

Building Learning Power Helping Young People Become Better Learners

Behaviorists look at learning as an aspect of conditioning and advocating a system of rewards and targets in education. Educators who embrace cognitive theory believe that the definition of learning as a change in behaviour is too narrow, and study the learner rather than their environment—and in particular the complexities of human memory. Those who advocate constructivism believe that a learner's ability to learn relies largely on what they already know and understand, and the acquisition of knowledge should be an individually tailored process of construction. Transformative learning theory focuses on the often-necessary change required in a learner's preconceptions and worldview. Geographical learning theory focuses on the ways that contexts and environments shape the learning process.

be20a91068 Tribal instruction has preserved elder knowledge, fostered collaborative learning within familial contexts, and invited students to learn beyond the traditional classroom into rural and agricultural environments. Teaching that meets local needs and matches available resources is a self-sustaining model that can withstand external threats to localized education.

be20a91068 Experiential learning is often used synonymously with the term "experiential education", but while experiential education is a broader philosophy of education, experiential learning considers the individual learning process. As such, compared to experiential education, experiential learning is concerned with more concrete issues related to the learner and the learning context. Experiences "stick out" in the mind and assist with information retention.

be20a91068 Situated learning was first proposed by Jean Lave and Etienne Wenger as a model of learning in a community of practice. At its simplest, situated learning is learning that takes place in the same context in which it is applied. For example, the workplace is considered as a discernible community of practice operating as a context wherein newcomers assimilate norms, behavior, values, relationships, and beliefs.

be20a91068 In addition to practical educational experience, educational technology draws on theoretical knowledge from various disciplines such as communication, education, psychology, sociology, artificial intelligence, and computer science. It encompasses several domains, including learning theory, computer-based training, online learning, and mobile learning (m-learning).

be20a91068 == Composition: The Elements of Learning Power. ==

be20a91068 According to Andrew Furco, service-learning "occurs when there is a balance between learning goals and service outcomes." Other authors, including the National Youth Leadership Council, emphasize the same balance. Robert Sigmon conceives the variety of service-learning projects found on college campuses in terms of variations in that balance: i.e. whether learning goals or service goals are primary, secondary, of equal importance, or completely separate.

be20a91068 == Definitions ==

be20a91068 The theory is distinguished from alternative views of learning which define learning as the acquisition of propositional knowledge. Lave and Wenger see situated learning in certain forms of social co-participation and instead of asking what kinds of cognitive processes and conceptual structures are involved, they focus on the kinds of social engagements that provide the proper context and facilitate learning.

be20a91068 Lave and Wenger... be20a91068 The Association for Educational Communications and Technology (AECT) has defined educational technology as "the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources". It denotes instructional technology as "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning". As such, Educational technology refers to various valid and... be20a91068 Indigenous peoples' right to education has been threatened throughout periods of colonialism, globalization, and modernity. In 2007, the United Nations passed the Declaration on the Rights of Indigenous Peoples, which makes particular reference to the educational rights of Indigenous... be20a91068

Experiential learning Experiential learning is distinct from rote or didactic learning, in which the learner plays a comparatively passive role. Learning only has good effects when learners have the desire to absorb the knowledge. to motivate people. Hands-on learning can be a form of experiential learning, but does not necessarily involve students reflecting on their product. It is related to, but not synonymous with, other forms of active learning such as action learning, adventure learning, free-choice learning, cooperative learning, service-learning, and situated learning. Therefore, experiential learning requires the Experiential learning (ExL) is the process of learning through experience, and is more narrowly defined as "learning through reflection on doing" be20a91068

The debate over the relative value of formal and informal learning has existed for a number of years. Traditionally formal learning takes place in a school or university and has a greater value placed upon it than... be20a91068

Service-learning Projects based in communities are designed to apply classroom learning to create positive change in the community and often involve community organisations. It has been used with students of all grades and stages. that have partnered with the same school. Service-learning may motivate individuals to become better citizens of their communities by cultivating civic Service-learning is an educational approach that uses community service to meet both classroom learning objectives and societal needs be20a91068

Educational technology When referred to by its abbreviation, "EdTech," it often denotes the industry of companies that develop educational technology. "eTwinning";,

computer-supported collaborative learning (CSCL) allows learners in one school to communicate with learners in another that they would not get to Educational technology (often abbreviated as edtech) encompasses computer hardware, software, along with educational theories and practices, used to facilitate learning and teaching be20a91068

Community education The purpose of community learning and development is to develop the capacity of individuals and groups of all ages through their actions, the capacity of communities, to improve their quality of life. Community learning and development has the potential to encourage young people to become more interested in politics and helping them influence decisions Community education, also known as Community-Based Education or Community Learning & Development, or Development Education is an organization's programs to promote learning and social development work with individuals and groups in their communities using a range of formal and informal methods. come. Central to this is their ability to participate in democratic processes. A common defining feature is that programmes and activities are developed in dialogue with communities and participants be20a91068

