THEOR*ACTIVE* LEARNING: HOW THEORY and *PRACTICE* MEET. PERCEPTION OF STUDENTS AT THE UNIVERSITY OF TAMPERE, FINLAND

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Abstract

THEORACTIVE learning is a multi dimensional attachment of theories and practices. The study explores to identify the implementation of theories into practices and how it is being perceived by the students. The research on THEORACTIVE was conducted with the master degree student coming from different countries at the University of Tampere. The methodology implemented was through group interview and open ended interview. Major finding about theoractive learning was, in most cases, students do not imply theories, however, theories that have learnt are always unconsciously influencing the behaviour of an individual. Respondents also had experiences of not being able to implement theories at time when required, despite having it known in mind. Nevertheless, theoretical backgrounds are revolving into mind setting forming a mind craft. Theoractive learning is stimulated with conditioning learning and the behavioural complexity. Theoractive learning is combining the dimensional attachment between learnt and known phenomena into action driven to critical reflexivity. This however, shapes our mind construction with unconscious influences of theories learnt and known applying into practices that further implies for theoractive learning behaviour. Theoractive learning is a phase of generating critical reflexivity after acquiring the basis phenomena of content driven and objective driven. Theoractive learning is nevertheless, knowingly or unknowingly is at the mind to craft the behavior of person at any given particular time

Keywords:
TheorActive learning, conditioning learning, cognitive learning, social learning,
critical reflexivity, behavioural complexity, experiential learning

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INTRODUCTION

Learning has never been an ending process for all of us. It may have different forms. For example; it may be classroom learning, social learning, cognitive learning or any other forms of learning. Social learning is behavioral outcome that can be derived from observing others. For Bandura (1977) "human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action". Nevertheless, learning thus occurs through experiencing, cognitive process, interconnected knowledge, reasoning and behavior modification (Bandura 1977, Rajbhandari 2008). In connection to cognitive learning, reasoning and behavior modification is logical sequences that human being adopt as a learning process (Rajbhandari 2008).

For us, learning is also a process of blending theories and practice which is theor*active*. Theor*active* simply means the combination of theories and practice in real life. With a view to theor*active* phenomena, we intended to explore whether students are implementing the learned theories into practices.

Theories are the academic content based learning that are knowledge centered, academic, subject centered, preparatory. But practice is the objective driven learning process that are social centered, reconstructionist, utilitarian, technocrat etc. However, the combination of these both is the process driven based learning that are progression, pedagogical, development, reflective and critical participation etc. Nevertheless, process driven learning is also thinking critically and acting upon the

situation encountered. In addition, when experiential learning is concerned with attachment to the theories and practice, most of us encounter many phases of theories academically framed into the mind as content driven. Similarly, in practice, the utilitarian or the skills are brought forward to invigilate the circumstances. Nevertheless, the third phase, critically examining the situation and acting with content and objective can make sense of theor*active* learning.

Theoretical Background for theor*active learning*

Learning process requires condition that effects upon the learning process. These conditions are attentions, retentions, motor reproductions and motivation or demonstrations. These conditions essentially determine the dimension of learning process into bringing it into practices which therefore can call for theor*active* learning process. The theor*active* learning process nevertheless is the blending of theories and the practices that is brought about for demonstration and motivation through the channel performances of combination of conditions applied into attention, retention and motor reproductions.

More specifically, when it is about theor*active* conditioning approaches, it is the theories that individual learns in formal education and the practice also termed as active or the demonstration is the experiential performances into the applicable jobs. Therefore, in simple, theor*active* is both the combination of theories and the practices of an individual performance. In line to this connection, Basharan (2006) states theoretical and experiential learning is consigned to cooperative education program, moreover for him, despite both the learning process being accepted, experiential learning is not gain establishment learning method in academic institutions. In the same line to support this view, Illeris (2007, 92) contributes his version of statement

by reasoning that " experiential learning can be understood as learning in which the learning dimensions of content, incentive and interaction are involved in a subjectively balanced and substantial way". Nevertheless, according to Pickles (n.d), experiential learning is a cyclical pattern of all learning from experience. This causes an effect of reflection and conceptualizing into action and on to further experience.

Moreover, theories are the learning process determining to equip with knowledge driven in academic arena or the cognitive process development. Experiential learning is encountering life experiences through practices, observing or even sensing with conditioning approaches or the social learning. According to Rajbhandari (2011, 36) life long learning is a process of multiple realities. He states,

"Lifelong learning experience is encountered with many different perspectives in life. It is a continuous process moving ahead with adaptation of present and structuring to shape the way forward for the future. The subjectivistic view of lifelong learning is the knowledge that we acquire from different sources with or without our own participations. However, we have multiple realities to come across in learning realm. This is acquired through experiential learning".

