

教育学精品原版教材系列

# THEORIES OF HUMAN LEARNING

What the Old Man Said

Fourth Edition

Guy R. Lefrançois (加)

## 人类学习的理论

外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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刘儒德 导读

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Guy R. Lefrançois (加)

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教育学精品原版教材系列丛书

# 总序

100年前，随着门户开放，我国教育在军事、政治和经济的外力推动下开始变革转型。晚清留学生他山采石，为国人了解西洋风景铺垫了通道。1905年废科举兴学校，封建教育在办学形式上缩身，现代学校教育发轫，教育制度开始和海外通风，教育思想遂为西方话语裹挟。应新兴学校发展需要，教师队伍的建设和扩充成为教育议事日程中的关键问题，师范教育的兴起可谓正逢其时。从教育学教材的翻译引进到自编教材的出现，从海外理论的移植到本土研究的推进，从欧美模式的消长到苏俄模式的用废，我国教育学的发展和教育人才的培养经历了历史的洗涤，刻画了思想者的心路，目睹了国家的命运。百年的历史是中国融入世界的历史，百年的思想是他我纠缠和本土合法性诉求的思想。历史不能回避，思想不能蜷缩，被动地等人来砸门与主动敲人家的门比较起来，哪个更舒展，不言而喻。

改革开放以来，国际化的潮流再度涌动，全球化的声音在耳边渐晰。中西体用的论争失去了旧有的热闹场景，思想的聚会已如空气般自然。加入世贸虽然是我国经济纳入全球化版图的一个里程碑，但它对其他方面的影响是深广的。对游戏规则的熟悉、谨守和利用，是在世界经济贸易圈中获益的基本前提。不了解规则背后的理论基础，不了解构筑理论的基本概念和术语，不了解自己在理论贡献中的主体角色，最终就不可能很好地解析规则，利用规则，乃至参与规则的修订或创制。

作为创造知识、传播知识最大的集散地，高等院校在知识经济话语下的突出地位日益为人认识。创造什么样的知识，如何创造，传播什么样的知识，如何传播，成为高等教育职能和价值追问的核心问题。没有原创的知识，高等院校的研究功能就无法体现，国家核心竞争力的一个重要支柱也就失去依托。不能把最有价值的知识最有效地传播开去，不能通过知识的传播激活探究的欲望和富有想象的才思，高等院校的教育价值就值得怀疑。无论创造还是传播，一个封闭的教育系统就像一个封闭的大脑一样，无法承载坚重的历史责任。开放乃是必由之路。开放意味着敞开，向一切真知识、真问题、真方法敞开，异国的或本土的，东方的或西方的，古代的或现代的。开放意味着警醒，对知识、问题和方法的边界警醒，对人我的边界警醒，对个体、族和类的边界警醒，对存在与时间的边界警醒：我们在哪里，哪里是我们的去处。

不管是国际化的驱动还是开放意识的释放，作为知识的一种载体，国外图书如春笋般出现在

我国汉语世界。其中有专著，有文集，也不乏教材。在人文社科的大类中，社会学、经济学、法学、管理学、教育学等学科的译著竞相绽出，大大丰富了人们的阅读空间。为适应学习和研究的需要，一些学科的原版教材也开始问世我国图书市场。在行政机关的鼓励和大学自身的倡导下，大学赋予了“双语教育”新的含义。使用原版教材，使用外国语言，似乎成为大学教育水平的一个标志。这是不是如人们非正式批评的那样是一种新教育殖民先不去讨论，但有一点是肯定的：多一种尝试、多一种声音、多一种参照总归是好事。关键的问题是使用者的态度、课程的适应性和教材的质量。汉语永远是国人交流的第一语言。第二语言对熟悉国外同行的学科术语、理论背景和思维习惯是必要的，但终究不能取代母语的理解方式。原版教材保持了国外材料的原汁原味，省去了翻译的中介，有利于直接进入原始的文本而减少失真。但原版教材毕竟是“多”中的“一”，而不是所及课程的唯一。况且原教材有其产生的独特社会和文化背景，这是不可移植的。所以，使用原版教材为参考而不为圭臬，是应然的态度。此外，有的课程适合于采用原版教材，有的不适合，而且，原版教材也非尽是精华，在引进使用时需当警惕。

