

INDEX

- Abstractions, 44, 47, 52–55, 57
- ACT-R Theory, 54
- Attribution Theory, 107, 132
- Automatic steady-state functions, 62
- Autotelic (self-goal) motivation, 135
- Badges, 151, 152, 165–169
 - checklist, 161–164
 - learning points, 159
 - online and event-based, 170
 - spaced and massed practice, 153
 - storyboarding, 160
 - themes, 155
- Behavioural learning, 26, 29
- Biofunctional regulation, 126
- Bloom’s taxonomy, 168
- British Computer Society (BCS), 13
- Career mapping, 172
- Cognitive Load, 53–55, 67, 70, 128
- Cognitive
 - Phenomenological Theory, 104
- Competence, 99
- Constructivism, 25
- Contention Scheduling, 41, 43, 48, 49
- Control-Value Theory, 111
- Coping, 104
- Criterion-referenced feedback, 112
- Crystallised Intelligence, 64, 66–67, 117
- Cultural Intelligence, 82
- Cultural transmission, 39
- Curiosity-Driven Learning, 51, 75, 156
- Decision-making, 41, 60, 63, 67, 74
- Deliberate Practice, 120, 129
- Dialogic learning, 28
- Digital badges, 159
- Digital Citizens, 154, 170

- Digital Entrepreneurs, 156, 170
- Digital Makers, 155, 170
- Digital Workers, 155, 170
- Ecological Systems Theory, 80
- Educational fluency, 87–90
- Educational policy, 3–4
- Emotional Intelligence, 105
- Emotions, 46, 63, 105
- Empiricism, 25
- English National Curriculum, 23
- Event-based badges, 153
- Expectancy Value Theory, 132, 147
- Experience-dependent plasticity, 51
- Experiential learning, 26–27, 29
- Explicit learning rules, 47
- Extraneous Cognitive Load, 56
- Extrinsic motivation, 135, 146
- Family Systems Theory, 94
- Fluid Intelligence, 64, 66–67, 69
- Formal learning, 5, 31, 157, 176
- Functional learning, 6–7, 17
 - artificial learning approach, 22
 - behavioural learning, 26, 29
 - characteristics, 21
 - definition, 19
 - dialogic learning, 28
 - educational delivery, 31
 - English National Curriculum, 23
 - experiential learning, 26–27, 29
 - human capabilities, 20
 - human rights, 20
 - knowledge, 29
 - mass personalisation, 33
 - mass-production model, 19
 - Metalearning model, 21
 - migration, 30
 - Montessori approach, 32–33
 - National Curriculum Council (NCC), 23–24
 - Office for Standards in Education (OFSTED), 35–36
 - parental support, 26
 - participatory learners, 28–29
 - praxis-based approach, 34, 38
 - radical constructivist theory, 27
 - self-regulated learning, 30
 - social mobility, 21–22
 - universal formal education system, 20
- Game-based skills development, 156

- General Extended Technology Acceptance Model for E-Learning (GETAMEL), 73
- Germane Cognitive Load, 56
- Growth Mindset, 133, 141
- Habits, 44, 50–52, 54, 61–62, 70–71
- Human capabilities, 4, 7–8, 20, 25, 156, 180, 182
- Human rights model, 7, 20, 25, 155, 180, 182
- Informal learning, 10, 15, 38, 151, 187, 197
- Inspiring Digital Enterprise Award (iDEA), 152
 - badge and award curators, 153
 - badge categories, 154, 156
 - digital badges, 158
 - formal learning, 176
 - social elements, 174
- Instance Theory, 43, 54, 57
- Institute for Coding (IoC), 13
- Instrumental motivation, 136
- Integrated learning behaviour, 75
- Integrative motivation, 136
- Intrinsic Learning Capabilities, 97
- Intrinsic motivation, 74, 109, 135–136, 146, 152, 173
- Intuition, 127–128
- Kelley's Covariation Model, 109, 132, 138
- Learned Habit, 71
- Learned Helplessness, 103, 133, 150
- Learned Optimism, 103, 105, 150
- Learner progress, 168, 179
- Learning Capabilities, 2, 57, 77–78, 97–98, 123
- Learning Choices, 95–96, 149–150, 179
 - Expectancy Value Theory, 147
 - extrinsic motivation, 135
 - internalisation, 137
 - intrinsic motivation, 135
 - metalearning, 132, 133
 - motivation, 131
 - perception-performance choices, 134
 - perceptions, 137
- Self-Control, 141
- Self-Determination Theory, 135
- Self-Efficacy, 139
- Self-Esteem, 132, 141
- self-evaluation, 146
- Self-Fulfilment, 132, 141
- Self-Monitoring, 142, 146