As many of us comes from different background, such as, academic, cultures, this may produce behavioural complexity for critically thinking and acting rationally to overcome any given situation at particular timeframe. Boger-Mehall explains

"A critical goal of many education programs, especially in professional education, is to help the students transfer what they have learned to different, even unique, situations. This ability is often referred to as "cognitive flexibility." "[T]his includes the ability to represent knowledge from different conceptual and case perspectives and then, when the knowledge must later be used, the ability to construct from those different conceptual and case

representations a knowledge ensemble tailored to the needs of the understanding or problem-solving situation at hand" (Spiro, et al., 1992, 58).

However, cognitive learning and social learning can therefore produce mindset for reasoning and implication to learn the experiences. In the words of Rogers (n.d), learning involves two distinguishable aspect the first is cognitive which is meaningless and is related to knowledge, such as, learning vocabulary or multiplication. The second for him is experiential which is significant reflecting to applied knowledge, such as, learning about engine in order to repair a car. Moreover, for Rogers, experiential learning distinctively addresses the motive to tune the behavior of needs and wants of the learner. This includes the quality of experiential learning in terms of personal involvement, self-initiated, evaluated by learners, and pervasive effects on learner.
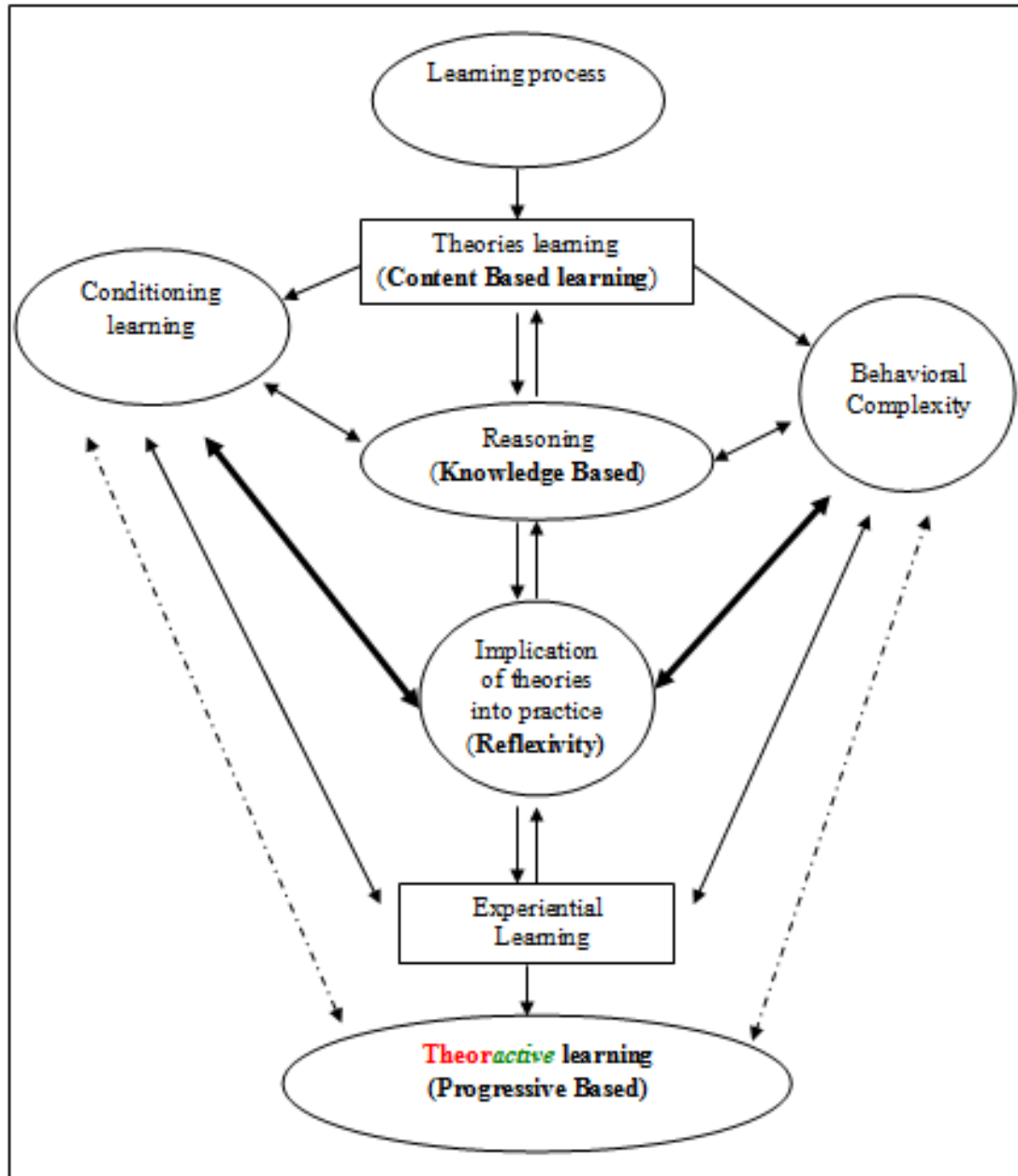
Figure 1 Theoretical framework of Theor*active* learning

