

# About this site

In knowledge society **theories of learning and teaching** are **the very foundations** of all activities. The **wealth** of scientific work and results in this field during 20th century **is far from being used**, even **far from being known** to all who practise teaching.

Therefore, **we continuously seek** to find a comprehensive yet intuitive, logical and easy to use **overview of learning (and teaching) theories**. This overview is to serve our own research and educational practice as well as to be an easy to use tool for other practitioners. In this process we decided to share our findings with others. These pages are the result. Below you can find [other similar resources](#) we found to be usefull.

**If you would like to contribute** to these pages **or collaborate** with us in a broader sense, **we would like to hear** from you.

Please do not hesitate to send us your comments, suggestions or critique to [Juraj Petrović](#) or [Predrag Pale](#)

## Content

<a href="#">What is learning</a>	<a href="#">Learning paradigms and theories</a>	<a href="#">IMPLICATIONS</a>
<a href="#">Researchers</a>	<a href="#">Institutions</a>	<a href="#">Projects</a>
<a href="#">Web Pages</a>	<a href="#">Journals</a>	<a href="#">Conferences</a>
<a href="#">Tools</a>	<a href="#">Glossary</a>	<a href="#">Bibliography</a>
	<a href="#">Content</a>	

## Other resources

Other, more or less similar in intention, resources we identified and found usefull for our work so far are:

1. [Learning-Theories.com](#)
2. [Theories of Learning in Educational Psychology](#) - Sunny Cooper
3. [Queen's University Centre for Teaching and Learning](#)
4. [Learning Theories and Higher Education](#) - Dublin Institute of Technology
5. [IDKB - Instructional Desgin Knowledge Base](#) - Nada Dabbagh, George Mason University
6. [Learning Theories and Instruction](#) - Meredith Alvin
7. [OCSLD: Theories of Learning](#) - Oxford Centre for Staff and Learning Development

## Researchers

Currently these pages are being developed by [Branko Jeren](#), [Predrag Pale](#) and [Juraj Petrović](#) at [Laboratory for Systems and Signals](#) of [Department for Electronic Systems and Signal Processing](#) at

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Collaborators are welcome.

## A note

The **text** in these pages **is written by us**. However, it is very hard to avoid wordings, constructs or even whole sentences which are consistently repeated in literature, or are perfectly phrased by some other author. Whereever practical, we took care to **include references** to other authors. **If we failed** to do so in a place or two, it was not by intention to appropriate someones intellectual property, and **please do draw our attention** to this fact.

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