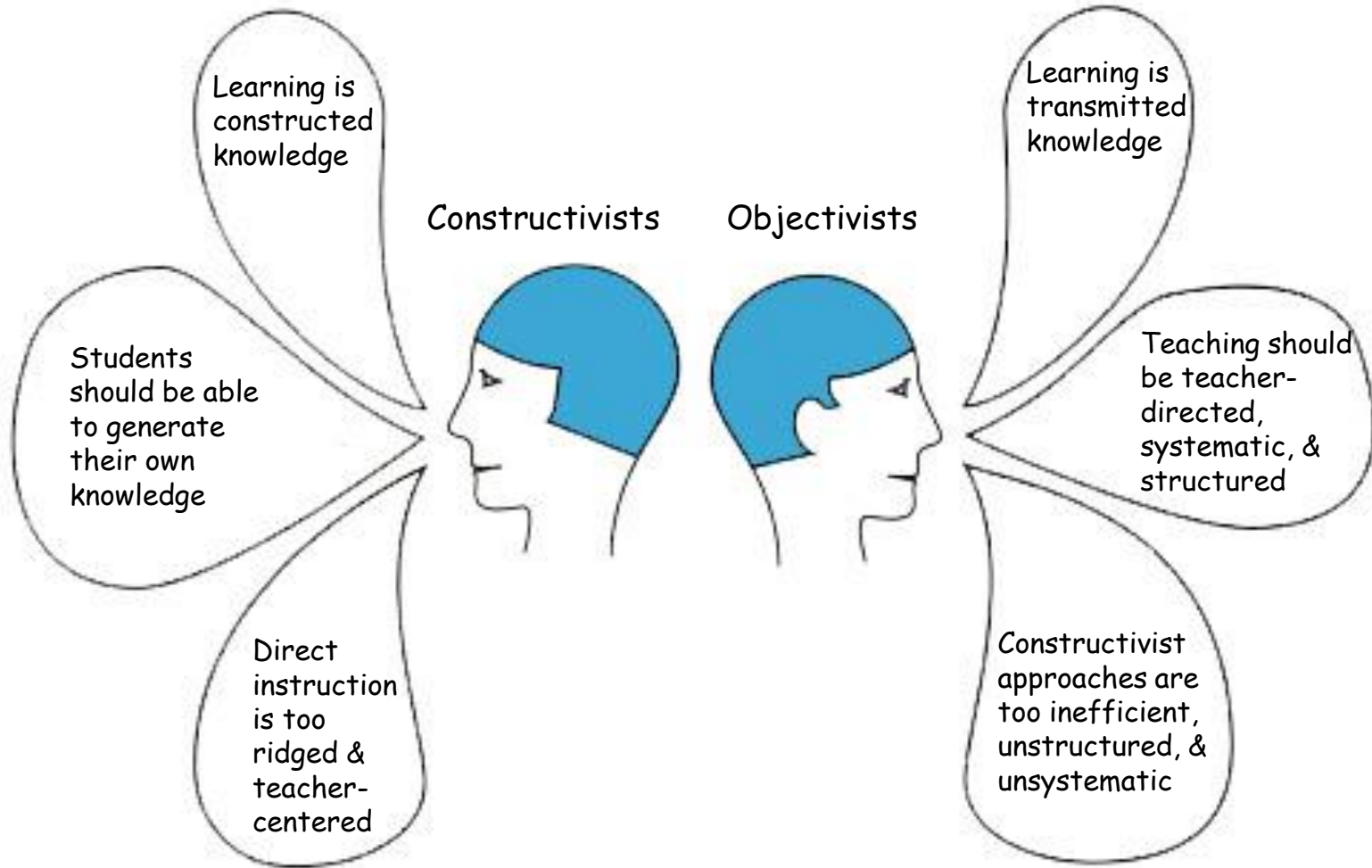
Past Perceptions



- Tutor
- Tool
- Tutee



Divergent Views

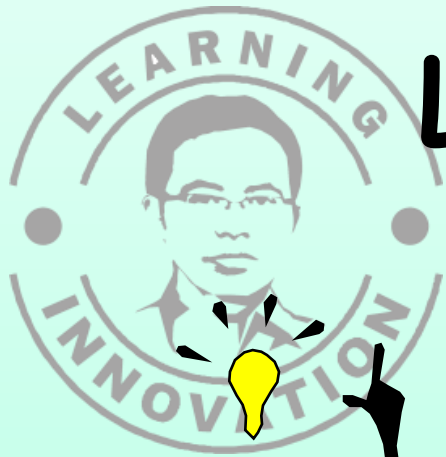




Theoretical Foundations

Directed Instruction





Learning Theories



- Behaviorism: Skinner
- Information-processing: Atkinson & Shiffrin
- Teaching Guidelines: Gagne
- Instructional Design System Approaches