The figure 1 demonstrates the learning process through formal education in University, colleges or schools. The knowledge acquired is therefore; backed up by the conditioning learning of attention, retention, motor reproductions and demonstration. This condition applies throughout the learning process to reach the theor*active* experiential learning. On the other hand the behavioral complexity plays a vital part to make an adaptation or adoption in the situation with perception,

personality, attitudinal, motivations and cognitive process. The learning further gives

a place for reasoning the knowledge that is acquired through the formal learning and

then furthermore be applicable towards practices and experiencing. Therefore the

formal knowledge of theories and the combination of reasoning, practicing and

experience leads an individual to the pavement of theor*active* experiential learning.

In contrast, when theories and practice are taken into separately, the question

of theor*active* experiential learning is nevertheless, becomes difficult to achieve.

However, the theoretical framework explains that both the theoretical aspect of

knowledge and the practices as experiencing the applicability of theories generates the

practices and reasoning. This further will develop the conditioning learning in an

individual and avoiding dissonance and behavioral complexity. The behavioral

complexity is an important factor for an individual in learning process due to the

circumstances of adapting the complex situation and generating potentialities to

performances. It is more likely to be acceptable while reasoning and practices are

matching the knowledge of theories and the experiential outcomes. This therefore

motivates an individual to act upon more efficiently into performing and developing

mindset for acquiring potentialities into modifying into theor*active* experiential

learning behavior.

Nonetheless, researcher for example Bandura (1977) explains "learning

would be exceedingly laborious, not to mention hazardous, if people had to rely solely

on the effects of their own actions to inform them what to do". However, it is the

mindset of one own perception to judge the behavioral attitude to learn and perceive

the observed behavior and bring it into practice. This requires behavioral consistency

and conditioning learning to implement the learned behavior. It can be said that

observation learning is social learning and practicing the observed behavior into practice is the cognitive process of reasoning and bring the same into experience.

In similarity, while taking theor*active* learning, it requires both the social learning as well as cognitive learning behavior. The social learning is performing the learning behavior from the observation while the cognitive learning process is the reasoning and practicing. However, both the cognitive learning as well as social learning can exclusively be combined into mindset for potential performances. In line to this, theor*active* learning can therefore be combined with theories and the activities performed. This can also be a pavement for generating grounded theories by implementing experiential learning into theories.

According to Kolb (n.d) learning to know is the perception of emotional response or how we think or feel about it; similarly, learning to act is processing to how we approach a task. In line to collaborate to form a meaning to this, Kolb simply exemplify by demonstrating two axis continuums, the vertical (North-South axis) as perception and the horizontal (East-West axis) as processing.
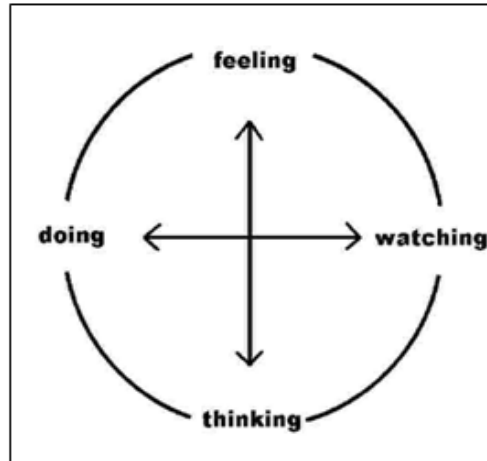
Figure 2 Learning continuum of two axis (perception and processing). *Sources: David Kolb's learning styles model and experiential learning theory (ELT)*

With formation of two continuum axis, Kolb continues to stress upon more interesting learning philosophy by mentioning these axis to be dialectical of "grasping experience" related to horizontal axis (doing or watching), and "transforming experience" related to vertical axis (feeling or thinking). Nevertheless, for Kolb, the word dialectical is means to conflicting related to debate derived from the Greek root. He further explains that both axis cannot be achieved at the same time, if tried it create conflict which can therefore be confronted with new learning situation. Therefore, it would be the choice of the learner to interpret within to choose either to do or watch (processing or grasping experience) or to think or feel (perception or transforming experience) at one given situational framework. Furthermore, with given framework of learning situation, neither of these could be achieved at the same time. Either we have to make choice to adapt vertical axis or the horizontal axis, on the same line, it is also not possible to make achieve doing or watching and feeling or thinking at the same time. Kolb further states (1) "how to approach a task - ie., 'grasping experience' - preferring to (a) watch or (b) do , and (2) our emotional response to the experience - ie., 'transforming experience' - preferring to (a) think or (b) feel".