根据我国国务院学位办的分类，教育学是一个一级学科。近年来虽然有不少国外教育著作翻译出版，但鲜有原版引进的教材。教育是特定国家特定历史时期的教育。每个国家有其特殊的教育问题及其相应的问题解决策略和理论框架，但许多问题是世界性的、共有的。在教育服务的国际流通和在教育研究方面的国际合作日见普遍的情形下，我们需要更多地了解国外教育学科的发展状况，借鉴和吸收国外在相关领域的课程和教材建设中的先进思想和经验，扩大视野，提升品质，满足发展的需要。“教育学精品原版系列丛书”就是在这样的背景下策划出版的。根据学科自身的特点和跨国的公共度，第一批选择引进了《人类学习的理论》、《教育心理学》、《课程发展：实践指南》、《教育管理：概念及实践》和《教育研究方法》5种教材。根据需要，其他相关教材将陆续引进出版。

“教育学精品原版系列丛书”的出版是开放的产物。它本身也是开放的，它的生命力寄希望于读者的关注与批评。

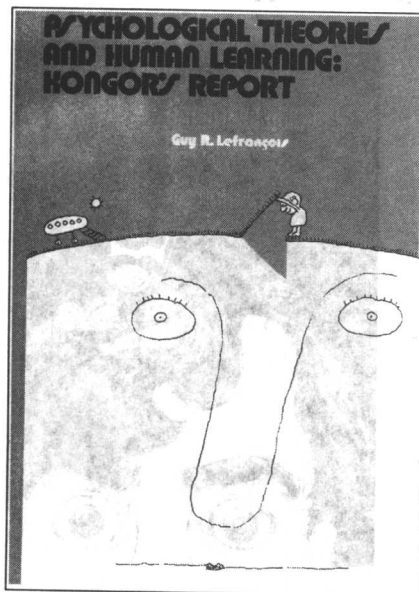
周作宇  
于北京师范大学

# Read This First

... not just because it's at the beginning of the book, but because if you don't, you'll wonder what the devil is going on.

Let me get right to the point: The most unusual thing about this book is that it wasn't written by one of us. Truth is, it was originally written by Kongor.

It all started more than two decades ago. I still have the notes I made at the time, right here in this shoe box, size 10. Looking back at the very first entry, I see that it had rained during the early part of that spring evening. "A gentle, refreshing, mistlike rain," I wrote, as if that were important, my cramped handwriting running the lines up the margins to save paper. It seems that I had been sleeping on the riverbank when I felt



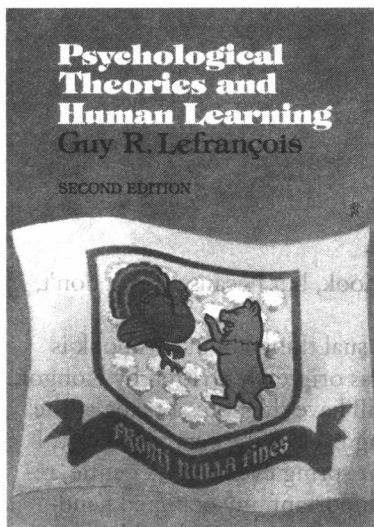
something tugging on my toe. At first I thought it was a dream, but when I woke up, I was looking right into the big, bulbous eyes of a little blue-skinned creature with pink tufts of hair on its chest and above its ears.

It turned out to be Kongor, a behavioral scientist from Koros, a planet in the Androneas system. As part of his training, he'd been sent to explore Earth and to report on the dominant life form thereon.<sup>1</sup> He was my guest for about a year. During this time he prepared a series of reports for his superiors! One of them summarized the then-current state of our knowledge about learning. When he was recalled to Koros, he left that report with me with his permission, in writing, to do whatever I wanted with it.

<sup>1</sup>That Kongor was (is) male has never been clearly established, in spite of my grandmother's strong suspicions following his disappearance with Sylvia during the dance that Saturday. Nor do we have any convincing reason to believe him female. And "it" is somehow too demeaning for him. Hence the male appellation. (GRL)

It was published in 1972 under the title *Psychological Theories and Human Learning: Kongor's Report*. That was the first edition of this book.

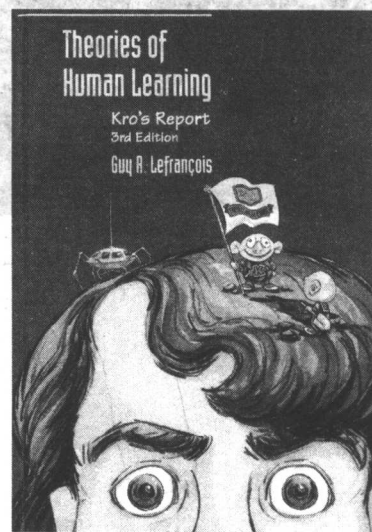
A decade later, users began to complain that much of what Kongor had originally written was misleading, inaccurate, or irrelevant. And although he had promised to sonarduct back some of his other reports so I could put together some outstandingly useful texts in biochemistry, biology, sociology, and goat-herding, the so-and-so never did. So I was forced to update and revise the first edition all by myself. That was the second edition, published in 1982, accurately titled *Psychological Theories and Human Learning* (Second Edition).



