# Learning

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# Meaning of Learning

- Learning is a process by which new behaviors are acquired. It is generally agreed that learning involves changes in behavior, practicing new behaviors and establishing permanency in the change.
- Learning is any permanent change in behavior of a person that occurs as result of experience. Learning has taken place if an individual behaves, reacts, respondents as a result of experience in a manner different from the way he formerly behaved.
- Since learning changes the behaviour of person, it comes to have a great importance in organizational behaviour.
- If we compare the simple, crude ways of feeling and behaving in a child to the complex ways of behaving in an adult, his skills, habits, thoughts, feelings and so on- we will know what difference learning has made in the individual.

# Meaning of Learning

- Learning can be defined as a permanent change in behaviour due to direct and indirect experience.
- It means change in behaviour, attitude, practice and experience due to education and training.
- This is accomplished by the acquisition of knowledge and skills, which are relatively permanent.
- There are two primary elements to the meaning of learning in Organizational Behaviour: –
- The change must be relatively permanent: this means that our behaviour after "learning" must be better or worse than our behaviour before this learning experience. This comes after some kind of experience and practice. For example, you learn to drive a car or use a computer.

# FACTORS AFFECTING LEARNING

- **Motivation: –** The encouragement, support that is given to complete a task, is known as motivation to achieve the goal. This is a very important aspect of learning as it gives us positive energy to complete the task. Example – The coach motivates the players to win the match.
- **Practice: –** We all know that "practice makes us perfect". To be a perfectionist or at least complete the task, it is very important to practice what we have learned. Example – We can become a programmer only if we execute the codes we have written.
- **Environment: –** We learn from our surroundings; we learn from the people around us. They are of two types of environments – Internal and External. Example – A child when at home learns from the family which is an internal environment, but when he is sent to school it is an external environment.
- **Mental Group: –** This describes our thinking by the group of people we have chosen to hang out with. In simple words, we make a group of people with whom we connect. This may be for a social cause where people with similar mindsets work in the same direction. Example – group of readers, travellers etc.

# Learning Theories

# CLASSICAL CONDITIONING THEORY:

- Classical conditioning is a type of conditioning in which a person reacts to certain stimuli that would not normally produce a response.

