Conditions of Learning
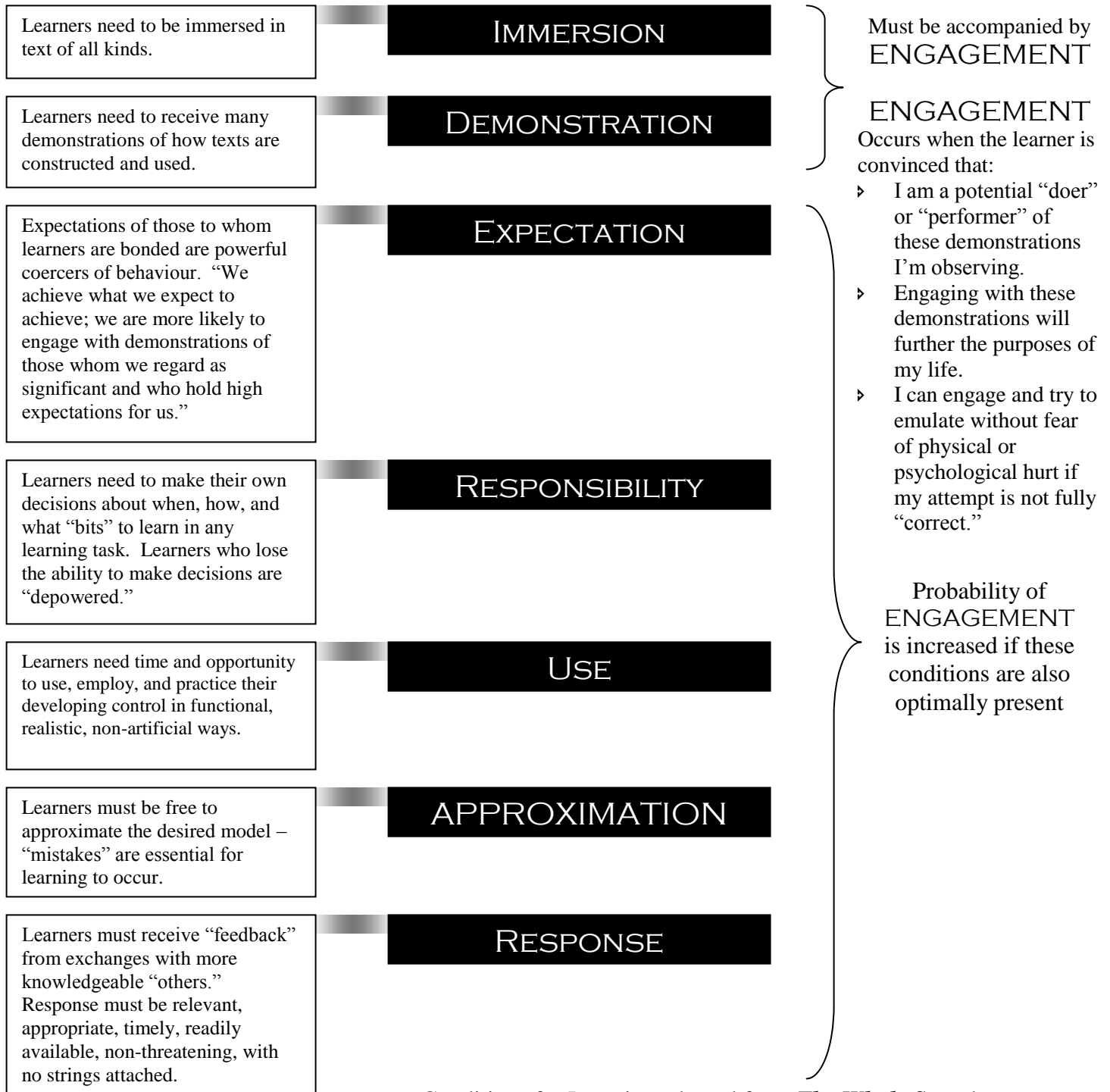
A Schematic Representation of Brian Cambourne's Model of Learning as it Applies to Literacy Learning

Learners need to be immersed in text of all kinds.

Immersion

Learners need to receive many demonstrations of how texts are constructed and used.

Demonstration

Must be accompanied by ENGAGEMENT

ENGAGEMENT
Occurs when the learner is convinced that:

Expectations of those to whom learners are bonded are powerful coercers of behaviour. "We achieve what we expect to achieve; we are more likely to engage with demonstrations of those whom we regard as significant and who hold high expectations for us."

Expectation

▷ I am a potential "doer" or "performer" of these demonstrations I'm observing.
▷ Engaging with these demonstrations will further the purposes of my life.
▷ I can engage and try to emulate without fear of physical or psychological hurt if my attempt is not fully "correct."

Learners need to make their own decisions about when, how, and what "bits" to learn in any learning task. Learners who lose the ability to make decisions are "depowered."

Responsibility

Learners need time and opportunity to use, employ, and practice their developing control in functional, realistic, non-artificial ways.

Use

Probability of ENGAGEMENT is increased if these conditions are also optimally present

Learners must be free to approximate the desired model – "mistakes" are essential for learning to occur.

Approximation

Learners must receive "feedback" from exchanges with more knowledgeable "others." Response must be relevant, appropriate, timely, readily available, non-threatening, with no strings attached.

Response

Conditions for Learning adapted from *The Whole Story* by Brian Cambourne. © 1988 by Scholastic New Zealand.