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| **Theory/Model** | **Basic Principles of Theory/Model** | **Stages/Components** | **Classroom Application** | **Criticism/Problems** |
| **Information Processing Model of Learning (updated Atkinson-Shiffrin model)** | This model is an explanation of the working of memory. It is a multi-store mode which assumes that the memory is passive and it can be used through some separate and cognitive ways. | There are three stages:  Sensory register: sensory information enters into memory  Short-term Store: also known as short-term memory which has significance in both sensory register  Long Term Store: where the information is rehearsed | It can be represented in the applicability of a classroom through non-verbal working activities, verbal working activities and self-regulation of effect, motivation and aroused which defies the ability to create a delay in the modulation or the response of the events to the stimulus | There is more than one type of short term store, and for the long-term, the same criteria lie for the weakness.  It doesn’t the formation of more meaningful memories as compare re |
| **Levels of Processing Theory** | This theory is based upon the learning that humans are involved in the processing of the information they receive, rather than responding to a certain stimulus. This theory equates in a way to a computer for the human mind that it will analyse information from the environment. | There are four stages which are followed in the Information Processing Theory.  Attention: Paying close attention to anything that's happening, e.g. words  Encoding: Taking in of the information after the attention  Storing: The information enters in the memory bank  Retrieving: Utilization of that information in some other stage of life by memorising. | It can be utilised by the showing the basic concepts, verbal material continuously being repeated, analysing the distraction that the students are facing, applying new learning technique and teaching them to be attentive for proper encoding. They are organising a situation where they could reinstate the information. | It is a slow capacity and Fast decaying memory.  The model takes the human brain as a computer, regardless of human emotion which imposes a weakness. |
| **Schema Theory** | According to the theory, a schema is the pattern of thought or behaviour which describes the categorisation of the information and various relationships that might arise among them. It can also be said as the structural elements of the mind to the conceived ideas. | Schemas are tending to be more dynamic, they change and develop based on the addition of new information and experiences the individual might face  They guide the interpretation of the new information and its usage more resourcefully.  They are involved in storing both kinds of information, “what”, and “how”. | It can be beneficial in applying to a classroom full of students to make sure that the students go through a beneficial experience. For this, students must be given pre relevant knowledge on the topic. | Schema focuses on inaccurate memory call  The acquiring procedure of the schemas uncertain |
| **Edward Tolman** | **`**Edward Tolman, was for, what is now known to be behavioural psychology. He invented the concept of latent learning, which is a form of learning which is not expressed immediately though an overhead response, rather than without the obvious reinforcement of any other. It is widely believed for the phenomenon that reinforcement should occur. | Three groups of rats being placed in a maze and were being observed for more than two weeks.  Group 1 rats reach at the end of the maze very easily and found food. Group 2 rats never found food, group 3 kept moving for 18 days and reached at the 11th day, when food was introduced. This showed that for the Group 3 rats, there was no reinforcement of the food From which they had learned the organisation off | For the practising of latent learning, it’s not always considered to include rewards or benefits, as this type of learning does no such demonstration | For behaviourists, it is identified that the learning is studied by environmental contingencies which arise a permanent change in the behaviour.  It is assumed that all laws of the learning are universal  Same learning laws apply to species as well as all forms of learning. |

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