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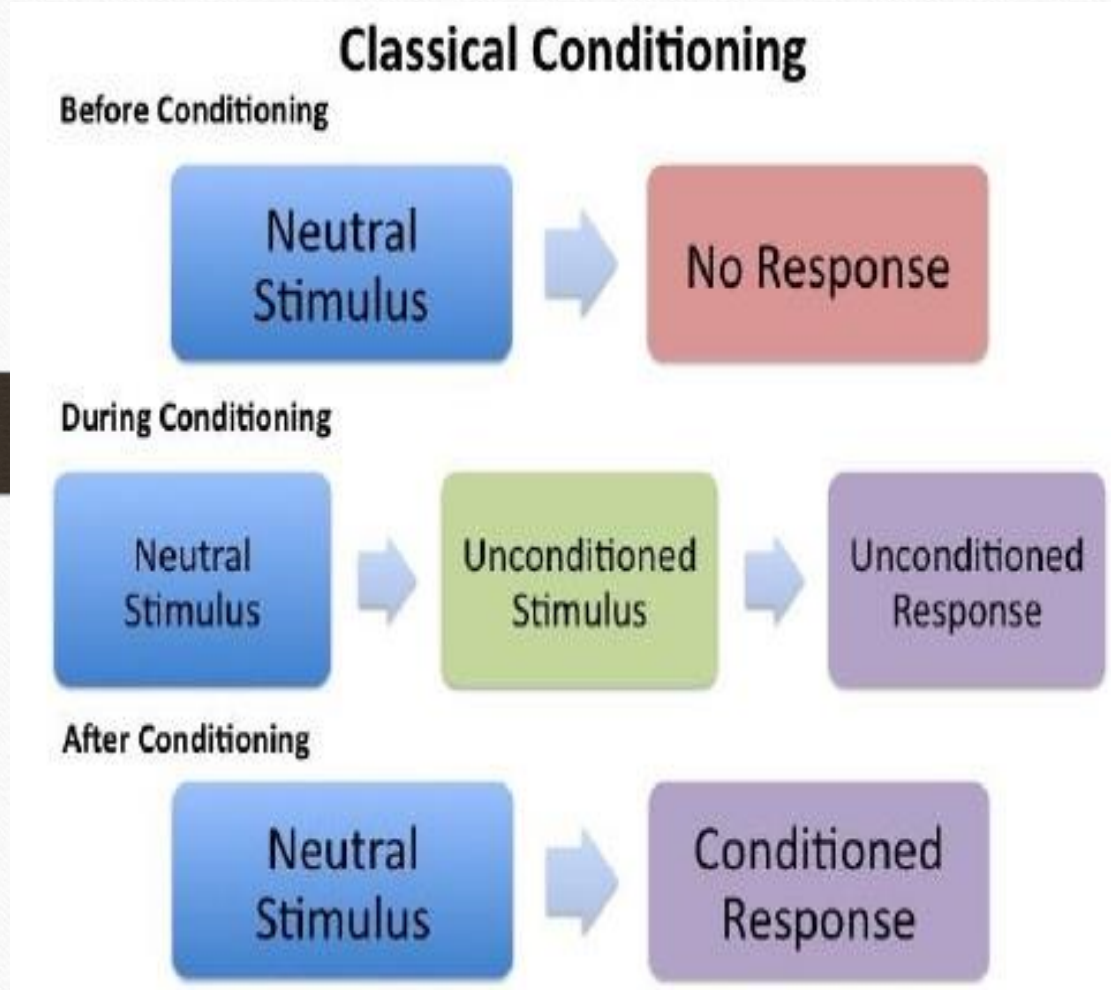
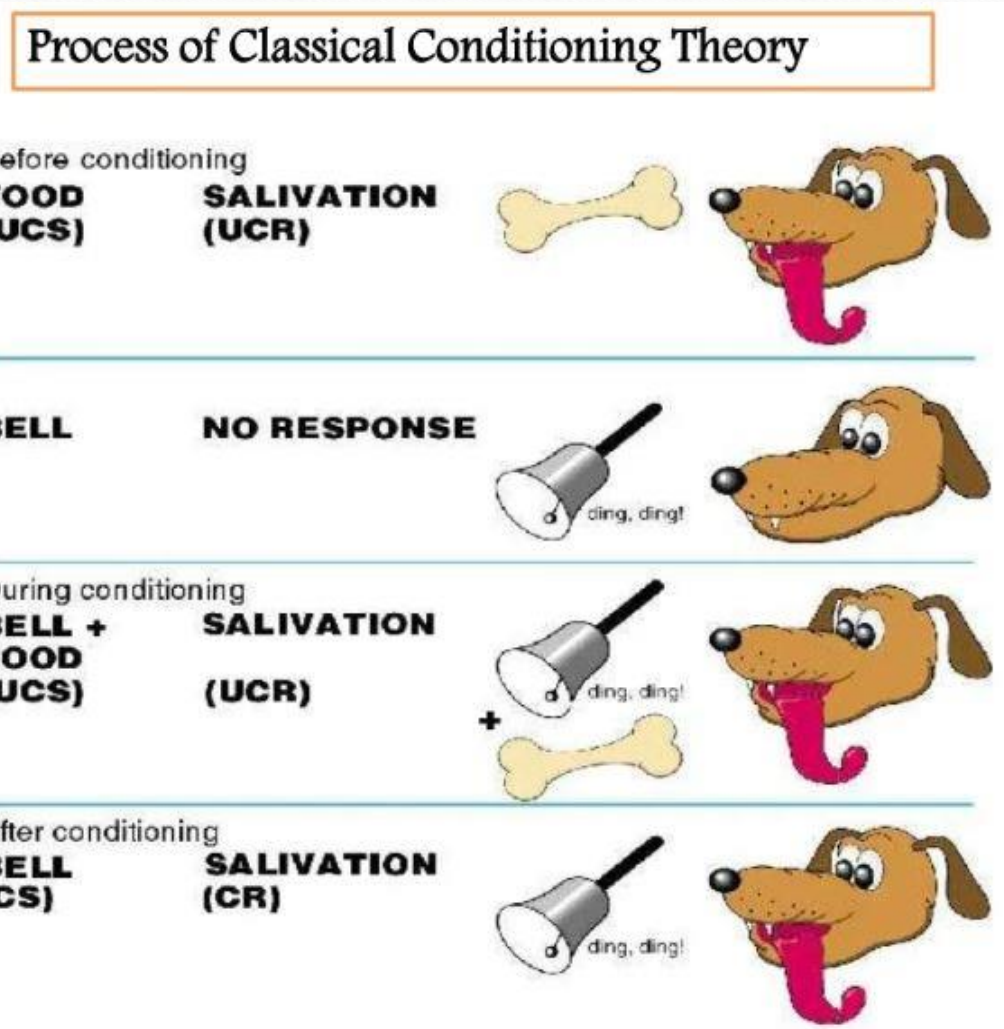
- Classical conditioning is acquiring a new response (the conditioned response) to a previously neutral stimulus (the conditioned stimulus) that reliably signals the arrival of an unconditioned stimulus.
- It is a learning process to add a particular thing to our environment to predict what will happen next.
- Classical conditioning occurs when a conditioned stimulus is combined with an unconditioned stimulus.

