



Knowledge as mental representation:
1a. Knowledge is not passively received either through the senses or by way of communication;
1b. Knowledge is actively built up by the cognising subject;
2a. The function of cognition is adaptive, in the biological sense of the term, tending towards fit or viability;
2b. Cognition serves the subject's organization of the experiential world, not the discovery of an objective ontological reality.

The learner is not a passive recipient of knowledge but that knowledge is 'constructed' by the learner.

Groups construct knowledge for one another, collaboratively creating a small culture of shared artifacts with shared meanings.

Knowledge is distributed across a network of connections to people and information - learning consists of the ability to construct and traverse those networks.

A human being develops cognitively from birth throughout his or her life through four primary stages of development: sensorimotor (0-2), preoperational (2-7), concrete operational (7-11), and formal operational (11-). Assimilation is incorporation of new experiences into existing mental schema, accommodation changes mental schema.

Learning Theory

Key concepts

Learning paradigms or 'world views'

Learning theorists

Scientific disciplines

Principles:
1. Mixed age classrooms, with classrooms for children aged 2 and a half or 3 to 6 years old;
2. Student choice of activity from within a prescribed range of options;
3. Uninterrupted blocks of work time;
4. A Constructivist or "discovery" model, where students learn concepts from working with materials, rather than by direct instruction.

Teacher types: lion-tamer, entertainer and new romantic. The problem of self-judgment in assessment.

An educational movement, guided by passion and principle, to help students develop consciousness of freedom, recognize authoritarian tendencies, and connect knowledge to power and the ability to take constructive action.

Learn naturally if given the freedom to follow own interests and a rich assortment of resources.

School is damaging to education: "The pupil is thereby 'schooled' to confuse teaching with learning, grade advancement with education, a diploma with competence, and fluency with the ability to say something new."

Optimal learning demands that students receive instruction tailored to their learning styles.

Knowledge is continuously gained through both personal and environmental experiences. The learner must:
1. be able to reflect on the experience;
2. use analytical skills to conceptualize the experience; and
3. make decisions and solve problems to use the ideas gained from the experience.

Modifying the goal of learning activity in the light of experience or possibly even reject the goal. Single-loop learning is the repeated attempt at the same problem, with no variation of method and without ever questioning the goal.

A characteristic of an adaptive organization that is able to sense changes in signals from its environment and adapt accordingly.

An organization is created and defined by communication. communication "is" the organization and the organization exists because communication takes place.

A cybernetic and dialectic framework that offers a scientific theory to explain how interactions lead to 'knowing'.

Learning is a social process whereby knowledge is co-constructed and is situated in a specific context, embedded within a particular social and physical environment.

Groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.

The process that occurs between a teacher and student that infuses direct experience with the learning environment and content.

A preschool educational approach based on playing, singing, practical activities.

Teacher types: lion-tamer, entertainer and new romantic. The problem of self-judgment in assessment.

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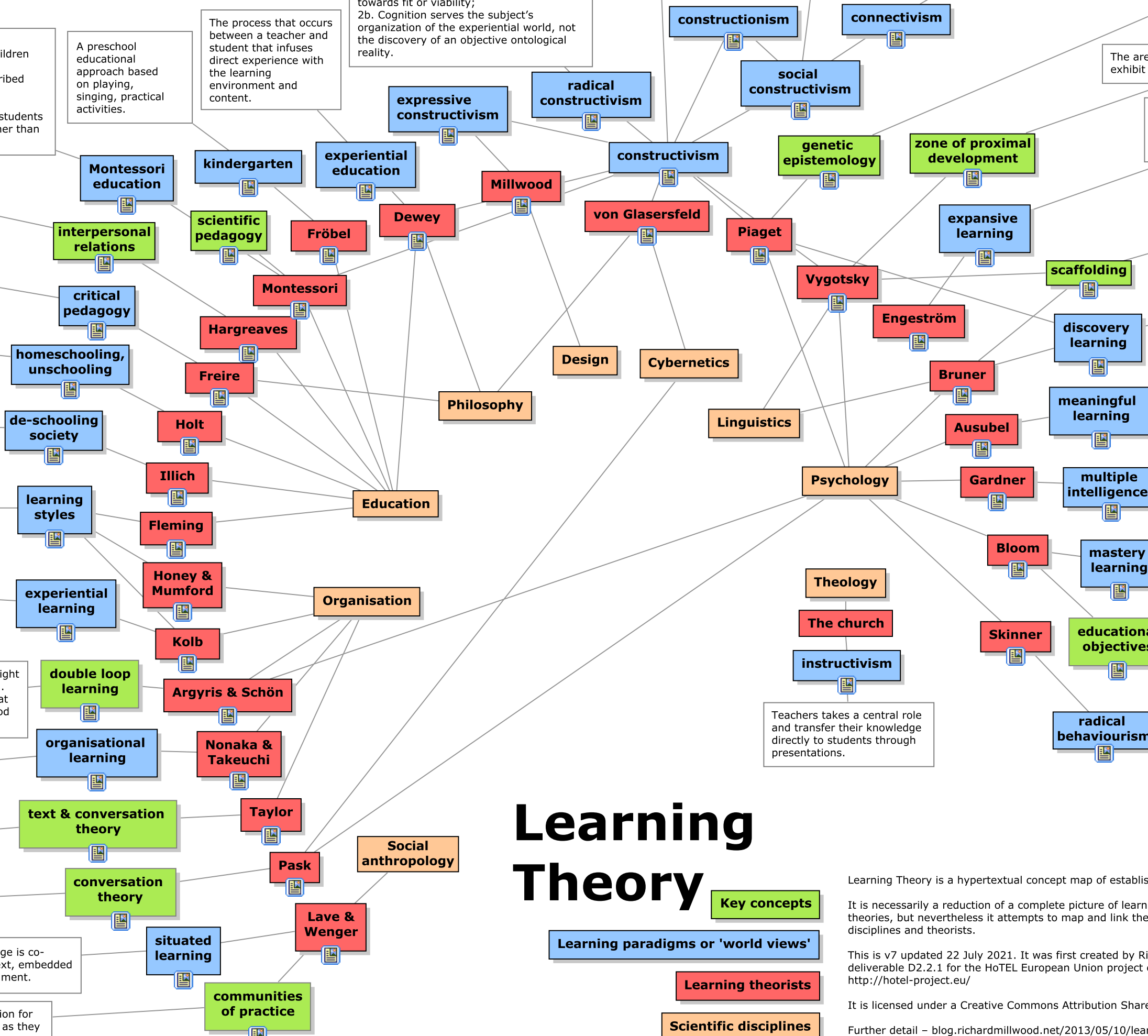
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Learning Theory is a hypertextual concept map of established learning theories.

It is necessarily a reduction of a complete picture of learning theories and overlaps with educational theories, but nevertheless it attempts to map and link the key concepts and paradigms with scientific disciplines and theorists.

This is v7 updated 22 July 2021. It was first created by Richard Millwood on 30 April 2013 as part of deliverable D2.2.1 for the HoTEL European Union project carried out in 2012-14. <http://hotel-project.eu/>

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Further detail – blog.richardmillwood.net/2013/05/10/learning-theory/
Contact – richardmillwood@mac.com

