

Learning Processes And Theories Of Learning Processes

Posted on October 8, 2019

Introduction to Learning Processes

Learning, as known, is the process of acquiring knowledge about the topic of interest. It has been made easier than it was despite the distance. This is possible due to the availability of various critical learning processes, which include Collaboration, coaching and mentorship (Xiaodi et al., 2024).

Major Theories of Learning

Various theories have emerged to explain the theory of teaching and learning. These theories include Experimental, Humanism, and Sensory. However, there are only three main theories: Behaviourist, Cognitivist Constructivism and Social Constructivism. First and Foremost, Behaviourism, which is B.F Skinner's concept that perceives learning as a stimuli-response reaction. Knowledge is more of behavioral responses to environmental stimuli and is highly promoted by repetition and positive reinforcement, e.g., good work. Knowledge acquisition is extrinsic in that, it involves positive and negative reinforcement from external. In addition, correct behavioral responses are transmitted by the teacher, who acts as a role model and then copied by the student. However, it surely does not prepare learners for problem-solving since learning only involves performance, imitation and not creativity.

Cognitive Constructivism

COGNITIVE CONSTRUCTIVISM, on the other, is a learning theory that involves processing given information internally based on pre-existing cognitive structures. There is active assimilation and accommodation of new information to existing cognitive structures the teacher facilitates learning by providing an environment that promotes discovery and accommodation. It's intrinsic in that it's upon the learner to set his or her own motive to learn more about a potential field or topic. Unlike Behaviourism, there is no imitation and reinforcement from the external force.

Social Constructivism

SOCIAL CONSTRUCTIVISM is a theory process where a learner constructs new knowledge from the social context he or she is exposed to through interactions with fellow counterparts. Students are

integrated and collaborate in a community where new information can be shared and learned. Learning goals and results are both intrinsic and extrinsic in that rewards are provided by the learner himself or herself and the knowledge community (teachers or mentors plus colleagues). The collaborative learning is facilitated by teacher who orients and acts as mentors of such collaborations. Social constructivism appears to be the best learning and teaching theory since it promotes assimilation, collaboration and group learning. Consequently, promotes unity as it brings people from different backgrounds come learn as one. It involves teachers who, in this theory, act as the mentors or leaders of such collaborative groups. Thus, it's prudent to describe how social constructive qualifies as the best theory method in relation to its connection with Collaboration, which is the most used learning approach, more so in Undergraduate education (Nithideechaiwarachok & Chano, 2024).

Collaborative Learning

COLLABORATION is considered the most commonly used learning approach in various institutions, more so in Undergraduate classes; it's a learning process where two or more people come together in an attempt to gain knowledge linked to a given field of study. Distance learners for example, are able to form groups through internet classes OR share one classroom. By this, they are able to share their ideologies through these formed groups with the help of their mentors. This mode of critical learning not only eases the learning process but also makes it more interesting and interactive (Bandonio et al., 2023).

Importance of Collaboration

IMPORTANCE Collaboration is linked to various importances; these Include:

- Develops higher level of thinking skills, e.g., Oral communication skills as a result of sharing.
- Promotes student-faculty interaction and familiarity,
- Increase student retention, self-esteem building, and student satisfaction with the learning experience...
- Students explore alternate problem solutions in a safe environment and self-management skills, among others. Students are taught how to criticize ideas, not people.
- Above all, it encourages students with different backgrounds and races to work together in a common classroom. The group setting provides involved students with various benefits enhancing their studies progress.
- Learners are able to share their opinions and learn more about other cultures. The different knowledge possessed by the learners would enable them to get solutions or answers when questions arise. Working together enhances freedom of expression or, rather, sharing an opinion. Additionally, building trust among the collaborators strengthens unity in achieving a common goal or performance.

Furthermore, Collaboration is successful and runs smoothly because of leadership. Roles include:

- Establish goals and targets that engage leaders' role in developing vision, values, missions and strategic directions that would further the institution.
- Ensuring an orderly environment, leaders have the task of ensuring positive behavior is maintained in the institution.
- Development of curriculum for the learners and ensuring there is relational trust and collaboration as students succeed, as well as creating a conducive environment for learning. They worked by influencing the quality of the curriculum and the focus of the classroom.
- Promoting and participating in professional learning has the greatest impact on student outcomes. Done by applying outside expertise to enhance internal expertise and challenging achievement issues with an appropriate response.
- Ensure internal evaluation where all staff participate and understand the importance of internal evaluation and inquiry.

