

Learning Theorists & the Emotional Learning Journey

A link between theory and reality

Overview

This *Unified Theory of Learning* is designed to provide a framework for consideration of all Learning Theories and Theorists.

The primary aim of this *Unified Theory* is to help teachers select the right teaching strategies to produce the ideal *Emotional Learning States* in our learners, and to address any challenging *Emotional Learning States* we might be presented with (as shown on page 2).

In reality, the many theories overlap and interweave, a little like the rosette pictured here. This can make it difficult to understand the discrete traits of each theory.

For that reason, this approach takes a 'stereo typical' view of each theory – independent and self-contained – more like the top picture here.

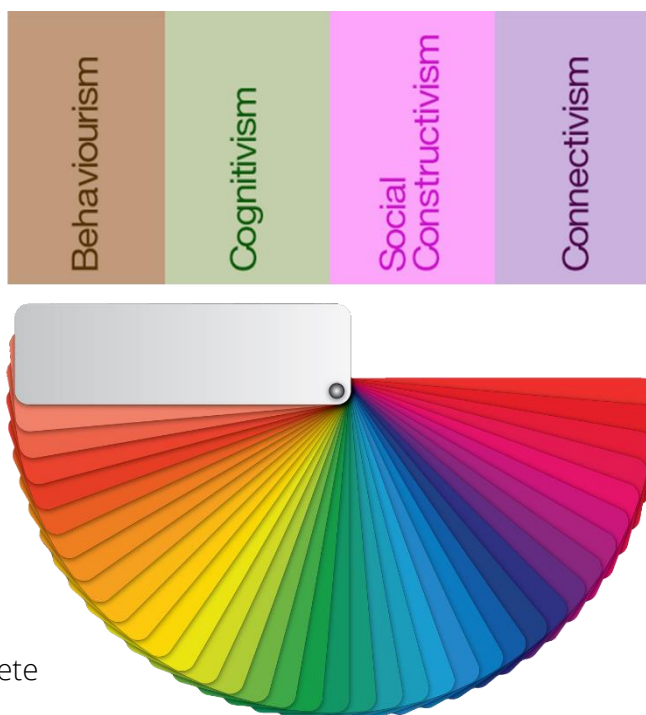
The material developed to accompany this *Unified Theory of Learning* is not intended to provide a historical overview or to be a comprehensive account. It is, however, intended to be a useful and accessible toolkit for teachers.

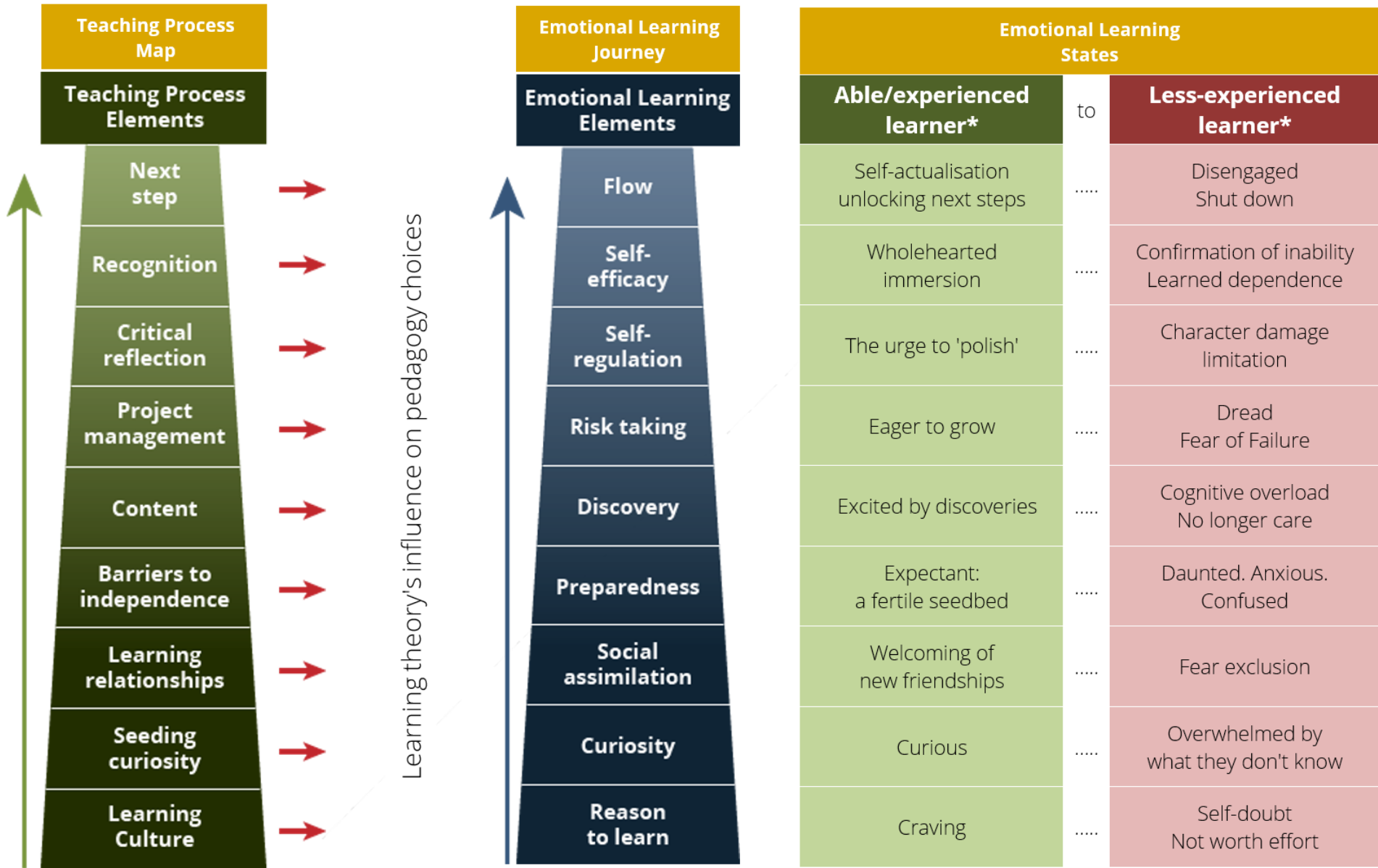
By the end of the session, I hope delegates will:

