**Learning Theorists**

John Dewey:

* Learn by doing.
* Focused on the process of learning rather than on a specific evaluation for inquiry-based learning.
* Continuous cycle of observation, hypothesis formation, experimentation, and reflection
* There should not be a predetermined outcome or answer, but the building of critical thinking skills and problem solving
* Assessment, when used, is important to the learning process and should align with the goals of the educational experience.
* “How We Think”: role of assessment in inquiry-based learning process. Use a variety of methods, (observation, self-reflection, and collaborative evaluation)
* Learning should be rooted in real-world experiences and students would be actively engaged in the learning process. (Active over passive learning)
* Collaborative and community cooperative learning. Learning is a social process and students learn best when they work together.

Simple Rules:

* The process is as important as the product. Measure the process.
* Use real-world examples in assessment.
* Have students work together while learning.
* Gradual Release of Responsibility (Pearson & Gallagher, 1983)
	+ Direct Instruction
	+ Guided Instruction
	+ Collaborative Practice
	+ Independent Practice

Paulo Freire:

* Learning should be a process of critical-consciousness-raising. Questioning and challenging the status quo is important to engagement and critical reflection.
* Social justice oriented. Learning is not neutral.
* Pushed against the Banking System where students are seen as vessels to fill.
* Investigated and analytical
* Learning should reflect the changes needed in society and focus on social, political, and economic forces.
* Student-centered learning where students take ownership of their own learning
* Emphasizes dialogue and collaboration.
* Encourage critical thinking and action.

Simple Rules:

* Have students talk out their rationale.
* Make sure students understand the “why” of evaluating bias.
* Give examples from political, economic, and society.
* Allow students to dialogue about how what they learn applies to society.

Vygotsky:

* Social constructivist
* Education is largely a social process.
* Intellectual adaptation: each culture provides these differently.
* Zone of Proximal Development: The difference between how a student should eventually be able to function alone and with the help of teacher guidance or peer support.

Simple Rules:

* Give students practice learning with others and then learning alone.
* Scaffold in the beginning. Show examples. Talk through examples together. “I do. We do. You do.” approach.
* Use “expert” groups to allow students to use each other for guidance.

