

	<b>Behaviorist</b>	<b>Structuralist</b>	<b>Functionalist</b>	<b>Humanist</b>
<i>Orientation to Teaching-Learning</i>	New behavior can be caused and "shaped" with well-designed structures around the learner.	The mind is like a computer; the teacher is the programmer.	People learn best by doing, and they will do best what <i>they</i> want to do. People will learn what is practical.	Learning is self-directed discovery. People are natural and unfold (like a flower) if others do not inhibit the process.
<i>Basic Assumptions</i>	Training designers select the desired behaviors and proceed to engineer a reinforcement schedule that systematically encourages learners' progress toward those goals. Imaginative new machinery has made learning fun and thinking unnecessary. Learners often control the speed.	Content properly organized and fed bit-by-bit to learners will be retained in memory. Criterion tests will verify the effectiveness of teaching. The teacher "keeps people aware" while simultaneously entering data--a much-envied skill.	The learner must be willing (or motivated) by the process or the product; otherwise, it is useless to try teaching. Performance "on the job" is the true test. Opportunity, self-direction, thinking, achieving results, and recognition are important.	"Anything that can be taught to another is relatively inconsequential" (Rogers). Significant learning leads to insight and understanding of self and others. Being a better human being is considered a valid learning goal. Can be a very inefficient, time-consuming process.
<i>Key Words and Processes</i>	<ul style="list-style-type: none"> <li>● stimulus-response</li> <li>● practice</li> <li>● shaping</li> <li>● prompting</li> <li>● behavior modification</li> <li>● pinpointing</li> <li>● habit formation</li> <li>● reward and punishment</li> <li>● teaching machines</li> <li>● environmental design</li> <li>● successive approximation</li> <li>● sensitizing</li> <li>● extinction</li> <li>● token economy</li> <li>● mastery.</li> </ul>	<ul style="list-style-type: none"> <li>● task analysis</li> <li>● lesson planning</li> <li>● information mapping</li> <li>● chaining</li> <li>● sequencing</li> <li>● memory</li> <li>● audiovisual media</li> <li>● presentation techniques</li> <li>● standards</li> <li>● association</li> <li>● evaluation</li> <li>● measuring instruments</li> <li>● objectives</li> <li>● recitation.</li> </ul>	<ul style="list-style-type: none"> <li>● problem solving</li> <li>● simulation</li> <li>● "hands-on"</li> <li>● reasoning</li> <li>● learner involvement</li> <li>● reality-based consequences</li> <li>● achievement</li> <li>● failure</li> <li>● confidence</li> <li>● motivation</li> <li>● thinking</li> <li>● competence</li> <li>● discipline</li> <li>● recognition</li> <li>● feedback</li> <li>● working.</li> </ul>	<ul style="list-style-type: none"> <li>● freedom</li> <li>● individuality</li> <li>● ambiguity</li> <li>● uncertainty</li> <li>● awareness</li> <li>● spontaneity</li> <li>● mutuality</li> <li>● equality openness</li> <li>● interaction</li> <li>● experiential</li> <li>● learning</li> <li>● cooperation</li> <li>● feelings.</li> </ul>
<i>Interpersonal Style</i>	Supportive: emphasis on controlling and predicting the learner and learning outcomes--cooperative, stimulus-response mentalities are valued. Process is product-centered.	Directive: planning, organization, presentation, and evaluation are featured. Process is teacher-centered.	Assertive: a problem-focused, conditional, confrontational climate--striving, stretching, achieving. Process is task-oriented and learner-centered.	Reflective: authenticity, equality, and acceptance mark relationship. Process is relationship-centered.
<i>Strengths</i>	"The Doctor": clear, precise, and deliberate; low risk; careful preparation; emotionally attentive; complete security for learners; a trust builder; everything "arranged"; protective; patient; in control.	"The Expert": informative; thorough; certain; systematic; stimulating; good audiovisual techniques; well rehearsed; strong leader; powerful; expressive; dramatic; entertaining.	"The Coach": emphasizes purpose; challenges learners; realistic; lets people perform and make mistakes; takes risks; gives feedback; builds confidence; persuasive; gives opportunity and recognition.	"The Counselor": sensitive; emphatic; open; spontaneous; creative; a "mirror"; nonevaluative; accepting; responsive to learners; facilitative; interactive; helpful.
<i>Limitations</i>	"The Manipulator": fosters dependence; overprotective; controlling; manipulative "for their own good"; sugar-coating; hypocritical agreeing; deceptive assurances; withholding data.	"The Elitist": preoccupied with means, image, or structure rather than results; ignores affective variables; inflexible (must follow lesson plan); dichotomous (black or white) thinking; superior.	"Sink or Swim": ends justify means; loses patience with slow learners; intimidating; insensitive; competitive; overly task oriented; opportunistic, return-on-investment mortality.	"The Fuzzy Thinker": vague directions; abstract, esoteric, or personal content; lacks performance criteria; unconcerned with clock time; poor control of group; resists "teaching"; appears unprepared.