

Attachment theory and the individual learner

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Attachment theory

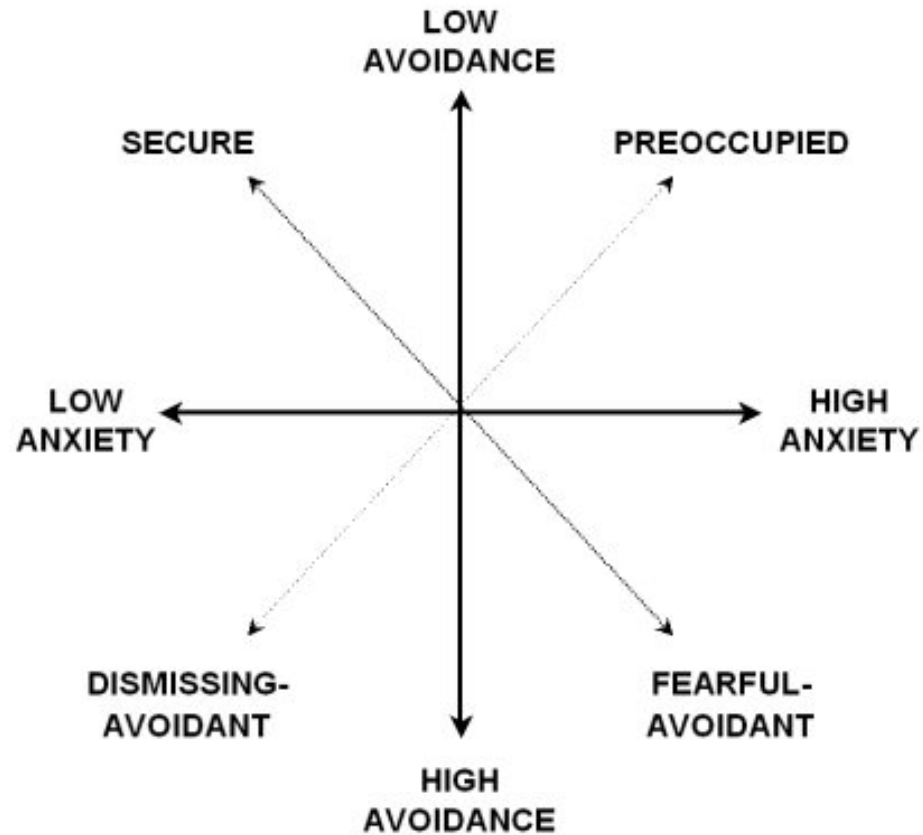
- Evolutionarily adapted behaviour system
- Basically: stay close or you're gonna get eaten!
- Attachment behaviours
- Caregiver responsiveness
- Apparent interaction → *internal working model*



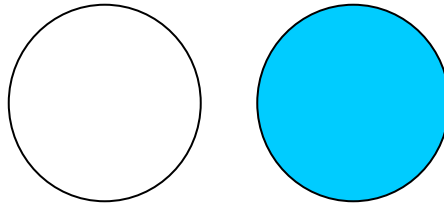
Attachment styles*

Attachment style	Parenting (& temperament & context!)
Secure	Sensitive and responsive
Avoidant	Cold and/or rejecting
Ambivalent	Inconsistent
Disorganised	Frightened and/or frightening

