

Link to Learning and Teaching Theories

Radical Pedagogy: Freire

Radical pedagogy is all about knowledge and education, and how they can (or *should*) change to best serve the purposes of both educators and the educated. Since the one constant in the universe is change and because education has come to be among the most important social institutions in the world, then it is very important to consider as broadly as possible the nature of education as it exists today—as well as how it might change as we move into the future.

http://radicalpedagogy.icaap.org/content/issue1_1/mcgettigan.html

Co-operative Learning: Freinet

One of the essential concepts of Freinet Pedagogy is based on co-operation in the productive process. He wrote his core works on Pedagogy during his periods of detention at the time of the Second World War. The most important concepts include the Pedagogy of Work (meaning that pupils learned by making useful products or providing useful services); Co-operative Learning (based on co-operation in the productive process); Enquiry-based Learning (trial and error method involving group work); The Natural Method (based on an inductive, global approach) and Centres of Interest (based on children's learning interests and curiosity). See <http://www.derby.ac.uk/telmie/private/osnabruck/freinet-education.htm>

Critical pedagogies: Paulo Freire

The term has traditionally referred to educational theory and teaching and learning practices that are designed to raise learners' critical consciousness regarding oppressive social conditions. In addition to its focus on personal liberation through the development of critical consciousness, critical pedagogy also has a more collective political component, to challenge and transform oppressive social conditions and to create a more egalitarian society. As such, critical educators attempt to disrupt the effects of oppressive regimes of power both in the classroom and in the larger society. Critical pedagogy is particularly concerned with reconfiguring the traditional student/teacher relationship, where the teacher is the active agent, the one who knows, and the students are the passive recipients of the teacher's knowledge. Instead, the classroom is envisioned as a site where new knowledge, grounded in the experiences of students and teachers alike, is produced through meaningful dialogue

<http://mingo.info-science.uiowa.edu/~stevens/critped/definitions.htm>

Ripples Model of Learning: Phil Race

The Ripples Model is a model of learning linking five underpinning factors for successful learning, an updated version of the model with an extended account can be found in *'Making Learning Happen'* by P Race. The model is based on many thousands of people's replies to four straightforward questions about their own learning. <http://www.phil-race.com/files/ripples3.ppt>

Situated Learning: Lave and Wenger

A model of situated learning [Lave and Wenger](#) (1991). Places learning within social relationships as well as the acquisition of certain forms of knowledge, these are situations of co-participation. It is not so much that learners acquire structures or models to understand the world, but they participate in frameworks that have structure. Learning and behaviour involves interaction with and participation in a community of practice. <http://www.infed.org/biblio/learning-social.htm>

Socio-cultural learning: Vigotsky Lave, Wenger, Brown,

Socio-cultural learning is situated with real-life actors and situations. Situated learning gives the student an opportunity to learn and create meaning from his personal experiences (via thought and action, and language and culture) in 'real life' organizations. The knowledge organized by this perspective is linked to its context, via interaction with peers, as with social constructivism. As such, experience determines the learning structure rather than the teacher, who does not direct content formation.

http://weblogs.elearning.ubc.ca/googlescholar/ADHE_541_Giustini.pdf

Active Learning: Novak and Patterson (1998)

Discovery learning, Problem-based learning, Experiential learning, and Inquiry-based instruction are the most often cited forms of active learning. Active learning is "a dynamic process involving continuous adjustment and restructuring of basic elements...(talking and listening, writing, reading, and reflecting)...learning strategies (small groups, case studies, and so on)... and teacher resources (outside speakers, homework assignments, and so on)." Just-in-Time Teaching is an example of Active learning developed by Novak and Patterson which is used in over 200 science and humanities courses at 100+ institutions in the US. The JiTT pedagogy blends cutting edge active learning classroom methods with state-of-the-art electronic communication technologies. The work creates a need-to-know atmosphere and gives students a sense of ownership of the learning process. <http://a-s.clayton.edu/henry/JiTT.htm>