

Grant R305F100007

Year of Study:

**Title:** Perspectives on learning: Methodologies for exploring learning processes and outcomes.

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**Citation:** Goldman, S.R. (2014). Perspectives on learning: Methodologies for exploring learning processes and outcomes. *Frontline Learning Research*, 2(4).

<http://dx.doi.org/10.14786/flr.v2i4.117>

**Strand of Work:** Theoretical/Integrative

### **Abstract**

The papers in this Special Issue were initially prepared for an EARLI 2013 Symposium that was designed to examine methodologies in use by researchers from two sister communities. Learning and Instruction and Learning Sciences. The four papers reflect a common ground in advances in conceptions of learning since the early days of the “cognitive revolution” in the 1960’s. This commentary shows the interdependence between advances in theory and advances in methodologies. Four shifts in conceptions of learning are described. That these shifts are evident in the work of both communities suggests a blurring of the boundaries between the two.

### **Implications**

Efforts to reflect the more complex learning situations that are inherent in efforts to involve people in actual inquiry tasks and do so collaboratively require more varied methods for conceptualizing the designs and the ways in which learning is assessed during the learning process and as outcomes of that process. This is especially true for collaborations and learning over time.

### **Acknowledgment**

Theoretical and research findings derive in part from the work of Project READI (R305F100007 US Department of Education), funded by the Institute of Education Sciences. The opinions expressed are those of the author and do not represent views of the Institute or the U.S. Department of Education.