

DISCOURSES ON LEARNING IN EDUCATION

UNSCIENTIFIC (inattentive to assumptions; tend to make uncritical, entailment-heavy assumptions about learning)
QUASI-SCIENTIFIC or LIMITED-SCIENTIFIC (lacking some critical element associated with robust, scientific knowledge)
SCIENTIFIC (robustly theorized and empirically grounded, aimed innovative contributions to understanding learning)
** signifies HIJACKED or ADAPTED (not originally formulated explicitly as theories associated with learning or teaching)

Defining Themes of EDUCATION: CONSERVATION/MAINTENANCE (OF KNOWLEDGE), PREPARATION (FOR ADULT LIFE), ENABLING (THE INDIVIDUAL), EMPOWERING (DEMOCRATIC CITIZENS), ANTICIPATING (THE FUTURE)

Key Metaphors of TEACHING: DELIVERING / TRANSMITTING, TRAINING / CONDITIONING, GUIDING / FACILITATING, OCCASIONING / ORIENTING, MODELING / ENGAGING / INVOLVING, DESIGNING, MENTORING / EMPOWERING, CO-EVOLVING

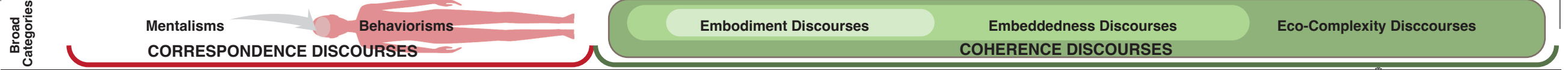
Dominant Frames for Knowledge: Objectivity, Subjectivity, Intersubjectivity, Interobjectivity



Key Metaphors of LEARNERS: PASSIVE RECIPIENT, MANIPULABLE SYSTEM, ACTIVE AGENT, INTERACTIVE PARTICIPANT, NESTED SYSTEM

Ubiquitous Metaphors for Learning: Change, Association-Making Metaphor, Path-Following Metaphor

Key Metaphors of LEARNING: GETTING, ENCODING, CONNECTING, CONSTRUING, ADAPTING, PARTICIPATING, EXPANDING THE POSSIBLE, LIVING



Educational Paradigms: Premodern Education, Standardized Education, Authentic Education, Democratic Citizenship Education, Systemic Sustainability Education