

Concept of learning

[Psychology](#)



Concept of learning June 23, Concept of learning Various scholars and psychologists have defined the concept of learning in different ways. This definition keep changing as more research is carried out on the subject, today a general definition of learning would be a process that results in a relatively permanent change in behavior or creates potential for behavioral change (Heffner, 2001). The concept of learning has much to do with the interaction of information or experiences and how it is manifested in the subjects' actions. These actions may include, but are not limited to the answering of set questions of carrying out a task, and, it changes the way one, interprets, reacts and interacts with the stimuli they come across ultimately influencing behavior. Learning and performance However, what is learnt cannot always be demonstrated or practically applied; this is because in cases for the practical application of learnt information one has to perform them. While many assume that the two are interchangeable, reality is quite different, for instance, a student may attend a class on the subject of physics, and learn in theory how a motor operates. Consequently, they may be able to describe the parts the connections and even the conditions needful for it to function. However, when the same students are asked to assemble a real motor, they may not be able to do so. Thus, learning in essence is a cognitive concept in which one only needs to acquire understanding and remember when one has or attains this awareness. They are said to have learnt the subject, conversely, performance requires one to have both cognitive and motor skills in the subject and to apply the concept learned in a more practical environment. Tests do not always evaluate learning exclusively at the expense of performance, in fact at times tests measure both aspects, however the difference comes down to the

expectations of a given school. These learners are considered to have performed well or badly depending on the kind of tests administered to them. Some scholars, for instance, argue that most college exams do not test the concepts the learners have been studying, instead, they test their ability to write them down. Thus, a learner may understand a concept but due to poor communication skills may not be able to articulate it coherently in writing. As such, a test would prove that they have not learnt, however, if they had been told to demonstrate what they have learnt, they would have “performed better than their classmates who had an easier time writing down the answers”. Performance is extrinsic in several ways and it involves gaining positive reactions, results or praise, errors in performance may result in low self-efficacy; furthermore, performance is measurable and can easily be quantified. On the other hand, learning, is more of a process than a goal and is not easily quantifiable or measurable, it is a continuous process. As such, placing parameters, will be very difficult, for instance, if a child is learning a new language, it is hard to measure exactly how much they have learnt while in speaking it, one can easily evaluate their performance and even compare among several students. Learning, unlike performance, is intrinsic since when one may learn a concept the abstract without requiring practically applying or doing it. Conceptual approaches Students should adopt conceptual learning approaches, which are based on a set of variables among them the student’s personal characteristics, the environment in which learning takes place and the intended outcomes of the learning process. There are several concepts, one of them involves learning through experience herein, where the axis of the learning process is the learners experience comprising of the learners past or recent events arising from <https://assignbuster.com/concept-of-learning-essay-samples/>

taking part in activities (Changing minds, n. d). Learning through experimentation is much like the experience learning; since both depends on what the learned has observed in retrospect; however they differ in that experiment is done with preset goals to come up with or discover a concept while experience is not always deliberate and may be accidental. There are learners who prefer abstract conceptualization by developing strategies and theories, like the two mentioned above, they use experience and experimentation, however, they go an extra mile and try to involve logical reasoning to create and solve problems in an abstract sense not just what they can do practically (Changing minds, n. d). Reflective observers are more cognizant than the other types of learners; their approach is an assimilative one they prefer lecture method with demonstrations when it comes to learning. References Changing Minds. (n. d). Kolbs learning styles. Retrieved on 22 June, 2012 from http://changingminds.org/explanations/learning/kolb_learning.htm Heffner, C., L. (2001). PSYCHOLOGY 101; Introduction to Learning Theory and Behavioral Psychology. Retrieved on 22 June, 2012 from <http://allpsych.com/psychology101/learning.html>