Primarily developed from my own perception and teaching perspective on how individuals learn, my personal learning theory has now been influenced with the learning theories encountered in this course.

Firstly, learning must be meaningful. "Progressive differentiation" and "integrative reconciliation" is achieved by learners who are developing information processing capabilities and ways of integrating new knowledge. The ability to have "well-organized knowledge and motivation to create" is key to successful learning development (Novak, 1998). However, it requires challenges and a constant re-visitation as knowledge is re-built slowly but progressively due to continuous changes and new understanding.

Secondly, "the internalization of social interaction" is leading to learning behind current capabilities (Vygotsky's ZPD) (Miller, 2002). Sharing experiences evolves the learning process as humans are looking to identify in others ideas they cherish–perhaps to confirm their beliefs–as well as looking at new ideas to build upon.

Thirdly, because humans aspire to become better individuals and thus be accepted among peers in their environment, I believe interaction and collaboration in communities of practice allow enculturation to progress (Scardamalia & Bereiter, 1994). Indeed, when facing others' realities in a new environment, individuals are confronting their own ideas and are searching for answers (active learning). Then, it is when learners are looking for the unknown that they acquire the strength to look for new objects and reach unexpected goals. Moreover, learners share and learn better in a situation where feedback is valued (Nardi, 1995).

Finally, I recognize how the unique cognitive structures and understandings of learners to the learning context are relevant to learner-centered and knowledge-centered because of the personal connections made "with ideas, facts, people, and communities" (Anderson, 2008). Ultimately, in today's Net World, any new knowledge can be built in context through interactivity and connectivity by using interactive social media tools (Siemens, 2004).

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