In connection to apply theories into practices, learning experiences provides significant input for one to demonstrate both the grasping experiences and transforming experience. Theories are learnt as content based and knowledge based learning, but practice is reflexivity and participations. In our study, we feel that theory is *thinking* in particular or feeling and practice is watching and *doing* in particular. This study of applying theory into actively practicing therefore will be mentioned as theor*active* learning for students. It was developed to understand through the learning phase of content driven to theories learned in the educational arena.

Our research questions

The following broad questions try to explore the theor*active* experiential learning from the student's perspectives.

1. How are students being able to apply theories into practices?

2. How do students recall theories content learning while they are actively involved with practicing their skills, knowledge, ability and competencies?

3. What are the mind-set constructivisms of theor*active* learning?

RESEARCH METHODS

The sources of data for this research were mainly focused on the primary data. The primary data were collected from the students of University of Tampere from different departments (furthering to become schools after the reform in 2011). Participants were randomly selected for exploring the research studies.

Interview tools were applied for collecting data. Two phase of interview were conducted one with the group interview and the open ended interview. Every speaker

was given equal rights to speak upon sharing their views in group without any forms of disturbances. Group interview were applied to make participant comfortable and to build confident when they are not alone. This has led us to motivate the speaker to talk freely and share ideas to reflect their perceptions. The group was small consisting maximum six students. The group interview were divided into two round, the first round were explaining the theor*active* learning by us followed by introduction and formal short break to make participant become more acquaintance with each other and the second round were having interviewed with each interview question.

The open ended interview was carried out with individual undergoing their education from different departments. Open ended interview led us to go little deeper upon the matter which group interview was not being able to provide. The feelings of participants were captured with observing while in individual interview session. Group interviewed were video taped to capture the discussion and actions. Video taping also provided us with the observation of facial expression of each individual. Especially in group interview session, video reflected to individual expression was highly sensitive to understand their behavior towards recalling conditioning learning of motor reproduction and demonstration of theories learnt at the content driven learning process.

Although this research study do not focuses of psychological aspect, only rudimentary expressive behavior was captured to understanding the respondents conditioning learning. This was clearer to us when most of the respondent tried to relay or link their conversation with the prior respondent answers. It was also made clear to us when majority of the respondent started to speak by saying "I was thinking of". This gave us an analytical consciousness to judge simple behavior of respondent about recalling the theories and linking it to the practice.

The data collected in tape were further transcribed into written format to measure the reliability of data. Moreover, data triangulation was performed to validate the data. Data were coded accordingly for analysis and some useless data were discarded. Data coding were categorized accordingly to maximize to give meaning to it.

Delimiting our research exploration

Being a quick research, limited number of participant within the university area was selected as a research sample. Theor*active* learning exploration study was only been performed within the university of Tampere from the students undergoing studies at different schools. Time frame was considered the most valuable for which participant were randomly selected by means of contact and consent letter in the forms of email. Participants were from around Europe and Asia representing, Finland, Russia, Turkey, Japan, Cyprus, Nepal, Germany. The total number of students those participated in both the group interviews and open ended interviews were nine altogether.

Ethical consideration

Both men and female were given equal opportunity to participate without biasness. Same interview questions were asked in the individual one on one interview. Nothing related to personal life questions were put on any participants. Moreover, participations were voluntary and no such compensation was provided during any interview performance. The identity of the participants was maintained confidential and the respondents are indicated by marking with identity as only male or female students to represent their views in the analysis and discussion section.

Strength of the research

Despite being quick research within the university campus, participants were chosen from different schools and from different countries. This also reflected to capture the perspective from different cultures and society. The diversity group of participant and face to face interview provided us with the new perspective from different people from different country.

THE RESULTS OF PROGRESSIVE REFLEXIVITY ON **THEOR*ACTIVE***

Theor*active* learning have given the new way of looking into problem with new perspective with combining cognitive learning and social learning also with consideration to content driven, objective driven and the process driven phenomena. The terminology theor*active* also provided different meaning to the participant views with discussing upon the matter more interestingly.

Things are not impossible yes but can be difficult. The blending of theories and practices, things can become easier. Theor*active* learning therefore create mind setting environment to reasoning the experiencing situation. Experiential learning is learning through experiences but theor*active* learning is processing the learned knowledge into practices with utilitarian skills to solve or resolve the situation with much easy effort in terms of cognitive thinking and behavioural modification. In the words of Hein (1991) idea of constructivism refers that "learners construct knowledge for themselves---each learner individually (and socially) constructs meaning---as he or she learns" (Href 1). Hein further asserts learning is a construction for meaning, his views for this are:

1. "we have to focus on the learner in thinking about learning (not on the subject/lesson to be taught):

2. There is no knowledge independent of the meaning attributed to experience (constructed) by the learner, or community of learners".

