

Students' understanding of learning

- Learning as a quantitative increase in knowledge. Learning is acquiring information or 'knowing a lot'.
- Learning as memorising. Learning is storing information that can be reproduced.
- Learning as acquiring facts, skills, and methods that can be retained and used as necessary.
- Learning as making sense or abstracting meaning. Learning involves relating parts of the subject matter to each other and to the real world.
- Learning as interpreting and understanding reality in a different way. Learning involves comprehending the world by reinterpreting knowledge.

(Säljö 1979 quoted in <http://www.infed.org/biblio/b-learn.htm>)

What is learning?

- a relatively permanent change in behavior, capability, knowledge or understanding

✓ *Is the manifested changing an effect of learning or it is instinctive?*

“Many researchers have already cast much darkness upon this subject, and it is probable that if they continue, that we shall soon know nothing at all about it”

Mark Twain

Four kinds of knowledge

- Facts – to collect and remember information
- Skill – ability to do or to perform something that you have learned
- Familiarity – confidence in using knowledge in new and different situations
- Understanding – ability to interpret, evaluate and use information

Learning as

- A product (an outcome)
 - the **end product** of some process. It can be recognized or seen.
- A process
 - **what happens** when the learning takes place

Four orientations to learning

1. the behaviourist orientation to learning
2. the cognitive orientation to learning
3. the humanistic orientation to learning
4. the social/situational orientation to learning

Behaviourist

View of the learning process

- Change in behaviour

Locus of learning

- Stimuli in external environment

Purpose in education

- Produce behavioural change in desired direction

Educator's role

- Arranges environment to elicit desired response

Manifestations in adult learning

- Behavioural objectives
- Competency -based education
- Skill development and training

Cognitivist

View of the learning process

- Internal mental process (including insight, information processing, memory, perception)

Locus of learning

- Internal cognitive structuring

Purpose in education

- Develop capacity and skills to learn better

Educator's role

- Structures content of learning activity

Manifestations in adult learning

- Cognitive development
- Intelligence, learning and memory as function of age
- Learning how to learn

Humanist

View of the learning process

- A personal act to fulfil potential.

Locus of learning

- Affective and cognitive needs

Purpose in education

- Become self-actualized, autonomous

Educator's role

- Facilitates development of the whole person

Manifestations in adult learning

- Andragogy
- Self-directed learning

Social and situational

View of the learning process

- Interaction /observation in social contexts. Movement from the periphery to the centre of a community of practice

Locus of learning

- Learning is in relationship between people and environment.

Purpose in education

- Full participation in communities of practice and utilization of resources

Educator's role

- Works to establish communities of practice in which conversation and participation can occur.

Manifestations in adult learning

- Socialization Social participation
- Associationalism
- Conversation