



Learning How To Learn

By Joseph D. Novak, D. Bob Gowin

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For almost a century, educational theory and practice have been influenced by the view of behavioural psychologists that learning is synonymous with behaviour change. In this book, the authors argue for the practical importance of an alternate view, that learning is synonymous with a change in the meaning of experience. They develop their theory of the conceptual nature of knowledge and describe classroom-tested strategies for helping students to construct new and more powerful meanings and to integrate thinking, feeling, and acting. In their research, they have found consistently that standard educational practices that do not lead learners to grasp the meaning of tasks usually fail to give them confidence in their abilities. It is necessary to understand why and how new information is related to what one already knows. All those concerned with the improvement of education will find something of interest in Learning How to Learn.

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Editorial Review

Review

"...a valuable resource for educators and researchers who wish to make learning more meaningful and research more productive." The Science Teacher

"The authors discuss the need to integrate feeling with knowing and acting if experience is to have meaning, and how their views require changes in teachers, curriculum, and school governance." The Education Digest

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Dale Perez:

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