

Paradigm of education	Theory and approaches of learning	View	Application and Pedagogies used
Behaviourism (Skinner, Watson, Pavlov)		Learning is a passive process and is affected by the environment stimuli. Learning creates a change in behaviour. There is a belief that the individual is blank, and that the stimulus will create behaviour. This theory is challenged by language acquisition and Artificial Intelligence processes. This is why cognitivism became more acknowledged (*1,4)	Use of gratification and punishment to increase or decrease certain challenging behaviour. Punishment are not useful as they tend to generate a wish to hide rather than changing behaviour. They believe that through stimuli, the learner has no choice but to change behaviour. Teacher can use a behaviourist approach to make students learning fast, but it has its limit for high order thinking skills learning. The Taxonomy of Bloom offers a guide of behavioural achievement. By using certain verbs, we are stimulating a certain type of learning. Formative assessment can use reinforcing strategies for the student to know where they are at and what to do next (*1) The idea is to work on conditioning. Either conditioning by positive or negative reinforcement, or by Extinction (remove any reinforcement) (*4).
Cognitivism		Learning is organising and processing information. Understanding how the mind works and exploring the mental processes helps us to understand learning. Knowledge becomes a symbolic mental construction. Our mind is similar to a computer. Learning includes the processes of sensation - perception - attention – encoding – memory (*1,4).	Teachers design lessons in order to stimulate learner’s cognitive processes, so that they can acquire knowledge for themselves. For example, teachers could: 1-Sensation: limit sensory input to the task only, but use diverse mode of sensation (verbal, visual...). 2-Perception: organise, structure and explain well and distinctively knowledge and connections between knowledges 3-Attention: it is connected with motivation, so need to arouse interest by using different intelligences and engaging pedagogies. 4-Short term memory, limit the number of information given and use repetition. Working memory replaced it and require the teacher to explain the important parts, to explains objectives first, to encourage prior knowledge and visualisation. 5-offer time to link knowledge to prior knowledge to bring meaning to it. 6-teach and model memory skills (*1,4)
Constructivism	Overall theory (Dewey, Vygotsky, Piaget, Bruner)	<ul style="list-style-type: none"> • Learning is an active and constructive process. Learning by doing is important (pragmatism) • Learners are information constructors and self-regulated. They create their knowledge by linking it to prior knowledge and the environment. Metacognition is important: self-monitoring and self-regulation processes. • Social interaction is necessary for effective learning. • Whereas cognitivism focuses on how information is processed, constructivism tries to understand how information becomes knowledge. Learning is about creating new meanings. (*1,4) 	Understanding that each learner learns differently and knowing how to assess that. Create Individual learning plans (ILP). Being aware that cultural diversity will affect our teaching and work with it. Use Problem-based learning pedagogies and link school curriculum with real life experience and community-based learning. Assessments which incorporate learner’s views. (*1) <ul style="list-style-type: none"> • Create learner-centred lessons • Promote group work (collaborative, cooperative and peer assisted learning) • Support beginners to become expert, teacher-learner partnership, Bloom Taxonomy, and collaboration with parents... (*4)
	Cognitive or Individual constructivism (Piaget)	Learning occurs when there is an interaction between existing knowledge and new experiences. Active engagement with the environment is then the key for learning. Exploring the world by oneself is important. Learning also occurs when existing knowledge is challenged by other people’s different knowledge, therefore a reassessment of our own knowledge becomes invited through conflict. Teachers must not interfere with this process by imposing their ready-made solutions because children will accept their authority without making the knowledge their own (Piaget 1972).	Here, playfulness and curiosity are encouraged via the use of real life material and objects. The teacher uses cognitive verbs such as classify, analyse, create... he promotes environment conducive to autonomy and initiative, classroom discussion and experiences which will creates disagreement and conflicts, so that learner need to think deeper. (*1) Teacher make sure that the students feel they can do the task before starting it (Alisson).
	Cultural constructivism Discovery learning (Bruner)	Learning is goal directed and driven by curiosity. As much as learning is associated with cognitivism and computerise, it nonetheless is affected by the social and cultural environment. The desire to make sense of reality through social and cultural interaction. In these terms we construct reality on the basis of ones’ own perception and conditioning (*2). Learning takes 3 steps: knowledge acquisition, transformation and review.	The teacher helps the learners to go through 3 main processes: <ul style="list-style-type: none"> • Enactive (handling things, actually or virtually) • Iconic (seeing and imagining things) • Symbolic (performing symbolic operations) (*1) Discovery learning can be implemented in a guided way (teacher help them step by step) or in an open way (teacher regulates less).

