

**Table 1. Framework for Analysis of Education and Schooling**

Component	Philosophy and Sources of Information							
	Reductionistic, Mechanistic, Stable			Organic, Holistic, Creative				
	Functionalism	Structural/Functional	Structural/Functional	Structural/Functional	Organismic	Phenomenology	Adaptive Systems	
Learning and Developmental Theories	Behaviorsm/Operant Conditioning	Information Processing/Memory	Social Learning	Constructivism		Humanistic	Social Cognition	Connectivism
			Social	Cognitive				
View of Learner	<b>Reactive Adaptor</b>	<b>Information Processor</b>	<b>Observer Reactor</b>	<b>Apprentice</b>	<b>Inquirer</b>	<b>Agent</b>		
						<b>Autonomous</b>	<b>Embedded</b>	<b>Networked</b>
Curriculum	Prescribed skills as overt behaviors	Prescribe knowledge at different levels	Prescribed modeled skills	Socially relevant knowledge and skills	Cognitive processes and mental models for creative interaction with environment	Individually established through personal interests and goals	Combination of individually-established and socially-prescribed knowledge and skills	Combination of individually-established and socially-prescribed knowledge, attitudes, and skills that exist in networks
Pedagogy	Scripted Lessons	Direct Instruction	Modeling	Demonstrations and guided practice	Guided inquiry projects and challenging problems	Self-organized learning activities	Combinations of environmentally- and personally-set goals	Facilitate learners' connection to networks of knowers and knowledge; contribute to production of knowledge that can be accessed throughout one's lifetime.
Assessment	Specific assessment of taught content and skills	Generic and sampled assessment of stated content objectives	Observed modeled behavior	Skilled mastery of inquiry processes, content or skills taught; ability to creatively adapt	Personal displays of adaptive mental organizations	Authentic self	Self-regulation towards personally- and environmentally set goals	Socially constructed authentic knowledge products
Communication	Assessment scores, Curriculum checklists	Assessment scores, written documents, presentations	Checklists, Videos	Group participation, Products	Projects, Portfolios	Originally-design projects, art, and/or innovations	Body of work over time, Portfolios	Body of networks utilized and constructed over time

Developed by W. Huitt, October 2012

**Table 2. Analysis of Learning Theories**

Dimension	Learning Theories and Philosophical Orientation							
	Empiricism/Objectivism		Pragmatism		Interpretivism			
	Operant Conditioning	Information Processing	Social Learning	Social Constructivism	Cognitive Constructivism	Humanistic	Social Cognition	Connectivism
Cognition	No	Yes	Yes	Yes	Yes	Somewhat	Yes	Yes
Affect	No	Little	No	Little	Little	Yes	Somewhat	Little
Agency	No	No	No	Little	Yes	Yes	Yes	Yes
Overt Behavior	Yes	Little	Yes	Yes	Somewhat	Somewhat	Yes	Yes
Environment	Respond to Consequences	Sensation/ Perception	Models; Motivation	Models; Scaffolding	Adapt to demands	Little	Personal and Social	Networks
Reciprocal	No	No	No	No	No	No	Yes	Yes
Developmental	No	No	No	Yes	Yes	Little	Somewhat	Little
Language Important	No	Yes	Little	Yes	Yes	Little	Somewhat	Yes