Rajbhandari (2008) states that "the constructivism's philosophy entails that human learning is constructed and build new knowledge upon the foundation of previous learning" (p.26). He furthermore asserts to explain that education (content driven) has become powerful tool in reshaping and modification of behavior and avoid dysfunctional behavior becoming rational and reasoning human being in understanding to separate right from wrong. In addition, Rajbhandari again tries to explain the constructivism philosophy, according to him behavioural modification from constructing cognitive as well as social learning "reflects the knowledge of filtering their attitude to acknowledge the right choices of understanding and making multiple meaning through constructivism learning" (p.27). Constructivism learning is a way to theor*active* learning which creates a base for students to conditioning learning.

Conditioning learning for theor*active* learning process is retaining and motor reproducing the learned behavior in practices. However, most of the respondents agree that theories work in practices. With rigorous study in this area, it was found that theories are the background that generates mind setting to know and act furthering to reflexive and critical participation. Having a mind set for knowing and acting develops from perception and processing. Perception of learning to know is feeling or thinking where as processing of learned behavior is doing or watching about reflexivity and critical participations.

However, majority of the students believed to be confident with their specific subject content at the mind set while communicating as well as practicing in their own specific field. In connection to this, one female respondent admitted that while she

was positioned to duty, it was difficult at the first time to behave and act with the given situation. Spontaneously, she reflected her perspective towards adapting to the situation with applying her consciousness to behave. Nevertheless, she was unaware of her practicing theories at time when she was practicing her actual behavior in the work place but it was then she realized after few days when she was confirming herself to relate with some literature, she found that she was unconsciously practicing the theories which is directly related to the theor*active* learning.

Theor*active* learning is the existence of conditioning learning behavior of constructivism into active practices with unconsciousness influences of applying theories. Theories in the other hand are the structural framework that is implemented with or without any consciousness of being aware of. However, it is also believed that when differentiating work of knowledge based people as skilled or utilitarian with the people without any skills, the existence of theories plays its role in terms of being efficient and effective with the work practices. The skilled professionals, however, do not apply theory to work but theories are structuring the foundation to act accordingly with conditioning learning behavior.

While taking into consideration of theoretical aspects, another female respondent replied that "in international relation studies, we have different theories like international relationship theories, liberalism theories, which by no means it is theoretically understood while coming it into practices". However, she mentioned further that when diplomats are meeting in the seminar or any special conference, the theories are playing within their mind frame to reflect their personality setting towards knowledgeable theoretical paradigm. Moreover, one respondent therefore, had a very remarkable understanding about theories, "she asserts that, theory is implemented if understood". With connection to this, basically students imply with theories at schools

while taking exams and it is what teachers admits to be a knowledgeable mind-craft of the students. This mind-craft is considered to be pivotal factor for the students at the schools, colleges and the universities. According to one of the female student regarding the practice of theories, she mentioned it also the teacher who do not understand the theoretical aspect but require the exact definition and meaning at examination. She said;

"They give theory, for example definition and bla bla blaa.., the point is that at exam, they don't care about understanding, they want the exact definition. With this reason, I don't even bother to understand, learn them by hard. I have the theory and I understand and I don't use it. But I can explain it"

While discussing this upon putting stress into learning alone, Rogers (n.d) states, learning is facilitated when student completely participate in the learning process and has control over its nature and direction. Learning is also primarily concerned and based upon direct confrontation with practical, social, personal, or research problems. Further more he asserts that self-evaluation is the principal method of assessing progress or success. With reflecting his views upon learning, students can learn theories put it into practice and can therefore evaluate the circumstances. However, learning should be experiential, significantly contributing to applied knowledge.

Nevertheless, theories we learn in content base provides significant attachment to the practical life. In this connection, a student says "as a background theory maybe useful, otherwise it would be like throwing the kid into the sea without learning to swim. Theory gives us a background". In supporting her views another student states;

"Theories are all in your mind, everyone uses theory unconsciously for background and I think theory is important".

While talking about theory applying into practices, students believe that theories are the mind-craft that moves the personality. Theories may as well play a pivotal role while actively practicing activities in daily life. It is only a matter of concern to indicate what theory we are applying into the given situation. Human being are natural phenomena living into natural situations with many changing environment from political, social, economical, technological and other external environment. A single human, during a life time co-exist with many external environment forces. Nevertheless, she therefore, sometimes willingly or unwillingly participates in circumstances where many factors of theories are setting her mind-craft to behave to reflexive criticism. As human being, we practice theory in a particular field we are expert with. Many of us from behavioural science may not be practicing technocratic theories or liberal theories. However, in behavioural sciences, many thinkers have invented theories that are related to daily practicing activities from human being. These theories may not be known to everybody as it is significantly condensed into a framework to understand in a simple terminology. However, these theories are practiced more or less by every one in their daily practices.

