



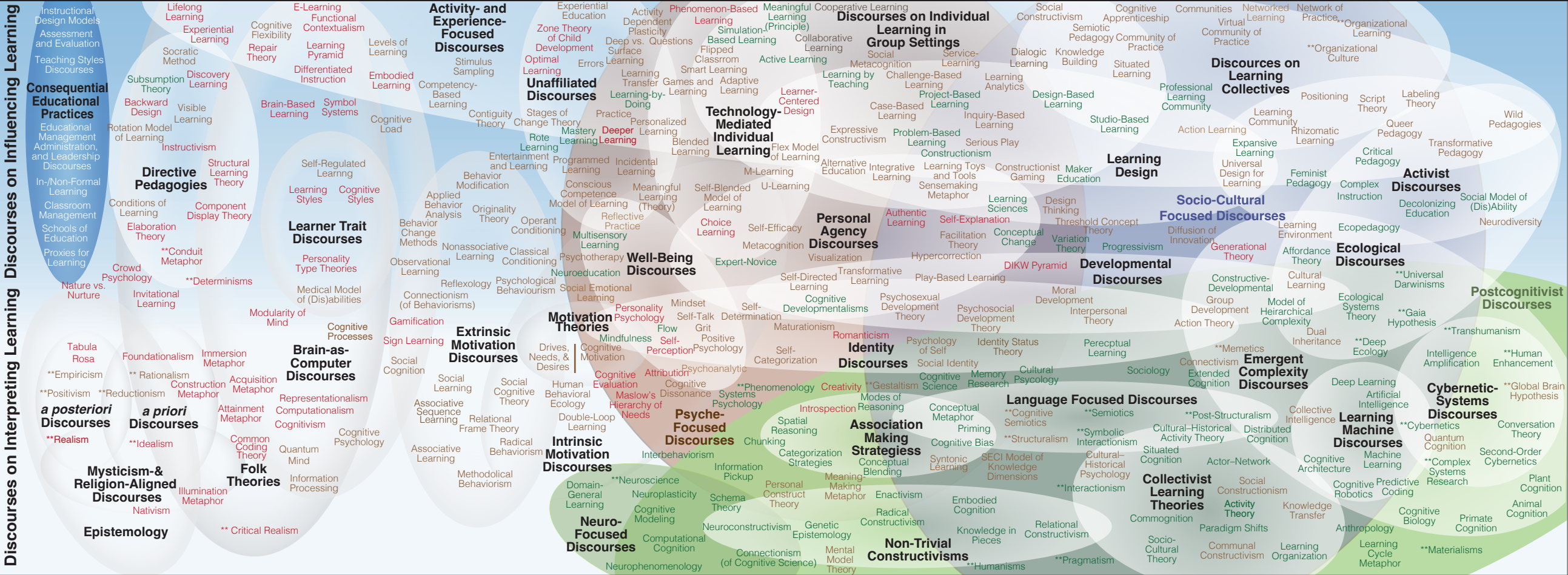
DISCOURSES ON LEARNING IN EDUCATION

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