<p>Inquiry learning (Reynolds)</p>	<p>Learners find solutions to problems themselves. Teachers help learner to wonder, to ponder, to think outside of the box. (*4)</p>	<ul style="list-style-type: none"> ● Asking questions for creating an inquiry ● Finding, organising and analysing evidences ● Evaluating, synthesising and reporting conclusions ● Taking actions if appropriate ● Reflecting on the process, to reconsider the results of each steps, encouraging self-reflection as much as possible (*4)
<p>Sociocultural theory or social constructivism (Vygotsky)</p>	<p>Learning occurs through social interactions. Human used of tools such as language or school, help them having a social interaction. This interaction shapes their learning through <i>internalization</i>. In this view the teacher needs to offer knowledge which is appropriate for the learner and not wait for the learner to discover knowledge by themselves. This is what is called as the <i>Zone of Proximal Development</i>. The teacher sets learning situations and <i>Scaffold</i> them appropriately. As well because learning is a social process, peers and teachers' knowledge influence the learners' knowledge, which is called as <i>More knowledgeable others</i>. (*3)</p>	<p>Teachers use guided learning and scaffolding. In guided learning, teachers organised discussion to exchange and construct knowledge. In scaffolding, the idea is to gradually remove all support so that learner are independents. So, from scaffolding created by other, gradually we invite the learners to organise their own, then remove it all together for finally use it when the context changes. Scaffolding requires that the teacher:</p> <ul style="list-style-type: none"> ● Provide time for learners to build relationship ● Allow learner to drive lessons and decided on teaching style and content ● Diagnostic the understanding of learner ● Encourage dialogue, inquiry, questioning, through open-ended questions ● Encourage in depth explanation and offers time for answers (*1)
<p>Social cognitive constructivism Observational learning – modelling (Bandura)</p>	<p>Human functioning comes from the interaction of personal factors, behaviour and the environment. (*3). We learn by observing and imitating other, either live (our big brother) or symbolically (Gandhi, Batman). This is done in 4 phases: attention, retention, production and motivation. Teachers, peers, and others here become potential models for learners. Another important aspect of this theory is the notion of self-efficacy. How the learner sees its capacity to learn. It can be affected by the learners past achievement, verbal interaction, modelling and psychological states. Lastly the notion of self-regulation is the capacity for the learners to set learning goals. It needs self-observation, self-judgement and self-reaction. The teacher can help these phases to develop. (*3)</p>	<p>Teachers must be aware that learners might imitate their behaviours. They also invite students to reflect on the relationship between what they see, what they imitate and how they behave. Teachers must also be careful by imposing a role model into students, such as: look at Gary doing it. It could create various problems.</p>
<p>Critical constructivism (Freire)</p>	<p>Understanding that individual's circumstances are a product of a culture. No separation between teacher and student roles so as not to creates any hierarchy around knowledge. (*1) The principle behind learning is the achievement of freedom. This has to be actualised through action and reflection. Education has the aim of liberating the mind of people and lead the future towards real democracy. This theory however cannot have specific fixed ways of application as its application depends on the culture and the society it refers too. As the latter changes constantly, critical constructivism is based on a constant reassessment of knowledge and its application in the classroom. (*10)</p>	<p>The teacher tries to be aware of the power relationships between all in the school, and promote equity, autonomy and responsibility. (*1) The teacher and the students explore the relationship of power and authority amongst themselves. They reflect before and after acting, so that the learning process is guided by curiosity and self-reflection. The teachers help the student developing a curious, investigating mind about everything. As for Freire freedom depends on the absence of hierarchy between individual, the process of reflection is often directed towards the analysis of power within relationship. As well students are invited to reflect on how culture has conditioned their thinking and to apply critical thinking on whether they need to act in the same way as society tell them to do or not. Teachers introduce power games and problem posing education encouraging critical learning and constant reassessment of reality and our place within it. (*10)</p>
<p>Communicative rationality (Habermas)</p>	<p>Being part of critical theory, Habermas distinguishes learning in 2 categories: instrumental and communicative. He mainly worked on the latter, explaining that knowledge and beliefs are constantly recreated through communication between individual. It is based on the idea of being able to put ourselves in the other's shoes, and apply our best judgement over the quality of information given. (*1,2)</p>	<p>As teacher we need to make sure that learners:</p> <ul style="list-style-type: none"> - have access to accurate and complete information. - Are free from poor self-esteem making them paralysed with anxiety - Are open to others views and are empathetic - Know how to assess arguments objectively and critically reflect on own/others ideas - Have equal opportunity to participate and test their knowledge validity (*2)

