

# BOOK REVIEW OF CONTEMPORARY THEORIES OF LEARNING (LEARNING THEORIST IN THEIR OWN WORDS

Edited by Knud Illeris

Second edition

Published in 2018

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## ABSTRACT

*The book contemporary theories of learning are collection of chapters from novel authors and which organized and edited by Knud Illeris, who is Professor Emeritus of Lifelong Learning at Aarhus University, The book has arranged in eighteenth chapters. This book has also embraces the contributions of novel scholars like Gardener's work of multiple intelligences, Bruner's notion of culture, mind and education, and pragmatism theory of Dewy. It has presented issues of post modernism which is pertinent to educational, social -cultural and economic policy and strategy devisers, practitioners and teachers. The detailed look of eighteen chapters of the book shows that as it could be put under general themes of learning models and frameworks, self and culture, lifelong learning, psychological constructs of learning , transformative and challenges of post modern education. In the first them of learning models, the book has integrated internal and external conditions and at the same time it tried to show the draw backs in the previous learning theories. The second them of the book is lifelong learning, as the book forwarded post modern education is more invested on adult learning in response to market and economic demands. The other them which entertained by this book is the role of psychological constructs which have paramount importance in the learning process. The last but the major portion of the book asserted the dynamic interactions of self and culture in addition the book has described polarization of education and adverse effects of de-traditionalism and individualizations.*

*The reviewer has presented the major themes and the authors' position regarding the issue they entertained. As it has mentioned above this book is not published by a single author rather collection of twenty authors on different themes. So the first part of the review presented the summarized ideas of by each author. Finally, the reviewer will forward the merits and the demerits of the book and its implication.*

## REFLECTION, CONCLUDING REMARKS AND IMPLICATION

In this part the review, the reviewer has forward his impressions reflections and comments on the book of contemporary learning theories. The reflection extended to merits, contributions and implications of the issues which expounded in the book for education, psychologist and other social professionals. Finally he suggests some comments, on the issues which are not well expounded and needs further empirical and theoretical evidences.

One of the qualities of this book is its critically examine learning theories, as the book signifies most learning theories solely depend their assumptions either on psychological or social conditions but learning is the interaction of these beyond these. Therefore, the book forwards optional models and frames which embraces diverse variables and show their interdependencies and interactions as well. More than this, the book tried to show the current challenges and the feature directions of education according to the book the feature direction of education more emphasize on informal and non formal educations.

**The second** merits of the book are demonstrating trends and challenges of post modern education. It dictated that schools and teachers are not the only and main sources of knowledge. Instead the book suggests options ways in which learners construct and advance their knowledge and experiences.

**Third**, from the post modern challenges, the book expounded the emerging of individualism and sub cultures in the counter of grand and public cultures. Basically the book had not critique individualism and de traditionalism by itself but, it had reflect the un intended and adverse outcomes of these condition. As the book connives, in post modern societies youth are no longer governed by school and cultural norms develop execrative self centrisim which further causes to personality and emotional problems on individual life. Consequently, the book suggests re establishing and functionalism mechanisms of societal and cultural structures.

Fourth, the book has well narrated individual and societal transformative and transformative learning that have paramount important to bring breakthrough in their life and to avert oppressive and suppressive cultures.

Moreover, the book has dealt the adverse and westernization effect of liberalization educational approach. The last chapter of the book accuses that by the name of emancipation the well-established public norms and higher culture are replaced by westernization and causes to other emerging individualization and sub cultures. Therefore, scholars in educational and social affairs should give due emphasize to this emerging dilemmas. In addition the book has also addressed the political dimension of education, the current youth and adolescence deviance and conduct

problems are deep rooted from the demolishing of the higher cultural structures and norms which further legitimate deviance and diffusion of identity and low interest for school achievement. This has alarming message for those working on educational and social affairs

In general , the book has entertained the contemporary challenges and prospects in education particularly in lifelong learning and societal and cultural transformations and undesirable out comes in relation to these changes. Regarding the politicization of education, though the book had not expounded loudly, but, there are signals of the influence of liberalization and substitution of westernization by the name of emancipation and individualization.

Regardless of the above merits of the book, I have also found gaps in the following issues. The first one is, though the book has intended to address post modern learning theories , the major portions of the book has dealt about adult and lifelong education not give room for childhood and youth class room learning.

The second concern regarding the affective domain of learning part of the book, the author of this chapter has reservations on the comprehensiveness psychological researches on affective domains of learning but, the author did not bring optional models and frames instead she expanded this chapter based on research findings from psychologies. in additions to this the book had not described different models of affective/emotion even it did not clearly show the demarcations among them.

Thirdly, the reviewer depicted some contradictions in the book regarding the role of culture among critical pedagogies and the de-tradetionalization. Critical pedagogies are in the position of questioning and changing grand narratives and cultures by emerging sub cultures whereas, authors Politicization of education like Biesta has critique approaches.

Moreover, the book is highly theoretical laden and expounded the western contexts. The authors of the book had not considered contexts and dynamics of non western countries. I have reservations on the effect of post modernization in the developing and non western countries because they did not pass the modernization time effectively and with equal pace. Therefore the crisis of pot modernization in these countries have different images these needs further exploration.

Finally, the book has significant implication important for educations, psychologist, and sociologists disciplines. The book has paramount insights and epistemologies regarding lifelong learning, transformative learning this has great importance for those working in the area. The book is particularly acknowledged that in the post modernism age the agenda of education is not compounded in schools, teachers and educational and psychological professionals, instead, it is the agenda of multi disciplines.