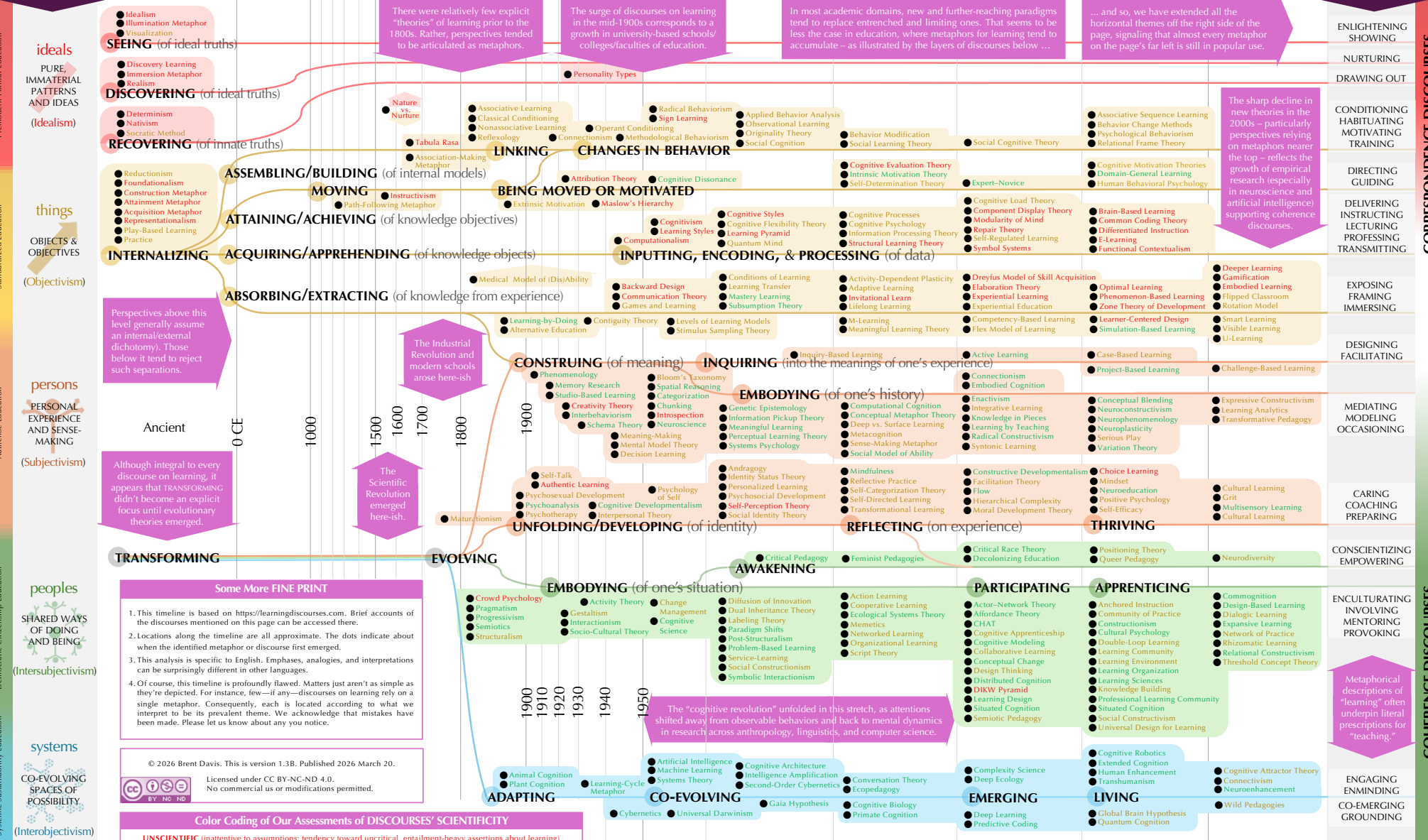


A Timeline of the Emergence of Prominent METAPHORS for LEARNING and Some of Their Associated Discourses

Identified Sites of and Metaphors for KNOWLEDGE

Some Aligned Metaphors for TEACHING



ideals
PURE, IMMATERIAL PATTERNS AND IDEAS (Idealism)

things
OBJECTS & OBJECTIVES (Objectivism)

persons
PERSONAL EXPERIENCE AND SENSE-MAKING (Subjectivism)

peoples
SHARED WAYS OF DOING AND BEING (Intersubjectivism)

systems
CO-EVOLVING SPACES OF POSSIBILITY (Interobjectivism)