If we take an example of behavioural sciences, we may encounter many theories based in personality, attitude, perceptions, learning, motivation, leadership, and so on. Most of us not belonging to behavioural sciences education may think they are not practicing theory of such kind but it is just a sheer ignorance of not knowing the theory. In addition, however, to those belonging to the group of behavioural sciences, theories related to social behavioural atmosphere provides significant mind-craft setting. Nonetheless, students also believed that despite knowing the theory they are unable to use it but are always rumbling in the brain. In connection to this, female student said, "may be we don't use theory when we are in daily practice but in our

brain we have it in mind". Rationalizing such perception of student thinking of theory is a significant way to practicing theory in daily activities.

While on the ongoing processes of interviewing students from different faculties and from different countries, one male participant further stated;

> "In my field, I think theory makes life easier, maybe, you can understand things easier, I am thinking about two people, one who studied theory and other did not, for one who studied theory, when he start the job, it may be easier for him to understand the professional life because of theoretical background, it also makes life easier for him compared to the one who haven't studied theory at all"

Students also admitted that theories are more implicitly applied in natural sciences but in behavioural sciences, it is difficult to apply theory into practices despite it is known to be used unknowingly. With having rigorous interviews with the students at the University of Tampere, majority of the students agreed upon the importance of theories to be learnt in educational settings, however, it was also admitted by these students of not having awareness of implementing the theories into the ground of practices in daily activities. Eventually, it was realized later by the students when they reflect backward to theoretical knowledge that theories are generating to craft the mind to act in situation encountered.

While putting theories into practices upon presenting oneself and behaving with the situation and also perceiving it, we exhibit to perform theor*active* unconsciously influenced by some theories. For example, if we take theories, such as, trait theory or the personality theories or the perceptual theories or the motivation theories into consideration it is continuously and unconsciously putting its effect on play. These theories, however, are generated with experimentation from the ground

level of behavioural sciences and it is still being applicable at time of requirements. However, it is at the back of the mind unconsciously influencing the behavior of a person to direct and act towards the oriented experiential learning atmosphere. Most of us somehow believe to act according to the theory but is it simple and an easy to do so? Nevertheless, in scientific or the medical world it can be guaranteed for instance, to make water it requires two elements of hydrogen and oxygen and it is always universal. But behaviors are changing at time that situation demands and cannot be an absolute.

With taking into consideration of behavioral sciences of human phenomena, the picture or the figure below borrowed from the PhD handout of University of Melbourne demonstrate how PhD is completed in practice. But for us, we considered to replace it with different perceptions into theor*active* experiential learning behavior. While practicing phenomena in behavioural sciences, one realizes the theory she had implemented after completion of the task. This is how she marks what theory has been applied. Without the theoretical background it would have been also difficult to shoot at the target or know how to use the equipments (mind-craft). It is the theories that build and allow any individuals to learn the skill of art to undergo the process of behaving and acting with critical reflexivity.

In respect to this, respondent replied to accommodate theories into practices in relating to teaching activities to the children which she further states that;

"I think we cannot use theory directly into practice, but it helps to communicate with children in teaching when we approach them differently and that's how theories and knowledge comes indirectly into practice. In every case, when I am educating small children, I don't use the theory straight but indirectly it comes but I don't know I am using it"

In every case of theor*active* experiences, many of us do not believe theories works with the practical life. However, when we try to learn the act of doing, we somehow realize the theor*active* process is on play. This is therefore, realized when one can make use of understanding the knowledge of theories. For some of us, we may have theor*active* process undergoing at situation but may not realize the practices of theory because we may not have had that theories learnt in the content process undergoing into educational stream. Interestingly, student from the political science department of the University of Tampere admitted of not having theor*active* process related to her studies and professional situation. She further states by mentioning that;

"I studied political science and have worked for eleven years. For us in this profession, we are taught theories for background to become as part of an actor. However, we don't apply theories in any case but is always at the background. I have realized in my professional life, I put them in the background but do not use them actually".

Nevertheless, to our understanding, having theoretical background at the mindset is therefore undergoing the theor*active* experiential process. Theories is not a formula but it is rather understanding and giving reasonable meaning to practical professional as well as real life to behaving to act and demonstrate mind constructions of intellectuality regained from the past content and knowledge based learning.

Majority of students at the University believes theories are not practiced knowingly. However, it is important for developing the intellectual capability to act and behave in a certain manner. In connection to theor*active* process, a male student from the education department states;

"We have been learning theories, what is the outcome? Have we been able to practice? May be sometimes we have been practicing in the field but we never

know. We never know the theories backing our practices because we may not have come across or learnt many theories in education so far".

