

# Theory of learning essay sample

[Profession](#), [Student](#)



The classical standpoint is that Instructional techniques are derived from learning theories, and the bulk of learning theories are proposed in the last hundred years. These learning theories are painstakingly tested in controlled conditions as well as in natural settings. Accordingly, educationists have gained reasonable insights in developing effective instructions to the learners and substantial achievements are accomplished by applying these theories in the field of education. Yet, there are various instances of extraordinary learning that violates or at least contradicts the established principles of Instructional Design Systems.

There are many accounts which report about school drop outs or slow learners who later in their lives became extremely successful in their pursuits elsewhere. Many youngsters wear T-shirts with disparaging message about schooling, a favorite among them is “ I was intelligent, education spoiled me”. All these indicate that the current Instructional Designs have not fully grasped the dynamics of human learning.

It necessitates articulating an alternate theory which can grapple with the idiosyncrasies of human learning. My approach here is not to overthrow the behaviouristic, cognitive or constructivist learning theories or to push aside the Instructional theories proposed by Bloom, Gagne or Merrill, but to add a view point that can lead to new paths of education. Definitely, the proposed theory may have the hues and colors of the above mentioned schools of thought, yet I consider it as different, first because, the terminology and central concepts that I propose are different and second, it gives an uncommon perspective. This essay attempts to provide a ‘ dynamic’ theory that is similar to constructivism but not antagonistic to cognitive and

behavioristic principles. I wish to call this theory as “ Instructions by Socializing”.

While proposing this theory, the strong belief I hold is that every person has an inherent capacity to learn and the educationist must always keep that as a maxim while designing programs or interacting with the learner. Dialogues and discussions without agenda have immense potential for learning. People engaged in dialogues learn, even without explicit goals of learning. It may sound like paradox but it is true. Relationship, reflection and search / query form the elements of this learning theory. The learning can be triggered by any of these elements. A deep conversation with reflective listening and active questioning between two individuals can often be more productive than automated / computer based training.

### **Theory of Instructions**

This form of instructions requires the teacher / educationist to engage with the learner in the form of Collaboration, Research and Dialogue. Both the teacher and the taught join together to do a real project and engage in regular dialogues. It is not the teacher is external to the project and the works are divided between the teacher and the student. Initially teacher does, student observes and later vice versa happens. This theory adopts, the evaluation is on the process, not on the people and on the outcome of the collaboration. This form of instructions may be employed at all age levels This kind of instructional process may be observed in medical schools, art schools etc. Such existing academic practices can be brought under the banner of ‘ Instructions by socializing’.