

ELP Key Vocabulary

Learning: In the fields of neuropsychology, personal development and education, **learning** refers to the an autonomous agent's ability to develop new preferences, behaviors, skills, values, and understanding by synthesizing different types of information. In general, a learning can be conscious and not conscious. Conscious learning is a capacity requested by students, therefore is usually goal-oriented and requires a motivation.

Learner autonomy: The term "learner autonomy" was first coined in 1981 by Henri Holec, the "father" of learner autonomy. Many definitions have since been given to the term, depending on the writer, the context and the level of debate, educators have come to. 'Autonomy is the ability to take charge of one's own learning' (Henri Holec)

'Autonomy is essentially a matter of the learner's psychological relation to the process and content of learning' (David Little)

'Autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his [or her] learning and the implementation of those decisions'. (Leslie Dickinson)

Self-assessment: Self-assessment accuracy is a condition of learner autonomy. If students can appraise their own performance accurately enough, they will not have to depend entirely on the opinions of teachers and, at the same time, they will be able to make teachers aware of their individual learning needs.

Lifelong Learning: **Lifelong learning** is a term that is widely used in a variety of contexts; however its meaning is often unclear^[1]. The term recognises that learning is not confined to childhood or the classroom, but takes place throughout life and in a range of situations. During the last fifty years, constant scientific and technological innovation and change has had a profound effect on learning needs and styles. Learning can no longer be divided into a place and time to acquire knowledge (school) and a place and time to apply the knowledge acquired (the workplace). As lifelong learning is "lifelong, lifewide, voluntary, and self-motivated" ^[6] learning to learn (learning how to recognize learning strategies, and monitor and evaluate learning) is a pre-condition for lifelong learning. Metacognition is an essential first step in developing lifelong learning.

The [European Union](#) adopted a Communication in October 2006 entitled "It's never too late to learn." This document suggests lifelong learning to be the core of the ambitious Lisbon 2010-process, in which the whole of the European Union should become a learning area.

Reflection: We learn by experiences that allow us to (Wertenbroch & Nabeth, 2000):

Absorb (read, hear, feel), Do (activity), Interact (socialize)

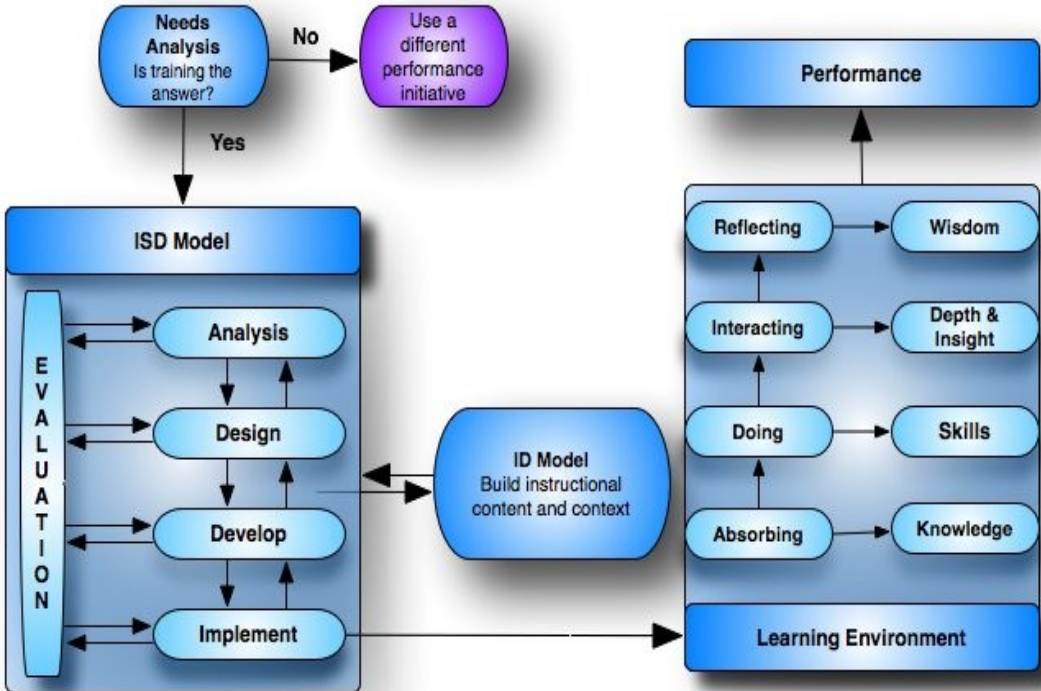
In addition, we also learn by reflecting on such experiences (Dewey 1933). Reflection is thinking for an extended period by linking recent experiences to earlier ones in order to promote a more complex and interrelated mental schema. The thinking involves looking for commonalities, differences, and interrelations beyond their superficial elements. The goal is to develop higher order thinking skills.

Learner strategies: Learning strategies determine the approach for achieving the learning objectives and are included in the pre-instructional activities, information presentation, learner activities, testing, and follow-through. The strategies are usually tied to the needs and interests of students to enhance learning and are based on many types of learning styles

Learning objectives: Learning objectives are about curriculum, not instruction. This is a key point. Many tend to confuse learning objectives with objectives a teacher may have that relate to student conduct or behavior in a classroom. Properly constructed learning objectives are about the evidence of learning; they specify what behavior a student must demonstrate or perform in order for a teacher to infer that learning took place. Since learning cannot be seen directly, teachers must make inferences about learning from evidence they can see and measure. Learning objectives, if constructed properly, provide an ideal vehicle for making those inferences.

For most teachers, learning objectives are central to all lesson plans. That said, objectives that are used in education, whether they are called learning objectives, behavioral objectives, instructional objectives, or performance objectives are terms that refer to descriptions of observable student behavior or performance that are used to make judgments about learning - the ultimate aim of all teaching.

Instructional System Design Concept Map



Learning

Below is a concept map, with clickable topics, of the learning process, while below it is a keyword list.