Humanism	Overall theory	Every human being is unique. All aspects of daily life experience have their quality and therefore all discipline of knowledge have their importance. There is a belief that human beings have the potential to set goals, to solve problems and to achieve their own potential. It is based on real life experience, reasoning, rather than religious belief. (*4)	Emphasis on experience-based instruction, learning by doing. Teachers are concern about learner's thinking, feelings and communication skills. They encourage self-awareness, self-management, social awareness and develop personal values. They generate a stimulating environment which help them have the freedom to learn and become responsible for their own decision-making process. Use of collaborative learning methods based on: <ul style="list-style-type: none"> - Positive interdependence (all succeed or no success) - Face to face facilitative interaction (active communication between learners) - Personal responsibility - Interpersonal and small-group skills - Group review (reflection, feedbacks) (*4)
	Hierarchy of human needs (Maslow)	Human being is essentially good (Rousseau...). However, if the basic needs are not met, this goodness can be suppressed. The needs are classified in 5 ascending levels: 4 basics: physiological, safety, belongingness/love, self-esteem, and one metanecd: self-actualisation. Only one percent of adult reach the fifth level. Choice and freedom are important for mental and emotional health. (*4)	Teacher make sure that physiological needs are all met for all learners. So, there is an inquiry into learner's life and understanding of each situation. Teacher put in place strategies to build up self-esteem and develop positive feelings in class. Teachers offers opportunities for learners to immerse themselves into all sort of discipline, especially those which can enhance self-fulfilment (art, music, sport...) (*4)
	Romantic approach (Rousseau, Thoreau)	It has 2 main ideas: 1-Human nature is innately good, and that it is society, social prejudice and convention that spoil Human beings. 2-Children are special being in their own right, not a scale down, ignorant version of adult in need to be moulded like clay. For them, wilderness is the key for learning, they talk about learning through induction (with nature and the wilderness) rather than through deduction and reasoning (as for the enlightenment epoch, where expert and historical learning is important) (*11, 12)	Teacher make sure student have as much experiential contact with nature and life as possible. Better if they are far from institution and the corrupted world of social and political alienation. One of the main point is to leave the student learn whatever they feel like to learn. No imposition or suggestion for guidance. Just making sure they have contact with nature and the right learning will occurs. The contemporary example of Summerhill (A.S. Neil) in England or the Democratic school movement in U.S. and Europe are very clearly based on some aspect of that approach. Discipline here comes from the student not from anyone else. There are no set curricula. In that aspect of creating more contact, teacher organised trips and expedition where student explore for themselves. (*11,12)
	Non-directive freedom to learn (Rogers)	Based on Rousseau's idea that Human being is essentially good. Choice and freedom are important for mental and emotional health. Teacher are not learning problem fixers but help the learners fix the problem themselves. Through active listening or reflective listening, we can help build more effective relationships. (*4)	Teachers should be non-directive, facilitators rather than instructors. They nurture relationship and learning rather than focus on the topic or objectives. Teacher give more importance to the positive and supportive relationship they develop with student rather than the curriculum. Instead of talking, listen actively and reflectively to learners. (*4)
	Child-centred approach (Montessori)	The learning environment is important. This include the classroom furnishing, the teacher and other learners as well as outside school learning environment. If the environment is supportive, the learner learns without any effort. We learn best through sensory experiences. As well as rich sensory input, tools are used. Learners need and want to care for themselves and their surroundings. Need to foster independence. We learn best when we are giving freedom to learn. (*5)	Teacher provide tools that work, keep all equipment accessible, in order and clean. They create order and beauty in the classroom. Teachers serve learners less and leave them do tasks by themselves. Teachers promote an environment where learners can do real work and repeat. Teachers try not to interfere with learner's pace and patterns of learning: open-ended time. Teach little and observe much. (*5)