The general concept of learning through experience is ancient. Around 350 BC, Aristotle wrote in the Nicomachean Ethics "for the things we have... be20a91068 While Western methods of teaching reading, writing, and math to established standards have been successful in some contexts, the proponents of Indigenous education would say that spirituality, culture, and communal learning are vital to retaining the historical lessons of each region. be20a91068 Outside the realm of educational psychology, techniques to directly observe the functioning of the brain... be20a91068 Service learning combines experiential learning and community service. be20a91068 == Definition == be20a91068 Examples of non-formal learning include swimming sessions for toddlers, community-based sports programs, and programs developed by organisations such as the Boy Scouts, the Girl Guides, community or non-credit adult education courses, sports or fitness programs, professional conference style seminars, and continuing professional development. The learner's objectives may be to increase skills and knowledge, as well as to experience the emotional rewards associated with increased love for a subject or increased passion for learning. be20a91068 Community education encompasses all those occupations and approaches that are concerned with running education and development programmes within local communities, rather than within educational institutions such as schools, colleges and universities. The latter is known as the formal education system, whereas community education is sometimes called informal education. It has long been critical of aspects of the formal education system for failing large sections of the population in all countries and had... be20a91068

Situated learning Situated learning "takes as its focus the relationship between learning and the social situation in which it occurs". Learners must use tools as practitioners use them and become "cognitive Situated learning is a theory that explains an individual's acquisition of professional skills and includes research on apprenticeship into how legitimate peripheral participation leads to membership in a community of practice. learning theory argue that knowledge must be taught in context and not in the abstract be20a91068

== Overview == be20a91068

Indigenous education Rooted in communal learning, storytelling, and the celebration of tribal heritage, Indigenous methods have served local communities for generations. Etuaptmunk has the potential to Indigenous education encompasses a collection of time-honored traditions that can be applied across contexts and cultures. strengths in both these perspectives, student learning and success become the focal point and all learners achieve more be20a91068

== History == be20a91068

Learning power " The forms of learning envisaged are typically broader than those encountered in formal educational settings, for example those that are of most use in learning sports or musical instruments, or in mastering complex social situations. Basic Books: New York, 1995 Guy Claxton, Building Learning Power: Helping Young People Become Better Learners, TLO: Bristol, 2002 Ruth Deakin-Crick, Patricia Learning power refers to the collection of psychological traits and skills that enable a person to engage effectively with a variety of learning challenges. The concept emerged during the 1980s and 90s, for example in the writings of the cognitive scientist Guy Claxton, as a way of describing the form of intelligence possessed by someone who, to quote Jean Piaget's phrase,"...knows what to do when they don't know what to do be20a91068

Nonformal learning communities. Learners, families, educators, and community members often participate in determining program goals and learning activities, helping ensure that Non-formal learning includes various structured learning situations which do not either have the level of curriculum, institutionalization, accreditation or certification associated with 'formal learning', but have more structure than that associated with 'informal learning', which typically take place naturally and spontaneously as part of other activities. These form the three styles of learning recognised and supported by the OECD be20a91068

Open educational practices Because OEP emerged from the study of OER, there is a strong connection between the two concepts. OEP, for example, often, but not always, involve the application of OER to the teaching and learning process. OEP Open educational practices (OEP) are part of the broader open education landscape, including the openness movement in

general. participatory technologies for interaction, peer-learning, knowledge creation and sharing, empowerment of learners, and open sharing of teaching practices. It is a term with multiple layers and dimensions and is often used interchangeably with open pedagogy or open practices. OEP represent teaching and learning techniques that draw upon open and participatory technologies and high-quality open educational resources (OER) in order to facilitate collaborative and flexible learning. OEP is a broad concept which can be characterised by a range of collaborative pedagogical practices that include the use, reuse, and creation of OER and that. The focus in OEP is on reproduction/understanding, connecting information, application, competence, and responsibility rather than the availability of good resources. Open educational practices aim to take the focus beyond building further access to OER and consider how in practice, such resources support education and promote quality and innovation in teaching and learning be20a91068

The student is also expected to learn by acting in the world and reflecting on the results of their action. As a process of learning, this has long-established theoretical and empirical bases. According to Barbara Jacoby, therefore, service-learning "is based on the work of researchers and theorists on... be20a91068 Though Learning Power is conceived as a form of intelligence, it differs from some more familiar notions of intelligence in a number of important ways. be20a91068

Learning theory (education) innovative ways to design learner-centered learning environments effectively, trying to engage learners more in the learning process. Claims have been Learning theory attempts to describe how students receive, process, and retain knowledge during learning. Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a worldview, is acquired or changed and knowledge and skills retained be20a91068

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