About this wiki

In knowledge society **theories of learning and teaching** are **the very foundations** of all activities. The wealth of scientific work and results in this field during 20th century is far from being used, even far from being known to all who practice teaching. As the ultimate goal of the authors of these pages is **bettering learning** and teaching in practice, in these pages we attempted to create a comprehensive yet intuitive, logical and easy to use overview of **research on theory and practice of learning and teaching**.

Content

Our overview of the fields of **learning theories** and **instructional design**:

- | What is learning? | **Learning paradigms and theories** | Implications summary |
- | What is knowledge? | Learning outcomes | Knowledge assessment |
- | Glossary | Bibliography | Researchers |

Other **relevant** or **similar information sources** and activities:

- | Similar web pages | Journals & Magazines | Conferences | Projects |

Our **free technical solutions** and publications resulting from our research of the field:

- | AuResS - Audience response system | LeCTo - a lecture capture tool | Decision tree resolver |

About us

Currently these pages are being developed by Predrag Pale, Juraj Petrović, and Branko Jeren at Laboratory for Systems and Signals of Department for Electronic Systems and Signal Processing at the Faculty of Electrical Engineering and Computing of Zagreb University. They are available in english and croatian language, and are here to serve our own research and educational practice as well as to be an easy to use tool for other practitioners.

If you would like to contribute to these pages with your comments, suggestions or critique, **or collaborate** with us in a broader sense, we would like to hear from you. If you use this wiki in your own research, please read the copyright notice.

From:
https://www.learning-theories.org/ - **Learning Theories**

Permanent link:
https://www.learning-theories.org/doku.php?id=start&rev=1388752426

Last update: **2023/06/19 17:49**