Well, almost two decades after Kongor's visit I was down on the south quarter checking out beaver damage and looking for mushrooms and chokecherries when—I'm quoting almost directly from my journals here—I heard a kerplumf! in the beaver pond behind me. I thought, Shoot, there goes another dang beaver. Sure enough, when I turned and looked, I could see the expanding circle of ripples where the beaver

had smashed his tail down under the water.

But it wasn't a beaver at all. It was Kro, Kongor's cousin. "Oops. Missed," he spluttered as he dragged himself onto the beaver dam, leaning to one side and pounding the opposite side of his head to spill the slough water out of his ears. It turned out that Kro<sup>2</sup> had been sent here to update Kongor's original report, which he did. That was the third edition: *Theories of Human Learning: Kro's Report*, published in 1995. My stipend for assisting him was a billion Koronian credits, which is nothing to sneeze at, I'm told. Unfortunately, at this moment, I can't even use them to paper the walls of my bush cabin because they're just a gizmo in a computer somewhere. But if I ever get to Koros, you can bet I won't be hunting mushrooms or selling chokecherries for a living.



And now the book has been updated, corrected, polished, and perfected once more—this time by someone who would only say that we could call him

<sup>2</sup>We had the same problems determining Kro's gender, if any, even after my aunt Lucy, a quite-good chicken sexer, attempted to examine him. Kro once claimed to be all sexes but could not easily prove it. (GRL)

the Old Man. I know nothing else about him for certain, although my grandmother says she does. But she's not saying yet. Only this preface, a short prologue, the epilogue, and the footnotes were written by me. I swear it.

## *What's in the Fourth Edition?*

This fourth edition is a survey and interpretation of some of the important theories and findings in the psychology of learning. It presents a historical look at the development of behavioristic and cognitive theories and describes and evaluates the most important of these theories, including current approaches such as connectionism (neural net models) and models of memory and motivation. The emphasis throughout is on clarity of presentation, relevance of topics, and maintenance of high interest.

The book is written primarily for students of human learning, teachers, counselors, social workers, industrial psychologists, nurses, social psychologists, numismatists, physicians, lawyers, dentists, engineers, housewives, farmers, judges, fishermen, tree planters, glass blowers, vagabonds, poets, and all others—in that order.

## *About the Flag on the Back Cover*

That's the Koronian flag, which I first saw when Kongor planted it near the beaver dam close to the southwest corner of the northwest quarter of Section 15, Township 48, Range 23, west of the 4th Meridian. It's made of synthetic fibers and boasts both a pig rampant and a turkey glistening on a field of flowers that look suspiciously like dandelions. His undershorts boasted the same design, said Aunt Lucy.

## *Acknowledgments*

The Old Man wanted me to pass on his appreciation to about 500 different people, all of whom he said deserved emoluments, credits, applause, and many wet kisses. I said there's no room, this isn't an encyclopedia. He said okay but you have to say thank you to the acquisition editor (Marianne Taflinger), the editorial assistant (Rachael Bruckman), the project editor (Trudy Brown), the production editor (Melanie Field), the copy editor (Judith Brown), the interior and cover designer (Carolyn Deacy and Andrew Ogus, respectively), your grandmother (Emerilda Francœur), Lord Thompson, the guy you borrowed the boat from, your office cleaning company—and then I said, whoa, that's enough, are you trying to get all 500 in? And he said no, but please thank the reviewers, they were so amazingly competent and clever: Charles Brooks, King's College; Stephen R. Coleman, Cleveland State University; Jim Grubbs,



Simpson College; Adria Karle-Weiss, Cumberland University; Ronald Stephens, Western Kentucky University; Lenore Szuchman, Barry University; George Taylor, Coppin State College; and Todd Wiebers, Henderson State University.

The Old Man also wanted me to indicate that he is not responsible for any errors and misinterpretations that remain in this text. "If any errors creep in," said he, "it'll be the fault of reviewers, editors, and other publishing types."

That, of course, is absolutely untrue. The Old Man is fully responsible for any weaknesses in the book.

