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Made for Learning: How the Conditions of Learning Guide Teaching Decisions

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<https://www.rcowen.com/conditionsoflearning.htm>

Videos of literacy lessons by Debra Crouch

<https://www.teachingdecisions.com/>

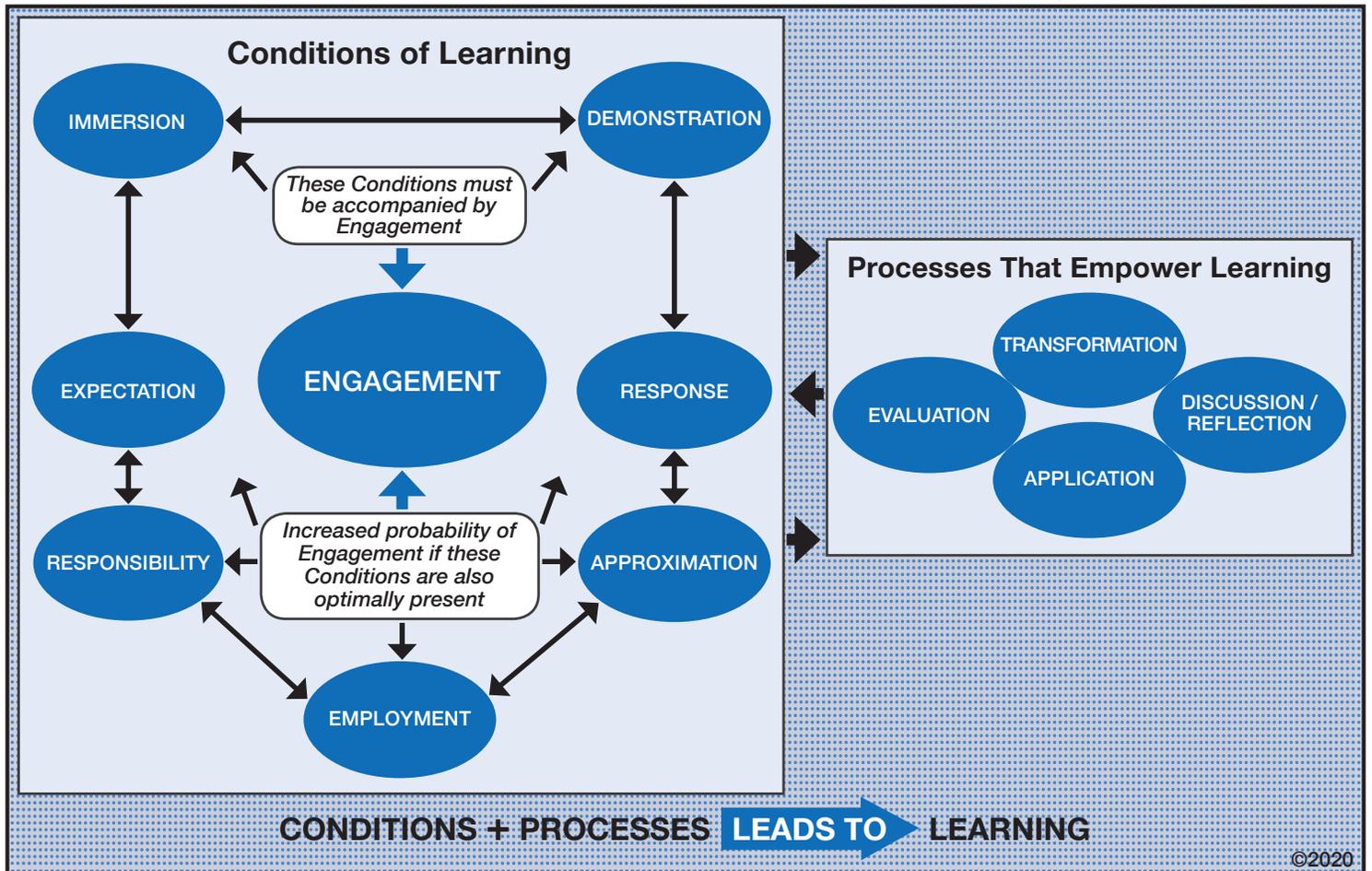
Phenomenal Teaching Podcasts

with Michelle Morris Jones

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Cambourne's Model of Learning



Conditions of Learning

Conditions of Learning	
Immersion	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.
Demonstration	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.
Engagement	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.
Expectation	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.
Responsibility	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.
Employment	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.
Approximation	Learners approximate, or make attempts, when learning. There is no expectation for approximations to be perfect or permanent.
Response	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.

Processes That Empower Learning

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Transformation	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.
Discussion/ Reflection	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.
Application	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.
Evaluation	Self-evaluation of our own learning (what we learned) and learning process (how we learned) is important for learners.