The future of education - what can we learn from current research into how learning happens?

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For years I have been trying to understand how learning occurs and, more importantly, why it is that much of what students ‘learn’ is not constructed in ways which enable that learning to be meaningfully used. Recent findings from research in neurological studies of consciousness and emotion, plus research on student’s perceptions of learning and themselves as learners, provide both a new frame for looking at what we mean by learning, and a place from which to critique many of the current construction of schools as learning environments.

My findings so far indicate that a possible explanation of why our past approaches to teaching and learning have frequently been less successful than we had hoped for is that we have tended to over-look the significance of the construction of school knowledge; the context and purpose(s) of the learning; as well as the personal (that is the learner’s expectations, emotional propensity, and self-understandings); in all the processes of meaning-making.