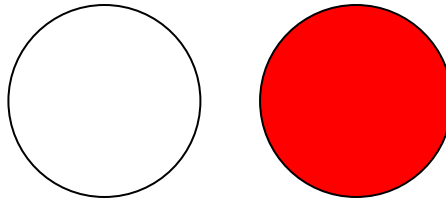
Attachment styles cont.d



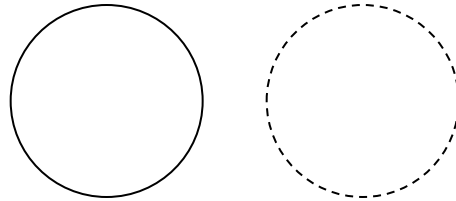
Avoidant attachment



Ambivalent attachment



Disorganised attachment



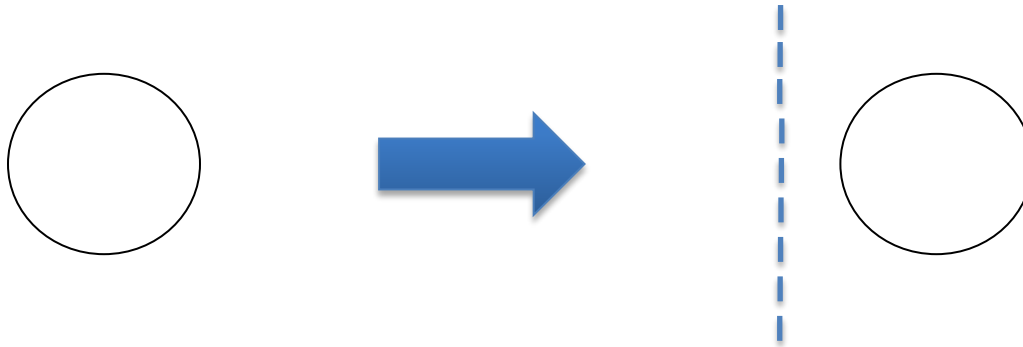
Cognitive implications of attachment

- Attachment as having implications for cognitive style
- Susceptibility to stereotypes!
- Emotional impact of new knowledge and regulation in response

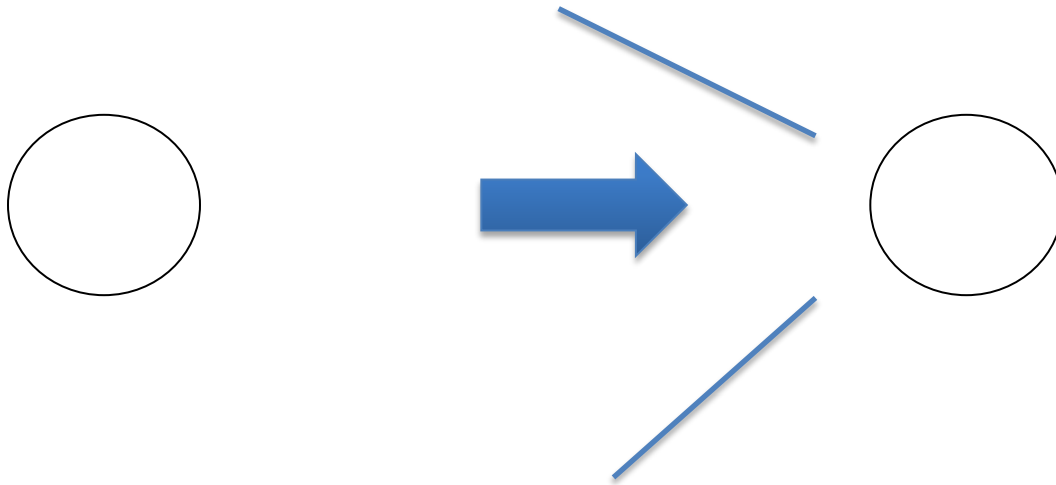
University staff as attachment figures?