Directed Instruction Characteristics

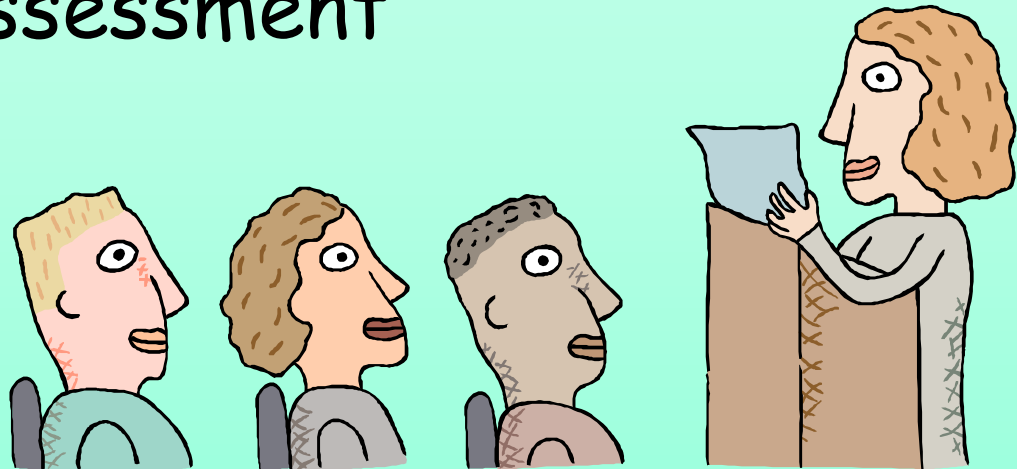


- Focus on teaching sequences based on prerequisite skills
- Clear objectives with matching test items



Directed Instruction Characteristics

- Stresses individualized work
- Emphasizes traditional teaching & assessment methods





Criticism



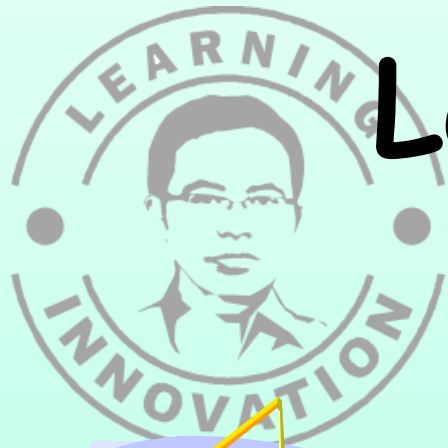
- Students Cannot Do Problem Solving
- Activities Unmotivating
- Students Cannot Work Cooperatively



Theoretical Foundations

Constructivism





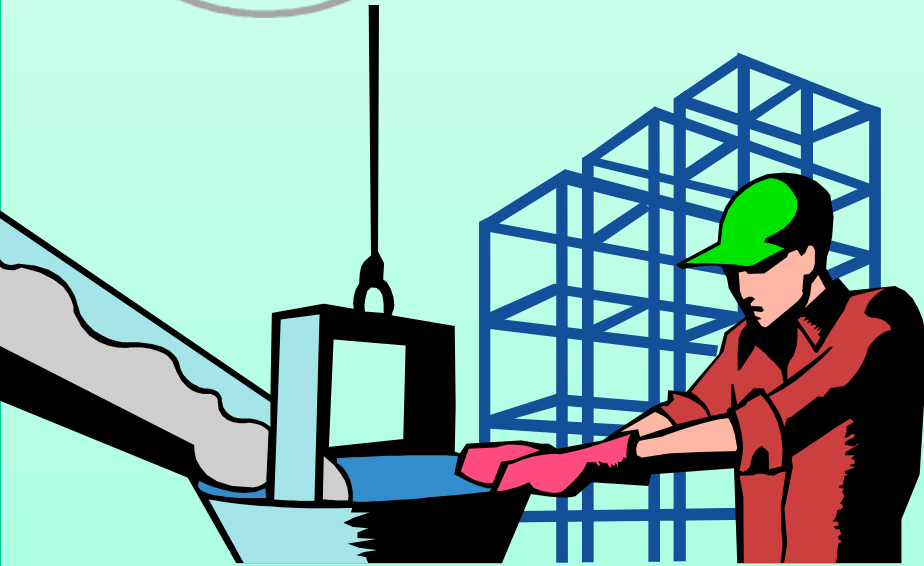
Learning Theories



- Social Constructivism:
Dewey
- Scaffolding: Vygotsky
- Stages of Development:
Piaget
- Discovery Learning:
Bruner