ENLIGHTENING SHOWING

NURTURING

DRAWING OUT

CONDITIONING HABITUATING MOTIVATING TRAINING

DIRECTING GUIDING

DELIVERING INSTRUCTING LECTURING PROFESSING TRANSMITTING

EXPOSING FRAMING IMMERSING

DESIGNING FACILITATING

MEDIATING MODELING OCCASIONING

CARING COACHING PREPARING

CONSCIENTIZING EMPOWERING

ENCULTURATING INVOLVING MENTORING PROVOKING

ENGAGING ENMINDING

CO-EMERGING GROUNDING

SEEING (of ideal truths)

- Idealism
- Illumination Metaphor
- Visualization

DISCOVERING (of ideal truths)

- Discovery Learning
- Immersion Metaphor
- Realism

RECOVERING (of innate truths)

- Determinism
- Nativism
- Socratic Method

INTERNALIZING

- Reductionism
- Foundationalism
- Construction Metaphor
- Attainment Metaphor
- Acquisition Metaphor
- Representationalism
- Play-Based Learning
- Practice

ACQUIRING/APPREHENDING (of knowledge objects)

ABSORBING/EXTRACTING (of knowledge from experience)

CONSTRUCTING (of meaning)

EMBODYING (of one's history)

UNFOLDING/DEVELOPING (of identity)

TRANSFORMING

EVOLVING

ADAPTING

CO-EVOLVING

EMERGING

LIVING

There were relatively few explicit "theories" of learning prior to the 1800s. Rather, perspectives tended to be articulated as metaphors.

The surge of discourses on learning in the mid-1900s corresponds to a growth in university-based schools/colleges/faculties of education.

In most academic domains, new and further-reaching paradigms tend to replace entrenched and limiting ones. That seems to be the case in education, where metaphors for learning tend to accumulate – as illustrated by the layers of discourses below ...

... and so, we have extended all the horizontal themes of the right side of the page, signaling that almost every metaphor on the page's far left is still in popular use.

The sharp decline in new theories in the 2000s – particularly perspectives relying on the growth of empirical research (especially in neuroscience and artificial intelligence) supporting coherence discourses.

Perspectives above this level generally assume an internal/external dichotomy. Those below it tend to reject such separations.

Although integral to every discourse on learning, it appears that TRANSFORMING didn't become an explicit focus until evolutionary theories emerged.

The Industrial Revolution and modern schools arose here-ish.

The Scientific Revolution emerged here-ish.

The "cognitive revolution" unfolded in this stretch, as attentions shifted away from observable behaviors and back to mental dynamics in research across anthropology, linguistics, and computer science.

Metaphorical descriptions of "learning" often underpin literal prescriptions for "teaching."

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Color Coding of Our Assessments of DISCOURSES' SCIENTIFICITY

UNSCIENTIFIC (inattentive to assumptions; tendency toward uncritical, entailment-heavy assertions about learning)

QUASI-SCIENTIFIC or **LIMITED-SCIENTIFIC** (lacking some critical element associated with robust, scientific knowledge)

SCIENTIFIC (robustly theorized and empirically grounded, aimed at innovative contributions to understanding learning)

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This column is based on Davis, B., & Francis, K. (2022). *Engaging Minds: Evolving Learning & Teaching*. Routledge.

PERSONALITY TYPES

CHANGES IN BEHAVIOR

- Associative Learning
- Classical Conditioning
- Nonassociative Learning
- Reflexology
- Operant Conditioning
- Methodological Behaviorism
- Behavior Modification
- Behavioral Learning Theory
- Originality Theory
- Social Cognition
- Social Learning Theory
- Social Cognitive Theory

LINKING

- Tabula Rasa
- Association-Making Metaphor
- Connectionism
- Attribution Theory
- Cognitive Dissonance

MOVING

- Nature vs. Nurture
- Instructivism
- Path-Following Metaphor
- Extrinsic Motivation
- Maslow's Hierarchy

BEING MOVED OR MOTIVATED

- Cognitivism
- Learning Styles
- Computationalism
- Cognitive Styles
- Cognitive Flexibility Theory
- Learning Pyramid
- Quantum Mind
- Cognitive Processes
- Cognitive Psychology
- Information Processing Theory
- Structural Learning Theory
- Cognitive Load Theory
- Component Display Theory
- Modularity of Mind
- Repair Theory
- Self-Regulated Learning
- Symbol Systems

INPUTTING, ENCODING, & PROCESSING (of data)