- reflect on the extent to which their schemes of work proactively build learners' learning network such that it can impact positively on their current and future learning.
- be challenged to consider planning learning experiences with a primary focus on creating the conducive *Emotional Learning States* in their learners.
- consider using a game-based learning strategy.
- be interested in downloading the *Unified Theory of Learning* resources.

Session resources can be found here: www.ccqi.org.uk/theorists-keynote.

The password is: [utol2377](#)





Fifty Shades of Teaching

Unique title → **Taxonomy teams** **19** ← **Card number**

Learning Theory: Social Constructivism
Example theorist: Bruner

To randomise seating and **widen social relationships**.
Find a topic that can be broken down into **two tiers**. For instance: Dog Breeds. Tier 1 = Dog Breed Groups (Terriers, Retrievers, Toy dogs...) [Five tier-1 groups is good for 25 learners.] Tier 2 then breaks each group down. So if Tier 1 = Terriers → Tier 2 = Westies, Yorkies, Cairns... [For 25 learners you'd need 5 tier 2s]. Make a set of tier-2 cards, but do not include the Tier-1 names.

As learners arrive, they choose a Tier 2 card and are asked to 'find and sit with their group'. At first **they will be confused, but through discussion will figure out the rules, and sit in randomised, but self-selected groups.**

EMOTIONAL LEARNING ELEMENTS

	To produce the +	To address the -	
Flow	57	66	994
Self-efficacy	28	28	
Self-regulation	56	50	Total impacts
Risk-taking	78	92	
Discovery	150	158	1087
Preparedness	135	126	
Social assimilation	180	180	
Curiosity	210	210	
Reason to learn	100	168	

Colour-coded learning theory → Social Constructivism
Description of the teaching strategy → To randomise seating and widen social relationships.
Criteria common to each card → Taxonomy teams

Learning impact (blue text) → To randomise seating and widen social relationships.
Colour-coded traits (Social Constructivism: pink text) → Social Constructivism; Bruner; they will be confused, but through discussion will figure out the rules, and sit in randomised, but self-selected groups.
Unique scores → 1087

Rules (for the conference game)

1. In a group of four, choose one card each from page 4. (If only three in your group, one card can be ignored, or one player can play with two cards.)
2. Read these instructions as you play.
3. Consider the illustration on page 2 of this handout, in particular the *Emotional Learning Element*: 'Social Assimilation'. You'll see that the related **challenging Emotional Learning State** to overcome is **Fear exclusion**. Picture a learner who fears this. They may take control of this 'fear' by electing to be a loner.
4. The winner of the game is the person who can convince the other players that their strategy is the best for overcoming, in this instance, the **fear of exclusion**. To play:
 - each player must present a winning argument for their chosen strategy
 - all players then vote on the best strategy to overcome **fear of exclusion**
 - you may agree a draw if 2 or more strategies could work effectively together.
5. Observations
 - Could any, or all, of these strategies be useful to you?
 - Has the colour-coded text helped you understand the intrinsic value of each theory?
 - Will you have a go and design a 'research lesson' to try something you've not tried before?

