| Theories | Advantages | Limitations | Professional Takeaways |
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| [Behaviorism, Key Terms, History, Theorists, Criticisms and Implications for Teaching](https://educationaltechnology.net/behaviorism-key-terms-history-theorists-criticisms-and-implications-for-teaching/) | Quick changes to students/child's behavior. | Over time the child’s good behavior is dictated by the rewards that they receive. Therefore, it is temporary good behavior. | I would use this method of behaviorism if it is a situation that is temporary and last resort. I have noticed the results of using behaviorism in the teaching profession. I feel that it is like a coercion of the child’s good behavior. |
| [Constructivist Learning Theory](https://educationaltechnology.net/constructivist-learning-theory/) | Makes connections through background knowledge | The individual would need the background knowledge in order to make connections | This theory requires background knowledge to be able to make connections to what is being taught. It would be easy to learn when one can connect to the lesson. |
| [Theory of Multiple Intelligences – Gardner](https://educationaltechnology.net/theory-of-multiple-intelligences-gardner/) | There are multiple ways that someone can be intelligent. I feel that this allows an open view of intelligence. You are not just your IQ score. | There are only 9 categories of intelligence. | I believe that there should be more categories to intelligence or even not a limit to how someone is intelligent. Someone’s IQ being low or high does not determine how intelligent they are. |
| [Stages of Moral Development – Lawrence Kohlberg](https://educationaltechnology.net/stages-of-moral-development-lawrence-kohlberg/) | As they near the end of middle childhood, children begin to appreciate the perspectives of others in their moral reasoning. They develop the ability to put themselves in ‘someone else’s shoes’ so to speak or empathize with them from their perspective. | In stage one, children are not concerned with moral reasoning. Their reasoning for this acceptance is directly linked to the punishment for not following the rules. Children worked hard to avoid consequences, and their moral reasoning for behaviors was simply to escape punishment. | In stage one, children are not concerned with moral reasoning as they prioritize other skills such as social development and dexterity. In stage two, children submit to authority and show absolute respect for regulations. In stage three, children acknowledge the flexibility of regulations according to consensual beliefs and consider the intent behind each action when judging whether it is moral or not. |
| [Jean Piaget and His Theory & Stages of Cognitive Development](https://educationaltechnology.net/jean-piaget-and-his-theory-stages-of-cognitive-development/) | Individuals will learn through experiences as they grow in age. Through growth the individual's moral and good ethical principles are increased. | Each stage offers a new perspective, but not everyone functions at the highest level all the time. People gain a more thorough understanding as they build on their experiences, which makes it impossible to jump stages of moral development. | There were three levels of moral reasoning that encompassed the six stages. Like Piaget, subjects were unlikely to regress in their moral development, but instead, moved forward through the stages: pre-conventional, conventional, and finally post-conventional. |
| [Vygotsky’s Zone of Proximal Development and Scaffolding](https://educationaltechnology.net/vygotskys-zone-of-proximal-development-and-scaffolding/) | The student’s potential development and the role of interaction with others are the two components. Learning occurs in the zone of proximal development after the identification of current knowledge. The potential development is simply what the student is capable of learning. | Vygotsky believed that a student would not be able to reach the same level of learning by working alone. | Working in collaboration with a skilled instructor or more knowledgeable peers help students make connections between concepts. |
| [Lev Vygotsky – Sociocultural Theory of Cognitive Development](https://educationaltechnology.net/lev-vygotsky-sociocultural-theory-of-cognitive-development/) | He determined that teachers have the ability to control many factors in an educational setting, including tasks, behaviors, and responses. | Prior knowledge, such as learned behaviors at home, impact learning in the classroom environment. This can be a negative if the environment and community that they are around is negatively affecting their behavior. | Social interactions influence our cognitive growth. Vygotsgy was convinced that learning occurred through interactions with others in our communities: peers, adults, teachers, and other mentors. |
| [Andragogy Theory – Malcolm Knowles](https://educationaltechnology.net/andragogy-theory-malcolm-knowles/) | The student-driven approach will enhance students' learning. Facilitating is good but having students lead the instruction will have them make their own connections to the material. | Individualistic approach is focusing too much on the learner’s experiences has called into question the validity of the processes, and whether they exist at all. | He felt that formal settings, which included educational programs and institutions, were best for learning new, intensive material. Informal settings, including community centers, workplaces, and houses of worship were best for the application of practical skills and development of interests. |
| [Social Learning Theory: Albert Bandura](https://educationaltechnology.net/social-learning-theory-albert-bandura/) | Imitating good behavior through example will be reciprocated. The real models show the students what the right things to do when it comes to behavior. | Imitation of bad behavior through example will be reciprocated. It is important to have good role models so that students have the right example to follow. | Most human behavior is learned through observation, imitation, and modeling. |