- Medical Model of (Dis)Ability
- Backward Design
- Communication Theory
- Games and Learning
- Conditions of Learning
- Learning Transfer
- Mastery Learning
- Subsumption Theory
- Activity-Dependent Plasticity
- Adaptive Learning
- Invitational Learning
- Lifelong Learning
- M-Learning
- Meaningful Learning Theory
- Dreyfus Model of Skill Acquisition
- Elaboration Theory
- Experiential Learning
- Experiential Education
- Competency-Based Learning
- Flex Model of Learning
- Brain-Based Learning
- Common Coding Theory
- Differentiated Instruction
- E-Learning
- Functional Contextualism

CONSTRUCTING (of meaning)

- Phenomenology
- Memory Research
- Studio-Based Learning
- Creativity Theory
- Interbehaviorism
- Schema Theory
- Meaning-Making
- Mental Model Theory
- Decision Learning
- Levels of Learning Models
- Stimulus Sampling Theory
- Inquiry-Based Learning
- Active Learning
- Project-Based Learning
- Challenge-Based Learning

EMBODYING (of one's history)

- Genetic Epistemology
- Information Pickup Theory
- Deep vs. Surface Learning
- Metacognition
- Sense-Making Metaphor
- Social Model of Ability
- Embodied Cognition
- Enactivism
- Integrative Learning
- Knowledge in Pieces
- Learning by Teaching
- Radical Constructivism
- Systemic Learning
- Conceptual Blending
- Neuroconstructivism
- Neurophenomenology
- Neuroplasticity
- Serious Play
- Variation Theory
- Expressive Constructivism
- Learning Analytics
- Transformative Pedagogy

UNFOLDING/DEVELOPING (of identity)

- Self-Talk
- Authentic Learning
- Psychosocial Development
- Psychoanalysis
- Psychotherapy
- Cognitive Developmentalism
- Interpersonal Theory
- Social Identity Theory
- Andragogy
- Identity Status Theory
- Personalized Learning
- Psychosocial Development
- Self-Perception Theory
- Social Identity Theory
- Constructive Developmentalism
- Facilitation Theory
- Flow
- Hierarchical Complexity
- Moral Development Theory
- Choice Learning
- Mindset
- Neuroeducation
- Positive Psychology
- Self-Efficacy
- Cultural Learning
- Gift
- Multisensory Learning
- Cultural Learning

REFLECTING (on experience)

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- Cultural Learning

THRIVING

- Positioning Theory
- Queer Pedagogy
- Neurodiversity

EMBODYING (of one's situation)

- Crowd Psychology
- Pragmatism
- Progressivism
- Semiotics
- Structuralism
- Activity Theory
- Change Management
- Gestaltism
- Interactionism
- Socio-Cultural Theory
- Science
- Diffusion of Innovation
- Dual Inheritance Theory
- Labeling Theory
- Paradigm Shifts
- Post-Structuralism
- Problem-Based Learning
- Service Learning
- Social Constructionism
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- Action Learning
- Cooperative Learning
- Ecological Systems Theory
- Memetics
- Networked Learning
- Organizational Learning
- Script Theory
- Actor-Network Theory
- Affordance Theory
- CHAT
- Cognitive Apprenticeship
- Cognitive Modeling
- Collaborative Learning
- Conceptual Change
- Design Thinking
- Distributed Cognition
- DKW Pyramid
- Learning Design
- Situated Cognition
- Semiotic Pedagogy
- Complexity Science
- Deep Ecology
- Deep Learning
- Predictive Coding
- Complexity Science
- Human Enhancement
- Transhumanism
- Cognitive Attractor Theory
- Connectivism
- Neuroenhancement
- Wild Pedagogies

AWAKENING

- Critical Pedagogy
- Feminist Pedagogies
- Critical Race Theory
- Decolonizing Education

