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Structural learning theory in the 21st century.

J. Struct. Learn. Intell. Syst. 14, No. 4, 271-305 (2001).

This article presents the current status and new perspectives on the Structural Learning Theory (SLT). Special consideration is given to how SLR has been influenced by recent research in software engineering, and the range of possibilities it opens for instructional research and practice in the twenty-first century. Starting with fundamental precepts of the instructional process, a generalization of the SLT is proposed that offers an integrated, parsimonious, operational and predictive (as well as explanatory) account of competence, cognition and behavior potentially from birth onward, and their implications for instruction. Supporting examples and experimental research are cited in context.

Classification: C30

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