	Spiritual Science approach (Steiner)	Human beings are composed of the ego, the astral body, the etheric body and the physical body. Each of these aspects have very specific physiology and functions. Even though their development is very different from one another, education and learning in particular needs to follows the way they work in order to achieve best potential for the person. (*13)	Teacher needs to know themselves, the students well and the different bodies that composed a human being. Teacher often keeps the same student many years in a row and follow precisely the steps of human evolution taught by Steiner. Teacher need to balance their teaching to nurture all the different aspect of student's being. Teachers have to be sometimes Gymnast, Rhetorician or Professor. The curriculum is based on the physiological and spiritual development of the students. There is an emphasis in finding student's gift and helping them to develop and nurture it. (*13)
	Progressive, open and democratic education Pragmatism theory (Dewey)	Experienced and inquiry based and child-oriented education. The commitment to a democratic ideal replace the authority of the teacher by the one of justice and collaboration. The environment helps the learner taking ownership of the learning process. There is a strong belief that each learner can realise its full potential. Children are not small adult, they are naturally active and are respected for their talents and needs. Diversity is valued, conformity is avoided. The curriculum is determined according to the learner's needs and interest. Learners are responsible for their own learning. (*2,4) We learn best through social interaction. Education is to learn how to live, not to prepare for our future life. Education grows and extend out of home. Education shape learner but society as well. (*5)	Teacher offer a greater emphasis caring about learner's thinking, feelings and communication skills rather than the acquisition of knowledge. (*2,4) Teachers try to understand learners home background and build on this knowledge. Teacher don't focus only on the acquisition of knowledge but also on life skills and how to live in society. At the same time, teachers need to offer assistance to learners in making sense of the world. So they try not to be too afraid in giving instructions. Teachers need to observe, plan, organise, document, keep records even more than traditional classrooms. Teacher try to engage learners as much as possible, so it becomes fun and easier to learn. However fun is not enough, teacher need to plan well too in order to educate properly on all level. (*2,5)
	Mindfulness approach	From the use of mindfulness, education can become more holistic. It is based on ancient tradition such as Buddhism but is supported by recent scientific reasoning. There is a potential in increasing learning	In the classroom, the teachers use mindfulness with their student with various methods. However, it is stressed that teachers need to have first a good experience of mindfulness themselves before introducing

		capacity by using our mental faculty with more awareness. The aim is not only to succeed and learn academically but also to learn about oneself and having resilience in life. (*15)	into the classroom. A number of programs and methods exist in order to introduce the use of mindfulness in all learning areas. (*15)
Traditional approaches	African approach (generalised ideas)	Education and learning needs to be connected with real life experiences, through social acts and social relationships. In this setting instruction and education is happening simultaneously, in which children learn without interruption. It is mostly based on oral tradition and therefore language plays an important role in learning. One of the most important learning process is initiation, in which children becomes adults. (*14)	Learning is especially put into action from adults to children via plays and imitating games. They use also language creatively and effectively via proverbs, riddles, word games, puzzles and tongue-twisters. Another important of learning occurs through myths, stories, legends and fables. Music plays an important part as well, so song and poem are also commonly used as way of enabling learning. Initiation includes many aspects related to the spiritual, mental, physical, sexual, emotional and social aspect of the individual. Through this initiation children become adults. (*14)
	Native American approach (generalised ideas)	Education occurs in real life, through imitation and participation to activities with others. Learning happened on various field such as gender specific skills, social, spiritual, vocational, values, beliefs, attitudes, ... There is a need to always keep a balance with nature and this is also reflected in education. The ultimate goal of their education is spiritual, finding the true meaning of life. The nomadic lifestyle obliged them to have tradition based on oral transmission. (*14)	Concretely, learning happens very often in a communal manner, where people exchange knowledge. Everyone takes the responsibility to educate other if appropriate, even outsiders. Elders have a very important role in educating the young. Children learn by discipline, then by lecturing and by becoming the example of that teaching. Ritual and ceremonies were a big part of the learning process. As in the African approach, plays, games, tales, songs and speeches are used. There is also a mention of use of toys for educating. (*14)
	Traditional Chinese approach (Confucius)	The aim of education is to bring the best in every human being. Help them being able to rule other while having a balance way of conduct. There is a very hierarchical system in place and possibility for higher education. Children are brought up to be obedient, affable and gentle. There is importance on literacy from early age. (*14)	Early one children are quite free, formal education starting around 3, with the start of literacy learning. By 12 years of age, children are able to memorise great amount of literature, giving Chinese good intellectual base for their life. Imperial examinations were in place. The application of science and technologies were used in the educative process. (*14)
