Learning is our ever-changing knowledge, understandings, feelings, values, and skills regarding what is to be learned.

Adapted from...
Made for Learning: How the Conditions of Learning Guide Teaching Decisions
by Debra Crouch and Brian Cambourne
Richard C. Owen Publishers, Inc.
https://www.rcowen.com/conditionsoflearning.htm

Videos of literacy lessons by Debra Crouch
https://www.teachingdecisions.com/

Phenomenal Teaching Podcasts
with Michelle Morris Jones
https://www.pebc.org/podcasts/
February 2021

Cambourne’s Model of Learning

Learning Conditions + Processes Leads to Learning

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Cambourne’s Model of Learning

Conditions of Learning

IMMERSION

EXPERIENCE

RESPONSIBILITY

RESPONSE

EXPECTATION

APPLICATION

APPRAISAL

EVALUATION

APPROXIMATION

These Conditions must be accompanied by Engagement

Increased probability of Engagement if these Conditions are also optimally present

Processes That Empower Learning

TRANSFORMATION

DISCUSSION / REFLECTION

APPLICATION

EVALUATION

DEMONSTRATION

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## Conditions of Learning

<table>
<thead>
<tr>
<th>Immersion</th>
<th>Immersion is when someone is surrounded by demonstrations (i.e. actions and artifacts) which serve as a platform for potential learning and meaning-making. Learners witness a holistic, visual and/or aural experience of this prospective learning, with all the physical, social, emotional, and intellectual aspects present.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration</td>
<td>Demonstrations are artifacts and/or actions that provide multiple, holistic opportunities to recognize and appreciate, know and understand, and act and apply certain skills, behaviors, and “know-how” in the world.</td>
</tr>
<tr>
<td>Engagement</td>
<td>Engagement is a participatory stance taken by a learner about what is being demonstrated. Engagement is more likely to occur if: 1.) learners see themselves as “doers” of the behavior in which they are immersed; 2.) they understand how these demonstrations are important to their lives; 3.) they believe they aren’t risking physical or psychological harm by attempting the behavior; and 4.) they like, trust, respect, and want to emulate the person demonstrating.</td>
</tr>
<tr>
<td>Expectation</td>
<td>Expectations involve beliefs about a learner's capabilities, both how learners view themselves and how they are viewed by significant others. Often, this belief, or sense of self, is signaled through the messages and language significant others use when communicating with learners.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Independent learners are learners who know how make decisions, about what, when, and how they will learn. Only truly independent learners can be responsible for what and when they take from demonstrations.</td>
</tr>
<tr>
<td>Employment</td>
<td>Learners require time and opportunity to practice their evolving abilities with what is being learned. This practice occurs with others and on one’s own.</td>
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<tr>
<td>Approximation</td>
<td>Learners approximate, or make attempts, when learning. There is no expectation for approximations to be perfect or permanent.</td>
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<tr>
<td>Response</td>
<td>Learners receive feedback from a more knowledgeable other on what is being learned. To be effective, responses should be honest, positive, timely, relevant, and have no hidden agenda.</td>
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## Processes That Empower Learning

<table>
<thead>
<tr>
<th>Transformation</th>
<th>Learners transform what was demonstrated into something that is uniquely theirs. Transformation isn’t simply copying the person demonstrating or memorizing by rote what is being taught but is individually constructed by the learner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion/Reflection</td>
<td>Talk with others (or, as is the case with reflection, talk with ourselves) about our thinking allows us to construct, clarify, interpret, adjust, and expand our understandings.</td>
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<tr>
<td>Application</td>
<td>Learners need opportunities to apply what they’ve engaged with in demonstrations. Whereas with the Condition of Employment, the learner decides what to practice, with Application, the teacher determines what is practiced.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Self-evaluation of our own learning (what we learned) and learning process (how we learned) is important for learners.</td>
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</tbody>
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