

Invitational Learning

General

Invitational theory was firstly introduced by William Purkey in 1978 in his book “Inviting School Success” and describes an **educational framework of learning/teaching relationships based on human value, responsibility and capabilities**.

What is invitational learning

Invitational theory starts from assumptions that each individual analyzes situations according to his past experiences and observations (self-concept theory) and that he develops behaviors based on his perceptions of the world. People are inherently valuable, capable and have a potential in all areas of human development, yet should be helped and directed to develop that potential. The very process of helping here is just as valuable as its end goal.

Invitational theory suggests individuals should be encouraged to make meaningful choices through interaction with teacher. Learning is here observed in social context, where learners should be invited by the teacher to develop their potentials. The invitation here is described by Purkey as “a summary of messages, verbal and nonverbal, formal and informal, that are sent to students with the intention of affirming for them that they are responsible, able, and valuable.”

What is the practical meaning of invitational learning?

Keywords and most important names

Bibliography

[Invitational theory and perioperative nursing preceptorships | AORN Journal | Find Articles at BNET.](#)

Read more

Purkey, William Watson, and John M. Novák. Inviting school success: a self-concept approach to teaching and learning. Wadsworth Pub. Co., 1984.

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