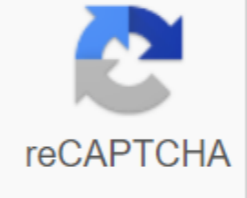




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Learning is defined as a process that brings together effects to achieve, enrich or modify a knowledge, skill, values, attitude, behavior and ideas of the world. The principles of learning develop hypotheses that describe how this process takes place. Scientific study of learning started in earnest on the morning of the 20th century. Key concepts and theories of learning include behavioural theory, cognitive psychology, creativity, social creativity, experiential learning, multiple intelligence, and located teaching theory and practice communities. Behaviourist approaches to learning behaviourism arose in the early 1900s, and became prominent in the early 20th century. The basic idea of behaviourism is that learning consists of changes in behaviour due to the acation, reinforcement and application of associations between the environment and stimuli from observable reactions of the individual. Behaviorists are interested in making measurable changes in behaviour. A leading behaviourist theorist, Thorndick put forward that (1) the response to stimulation is reinforced after a positive rewarding effect, and (2) the response to an stimulus is strengthened by exercise and repetition. This learning scene is similar to drill and practice programs. Another influential behaviourist Skinner proposed his version of behaviourism called operant conditioning. In his view, rewarding the right parts of the more complex behavior reinforces it, and encourages its repetition. Therefore, the reinforcers control the occurrence of the desired partial behaviors. Learning is understood as a step-by-step or gradual approximation of partial behaviours intended through the use of reward and penalties. Skinner's theory of the best known application is the programmed instruction from which the correct sequence of partial behaviors to be learned is specified by the elaborated task analysis. Cognitive psychology cognitive psychology was started in the late 1950s, and contributed to moving away from behavior. People are no longer seen as a collection of responses to external stimuli, as understood by behaviorists, but information processors. Cognitive psychology paid attention to complex mental phenomena overlooked by behaviorists, and was influenced by the emergence of computers as an information-processing tool that became consistent with the human mind. In cognitive psychology, learning is understood as an acquisition of knowledge: learner is an information-processor that absorbs information, conducts cognitive operations on it, and stocks it in memory. Therefore, its preferred methods of instruction are lecturing and reading textbooks; And, at its most extreme, the learner is a passive recipient of knowledge by the teacher. Creativity Emerged in the 1970s and 1980s, giving rise to the idea that learners are not passive recipients of information, but that they actively build their knowledge into dialogue with the environment and through the restructuring of their mental structures. Learners are therefore seen as emotion makers, recording not just the given information but interpreting it. This visual knowledge of learning led to shifts from acquisition to knowledge creation metaphor. The growing evidence in support of the creative nature of learning was also consistent and supported by earlier work of influential theorists such as Jean Piaget and Jerome Brunner. While there are different versions of creativity, what is found in common is the learner-centric approach whereby the teacher becomes a cognitive guide to learner learning and not a knowledge transmitter. Social teaching theory is a well-known social teaching theory developed by Albert Bandura, who works within both cognitive and behavioural frameworks that embrace meditation, memory and motivation. His theory of learning shows that people learn in a social context, and that learning is facilitated through concepts such as modeling, observational learning and imitation. Bandura put forward the mutual determinant who takes the view that a person's behavior, environment and personal qualities all mutually affect each other. He argues that children learn from model behaviour as well as seeing others, which are processes associated with meditation, retention, reproduction and motivation. The importance of positive role modeling on learning is well documented. In the second half of the 20th century social-creativity, the creative approach to learning was further replaced by the rise of the perspective of cognition and learning, which emphasized the important role of context, especially social interaction. Criticism against information-processing creative approaches to cognition and learning became stronger as anthropological and ethnography research emerged and gathered support by scholarly scholars such as Vygotsky's pioneering work as well as Rogof and Lavery. The essence of this criticism was that information-processing creativity saw cognition and learning as processes within the mind and interaction with it in isolation from around. Knowledge was considered self-reliant and independent of the contexts in which he finds himself. In the new idea, cognition and learning are understood as interaction between the person and a situation; Knowledge is regarded as located and is a product of activity, context and culture in which it is formed and used. It gave way to a new metaphor for learning in the form of participation and social interaction. Experiential Learning Experiential Learning Building on social and creative principles of learning, but the experience is located at the core of the learning process. Their aim is to understand the manners in which experiences – whether first or second hand – inspire learners and promote their learning. Therefore, learning is about meaningful experiences – in everyday life – that cause a change in a person's knowledge and behaviors. Carl Rogers is an influential proponent of these theories, suggesting that experiential learning is self-start learning as people learn a natural inclination; And they learn when they are fully involved in the learning process. Rogers put forth the following insights: (1) Learning can only be facilitated: we can't teach another person directly, (2) learners become more rigorous at risk, (3) important learning occurs in an environment where the threat to learner is reduced to a minimum, (4) most likely to learn and last when it is self-introduced (Office of Learning and Teaching (Office of Learning and Teaching (Office of Learning and Teaching) , 2005, p9). He supports a dynamic, continuous process of change where new learning results in and affects the learning environment. This dynamic process of change is often considered in literators on organizational education. In many of the intelligence learning theories challenge the notion that learning is a universal human process that all individuals experience according to the same principles. Howard Gardner elaborated his theory of 'multiple intelligence' in 1983. His theory also challenges an understanding of intelligence as a dominated by a general ability. Gardner argues that every person's level of intelligence actually has many different intelligences. These intelligences include: (1) logical-mathematical, (2) linguistic, (3) spatial, (4) music, (5) physical-kinesthetic, (6) reciprocal, and (7) intrapersonal. Although his work is speculative, his theory is appreciated by teachers in broadening their conceptual structure beyond the traditional realm of skills, curriculum and testing. Recognition of many intelligence for Gardner is a means of achieving an educational goal rather than achieving educational goals and of itself. Located the community of teaching theory and practice-based learning theory and community top thoughts of practice draw many of the ideas of learning theories. They are developed by Jean Lavery and Etienne Wenger. Located in the theory of learning recognizes that there is no learning that is not located, and emphasizes the relational and interaction character of knowledge and learning, as well as the nature of the engagement of learning activity for the individuals involved. According to the theory, it is within the communities that learning most effectively occurs. Conversations taking place within a community of exercises - for example Problem solving, trusting, understanding and building relationships - the community has the potential to foster social capital that enhances the well-being of community members. Thomas Sergiovani reinforces the idea that learning is most effective when it happens in communities. He argues that academic and social outcomes will only improve when classes become learning communities, and teaching learners will become focused. Communities of practice are certainly not limited to schools, but cover other settings such as workplaces and organizations. 21st century learning or skills have emerged from 21st century learning or learning of skills to change the daily practice of learning to meet goals and new demands of the 21st century, which is characterized as knowledge - and technically driven. The current discussion about 21st century skills leads to the development of core subject knowledge as well as developing core subject knowledge to encourage new media literacy, critical and system thinking, interpersonal and self-directional skills. For example, partnership for 21st century skills (P21) defines the following as key: main topics (e.g. English, mathematics, geography, history, civics) and 21st century topics (global awareness, civic literacy, health literacy, environmental literacy, financial, business and entrepreneurial literacy); learning and innovation skills (creativity and innovation, critical thinking and problem solving, communication and cooperation); information, media and technology skills (e.g. ICT literacy, media literacy); and life and career skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility). A main learning method that supports learning of such skills and knowledge involves group learning or thematic projects, which is an investigation-based collaborative work that addresses real-world issues and questions. Source: Office of Learning and Teaching, 2004. Melbourne: Department of Education and Training; OECD, 2010. Nature of learning, Paris: author;

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