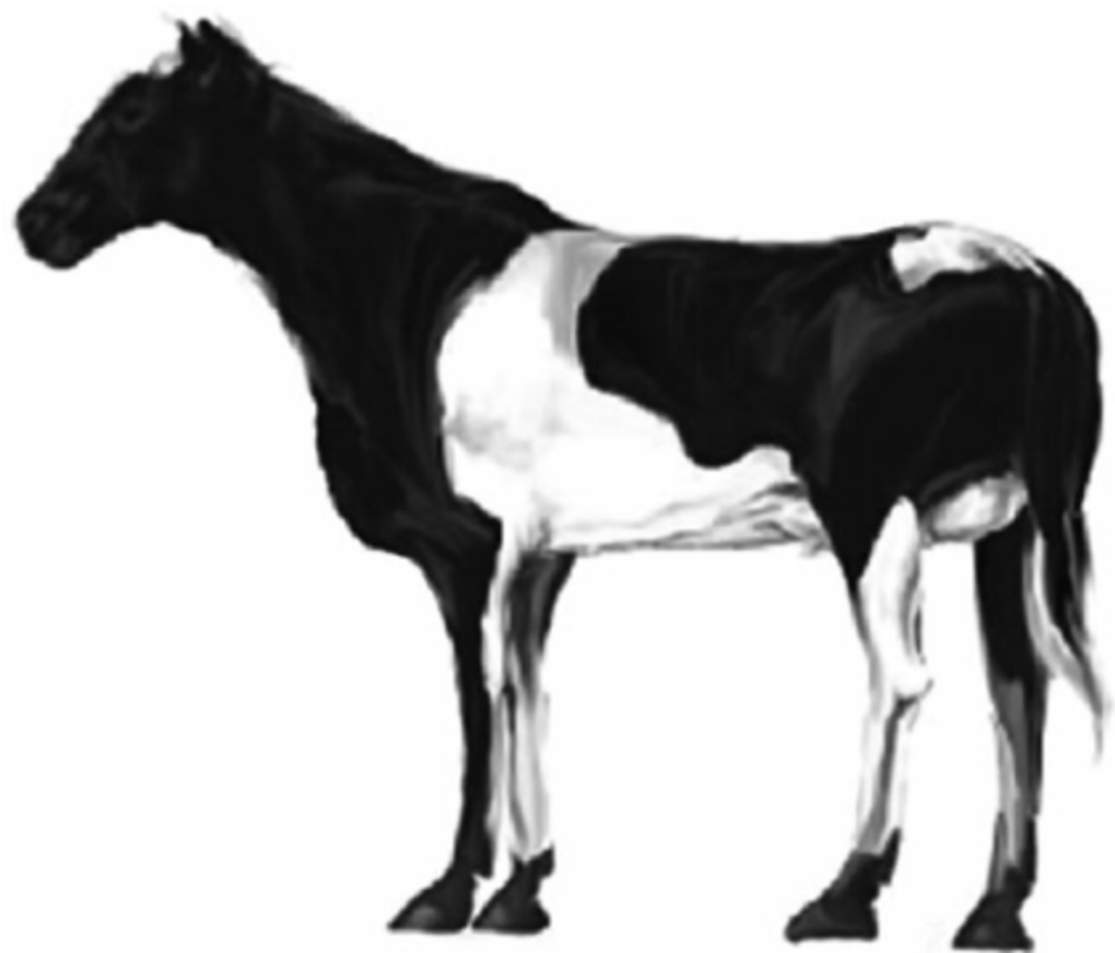
- “...stronger and/or wiser”!
- Evolutionary importance of knowledge transfer between generations
- Epistemic vigilance and *epistemic trust*:
an individual’s willingness to consider new knowledge from another person as trustworthy, generalizable, and relevant to the self
- Note. Corriveau et al. (2009)

Epistemic vigilance

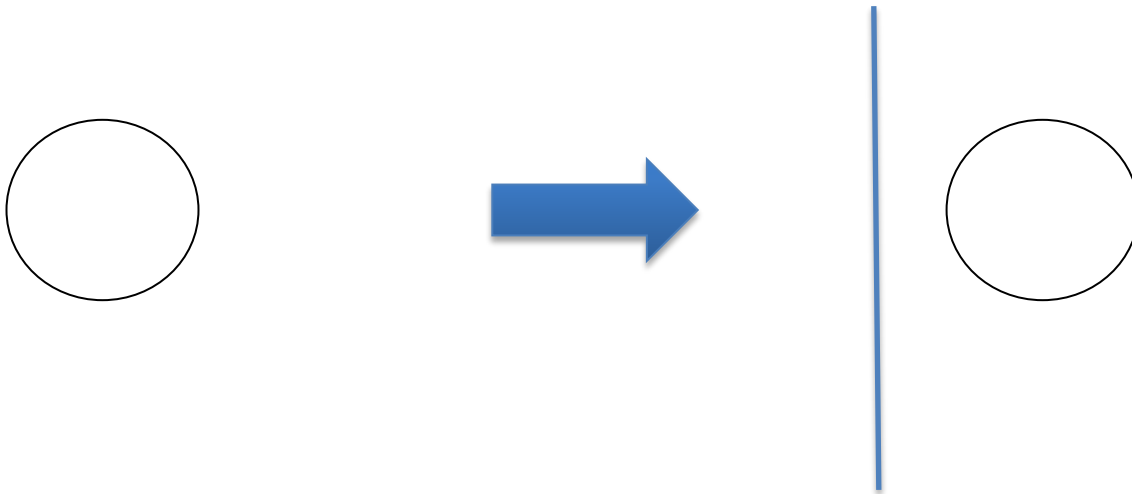


Epistemic trust





Epistemic hypervigilance



Attachment-informed ~~caregiving~~ teaching

- Taking students' subjectivity seriously
- Consider students' attachment styles in developing T&L
- Recognition of own attachment style, to consider own learning style, own teaching and likely response to different kinds of *approach* from students

Workshop