

*Abstract:*

## **Learning, Experience and Cognition**

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The paper presented will be a sub-report of the report and documentation from a major research project with learning study model as project design<sup>1</sup>.

The paper will focus on the projects theory development with explicit attention to the role that the variation theory has been given within the rapidly growing and distributed learning study model. Intention is to take critical distance to the way that the concepts "learning", "experience" and "cognition" are used and interlinked within the growing culture of learning studies. Therefore, the aim is somewhat to expand or remodelling the learning study theory design in respect to these concepts. Theory development will be "cross disciplinary" and involve contemporary theories of learning as well as Rudolf Steiner's "Theories of knowledge" (Steiner 1979)

The Learning study model has its roots in the Asian "lesson study", which it is a part of the teacher's educational development and training. The purpose of both lesson and learning study is to develop and focus the individual teachers' educational methods and awareness against clear and distinct learning objective.

Learning study is a further development of lesson study's through shifting focus from the lesson design to the factors within a defined sector allowing pupils' learning. This development is essentially based on the introduction of a learning theory through which critical aspects identified belonging to learning object, can be analysed and distinguishability in teaching or as "intended learning" (Marton & Pang. 2006, Nuthall, 2004).

Both Nuthall (2004), and Stigler & Hiebert (1999) points out the need for educational research to take a more praxis oriented direction and producing "explanatory theory" which clarifies the relationship between teaching and learning (Nuthall 2004. p. 295f).

This project's aim is to focus on the pedagogical use and possibilities with the pupils work in his/hers main lesson book. The intention is also to survey and develop teachers' ways of working with the main lesson book in order to obtain better support for the knowledge and skills the pupils are expected to acquire.

The expanded or remodelled learning theory will develop to serve a deeper understanding of and distinguishing between areas as:

- the effect of contextual influence of the Waldorf school "culture" in pupils main lesson books
- the work in the main lesson book as an expression and measurement for pupils knowledge
- the pupils work in the main lesson book as an expression and depth of his/her individual self development

**Works Cited**

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