Guy R. Lefrançois

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P.S. Many thanks to Claire, who succeeded in photographing Kro, and to Claire and Liam, who came closer than anyone to get recognizable photos of the Old Man. Unfortunately, no one came close enough to earn the reward. (GRL)

# 导 读

随着终生学习浪潮的兴起,“学习”几乎成了现代人的口头禅。但是,学习到底是什么?是怎么进行的,需要什么条件才能更有效?这些可都是非常重要的理论问题。无论是否被自觉而明确地意识到了,任何教育理论、课程改革、课堂教学以及个人自主学习都是以对人类学习的这些问题的假设为基础的。学习理论就是研究这些问题的,严格地说,它是一门研究学习的实质、过程和规律的科学。研究学习理论对科学指导教育理论和实践工作具有重要意义。

学习理论是心理学最古老、最核心、也是最发达的分支,一直深受古今中外哲学家、思想家和心理学家们的重视。从古希腊的哲学家柏拉图、亚里士多德到我国伟大的教育家孔子,都对学习和记忆提出了精辟的见解,丰富了学习心理的思想。自从19世纪末冯特建立第一个心理学实验室开始,心理学从哲学和生理学怀抱中独立出来。在这一百多年的风风雨雨中,心理学家对于学习的性质、过程、规律、动机、策略、迁移以及测量评价等等进行了大量的研究,不断深化着人们对人类学习本质的理解。但是,学习心理从其诞生的那日起就百家争鸣,心理学家基于不同的哲学基础、学科背景和研究方法,对学习形成了不同见解和理论。从冯特的结构主义、詹姆斯的机能主义、华生的行为主义、到认知主义、人本主义和建构主义,学习理论经历了无数的论争和嬗变,其自身也一步步迈向成熟和完善。对于它们的论争,我们不能轻言孰对孰错,每一个派别都从一个侧面揭示了学习的本质,并且后来的理论都是在批判已有理论之短,吸收已有理论之长的基础上得到更好的发展。每一种理论都有其生存意义和适用情境,正如我们在陆地上行走、在水中游泳一样。

学习理论毕竟属于理论,自然有点抽象,不免让人望而生畏。倘若由一本晦涩难懂的理论专著来转载它,更是让人难上加难、敬而远之了。相反,简练、轻灵的文风则能大大降低读者的认知负荷,增强理论的亲和力。加拿大Alberta大学的心理学教授Guy R. Lefrançois所著的《人类学习的理论》正是这样一本书,仅从书名就已让人管中窥豹之一斑了。或许是看惯了板起面孔说教的文章,初次翻开这本书时,一种挡不住的清新感扑面而来。作者不是干巴巴、冷冰冰地论述理论本身,而是以夹叙夹议和亲切幽默的语气娓娓道来,并配以大量的图文和丰富的例子,让人在阅读的过程中如沐春风。在作者对学习理论所作的深入浅出的勾勒中,时时闪烁着智慧的光芒和思想的火花,启迪着读者自己从阅读中有所感、有所思、有所悟。

这本书是一部经典的学习理论著作,从1972年初版《心理学理论和人类的学习:Kongor的报告》,经1982年二版《心理学理论和人类的学习》,1995年的三版《人类学习的理论:Kro的报告》至2000年的四版《人类学习的理论》,先后出版过四版,几经修订和更新,其自身的

理论框架得到更好地完善,内容得到及时补充,而且其间历时20余载,经受住了历史的考验,也从侧面说明了它受欢迎的程度。在这次新的修订版中,我们会发现有以下增加的内容和特点:第一,更新了当前一些学习理论的内容,并在此基础上修改了对它的评价。第二,更详尽地剖析了行为主义和认知主义理论的发展。第三,在每个主要的学习理论后面都有作者清晰的、独到的评价。第四,在每章的开篇之前都有小故事和“老人”精辟的评论来引起我们的注意和思考,丰富我们对每一理论的了解。