- Self-Regulated Learning, 143
- Social Cognitive Theory, 139
 - socialisation, 148
- Learning Diet, 98
- Learning Expertise
 - acquiring expertise, 121
 - biofunctional regulation, 126
 - characteristics, 115
 - Cognitive Load, 128
 - Deliberate Practice, 120, 129
 - developmental cognition, 122
 - expert and novice designers, 117
 - genetic and environmental factors, 121
 - intelligences, 121
 - internalisation of Habits, 122
 - intuition, 127
 - metalearning, 115, 117, 122
 - Non-Rapid Eye Movement (NREM) sleep, 126
 - perception, 122
 - priming, 127
 - problem-solving processes, 118
 - Rapid Eye Movement (REM) sleep, 126
 - reading ability, 121
 - Self-Regulated Learning, 115, 116, 125
 - specific skills, 119
- Learning Fitness, 116, 132
- Attribution Theory, 107
- Cognitive
 - Phenomenological Theory, 104
- competence, 99
- coping, 104
- Emotional Intelligence, 105
- emotional responses, 105
- Intrinsic Learning Capabilities, 97
- Learned Optimism, 103
- Learning Diet, 98
- Metalearning model, 100
- MINDSPACE, 100
- performance appraisal process, 101–102
- Person–Environment Interaction model, 104
- Positive Psychology, 102
- Self-Regulation, 99
- Learning information
 - abstractions, 44, 47, 52–55, 57
- ACT-R Theory, 54
- chunking, 43
- Cognitive Load, 53–55
- Contention Scheduling, 41, 43, 48, 49
- decision-making, 41

- dual process roles, 47–48
- emotions, 46
- explicit learning rules, 47
- Extraneous Cognitive Load, 56
- Germane Cognitive Load, 56
- habits, 44, 48, 50–52, 54
- Instance Theory, 43, 57
- Learning Memory Model, 41, 45
- Metalearning model, 42
- neuroplasticity, 43
- problem-based learning, 55
- Reinforcement Learning, 42
- semantic memory, 46
- Supervisory Attention System, 41, 48
- three-tiered conceptual model, 44
- working memory, 45
- Learning Intelligence
 - automatic steady-state functions, 62
 - Cognitive Load, 67, 70
 - computer anxiety, 74
 - Crystallised Intelligence, 64, 66–67
 - decision-making, 60, 63, 67, 74
 - dual cognitive process, 59
 - emotions, 63
 - external socio-cultural norms, 61
 - Fluid Intelligence, 64, 66–67, 69
 - habits, 61–62, 66, 70–71
 - Metalearning model, 61
 - MINDSPACE, 72–73
 - Mindware, 64, 68
 - nudge behaviour, 70
 - Reasoned Action Approach, 73
 - reinforcement learning, 74
 - Self-Reflection, 69
 - Three-Stratum theory, 68
 - Tripartite Learning Model, 65, 68
 - working memory, 74
- Learning Memory Model, 41, 45
- Learning Sensitivity, 116, 132
 - bioecological model, 81
 - Cultural Intelligence, 82
 - Ecological Systems Theory, 80
 - educational constraints, 86
 - educational fluency, 87–90
 - education systems, 85
 - environmental context, 79
 - Family Systems Theory, 94
 - Learning Capabilities, 77
 - mediational processes, 91
 - Metalearning model, 78

