

LEARNING THEORIES

Etienne Collignon

Chrys ARGYRIS

John DEWEY

Carl JUNG

Jean-Jacques
ROUSSEAU

SOCRATE

Peter SENGE

CONFUCIUS

David KOLB

Paolo FREIRE

Etienne WENGER

Carl ROGERS

Gregory BATESON

David BOHM

Howard GARDNER

Maria MONTESSORI

Ivan ILLICH

Célestin FREINET

Knud ILLERIS

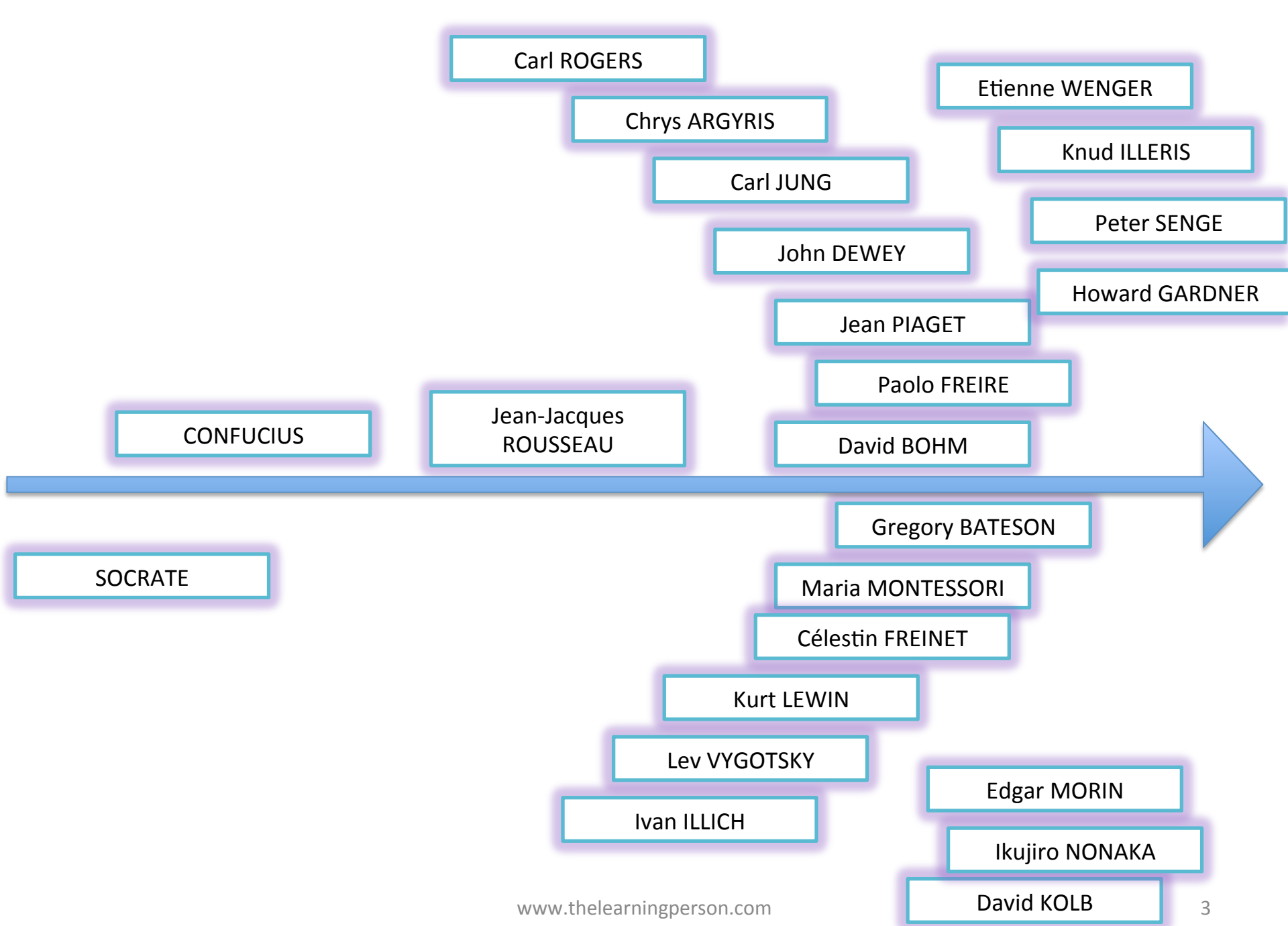
Kurt LEWIN

Edgar MORIN

Jean PIAGET

Lev VYGOTSKY

Ikujiro NONAKA



Chrys Argyris	<ul style="list-style-type: none"> • Business theorist • Co-founder of Organizational development • Seminal work of Learning organizations • Double loop learning
Gregory BATESON	<ul style="list-style-type: none"> • Extend systems theory/cybernetics to the social/ behavioral sciences • Double bind • Palo Alto
David BOHM	<ul style="list-style-type: none"> • Theoretical physicist • Need for genuine, supportive dialogue
CONFUCIUS	<ul style="list-style-type: none"> • Personal morality, social relationships, sincerity
John DEWEY	<ul style="list-style-type: none"> • « Experience and Education » book, 1938 • Progressive schools versus traditional • All learning happens through experience • Experience has to be unique and individual, must lead to growth • « Education should derive its materials from present experiences and should enable the learner to cope with the problems of the present and future »

Paolo FREIRE	<ul style="list-style-type: none"> • « Pedagogy of the Oppressed » • Critical pedagogy movement • « Education must begin with the solution of the teacher-student contradiction, by reconciling the poles of the contradiction so that both are simultaneously teachers and students »
Célestin FREINET	<ul style="list-style-type: none"> • Pedagogy of work: pupils were encouraged to learn by making products or providing services. • Enquiry-based learning: group-based trial and error work • Cooperative learning: pupils were to co-operate in the production process. • Centres of interest: the children's interests and natural curiosity are starting points for a learning process • The natural method: authentic learning by using real experiences of children. • Democracy: children learn to take responsibility for their own work and for the whole community by using democratic self-government.
Howard GARDNER	<ul style="list-style-type: none"> • « Theory of Multiple Intelligences » 1983
Knud ILLERIS	<ul style="list-style-type: none"> • Three dimensions of learning and competence development: Functionality, Sensitivity and Integration

