**Some theories of teaching, learning and assessment**

“Knowledge is developed through practice but it is only visible when illuminated by theory.” (Hobley, 2008, p.29).

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| **Theory** | **Key theorist(s)** | **Summary of theory** | **How it might be used in the RC** |
| Behaviourism |  |  |  |
| Cognitive constructivism |  |  |  |
| Social constructivism |  |  |  |
| Informal learning |  |  |  |
| Humanism |  |  |  |
| Reflection-in-action and Reflection on action | Schön | Distinction between reflection during and after event  This model has the strength of considering reflection in action (during an event/experience) with those that happen in hindsight (after the event). | The design of teaching  lectures and tutorials  Facing with incidents  The importance of reflection and retrospection  The importance of a learning break |
| Reflective cycle | Gibbs | six stages exploring an experience: description, feelings, evaluation, analysis, conclusion and action plan. | Student engagement, assessment feedback  Recap  A model to design seminars? Or learning journey?  Similar to reflective cycles |
| Experiential learning | Kolb | Four stages: concrete experience, reflective observation, abstract conceptualisation, active experiment.  Learning is the process of transformation experiences | Teaching activities that support different aspects of the learning cycleMaterials of learningExperiential learning is mutual. We need to learn experientially from students.Long term strategy |
| Critical lenses | Brookfield | Four positions: theory, teacher, student, peers | Interpret sth happened  Why it happened  Reduce biases |
| Value-expectancy theory | Eccles | Motivations of learning:   * attainment value (i.e., importance of doing well) * intrinsic value (i.e., personal enjoyment) * utility value (i.e., perceived usefulness for future goals) * cost (i.e., competition with other goals) | Student motivation and behaviours |
| Mindset | Dweck |  |  |
| Surface learning |  |  |  |
| Strategic learning |  |  |  |
| Deep learning |  |  |  |
| Formative assessment |  |  |  |
| Summative assessment |  |  |  |
| Assessment for learning |  |  |  |
| Assessment of learning |  |  |  |
| Assessment as learning |  |  |  |

Hobley, J., (2008) Responsive reflection. *In*: Fawbert, F., (ed.) *Teaching in Post-Compulsory Education: Skills, Standards and Lifelong Learning.* 2nd ed. London: Continuum. pp16-31