Implementation of Learning Theories:
Cognitivist, Humanism, and 21st Century

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As education students begin their descent into student teaching, the knowledge of various learning theories comes into play on how well a teacher can teach effectively and efficiently. The ability to recall, retain, and reteach to every student’s need to learn is an incredible challenge; a challenge that can be accomplished through applying learning theories such as cognitive, humanism, and the 21st century skills of learning. Let’s begin by going deep into these three learning theories, then how each of these theories is effectively implemented in the classroom.

When working with cognitive theory the focus is how the student is working. It is all about how he or she is engaged in the activity and the ability to recall information by doing. Leslie Pugsley discusses cognitive learning in forms of these three cognitivist theorists: Dewey, Bruner, and Ausubel. As stated in the article, “they relate how knowledge is a process rather than a product and learners are encouraged to be active participants in all teaching events” (Pugsley, 2011). When it comes to cognitive learning in the classroom, students need to be fully engaged and actively learning to retain information in the long-term memory. For example, Project Base Learning is where students are able to create a product and as an end result are fully engaged to see their hard work pay off. For this reason teachers need to be dynamic and innovative than their students.

Next, the humanism theory involves teaching students life-long skills that can be utilized in the real world. Humanism is learning from others’ own experiences. A humanism experience of teaching is an effective tool teachers have towards building the student-teacher relationships. Humanism theory can be factored into the classroom through the use of technology. As discussed in the International Journal of Learning, Li Zhou states, “technology should be used to facilitate and advance a person’s freedom to learn and connect with one another” (2007). This shows technology can be a new means to collaborate with one another through online courses and help build self-directed application of humanistic learning.
The beginning of technology in the classrooms will expand the 21st century model of learning theories. More so, 21st century learning theory helps educators to effectively and efficiently create useful instructional units for students. In the article, *From Theory to Assessment: A Modern Instructional Course*, Jason Pittman addresses “cognitive theory of multimedia learning (CTML) and how learners processed information when exposed to visual and verbal data in a multimedia learning environment are determine to be engaged in the three processes of selection, organization, and integration” (Pittman, 2013). Therefore, when students use technology in the classroom they are analyzing and applying that information to a meaningful learning environment.

How would implementing a cognitive learning environment look in my classroom? The basis of whether or not I am in a gymnasium or classroom setting makes all the difference. If I were in a classroom I would implement movement breaks. After a lecture or discussion group, bringing everyone together for a quick 30 second stretch can be effective for learning. Another way to fully engage my students are visual aids and hands on strategies such as: teaching CPR with manikins, tying knots for rock climbing unit, breaking down movements of dance steps, or even how the human body articulates in motion. Inspiring to be mindful of how I teach; I will teach to my students by creating innovating lesson plans that correlate critical thinking to a self-worth accomplishment.

Another learning environmental is teaching in the gymnasium. Providing students’ with cognitive skill builders in physical activities. For example, incorporating math with physical activity games, puzzles as a team building, and stations of multiple activities going on at the same time. With having students in stations of various activities it incorporates a degree of likes and dislikes from students. For example, a student is able to cognitively engage in a task at least once if not more in the various stations being performed. This shows the student is engaged in the activity and relates to their self-interest and self-directed learning.
The use of humanism theory in my classroom will be based upon the early stages of building student-teacher relationships. Through many courses at the University of Mary I have been taught the first week of school is a crucial point of expectations and forming the student-teacher relationships. Being able to relate concepts or lessons that inspire student’s ambitions and goals into a reality of applications forms a more humanism approach to teaching strategies in the classroom. For students having the experience of leaving your mark on an assignment, a group project or even teambuilding strategies can broaden the minds of humanism theory. My own humanistic experience will bring in a positive attitude and atmosphere on a daily basis to measure the effectiveness of student learning.

The 21st century theory is starting to take storm in the daily classrooms all across the world. By the creation of technology software’s teachers are available to create instructional units on what or how to teach concepts. In the article, Theory to Assessment: A Modern Instructional Course, “instructors continually strive to integrate technology into different learning environments with the goal of educating learners more effectively and efficiently” (Pittman, 2013). This brings the understanding of endless ways to teach strategies through the use of technology. An example of these strategies would be implementing Prezi in the form of lectures and how to teach physical activities in forms of introducing instructional unit plans.

Furthermore, the pedagogical content of curriculum, instruction, and assessment in forms of teaching lessons in the 21st century theory are truly preparing students for the real world technology of tomorrow. More strategies of implementing in the classroom through the use of technology would be performing kickboxing, zumba, or any group fitness units. Technology base units create a real world application, engaged learning participation, and working on a self-learning experience of being yourself among your peers. The atmosphere I will bring in this type of setting will be of safe, productive learning, and life-long skills of being healthy in the world.
Lastly, the corporation of cognitive, humanism, and 21st century are theories that truly work in the classroom. Each theory describes how effectively it can be when teaches know how to teach to their students. In the end, the combination of all three theories can be incorporated into a single lesson plan and unit plans. My understanding of how to utilize each theory into my own classroom will benefit not only myself but my own students on how to recall, retain, and remember information for real world application.
Works Cited


