**THEORISTS SUMMARY SHEET**

**A. Erik Erikson**, (1902-1994), author of The Eight Stages of Man , was a German-American developmental psychologist and psychoanalyst known for his theory on social development of human beings, coining the phrase identity crisis. He initially followed Sigmund Freud but broke away over their difference in driving factors of behavior. Freud proposed biological motivators while Erikson believed social interaction was the driving force of human development and personality. He recognized the life long learning of each individual as they moved through various stages, particular to adults the stages of Intimacy vs. Isolation for the young adult whereby one develops ability to give and receive love and may begin to establish long-term commitment to relationships. “Will I find love?” is a question that typifies this stage. The next adult stage is Generativity vs. Stagnation in which the adult seeks to guide, perhaps mentor, the next generation as one does in parenting. “Am I satisfied?” is a question that typifies this stage. The final stage for adults is Ego Integrity vs. Despair where one accepts life on life’s terms, so to speak, and values the relationships that make it rich.

If one does not achieve the desired result of the stage, the resolution of the crisis, one carries it forward to the next crisis and provides the foundation for its resolution. This is different from Piaget and Maslow where there must be resolution in order to move to the next phase. In fact, a deep respect for both ends of the spectrum needs to be establish so that there is a healthy tension and regard between the two. For instance, integrity and despair are both valid and required for wisdom to emerge.

**B. Cyril O. Houle**  developed a fundamental system for education design based on seven assumptions: 1) learning is based on the situation, 2) activities designed should be contingent upon the changing realities of human experience, 3) education is based on many humanistic, social and biological theories, 4) education is a cooperative rather than operative art, meaning there is a collaboration, 5) the activity is usually for a specified time, 6) and may be pursued by teacher, student or analyst or some combination of the three, and finally 7) education design is a complex interaction of elements, not a sequence of events. He then identifies eight components that the educator must manage in designing the program.

Conducting one of the most famous studies on what motivates learners, Houle identified three subgroups to categorize motivational styles which are:

1. Goal-oriented learners use education to accomplish objectives, such as an HRD student who wishes to make career advancements.

2. Activity-oriented (social) learners, taking part because of social contact, such as a senior who enjoys the “armchair” trips offered by the Bowie Senior Center. The “guide” presents a visual tour of Italy for instance which is followed by a luncheon.

3. Learning-oriented learners, seeking knowledge for its own sake, such as avid readers.

**C. Eduard Lindeman** launched a stream of inquiry in 1926 in The Meaning of Adult Education concerned with *how* adults learn and not *what* they learn. He believed the aims and purposes of adult education should be social movement and that would require a common goal Situation, not subject should be the emphasis and that education had reversed the order with a focus on the subject and teacher, requiring the learner to make all the adjustments.

His key assumptions about adult learners were that they are motivated to learn as they experience needs and interests that learning will satisfy; their orientation is life-centered; the come to the learning situation with experience that enriches the learning; adults have a deep need to be self-directing and as one ages, individual differences increase.

He believed that education should be non-authoritarian where informal learning can occur and in which the main goal is to discover the meaning of the experience. As stated in our text, Lindeman believed the learner’s experience was a highly valued resource stating, “If education is life, then life is also education. Too much of learning consists of vicarious substitution of someone else’s experience and knowledge…Experience is the adult learner’s living textbook. (p. 37). Furthermore, Lindeman did not believe that rigid pedagogy had any place in adult education. Instead, adult learners could meet together, dig deep and experience for the learning in a way that would bring critical reflection and informed learning.

**D. Julian Rotter** developed the concept of locus of control which refers to how people attribute the cause or control of life events or environmental occurrences. Internals are those people who see the locus of control coming from within. They perceive greater control and actually seek out situations that support this because of natural preference, one that is not easily changed. An internal locus of control brings forth the “I can make a difference attitude.” Henry Ford would be an example of internal stating, “Whether you think you can or think you can’t, you are right.”

**E. Abram Maslow** believed the goal of learning is self-actualization, meaning the full use of talents, capacities and potential. He is the founder of humanistic psychology. He believed if our basic needs aren’t met, it is hard to learn. The hierarchical effect is described insofar as when a lower the needs in the hierarchy, the more fundamental they are and the more a person will tend to abandon the higher needs in order to pay attention to sufficiently meeting the lower needs. For example, when my health is suffering I really don’t worry about whether accepted by peers. The five needs are 1) Physiological - the maintenance of the human body, 2) Safety – shelter, being safe from harm, 3)Belonging – love and acceptance, 4) Esteem – from self and others and 5) Self-actualization – reaching our full potential. Interestingly enough, Maslow went on to add three more needs which include the need to know and understand, the need for aesthetic beauty, and transcendence, or the need to help others reach their full potential.

