Toward a unifying framework to support informal learning theory, research and practice

Purpose
The purpose of this Guest Editorial is to introduce the papers in this special issue and outline how they help us to better understand the theory and practice of informal learning.

Design/methodology/approach
The Guest Editorial provides an overview of the topics discussed in the special issue, focusing on teachers and schools, social workers, and knowledge management in academic and business settings.

Findings
In practice informal and formal learning are often inextricably intertwined.

Originality/value
The papers in this issue contribute to the search for a unifying framework to support theory, research and practice.

Keywords
Learning, Knowledge management, Organizational culture

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The paper lends itself to further enquiry and debate. Keywords: learning process; knowing in practice; dynamic capabilities; knowledge management; business value. The proposed model suggests a practice perspective. The central intent is to separate the structural properties (rules and resources) that govern the activities of the PPPM system from the actual actions of actors (learning and reconfiguration); in other words to draw lines between what organizations have and what people do. In defining behavior, behaviorist learning theories emphasize changes in behavior that result from stimulus-response associations made by the learner. John B. Watson (1878-1958) and B. F. Skinner (1904-1990) are the two principal originators of behaviorist approaches to learning. Watson believed that human behavior resulted from specific stimuli that elicited certain responses. Consistently ignoring an undesirable behavior will go far toward eliminating it. When the teacher does not respond angrily, the problem is forced back to its source—the student. Other successful classroom strategies are contracts, consequences, punishment and others that have been described in detail earlier. ILR Collection. 2009. Toward a Theory of Learner-Centered Training Design: An Integrative Framework of Active Learning. Bradford S. Bell. Cornell University, bb92@cornell.edu. We conclude the chapter by highlighting research and practical implications of our integrated framework, and we outline an agenda for future research on active learning. Keywords: active learning, training, instruction, development, aptitude-treatment interactions, ATIs, adaptive learning. assesses trainees' learning in real time and provides personalized study and practice recommendations. Bell and Kozlowski (2002) found that this supplemental information not only enhanced trainees' self-regulation (e.g., self-efficacy, and attentional focus) but also facilitated learning and adaptive transfer.