Moreover, the Collaboration process is linked to various principles. Collaborative learning is attached to a belief that learning can be done better within a population where members actively interact by sharing experiences. It is a student-centered approach, as its main objective is to maintain the cooperation of students through interactive activities other than competition. Furthermore, collaborative learning redefines student-teacher relations in the classroom, making it more beneficial than harmful. In addition, it operates on the basis of various group activities, which include class groups, group discussions, joint proposals, debates and many other activities. Collaborative learning is the best approach to education, especially in undergraduate education, because the relationship between a student and an instructor is well maintained, thereby creating a conducive environment for learning. Collaboration has various importance to the learners. These include:

- Encourages good contact between students and faculty, hence encourages active learning.
- Enhances cooperation and reciprocity among students.
- Emphasizes time on task, thereby giving prompt feedback.
- This approach is attached to good outcomes, which include Academic achievement and increased self-esteem (Bandonio et al., 2023).

PRINCIPLES INCLUDE; Teachers are expected to work in collaborative teaching, this will ensure they are familiarised with the recent research and literature. Meeting the challenges of collaborative teaching, e.g., applying useful reading materials. Additionally, teachers are expected to understand what's composed of an effective lesson design. The components serve as guides to instructors. Furthermore, it's important for teachers to create productive learning environments for the students through orientation and to facilitate their collaboration (Xiaodi et al., 2024).

Leadership in Collaborative Learning

LEADERSHIP: For one to qualify as a leader of a collaboration in any learning institution, he or she is required to be knowledgeable of what makes the collaboration process successful and should be able to note their roles in the process. Must have the ability to solve problems that arise during the process and knowledge of the curriculum to qualify as a leader. Expected to be flexible, enabling them to be able to work with any group encountered.

Mentoring and Coaching

Nevertheless, the other two important learning and teaching approaches include Mentoring, which refers to offline assistance to someone who needs to expand his or her knowledge or work based on a given field of study. It's always a long-term. COACHING is defined as a process that enables learning and development to occur, thus improving performance. Coaching is important in learning institutions since educators and students gain skills that guide them in developing a coaching approach to their learning process (Fehérvári & Varga, 2023).

Conclusion

In conclusion, social constructivism is applicable theory of teaching and learning since it promotes collaboration. As explained above, the learning process involves learners and teachers or mentors. Learners, when grouped or collaborated, the process becomes easier and more interactive since skills and knowledge are shared and led by teachers. All these occur in a collaborative approach to learning and teaching. As a result, social constructivism forms the best [teaching and learning theory](#) (Nithideechaiwarachok & Chano, 2024).

References

Bandono, A., Mukhlis, M., Susilo, A. K., Prabowo, A. R., & Maksum, A. (2023). Collaborative learning in higher education in the Fourth Industrial Revolution: A systematic literature review and future research. *International Journal of Learning, Teaching and Educational Research*, 22(10), 209–230.

<https://ijlter.net/index.php/ijlter/article/view/1773>

Fehérvári, A., & Varga, A. (2023). Mentoring as prevention of early school leaving: A qualitative systematic literature review. *Frontiers in Education*, 8, 1156725.

<https://doi.org/10.3389/feduc.2023.1156725>

Nithideechaiwarachok, B., & Chano, J. (2024). Socio-cultural and social constructivist theories and its application in EFL classroom for Thai pre-service teachers: A review for further research. *International*

Journal of Language Education, 8(3), 564–572. <https://eric.ed.gov/?id=EJ1443771>

Xiaodi, Y., Yunus, M. M., & Rafiq, K. R. M. (2024). Digital collaborative learning in higher education: A systematic review. *International Journal of Academic Research in Progressive Education and Development*, 13(1), 1110–1122. <https://doi.org/10.46886/IJARPED/v13-i1/17970>