- parental involvement, 92
- proximal processes, 79
- Situated Learning
 - Theory, 91
- Social Identity Theory, 82–84
- socially mediated learning, 81
- socio-cultural environment, 82
- Systems and Cultural Intelligence, 77
- Massive Open Online Courses (MOOCs), 152
- Mass personalisation, 33
- Mass-production model, 19
- Mastery Motivation, 179
- Mastery Self-Talk, 145, 146
- Meritocratic education, 39
- Metacognition, 144
- Metalearning model
 - Functional Learning, 21
 - Learning Choices, 132, 133
 - Learning Expertise, 115, 117, 122
 - Learning Fitness, 100
 - learning information, 42
 - Learning Intelligence, 61
 - Learning Sensitivity, 78
 - Personalised Learning system, 16
- Microcredentialing, 15, 183
- Migration, 30
- MINDSPACE, 72–73, 100
- Mindware, 64, 68
- Montessori approach, 32–33
- Motivation
 - definition, 131
 - instrumental, 136
 - integrative, 136
 - intrinsic and extrinsic, 135
 - types, 131
- Multiple intelligences, 121
- National Centre for Computing Education (NCCE), 13
- National Curriculum Council (NCC), 23–24
- Neuroplasticity, 43
- Non-formal education, 2
- Non-Rapid Eye Movement (NREM) sleep, 126
- Nudge behaviour, 70
- Office for Standards in Education (OFSTED), 35–36
- Open Badges, 152
- Organisation for Economic Co-operation and Development (OECD), 5, 10, 180, 182
 - challenges, 190
 - design principle, 190
 - process design, 191
 - process improvement solutions, 190

- Parental support, 15, 21, 26, 93, 196
- Participatory learners, 28–29
- Performance appraisal process, 101–102
- Personalised Learning system
 - British Computer Society (BCS), 13
 - educational policy, 3–4
 - formal learning, 5
 - functional learning, 6–7, 17
 - human capabilities, 8
 - human rights model, 7
 - informal learning, 5
 - Institute for Coding (IoC), 13
 - Metalearning model, 16
 - Microcredentialing, 15
 - National Centre for Computing Education (NCCE), 13
 - Organisation for Economic Co-operation and Development (OECD), 5, 10
 - Program for International Student Assessment (PISA), 11
 - schooling categories, 10
 - Skills Framework for the Information Age (SFIA), 14
 - socio-cultural reactions, 12
 - substantial freedoms, 8
- Person–Environment Interaction model, 104
- Positive Psychology, 102
- Praxis-based approach, 34, 38
- Problem-based learning, 55, 175
- Program for International Student Assessment (PISA), 11
- Project-based learning, 176
- Rapid Eye Movement (REM) sleep, 126
- Rationalism, 25, 30
- Reasoned Action Approach, 73
- Reinforcement Learning, 42, 74
- SCARCETIME, 192
- Schooling categories, 10
- Self-Awareness, 32, 40
- Self-Confidence, 171
- Self-Control, 109, 141
- Self Determination Theory, 132, 135
- Self-Differentiation, 95, 109
- Self-Efficacy, 34, 79, 83, 89, 93, 108, 139, 140, 176
- Self-Esteem, 32, 37, 79, 83, 132, 141
- Self-Fulfilment, 32, 37–38, 132, 141

- Self-Monitoring, 142, 146
Self-Reflection, 69, 76
Self-Regulated Learning,
25, 56, 110,
124–125, 141–143,
188
Semantic memory, 46
Situated Learning Theory,
91
Skills Framework for the
Information Age
(SFIA), 14, 157
Social Cognitive Theory,
132, 139
Social environment, 25
Social Identity Theory,
82–84
Socialisation, 7, 148
Social mobility, 21–22
Socio-cultural environment,
12, 82
Socio-economic disparity,
187
Subjectification, 7
Substantial freedoms, 8
Supervisory Attention
System, 41, 48
Times Educational
Supplement (TES),
151
Transferability, 190
Tripartite Learning Model,
65, 68
UK Standard for
Professional
Engineering
Competence
(UKSPEC), 157
Universal formal education
system, 20
Working memory, 44–45,
63, 67, 74,
128–129