Therefore, in respect to reflect the understanding of theor*active* process by how theories and practice meet, the figure below can explain us to address reasonable and knowledgeable insight about how we are into theor*active* process in real and in professional life.
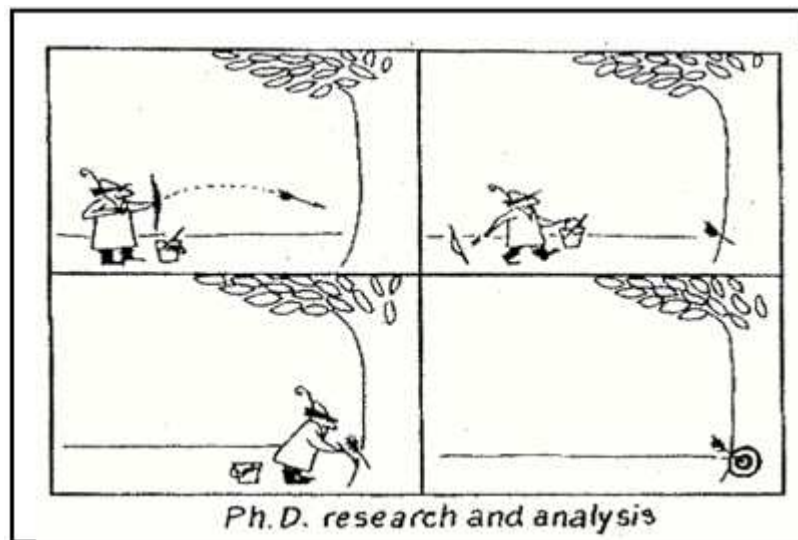

Figure 3 Theory and practices. Hitting the right target, *Sources: Dr. Martin Davis. Completing a PhD, University of Melbourne. Australia*

It is nevertheless, understood that we practice different activities in our life, these activities could be anything from naturalism to realism. We often never look back to understand how we have performed our activities and on what basis. If we concentrate to look upon the picture, it can make us clear that many performances have hit the right target or simply we don't realize to understand and even may not know the theory at all. However, if we look back and read our performances, we may come across some theories that were instigating the theor*active* process. Rightly stating to collaborate linkage with the content and the process based learning, it might as well be fair enough to judge the potentialities of the teaching methods which is based with content driven learning phase and objective driven knowing and acting

phases. Theor*active* process is somehow related with teaching and learning process amongst and between students and teachers. In relation to support this understanding, a respondent undergoing educational leadership in the department of education states;

> "Teaching and learning is one method of gaining experiential learning. Because it is by teaching and learning that we know how to use theories into real practices through assignments, project reports and researches, in most of these we use theoretical framework".

DISCUSSIONS

With having rigorous dialogue about theor*active* learning based upon the discussion of theories and practices, it was identified that theor*active* learning is a reflexive of critical participation influencing unconsciously to shape behavioural thinking. Moreover, to precisely illustrate these phenomena, theor*active* learning is a process of combining theories and practices with content driven knowledge based to objective driven utilitarian and practices. The combination of these two knowledge and utilitarian demonstrate process driven theor*active* learning into practices. Figure 4 exemplify to illustrate the theor*active* learning.
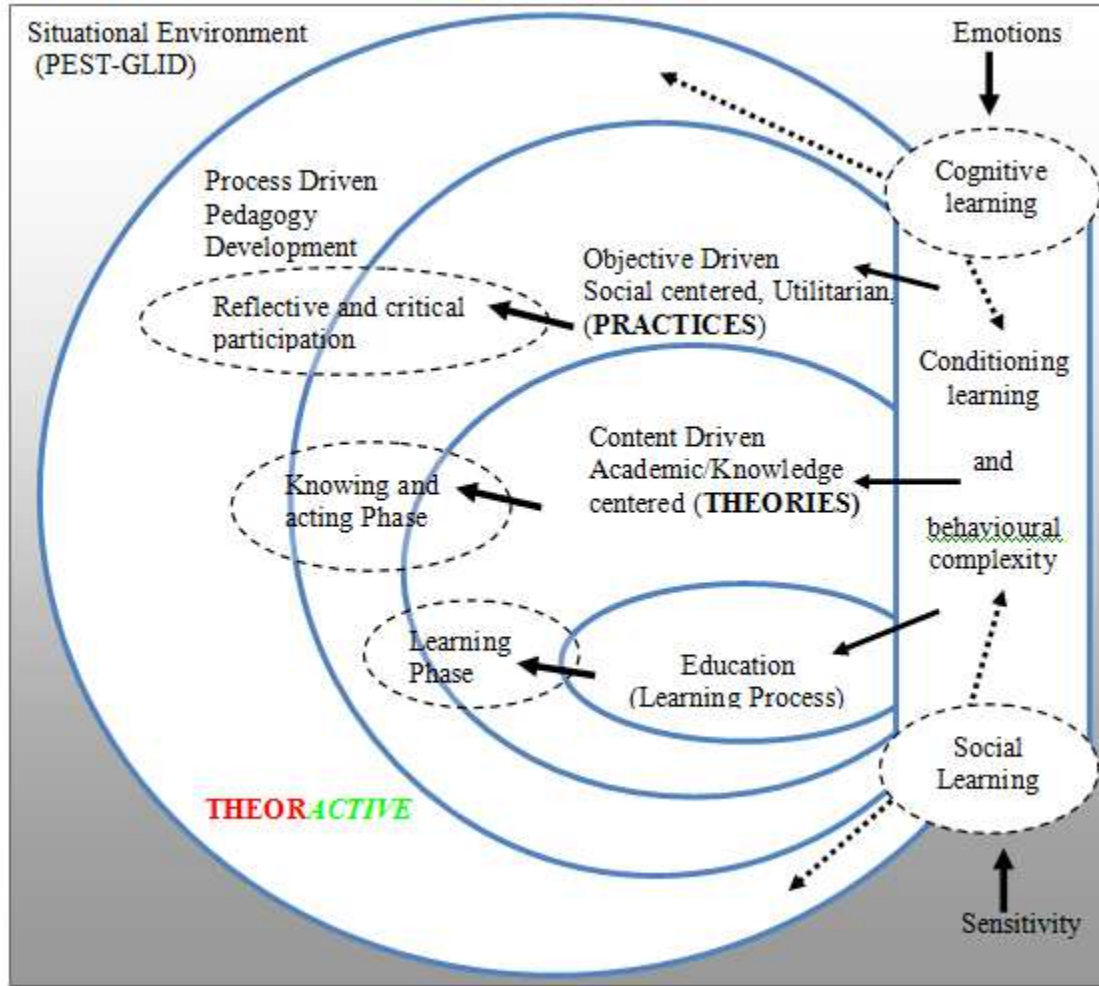
Figure 4 Theor*active* learning model