	Traditional Hinduist approach (The Vedas)	Learning occurs in 6 various ways: 1-via the senses and experiences from them 2-via inference, or logic, either induction or deduction 3-via scriptural authority 4-via analogies 5-via indirect logic, or hypothetical supposition 6-via negation of what isn't (*14)	Education is mostly for male, done with a Guru, and contains many stages. It has the main purpose to emancipate the person rather than individualise it. The learning is focused on understanding how the universe works rather than understanding its parts. In general learning occurs in three phases: 1-study the teachings, listening to the teacher 2-reflection on what has been read or heard and trying to understand it for oneself 3-meditation on what has been instructed and understood in order to actualise the intellectual knowledge in one's vision and experience of life (*14)
	Traditional Gypsy approach (generalised ideas)	Gypsy love and respect their children. They consider them as miniature adult and therefore give them as much rights as adults. They view non-Gypsy as a threat for correct education and therefore often don't oblige their children to schools. They offer the children the right of choosing to do something or not as they would do with other adults. (*14)	Children learn through experience and direct participation with other including adults. Participation at work, meetings and so on. Childcare is the responsibility of everyone, but more often to men. (*14)
	Traditional Islamic approach (Muhammad)	The Qur'an is the primary textbook on which all educative action is based. There is a belief that all children can learn, that knowledge is like a seed within all of us, by learning this knowledge is activated. Children are seen to have a good nature from the start. They are therefore respected, guided and loved within the educative process. However, each individual is seen to have different capacity for learning and ultimately all learning rest on divine guidance. (*14)	Education used the Qur'an as the textbook. Teacher focus the learning for 3 main area: physical, spiritual and mental. Student needs to learn the Qur'an by heart and know how to read and often know Arabic literature. There is a need to balance human reason and light of God. A larger accent is placed on moral education rather than academic one. (*14)

Transformative theories	Critical transformative theory (Mezirow)	Based on self-reflection and critical thinking. In this theory applied mainly to adults, the focus is made on reassessing our mind set, it is a rational and metacognitive process. There are 2 different components to be reassessed: frames of reference (habits of minds) and point of views. This theory is based on the necessity to critic both and bring awareness in the process of their possible transformation. This theory takes its roots on Habermas theory, and goes beyond the politically oriented approach of Freire. Transformation manifest in 2 ways: epochal (sudden crisis, core beliefs threatened) or cumulative (sequence of insights, progressive change in view point). (*2,6)	In order to apply this theorie, the teacher must help the learner advance and assess their beliefs, there frame of minds, their point of views. The teachers gives them the support and the methodology to critically reassess their frames of reference and point of views. The learners do so in a very rational manner, trying to see all the different possible arguments and positions. The learners reflect on their own assumptions and on those of others. Once the transformation of core beliefs has occurred, the learners must act and live according to their new beliefs until the next reassessment. The learner must enter into 2 different type of process: - Critical reflection to see one's established patterns - Dialectical discourse to validate the best judgement (*2,6)
	Depth psychology transformative theory (Boyd)	Based on Jung research on the unconscious. Learner psychological predisposition will affect the way they learn, think and act. There is an awareness on all different type of psychological disposition listed by Jung and their effect on the individual. The main point is to learn about our own condition in order to transcend it. Transformational learning occurs when one understands her/his disposition and therefore become more able to free him/herself from leaning blockages and undesirable mind patterns, Jung calls this transformation 'Individuation'. (*2,6)	The task of the learner is to understand what Jung call the 'ego' and the 'soul'. Teacher helps students nurture their soul (where conscious and unconscious are both within awareness) in order for the ego (unaware unconscious psychological dispositions) not to undermine their wellbeing and individuation. Teacher therefore need to use pedagogies fostering awareness and critical self-reflection and observation of one's own mind patterns and symbols behind our view points. Most of these methods have been applied to adult education, and as for all transformative learning theories, the teacher need to be fully aware of the interaction she/he has with the students on of her/his own ego (*6).
