

# Structural Learning Theory

## General

Structural learning theory is one of the [cognitivist](#) perspectives on instructional design proposed by [Joseph Scandura](#) in 1970s. Scandura's theory suggests human **knowledge** is consisted of **rules** which are to be learned. Those rules are determined by parameters of **domain**, **procedure**, and **range**.

## What is structural learning theory?

Structural learning theory suggests that structures (problems) that a learner must learn, need to be formed as rules. Those rules can be simplified into **lower-order rules** (*atomic components*) which represent most basic concepts learner needs to know when dealing with a problem from given domain. By combining these atomic components and application of more complicated to lower order rules new **higher-order rules** are derived. Higher-order rules used to solve complex problems in the whole domain.

The starting point of structural learning theory is that rules, which represent knowledge, have three parameters:

- **domain** - its allowed **inputs**,
- **range** - its expected outputs, and
- **procedure** - the sequence of **operations** to perform **on the inputs**.

In accordance with structural learning theory, first step in instructional design or learning is **definition of the problem domain through structural analysis**. Problem domain can be both well- and ill-defined (when rules are quite simple, yet there is no direct complete solution like chess, or poetry writing). In case of an ill-defined domain, it should be divided into well-defined sub-domains which generate at least one rule. Domain sets the inputs and desired outputs for problem solving.

Domain definition is followed by **construction of hierarchy of rules** for well-defined domains. Rules should be explained on prototype problems, but can also leave some **gaps** in problem solving procedure, which **are then converted into higher-order problems** containing gap rules. Higher-order rules are then used to fill the gap, but can also validate lower level rules.

An important part of the theory is also **prior knowledge (rules)** of the learner, that will **enable construction of new rules**. This knowledge can be examined by instructor, that can be both human or artificial.

Structural learning theory's applications have been made in **mathematics** and **language learning**.

## What is the practical meaning of structural learning theory?

## Criticisms

## Keywords and most important names

## Bibliography

[Structural Learning Theory.](#)

Scandura, J. M. Structural learning theory. *Instructional Design Theories and Models: An Overview of Their Current Status*: p215–245. 1984.

## Read more

Reigeluth, Charles M. *Instructional-design Theories and Models: An overview of their current status*. Routledge, 1983.

From:  
<https://www.learning-theories.org/> - **Learning Theories**

Permanent link:  
[https://www.learning-theories.org/doku.php?id=instructional\\_design:structural\\_learning&rev=1300202728](https://www.learning-theories.org/doku.php?id=instructional_design:structural_learning&rev=1300202728)

Last update: **2023/06/19 15:49**