Perfect lesson notes

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Learning Theory: Behaviourism
Example theorist: Skinner

Set up a group wiki to enable all learners to contribute to the taking of lesson notes. At the start of term, ask learners to volunteer for the week in which they will take and upload 'raw' (rough) notes to the central wiki. After each lesson, all learners must then refine the raw notes into 'neat' notes.

Every learner must contribute to the review. (Weaker learners begin to learn how notes should be taken.) By reading the notes, you will be clear about your impact on their understanding. Also, this process will produce a 'perfect' set of lesson notes for use in final assessments.

EMOTIONAL LEARNING ELEMENTS

	To produce the +	To address the -	
Flow	70	68	979
Self-efficacy	64	62	
Self-regulation	160	180	Total impacts
Risk-taking	107	122	
Discovery	110	145	1097
Preparedness	159	189	
Social assimilation	112	114	
Curiosity	132	147	
Reason to learn	65	70	

Perfect lesson notes

Categorising cards

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Learning Theory: Cognitivism
Example theorist: Miller

Learners are given 20 cards showing names, statements and/or facts and asked to categorise them based on their own criteria. (The teacher can set the number of categories.) Students work in groups of three. By categorising and explaining their choices, learners will make connections and clarify their understanding.

E.g. History. Each card is a monarch. Minimum number of categories = 4. Learners group according to their own categories and explain why. Categories could include:

Religious beliefs; had an heir; executed; invaded countries; periods of rebellion; foreign policy; architecture; industry; public health; fashion; places of burial...

EMOTIONAL LEARNING ELEMENTS

	To produce the +	To address the -	
Flow	52	45	764
Self-efficacy	26	26	
Self-regulation	120	100	Total impacts
Risk-taking	47	47	
Discovery	103	118	746
Preparedness	111	132	
Social assimilation	126	126	
Curiosity	102	93	
Reason to learn	78	60	

Categorising cards

Forum learning

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Learning Theory: Connectivism
Example theorist: Siemens & Downes

- Learners are set a learning challenge (or enable them to set their own).
- They create a blog accessible to their network and broadcast the challenge they'll be working on.
- They add to their blog the forums that have the best potential to help with their challenge (so building their Personal Learning Network).
- Successive blogs capture their progress.
- When learners are stuck, they ask for help on their blogs and forums, then post the results and how these have helped them move forward.
- The final post sums up their learning.

EMOTIONAL LEARNING ELEMENTS

	To produce the +	To address the -	
Flow	77	94	1247
Self-efficacy	77	61	
Self-regulation	180	124	Total impacts
Risk-taking	89	81	
Discovery	175	160	1017
Preparedness	168	174	
Social assimilation	146	124	
Curiosity	123	81	
Reason to learn	213	118	

Forum learning

Assessment games

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Learning Theory: Social Constructivism
Example theorist: Donaldson

Use well-known computer-based assessment games such as: Blockbusters, Millionaire, University Challenge, Kahoot, etc. to test learners' knowledge while having fun. With the help of a handout, ask learners to capture all questions to which they didn't know the answer. Ask learners to write a short action note to resolve each of the problem areas.

EMOTIONAL LEARNING ELEMENTS

	To produce the +	To address the -	
Flow	45	39	653
Self-efficacy	43	51	
Self-regulation	100	62	Total impacts
Risk-taking	69	84	
Discovery	123	50	799
Preparedness	132	144	
Social assimilation	48	122	
Curiosity	36	132	
Reason to learn	58	115	

Assessment games

Research lesson design

Consider a lesson you are about to deliver in which you could experiment with the strategies you are interested in.

Lesson title

Learning outcomes (Please include the *Emotional Learning State* you wish to address)

New teaching Strategies (from the cards)

How will these strategies change your approach? What will you do differently?

Access to resources

The Prezi presentation and feedback form are available from here: www.ccqi.org.uk/theorists-keynote. The password is: [utol2377](#)

If you would like to join the full game-based learning session, experiencing both the learning it produces and the vehicle used to produce it, then do please join us on April 26th, 2023 from 13:00 to 16:30 in Zoomland. Full details here: www.ccqi.org.uk/learningtheory.

