My name is Jerome Bruner, and I am one of the founding fathers of cognitive science, meaning I was one of the mavericks who sparked the Cognitive Revolution in the 1950's (Takaya, 2015a)! The revolt was a result from our dissatisfaction of how psychology was being approached. At that time, behaviorism and experimental psychology were the principal focus of research, which mostly ignored the mental process (Takaya, 2015b). Several of us believed there was more to the human mind than response to a stimulus, and a cognitive approach focused on mental operations rather than observable behaviors. More specifically, I believe knowledge is actively constructed by assimilation and accommodations of one's experiences, making me a cognitive constructivist (Larson & Lockee, 2014; Takaya, 2015b). My theoretical approach to cognitive development has focused on children in the past, yet I believe you'll find some of my principles helpful in improving your training (Takaya, 2015b). Below, you'll find my analysis of how your training aligned with my beliefs about learning along with some recommendations I feel will improve your training.

Effective Aspects of Training:

- The training doesn't try to motivate extrinsically; instead, the learner is assumed to be intrinsically motivated to learn the information because they volunteered (Bruner, 1960).
- The training provides real scenarios to help the learners grasp the information by personalizing the problems. This is extremely important because drills and memorization don't give students an understanding of how to apply what they've learned, but these types of situations allow the learner to think about potential issues they might have (Takaya, 2008).
- The training starts at a novice level and increases in difficulty while repeating learning opportunities, which mirrors my spiral curriculum (Takaya, 2015b). Furthermore, parts of the training challenged the learner to fill in the gaps based on what was presented and questions asked. For example, some of the final questions didn't necessarily cover the exact problems, yet the learner needed to analyze the potential issues for that particular situation. This utilizes my idea of implementing analytical thinking (Takaya, 2008).
- The training incorporates a most of the principles to discovery learning, such as problem solving, integrating and connecting, information analysis/interpretation, and failure/feedback (Weibell, 2011). The only one not utilized is learner management, which is addressed in the recommendations.

Recommendations for Improvement:

- Incorporate all three modes of representation, and text-based learning can only two, iconic (image based) and symbolic (language based) (Takaya, 2015b). Though I do realize the convenience of having the training purely online, this completely skips over the first mode, enactive (action based). An example of an enactive activity would be to have the individual assist another person in picking up and transporting the food, then this information is easier to grasp because it is not just a concept (Weibell, 2011).
- Implement learner management (one of the discovery learning principles) by providing the opportunity to work with others. This would be difficult to implement considering it is a short asynchronous training; however, it would be more student-centered and provide social and cultural connections, which I believe is crucial to development (Takaya, 2015a).
- Continue to build on the spiral curriculum. You have a great start, but the seriousness of the potential risks from errors begs for more complex and analytical questions rather than just multiple choice because a student could guess the correct answer. A solution would be to have the students explain why the particular answer is correct.

Overall, I appreciate the opportunity to review your training based on my theoretical preferences. I hope you find my notes helpful. If you make any more trainings in the future, remember that knowledge is subjective and depends on the interpretation of each person (Larson & Lockee, 2014)!

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