

Course: Introduction to Psychology

Topic: Theoretical Perspectives on Learning (60-minute lesson)

Created by: Nicole Amada & Alyssa Landau

Student-centered review of relevant concepts (10 min)

- Review focus:
 - (1) students explain the difference between behaviorism and constructivism
 - (2) students define and provide examples of key terms using their own words
 - Key Terms: behaviorism, constructivism, learning, behavior, theory, perspective, language, empathy, identity
- This section of the lesson corresponds with slide #3 on the “Lesson PP”
 - *Teaching note:* Slide #3 provides visual cues for helping to scaffold students in forming their responses on the review activity

Teacher explains & models the role-play activity (5 min)

- Explaining: Corresponds with slide #4 on the “Mini-Lesson PP”
- Modeling: Corresponds with slide #5 on the “Mini-Lesson PP”

Group work (15 min)

- Students “count-off” around the room to assign random groups in a quick and efficient way
 - *Teaching note:* Groups should be no more than 4 students, the number of groups will depend on the size of the class
- Distribute a student worksheet to each group member
- Allow students time to work through the worksheet together
 - *Teaching note:* It is critical to encourage total-participation among group members. The teacher should circulate and subtly prompt students who are sitting quietly to join in the discussion.
 - Each group member will receive and complete the lesson-worksheet. This is collaborative but each student should record their own notes. Remind students that this worksheet will serve as a helpful study resource for the final exam.

Role-Play (~ 5 min per group – time depends on the number of groups and may need to be adjusted based on the length of the course)

- Students will nominate one member of their group to role-play a “mini-lecture” by their theorist
 - The “lecturer” will speak from the perspective of their assigned theorist and relate their theories to the topics of language, empathy, or identity
 - The other group members will moderate the “mini-lecture” by asking the “lecturer” questions. Each group member should interact with the “lecturer” at least once during the presentation

Optional: Lesson follow-up/extension

- Students use the internet to search for a contemporary researcher who includes the principles of Vygotsky, Piaget, Skinner, or Pavlov in their work
- Students can complete a brief write-up explaining the connection between the research they found and one of the seminal researchers
- Encourage students to seek out some diverse representation in the field!