**F. Allen Tough** is a world renowned expert in the field of adult learning. His book, The Adult’s Learning Projects, is considered one of the ten classical books in adult education in which he found that most adult’s enter into 15 to 20 learning projects per year that constitute 700 hours. Also, the adult learner plans about 70% of the projects. This directly relates to what Pentland’s findings that adult chose to learn on their own in order to retain control of the process. The issue is that when adults are inclined to learn something they are highly self-directed, learn more deeply and more permanently than when the information is simply deposited, which underscores Freire’s proposition than “banking” information is ineffective. He also contributed to the role of the educator and summarized the characteristics of an ideal helper to include a loving and warm attitude, willingness to spend time with the learner, an acceptance of the learner’s own capacity and confidence in their abilities, a willingness to empower the learner rather than control, an ability to interact in dialogue with learner rather than adherence to the traditional “me-teacher, you-student” stance. Furthermore, the helper performs their role out of affection and concern for the learner, expecting to give and receive and viewing themselves as a learner and attending to the relationship with an open mind.

Allen Tough simplified Houle's motivational model by suggesting that adults learn because of (1) an increase in self-esteem, (2) a sense of pleasing and impressing others, and (3) certain pleasures or satisfactions.

**G. Fredrick Hertzberg** is known for his Motivation-Hygiene Theory, or Two Factor Theory postulating that there are two types of needs: hygiene factors and growth or motivating factors. Hygiene factors are external and include working conditions, job security, relations w/ personnel, status. These are needs that, when *unmet* , create dissatisfaction. However, when these needs *are* met, satisfaction does not necessarily increase. For instance, if my employer forgot to pay me I would be terribly dissatisfied. Yet, when she does pay me my satisfaction doesn’t increase. Whereas growth factors *do* increase satisfaction, Hertzberg found that these included increased responsibility, recognition and achievements.

**H. Albert Bandura** is known for his work Social Foundation of Thought and Action: A social Cognitive Theory believed that there is a reciprocal relationship between the learner and the environment. He purposed a four step process to learning: attention, retention, rehearsal and motivation. Self-efficacy is also key to learning in that it increases performance and is a positive (rather than vicious) cycle. In other words, a “can do” attitude increases accomplishment because the person sees the effort needed as a challenge rather than obstacle. As Ghandi said, "If I have the belief that I can do it,

I shall surely acquire the capacity to do it even if I may not have it at the beginning” http://www.des.emory.edu/mfp/self-efficacy.html

Bandura also developed a system labeled social learning, which provides a transition between behaviorism and cognitivism. Social learning is based on modeling, reinforcement, be it direct or vicarious (seeing the model reinforced). An interesting note on this theory is that it digresses from the belief that learning is evident through behavioral changes. Social learning theorists believe that one may learn through observation alone and that the learning may not necessarily be evident through behavior change.

**I. Robert Gagne** developed the Conditions of Learning Theory explaining that there different types or levels of learning organized in a hierarchy based on complexity and that each type requires different instruction. The theory focuses on five major categories of learning: verbal information, intellectual skills, cognitive strategies, motor skills and attitudes. In addition to these differences, external and internal conditions necessary also vary. Instructional technology and intellectual skills are a primary focus as well.

Gagne outlines nine functions and the cognitive piece involved. They are:

(1) gaining attention (reception), (2) informing learners of the objective (expectancy), (3) stimulating recall of prior learning (retrieval), (4) presenting the stimulus (selective perception), (5) providing learning guidance (semantic encoding), (6) eliciting performance (responding), (7) providing feedback (reinforcement), (8) assessing performance (retrieval), (9) enhancing retention and transfer (generalization). Studying these functions immediately brought to mind steps taken in the implementation of a training program.

Gagne also purports Eight Distinctive Types of Learning which include signal learning such as the classical conditioned response in Pavlov’s findings, stimulus-response (S-R)learning, (think Thorndike, Skinner and Kimble), chaining which links S-R connections, verbal association, multiple discrimination in which we make different responses to a myriad of stimuli that have similarities; concept learning which is the ability to make a common response to a class of stimuli; principle learning which is chaining two or more concepts; and problem solving which requires thinking.

**J. Jack Mezirow** was a proponent of Transformational learning believing that the experience transforms the learner through developing a new paradigm. In order for transformation to take place critical reflection and dialogue must take place. He puts forth a 10 step process that begins with a dilemma that causes guilt or shame and causes one to question or examine their stance. One must acknowledge their own disillusionment and set a course of action that includes new information to work, experimenting and renegotiating. Finally, a new sense of self emerges.

Ex: I see transformational learning transpiring in my role as a fitness coach. A guest comes into the club asking for information. Once we begin a dialogue, it is quickly apparent that the dilemma is her health and she feels guilty for her shameful state. She is willing to question her previous actions and wants new information to experiment with and a new role to play out, one that presents her as in control and committed to her best self and thereby, her self esteem greatly increases. Once she has proven to herself that she is up to playing out this new role, she is a dedicated member, one who sees measurable results on a daily basis.

**K. Paulo Freire** was a Brazilian educator who believed the aim of education is to put knowledge into practice resulting in societal transformation. Critical reflection and dialogue are key to the educational process. He was deeply critical of the “banking” concept of eduction, meaning the depositing of information and devaluing the student’s own experience and knowledge in the process of “educating.” He saw this as an instrument of oppression. He believed the purpose of education was for radical social change and put forth these theories in his widely received and world acclaimed work entitled Pedagogy of the Oppressed.