Ivan ILLICH	<ul style="list-style-type: none"> • « Deschooling Society », 1971 • The institutionalization of education tends towards the institutionalization of society • « School is the advertising agency which makes you believe that you need the society as it is »
David KOLB	<ul style="list-style-type: none"> • The learning cycle
Kurt LEWIN	<ul style="list-style-type: none"> • Social psychology • Group dynamics • Organizational Development • Change process
Maria MONTESSORI	<ul style="list-style-type: none"> • Development of child's own initiative and natural abilities, especially through practical play
Edgar MORIN	<ul style="list-style-type: none"> • Pensée systémique, complexité
Ikujiro NONAKA	<ul style="list-style-type: none"> • Organizational theorist • Knowledge management • The Knowledge-Creating Company • Model with Hirotaka Takeuchi
Jean PIAGET	<ul style="list-style-type: none"> • Developmental psychologist and philosopher • « Theory of cognitive development »

Carl ROGERS	<ul style="list-style-type: none"> • Humanistic approach to psychology • Person-centered approach • « The fully functioning person »
Jean-Jacques ROUSSEAU	<ul style="list-style-type: none"> • Emile, or On Education • Education of the whole person for citizenship
Peter SENGE	<ul style="list-style-type: none"> • System scientist • « The Fifth Discipline: the art and practice of the learning organization » • « The only sustainable competitive advantage is an organization's ability to learn faster than the competition »
SOCRATE	<ul style="list-style-type: none"> • A series of questions is asked to encourage fundamental insights
Lev VYGOTSKY	<ul style="list-style-type: none"> • Developmental psychology • Development cannot be separated from the social context. • Concept of the Zone of proximal development
Etienne WENGER	<ul style="list-style-type: none"> • Communities of Practice

Education Theories

Academism / Behaviorism

Transmission of knowledge = behaviorism

Cognitivist

Focus on inner mental activities.
The learner is viewed as an information processor (like a computer)

Constructivist

Piaget. The person creates knowledge through interaction between their experiences and their ideas

Social cognitivist

People learn by observing others

Personalist

Master your education by using internal energy.

Spiritualist

Relation between the Self and Universe

Technologist

Use of technologies