



The Social-Friendly, Learning-Instructional Theory

Nicholovivch (Knarr) Rose

UC Santa Cruz, United States

Abstract

“The Social-Friendly, Learning-Instructional Theory” (ST) unlike the other learning-instructional theories is based on new (and on past) empirical evidence and the proof of (unprecedented) theoretic evidence. “The Peaceful Composure Theorem” (PCT) and the “Mebir Innate Response” are the proximal foundations of the advanced, more effective ST. Mebir behavioral responses of improvements in learning, and likely creativity, exploration, curiosity, and intellectualizing are elicited from (the sign stimulus of) a friendly greeting, i.e. 1) high levels of social consciousness, 2) convivial social interactions, 3) non-secular spirituality, and 4) the (highly effective) methods of 1. GQUIC (a new) psychology, and 2. ST. Even though ST is based on PCT (humans being “loving, non-competitive and non-aggressive”) ST methods are of relevance to every nation, school, and kind of class. Evidence for PCT comes from is based on a) two new theories of evolution, b) egalitarianism of nomadic hunter and gatherers society, c) an inference from comparative behavioral ecology that the evolution of an ability to reason is a function of sexual preferences (not selection), a peaceful composure, low predatory impact, and an apex friend-ship-favorable group composition, d) the common bottlenose dolphins likely having an ability to reason and their having a peaceful composure between conspecifics, d) the (refuted) concept of natural selection having an extraneous variable but not the (refuted) concept of natural selection but not the two new theories of evolution). having an extraneous variable. Evidence for PCT, proves that (in fact) the Mebir makes ST more effective.

Keywords: Behavioural theories, Cognitive theories, Cognitivism, Connectivism, Constructivism, Humanism, Mebir, Piaget, Social Development Theory, Social Interdependence Theory, Social Learning, Vygotsky