

Three Main Theories in Psychology Learning

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DESCRIPTION

Learning theories are attempts to better understand and explain the processes of learning. There are numerous theories that account for learning.

Neuroscience

The neuroscience of learning investigates the connections between the central nervous system, learning, and behaviour. The brain and spinal cord comprise the Central Nervous System (CNS), which is in charge of controlling behaviour. This is distinct from the autonomic nervous system, which is associated with more autonomous functions like respiration and digestion. Neurons within the CNS transmit messages to and from the brain to the rest of the body via electrical and chemical signals. Glial cells, which help neurons communicate, are also found in the CNS [1]. These neurons communicate with one another and form connections, also known as consolidation, to form a person's cognition. As a result, learning from a neuroscience standpoint focuses on how the organisation of this neural network changes as a result of information use and reception.

Memory acquisition can be explained by neuroscience. Working Memory (WM) and Long-Term Memory (LTM) are two types of memory in the brain. Memory of immediate thoughts is a memory that collects, organises, and retains sensory information for a short period of time. In order to be remembered, information in WM must be repeated. LTM, also known as permanent memory, is memory that is retained indefinitely. As a result, when information from WM enters and is stored in LTM, the concept is considered "learned." [2].

Behaviorism

Knowledge, according to behaviourism, is a collection of behavioural responses to various stimuli in the environment. Positive reinforcement and reiteration are used to promote learning in behaviourism. There have been numerous behaviourist learning theories developed throughout the history of psychology. All of these theories link stimulus and response, implying that a person or animal learns and changes its behaviour in response to the stimulus it receives. Operant

conditioning is a significant theory proposed by B.F. Skinner. According to this theory, the consequences of actions determine future behaviour. Positive and thus reinforcing consequences to behaviour will increase the corresponding behavior [3]. Punishing consequences, on the other hand, will reduce behaviour.

Motivation, according to a behaviourist, is caused by the consequences of behaviour and is thus entirely external. If the outcome is favourable, one's motivation and, eventually, behaviour will improve. If, on the other hand, the outcome is negative, one's motivation and behaviour will suffer. Many current learning models incorporate behaviourism, such as rewards and consequences in the classroom and other incentives such as having content mastery goals.

It does not, however, take into account all aspects of learning. For example, memory is not addressed because behaviourism does not consider internal processes. Nonetheless, learning about behaviourism is still very common today.

Social cognitive theory

According to social cognitive theory, much of human learning occurs in the social environment. Albert Bandura, a clinical psychologist, proposed many ideas related to social cognitive theory. Unlike behaviourism, which holds that learning is caused by the reinforcement of actions and routines, social cognitive theory holds that learning has a cognitive component. For example, learning can take place solely through observation, in which a person can gain knowledge of a concept or gain an understanding of a rule, attitude, or beliefs without actually acting out any of these ideas [4].

According to social cognitive theory, models play an important role in learning. For example, a person can gain useful knowledge and understanding from model information. However, simply observing models does not ensure mastery of the concepts represented in the model. Instead, these models inform the observer about possible outcomes and how they should act [5].

As a result, while learning can occur without engaging in any enactive learning (learning by doing), according to the social

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cognitive theory, learning is most effective when done enactively and vicariously (learning through observation).

CONCLUSION

Learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviours. People learn cognitive, linguistic, motor, and social skills, and these can take many forms. Many current learning models incorporate behaviourism, such as rewards and consequences in the classroom. Social cognitive theory holds that learning has a cognitive component. Learning is most effective when done enactively and vicariously (learning through observation), according to Bandura's social cognitive theory.

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