PARTICIPATING

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- Affordance Theory
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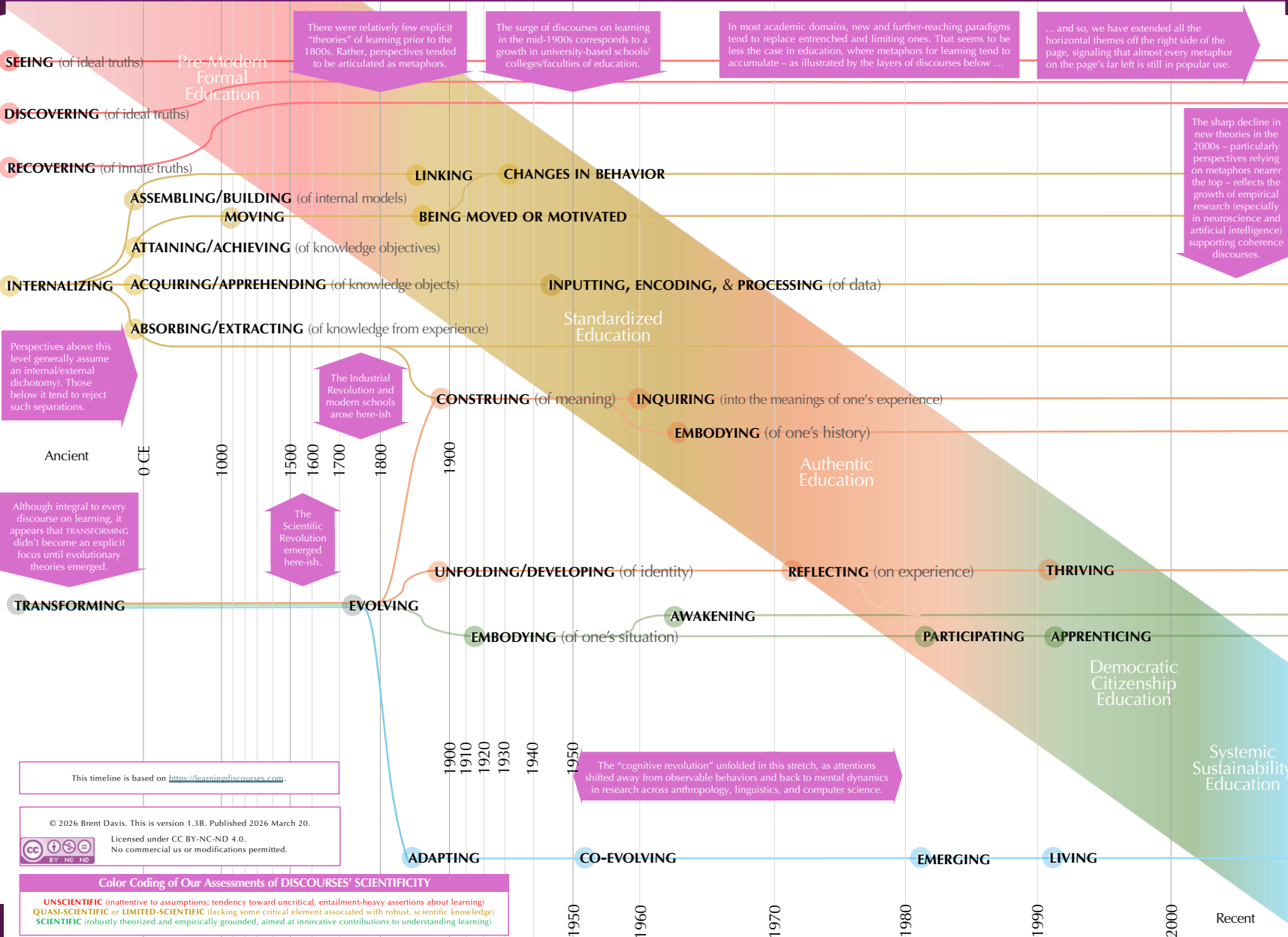
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Identified Sites of and Metaphors for KNOWLEDGE

Some Aligned Metaphors for TEACHING

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PURE, IMMATERIAL PATTERNS AND IDEAS (Idealism)
- things**
OBJECTS & OBJECTIVES (Objectivism)
- persons**
PERSONAL EXPERIENCE AND SENSE-MAKING (Subjectivism)
- peoples**
SHARED WAYS OF DOING AND BEING (Intersubjectivism)
- systems**
CO-EVOLVING SPACES OF POSSIBILITY (Interobjectivism)

- ENLIGHTENING SHOWING
- NURTURING
- DRAWING OUT
- CONDITIONING HABITUATING MOTIVATING TRAINING
- DIRECTING GUIDING
- DELIVERING INSTRUCTING LECTURING PROFESSING TRANSMITTING
- EXPOSING FRAMING IMMERSING
- DESIGNING FACILITATING
- MEDIATING MODELING OCCASIONING
- CARING COACHING PREPARING
- CONSCIENTIZING EMPOWERING
- ENCULTURATING INVOLVING MENTORING PROVOKING
- ENGAGING ENMINDING CO-EMERGING GROUNDING



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