

# LEARNING THEORIES

Ppt – Session -3.

# LEARNING THEORIES

**Learning theories** are Conceptual frameworks that describe how information is absorbed, processed and retained during learning. Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed, and knowledge and skills retained.

# LEARNING THEORIES

Behaviorism

Cognitivism

Humanism

Constructivism

# BEHAVIOURISM

Behaviorism, as a learning theory, is based on a change in knowledge through controlled stimulus/response conditioning. This type of learner is dependent upon an instructor for acquisition of knowledge. The instructor must demonstrate factual knowledge, then observe, measure, and modify behavioral changes in specified direction. This type of learning is a conditioned response or memorization of facts, assertions, rules, laws, and terminology. The correct response is achieved through stimulation of senses.

The focus of intelligence development is visual/spatial, musical/rhythmic, and bodily/kinesthetic intelligence. The purpose in education is to help a learner adopt knowledge from an instructor through use of the learner's senses. This learning goal is the lowest order learning: factual knowledge, skill development, and training.

# COGNITIVISM

Cognitivism, as a learning theory, is the theory that humans generate knowledge and meaning through sequential development of an individual's cognitive abilities, such as the mental processes of recognition, recollection, analysis, reflection, application, creation, understanding, and evaluation. The Cognitivists' learning process is adoptive learning of techniques, procedures, organization, and structure to develop internal cognitive structure that strengthens synapses in the brain. The learner requires assistance to develop prior knowledge and integrate new knowledge.

The purpose in education is to develop conceptual knowledge, techniques, procedures, and algorithmic problem solving using Verbal/Linguistic and Logical/Mathematical intelligences. The learner requires scaffolding to develop schema and adopt knowledge from both people and the environment. The educators' role is pedagogical in that the instructor must develop conceptual knowledge by managing the content of learning activities. This theory relates to early stages of learning where the learner solves well defined problems through a series of stages.

# HUMANISM

Humanism, as a learning theory, is based on human generation of knowledge, meaning, and ultimately expertise through interpersonal and intrapersonal intelligence. This self-directed learning is needs motivated, adaptive learning. Acquisition, development, and integration of knowledge occur through strategy, personal interpretation, evaluation, reasoning, and decision-making.

The learning goal is to become self-actualized with intrinsic motivation toward accomplishment. This learner is able to adapt prior knowledge to new experience. The educator's role in humanistic learning is to encourage and enable the learner, andragogically, by providing access to appropriate resources without obtrusive interference. The learning goal is high order learning of procedural knowledge, strategy, reasoning, abstract analysis, and development of expertise.

# CONSTRUCTIVISM

Constructivism, as perspective in education, is based on experiential learning through real life experience to construct and conditionalize knowledge. It is problem-based, adaptive learning that challenges faulty schema, integrates new knowledge with existing knowledge, and allows for creation of original work or innovative procedures. The types of learners are self-directed, creative, innovative, drawing upon visual/spatial, musical/rhythmic, bodily kinesthetic, verbal/linguistic, logical/mathematical, interpersonal, intrapersonal, and naturalistic intelligences. The purpose in education is to become creative and innovative through analysis, conceptualizations, and synthesis of prior experience to create new knowledge.

The educator's role is to mentor the learner during heuristic problem solving of ill-defined problems by enabling quested learning. The learning goal is the highest order of learning: heuristic problem solving, metacognitive knowledge, creativity, and originality that may modify existing knowledge and allow for creation of new knowledge.

This method encourages discovery learning, hands-on learning, experiential learning, collaborative learning, project based learning and task based learning.