

Link to Learning and Teaching Theories

Enquiry Based Learning

EBL describes an environment in which learning is driven by a process of enquiry owned by the student. Starting with a 'scenario' and with the guidance of a facilitator, students identify their own issues and questions. They then examine the resources they need to research the topic, thereby acquiring the requisite knowledge. Knowledge so gained is more readily retained because it has been acquired by experience and in relation to a real problem. It is essential that our students are educated for knowledge creation, lifelong learning and leadership. They will take on leading roles in their future working environments: directing change, asking important questions, solving problems and developing new knowledge. The characteristics and benefits of EBL can be seen at

<http://www.campus.manchester.ac.uk/ceeb/eb/>

Problem Based Learning

Problem-based learning is a pedagogical strategy of active learning often used in higher education. The defining characteristics of PBL are: Learning is driven by challenging, open-ended problems; Students work in small collaborative groups; Teachers take on the role as "facilitators" of learning. Students are encouraged to take responsibility for their group and organize and direct the learning process with support from a tutor or instructor. Advocates of PBL claim it can be used to enhance content knowledge and foster the development of communication, problem-solving, and self-directed learning skill.

Professional / Organisational learning: Schon 1983, Boyd et al 1984

One of Donald Schon's contributions was to bring 'reflection' into the centre of an understanding of what professionals do. His book *The Reflective Practitioner* (1983) is directed against 'technical-rationality' as the grounding of professional knowledge. Donald Schon looks to an alternative epistemology of practice in which the knowledge inherent in practice is to be understood as 'artful' doing. The notions of reflection-in-action, and reflection-on-action were central to Donald Schon's efforts in this area. The former is sometimes described as 'thinking on our feet'. It involves looking to our experiences, connecting with our feelings, and attending to our theories in use. It entails building new understandings to inform our actions in the situation that is unfolding.

<http://www.infed.org/thinkers/et-schon.htm>

Reflective Practice (Schon, Brockbank and McGil)

Reflective practice is a concept that was introduced by Donald Schon in 1987. It is a continuous process from a personal perspective, by considering critical incidents within your life's experiences. As defined by Schon, reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline. It provides an unstructured approach directing understanding and learning, being a self-regulated process which is commonly used in Health and Teaching professions but which is now applicable to most disciplines and contexts for learning.

Experiential learning: Kolb (1984)

David A. Kolb (with Roger Fry) created his famous model out of four elements represented in the famous experiential learning circle (after Kurt Lewin): consisting of four phases: concrete experience, observation and reflection, forming abstract conceptions and testing new situations

<http://www.infed.org/biblio/b-explrn.htm>