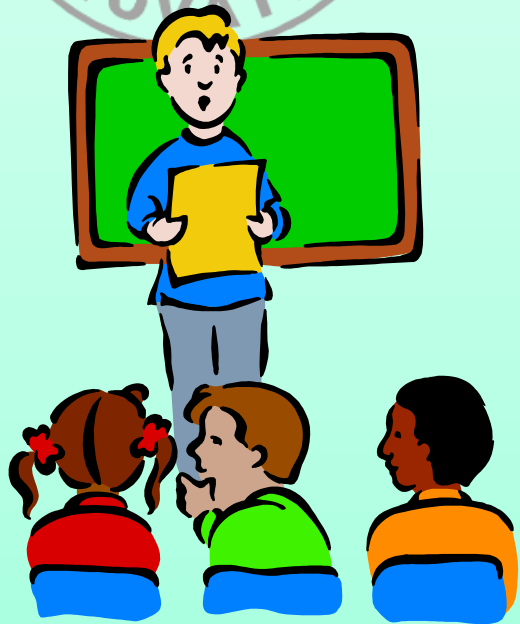


Learning Theories



- Microworlds: Papert
- Inert Knowledge, Situated Cognition, & Collaborative Learning: GCTGV
- Multiple Intelligences: Gardner

Constructivist Learning Characteristics



- Focuses on learning through posing problems, answer exploration, and product development & presentation
- Pursues global goals and specifies general abilities



Constructivist Learning Characteristics

- Stresses group over individual work
- Emphasizes alternative learning & assessment methods



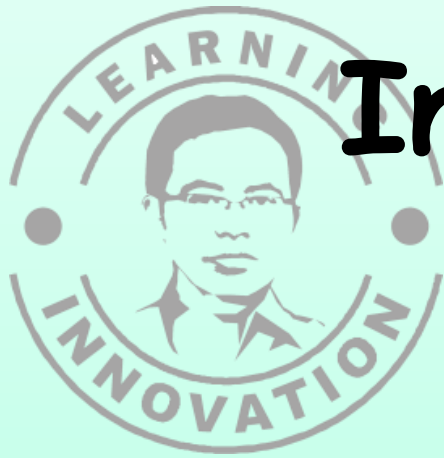


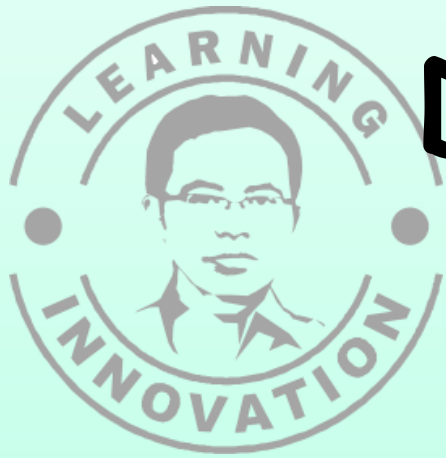
Criticism

- How to Certify Learned Skills
- Need for Prior Knowledge
- Ability for Students to Choose Effective Instruction
- Which Topics Suit Methods
- Transfer of Skills to Practical Situations



Integration Strategies





Directed Models



- Provides Skill Remediation
- Provides Mastery & Fluency
- Provides Systematic Self-instruction

Constructivist Models



- Fosters Creativity
- Fosters Inductive Thinking & Problem Solving
- Fosters Metacognition

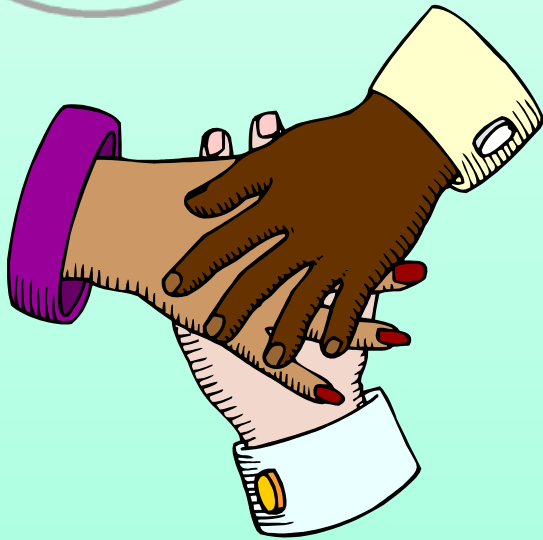
Constructivist Models



- Increases transfer of knowledge to problem solving
- Fosters group cooperation
- Allows for multiple & distributed intelligences



Both Models



- Increase motivation
- Optimize learning resources
- Remove logistic hurdles to learning
- Foster communication skills and information & visual literacy