	Existential transformative theory (O'Sullivan)	Based on ecological self, an "ecozoic vision", where the learner critically reflects on her/his cultural patterns but also on the patterns of the earth and universe. In this theory learning is not only a cultural human product but a process belonging to a more holistic picture, including the way life works on earth and the way the universe is made. There is an understanding of the interdependence between human and environment as well as between the material and spiritual world. (*2,6,7)	The teacher help student to acquire an understanding of their own frame of thought and an understanding of how other learn, including other people, animals, plant, earth and the universe. The teacher introduces pedagogical tool such as 'The council of all beings'. Learner are invited to reflect on other being's way of learning and way of living. They are invited to reflect on the interdependence of each beings, and therefore encourage to act with care and compassion towards all things in the universe. There is also an important work which can be done through emotion and imageries. (*7)
Realist theories	Overall approach	These theories focus on learning to perceive as it is and try to assist the learner in seeing it. It includes being able to overcome any type of mental and emotional conditioning in order to see life as fresh as possible. This way we can learn how to see things as they are and therefore learn without interference, prejudice and beliefs. Learning here is the natural process of living.	Teachers look inward first in order to clean their misconceptions about themselves and the world. They engage with student in a non-hierarchical relationship. They don't pretend to have the knowledge and that the student don't. They are aware of the inherent potential of students. Teacher spend time to learn how to relax and develop wisdom as much as possible. At the same time, they learn about learning and the content of their subject areas.
	Choiceless awareness approach (Krishnamurti)	One has to see with choice less awareness his/her own psychological process in order to become free from illusion. There is no path, no methods, no instructions which can help as all of these can create further distance from seeing intrinsically without any lenses. Learning is transcendental, factual and holistic (*8)	Teachers can foster choice less awareness, being able to observe without judging. They can also foster an environment of collaboration where everyone is learning together, no hierarchical relationship, no self and others in the process, just the seeing. They can create learning based on inquiry, experimentation in order to develop an investigating mind. Teachers introduce activities to help enhancing the sense of beauty and creativity. They help students to understand the importance of the arts as innermost characteristic of being human. (*8)
	Traditional Buddhist approach (Buddha)	We are suffering, there is a cause of suffering which is dualism, there is a state beyond suffering: Nirvana (perceiving reality as it is) and there is a path which lead to Nirvana. The path is defined with the notion of 3 trainings: morality, contemplation and wisdom. The main component of morality is awareness of Karma, or awareness of one's actions. The main component of contemplation is the development of calm state (Shamatha) and of insight (Vipassana) through meditation. The main component of Wisdom is the application and understanding of the true nature of reality through all the teachings of Buddha. Learning is determined by 3 factors: past Karma, our environment and how we develop our mind. (*14 and other literature)	Teachers develop calm and insight for themselves first. Once a stable knowledge attains, they start to engage in the educative process. They use their understanding of morality and ethics to guide the students toward a healthy lifestyle. Like ethical pedagogy. They use methods based on inquiry and self-reflection in order to develop the capacity of discrimination. They help students develop a sense of scientific investigation based on experience and pragmatic approaches. They help student understanding the importance of inward examination and of the development of a clear mind. They use various meditation and other collaborative methods to observe emotion, thoughts and learn how to deal with them in daily life. (*14 and other literature)
	Dzogchen Approach (Garab Dorje)	Once one understands the nature of one's own mind, reality is self-perfected and there is therefore no need to change or alter one's experience. Learning is therefore continuous, effortless, non-dual and blissful. There is the notion of presence and awareness, of contemplative integration and of being able to collaborate and work with circumstances. (*9, 16)	Teachers maintain continuity of presence and awareness all through the educational process. They develop natural compassion and fearless courage to help students in learning. They are able to see without belief interference and therefore use whatever is needed for the well-being and effective learning of students, in other words they are able to enter into the mind-dimension of the student. No limitations are set, and a clear integrated understanding of the present world is deeply understood. In this approach, the teacher is in a state of non-duality with the students and becomes able to see clearly what students need to overcome their obstacles. (*9, 16)

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