Learning phase is an embarkment to knowledge and acting phase. This is however, the most significant method to achieve content driven learning from the education that we undergo in the school, colleges, and the Universities. Nevertheless, with the content phase of generating knowledge of theories, apparently is stimulating for practice which is known to be objective driven. For simple example, if we consider a behavior of a child, who is learning from the kindergarten for disciplinary behaviour, to act, to greet, to respect and even talk is a reflection of content based driven of academia and knowledge furthering to bring it into objective driven to practice by utilizing the learnt behaviour in social periphery. If we argue upon how the child has understood to theor*active* learning, is when the child opposes positively or negatively with being reflective and critically participating by recalling us with the

exact learnt phenomena in the classroom. It is the process driven or the pedagogical development of the theor*active* learning. It may be just a simple example; however, it is the theor*active* learning that starts from education, either from school or from home. Theor*active* learning is nevertheless, knowingly or unknowingly is at the mind to craft the behavior of person at any given particular time.

In connection to content driven, it was also found that majority of masters students admitted to learn theories in content or in course but however, have never learnt to use them at all. This therefore signifies that theories are not isolated from practices but it is being isolated from method of implementing it.

Theor*active* learning is a basis of generating theories into practices. Nevertheless, theor*active* learning is stimulated with conditioning learning and the behavioural complexity. Conditioning learning and behavioural complexity are learnt and implicated with social learning and cognitive learning to furthering the theor*active* learning process. However, different situational environmental phenomena are the key factors that determine our behavioural complexity through social psychological paradigm of emotions, and sensitivity. Different situations demands for different behavioural conscience. This nevertheless constructs behaviour complexity to reasoning and reflexivity at the time of experiencing theor*active* learning.

Theor*active* learning is a phase of generating critical reflexivity after acquiring the basis phenomena of content driven and objective driven. Consecutively, this allows the students to further acquire learning and knowing about the learning paradigm to initiate their behaviour towards critical reflexivity. Moreover, these learning and knowing phase develops the mental enhancement to preserve the learnt and known phenomena with conditioning learning, cognition, and also social learning.

Theor*active* learning is combining the dimensional attachment between learnt and known phenomena into action driven to critical reflexivity. This however, shapes our mind construction with unconscious influences of theories learnt and known applying into practices that further implies for theor*active* learning behaviour.

NEED FOR FURTHER ANALYSIS

Theor*active* learning has become an important source to generate the idea of implementing theories into practices to produce intelligence actions. However, with taking into consideration of learning, many of the psychological paradigms was untouched to scientific reasoning to explore, how theor*active* learning could be achieved with consciously to determine to further actioning. Moreover, theor*active* learning was therefore considered to be a mind crafting phenomena related to psychological cognitive paradigm in reshaping behaviour of an individual.

Had there been much importance put to the practicalities of implementing theories into practices, the design for curriculum for theories learning should not remains intact to knowing alone but however, should contribute to set in motion upon how and in which situation the theories should be implied.

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