**The Educational Axiomata**

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**Axiom 1** : Humans are born curious.

1. Anyone who has been in close contact with a pre-school child will know the word "Why?".

**Axiom 2** : It is natural and desirable to maximise metacognitive skills.

1. Learners should understand the quality of their work.
2. Learners should understand the quantity of their work.
3. Learners should be able to set goals and recognise what is needed to achieve them.
4. Learners should be able to assess which resources they need, why and where they will get them.
5. Metacognitive learners are more likely to take ownership of their learning.
6. Metacognitive learners will be more likely to want to learn throughout life.
7. Metacognitive learners will probably start more slowly (the overhead of metacognition) but then develop faster.
8. Appreciate that it is up to the sender to make the message understandable and not up to the receiver to understand it.

**Axiom 3** : Learners are not static in any dimension in the short, medium or long term.

1. Assuming learners have the same preferred learning style all the time may be wrong.
2. Their zone of development will change over time - it's called learning.
3. Their taste in colour, format of teaching, etc. will change.

**Axiom 4** : Capacity to learn within a given time period is finite.

1. The "bandwidth" is limited.
2. The "RAM" is limited.
3. The ability to make connections is limited.
4. These limits will vary from person to person.

**Axiom 5** : The level of motivation to learn is the sum of positive and negative pressures.

1. Pressures are those described by Hattie.

**Axiom 6** : Retention of information is based on its frequency of use, motivation and time.

1. Frequency is analogous to spiral learning.
2. Perceived importance is a behaviourist response to learning.
3. Memory fades with time.

**Axiom 7** : All items of learning have value.

1. An item of learning must have come from somewhere, hence it is useful in that situation.

**Axiom 8** : The value of an item of learning depends upon its context.

1. An item of learning relevant to the current situation will have greater value than others.
2. The value placed on an item of learning by an individual will be determined by its context.
3. The value placed on an item of learning by society will be determined by prevailing social norms.

**Axiom 9** : The ability to place an item of learning in context will depend upon previous understanding.

1. The size and shape of the zone of proximal development (ZPD) of the individual will determine the whether the item of learning can be put in context.
2. An item of learning may be outside the zone of proximal development, but it would sit in isolation.

**Axiom 10** : The level of understanding is based upon the importance a learner attaches to placing the information in context and the time available.

1. It takes time to attach something new to the existing zone of development (ZD).
2. The greater the distance the new item is from the ZD, the greater will be the time required to assimilate it.