这本书很有自己的个性,体系上结构清晰严谨,体例上图文并茂,写作风格上人本化十足,这三点堪称特色。

### • 体系上结构清晰严谨

作者以发展的眼光和严谨的态度全面系统地阐述了各学习理论流派的观点、关键概念和研究方法,使我们得以窥见20世纪学习理论的实况以及发展脉络。

全书共五大部分:第一部分概要地介绍了人类的学习理论,它通过学习概念的界定、如何评价理论、学习心理的主要研究方法等的介绍,力图为帮助我们理解后面的章节作一些必要的铺垫;第二部分介绍了主要的行为主义理论,包括巴甫洛夫、华生、格思里、桑代克、赫尔、斯金纳等人的理论以及进化心理学的观点,在这一部分中,作者带领我们遵循着行为主义发展的轨迹去探索经典性条件反射、环境决定论、一次性学习、效果率、公设行为和操作性条件发射等概念和理论的乐趣;第三部分介绍了从行为主义向认知主义转变的理论,主要代表是赫布、托尔曼和格式塔的理论。任何一种思想和理论的转变都是在原有理论的积累以及不断地突破中逐渐发生的,而不是平地拔起、一蹴而就的,学习理论也不例外。这一部分通过对唤醒理论、认知地图、知觉组织规律等的介绍,深刻地剖析了理论流派之间的藕断丝连、批判与继承,它有助于我们理清行为主义理论与认知主义的联系;第四部分介绍了主要的认知理论,不仅解释了布鲁纳的概念形成、分类和编码系统理论,阐述了皮亚杰的适应、同化、顺应以及智力发展阶段等核心概念,还详细地介绍了新兴的学习理论——神经中枢网状结构理论和记忆模型、行为的动机理论;第五部分在综观各派学习理论的基础之上,作者又引领我们站在更高的层次上,对各家各派的学习理论进行了回顾、分析和评价,并力图使这些理论系统化!

作者在论述各种学习理论时,不仅对其历史作了清楚的介绍,又对其现状和发展进行了系统的描述和深刻的剖析,与此同时,还运用了大量的实验研究和文献资料,使其论证确凿、内容丰富!

### • 体例上图文并茂

学习理论闪烁着人类自身智慧的光芒,是一个令人兴奋的领域。它的这种兴奋如何能够通过文字传递给读者?这本书在这一方面上做得尤为突出。

首先，设置了许多心理学家小专栏。在谈论到某一心理学家时，这本书都会开辟一个心理学家小专栏，附有心理学家的照片，以及相关的背景资料，例如出生地、求学经历、如何走上心理学之路、对心理学领域的贡献等等。这些肖像和轶事，不仅拉近了心理学家和我们的心理距离，时时提醒我们，我们在和一位有血有肉的智者对话，而且有助于我们更好地认识他的理论起源和发展。

其次，点缀有一些象征性的漫画。在论述到某些主要观点时，作者会提供一些象征性的、具有隐喻意义的漫画。这些漫画使抽象的概念具体、生动，让我们能够快速、深刻地获得概念。此外，漫画式的幽默和夸张的图片在我们发笑的同时，也使它所表达的主题达到想忘也忘不了的效果。这些贴切深刻的漫画不仅能愉悦我们阅读，也可以作为我们论文或者讲解中的背景性资料。

此外，提供了大量表格和图片。书中包括了大量的表格和图片，通过丰富的图片再现实验的情境和过程，使我们清晰、直观地了解一些重要的实验设计和过程；经过作者精心组织概括的表格让我们能对各种复杂抽象的理论观点一目了然，在更有效地获取知识的同时也学到了分析、比较、概括理论的方法。

## • 人本化的学习导航

“授人以鱼，不如授人以渔”，一本好书不光只是给人罗列事实和呈现观点，还要考虑到读者的阅读习惯和学习规律，从而成为读者的学习导航。在这“人”字要大写的时代，我们也会更喜欢以读者为中心的人本化写作风格。这本书的设计和编排也处处体现了这种风格。每章的编排都包括了这样几个导航部分。

人们在阅读一本书之前总会自问它是不是值得一读？本书在每章的正文之前都有一个引子，它制造一个悬念，让读者产生一睹为快的想法。

每章的开头都列出学习目标，它以关键问题的形式提示读者在学习本章时要掌握哪些要点，有助于我们在阅读前产生一个预期，阅读时把注意力集中在主要问题上，从而提高阅读的效率。

每章的后面都会有一个概要，罗列出本章的要点，有助于我们回顾和检验自己的阅读情况。它和学习目标是前后呼应的，是学习目标的简短总结。

全书的后面附有名词索引和姓名索引，名词索引有助于我们快速地搜索在文中出现过的概念，姓名索引有助于我们便捷地在全文中检索到各心理学家的论点。

“金无足赤，人无完人”。任何一本书也都不是完美无缺的，这本书的不足之处在于，它没有关注新兴的学习理论，如建构主义学习理论，对学习理论在学校中的实际运用论述得还不够等。

当前，学校教育改革实践方兴未艾，我们更迫切地需要引进外“资”，学习和借鉴国外的

理论探索和实践经验。各种形式的外文翻译资料也因此如雨后春笋般地涌现出来了。然而，翻译后的作品总像是开了盖的汽水，气跑了，汽水也就不好喝了！这本书的原版引进会使我们有意外的惊喜。

刘儒德

于北京师范大学



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