**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** |
| 1. Behaviourism | Pavlov’s conditioning |  |  |
| 1. Cognitive constructivism |  |  |  |
| 1. Social constructivism |  |  |  |
| 1. Informal learning |  |  |  |
| 1. Humanism |  |  |  |
| Reflection-in-action and Reflection on action | Schön |  |  |
| Reflective cycle | Gibbs |  |  |
| Experiential learning |  |  |  |
| Critical lenses | Brookfield |  |  |
| Value-expectancy theory |  |  |  |
| 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