**Cultura de aprendizaje y la relación entre teoría y práctica**

Del libro de Lample. P (2009), *Revelation and Social Reality*. (pp.99-100). Palabra Publication: USA se explica lo siguiente:

The culture of learning that is emerging is characterized by dialogue rather than debate, by constructive experience at the grassroots rather than elaborate planning from the top, by systematization rather than freneticism, by reflective refinement rather than derogatory criticism. In such a culture “fear of failure finds no place.”153 The search for a simplistic formula for success is ended but so too is the justification that anything goes, that any effort is as equally effective as any other. When we do not know what to do to resolve a particular challenge, trying out a diversity of actions, close observation, and revision become the dominant characteristics of our approach. Once we find an effective solution to a challenge, energies then shift to unified action, focus, perseverance, and intensive campaigns to significantly multiply the proven course of action. All have a part to play in finding the proper balance between thought and action, between theory and practice, that results in the systematization and sustainability of effort.

Consider, for example, the range of possible relationships that exist between theory and practice. Anyone who has struggled with the growth and development of …a community will recognize various types of response to challenges shaped by the interaction of theory and practice. The first relationship exists when our conceptual understanding of what we are doing is limited and our understanding of what kind of activity actually works in the real world is lacking (low theory, low practice). As a result, we find ourselves constantly scrambling for an appropriate response to whatever circumstances arise. Action is frenetic and ineffective. In the second relationship, some effective actions may emerge in a particular locality, but without understanding why or how they work (low theory, high practice). An example is when teaching efforts bear fruit in many new enrollments in a particular locality for a period of time. In such instances, we cannot expand on the effort or transfer this success to other places or situations. Indeed, we may not even be able to repeat the result in the same setting. A third relationship between theory and practice arises when our efforts are driven by elaborate plans, grounded in a set of theoretical ideas and supported with the full weight of the institutions, but without the practical experience that demonstrates that the plan will actually work (high theory, low practice). Under these circumstances, the community usually moves from one elaborate strategy to another, each failing to produce sustainable results. The fourth type of relationship involves thoughtful analysis complemented by practical approaches tested and proven through experience (high theory, high practice). When a … community is able to consciously establish an effective pattern of action and understand why it works, it is able to sustain the activities over an extended period of time, constantly adjusting to evolving circumstances, while developing ever more complex and effective methods and structures. The learning that emerges is useful in, and adaptable to, a variety of communities and settings (p.99).