# CLASSICAL CONDITIONING THEORY:

- Typically, the conditioned stimulus (CS) is an unbiased stimulus like the sound of a tuning fork, the unconditioned stimulus (US) is biologically dominant like the taste of food and the unconditioned response (UR) to an unconditioned stimulus is an unintentional one, it is a reflex reaction such as salivation or sweating.
- After this pairing process is repeated (for example, learning may have already occurred after a pairing), an individual shows a conditioned response (CR) to the conditioned stimulus, when the conditioned stimulus is presented alone.
- The conditioned response is mostly similar to the unconditioned response, but unlike the unconditioned response, it must be acquired through experience and is almost temporary.

# CLASSICAL CONDITIONING THEORY:



# OPERANT CONDITIONING THEORY

- Operant conditioning theory is also known as **instrumental conditioning**.
- This principle is a learning process in which behaviour is sensitive to or controlled by its consequences.
- The second type of conditioning is called operant conditioning.
- Here, we learn that a particular behavior usually has a reward or punishment.
- What Pavlov did for classical conditioning, Harvard psychologist B.F. Skinner did it for operant conditioning.
- Operant conditioning argues that one's behavior will depend on a variety of situations.

# OPERANT CONDITIONING THEORY

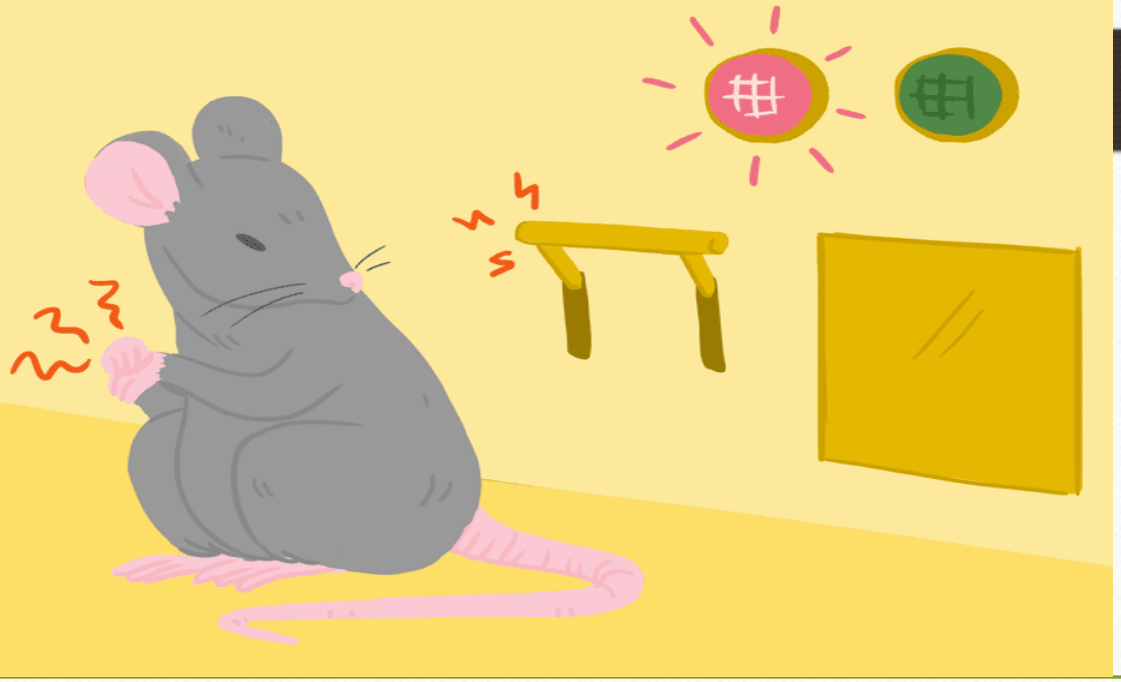
- People will repeatedly behave in a specific way from which they will benefit.
- On the other hand, they will try to avoid behavior where they will get nothing.
- Skinner argued that creating pleasant consequences for specific forms of behavior would increase the frequency of that particular behavior.
- Let's take the example of a child. A child can learn to open a box to get candy inside, or learn to avoid touching a hot stove. In comparison, classical conditioning develops a relationship between a stimulus and a behaviour. The example can be further elaborated as the child may learn to tremble by looking at candy or seeing an angry parent. In the 20th century, the study of animal learning was ordered to analyze these two types of learning, and they are still at the core of behavioural analysis.

# Operant Conditioning

## Specific consequences are associated with a voluntary behavior

### Rewards introduced to increase a behavior

### Punishment introduced to decrease a behavior



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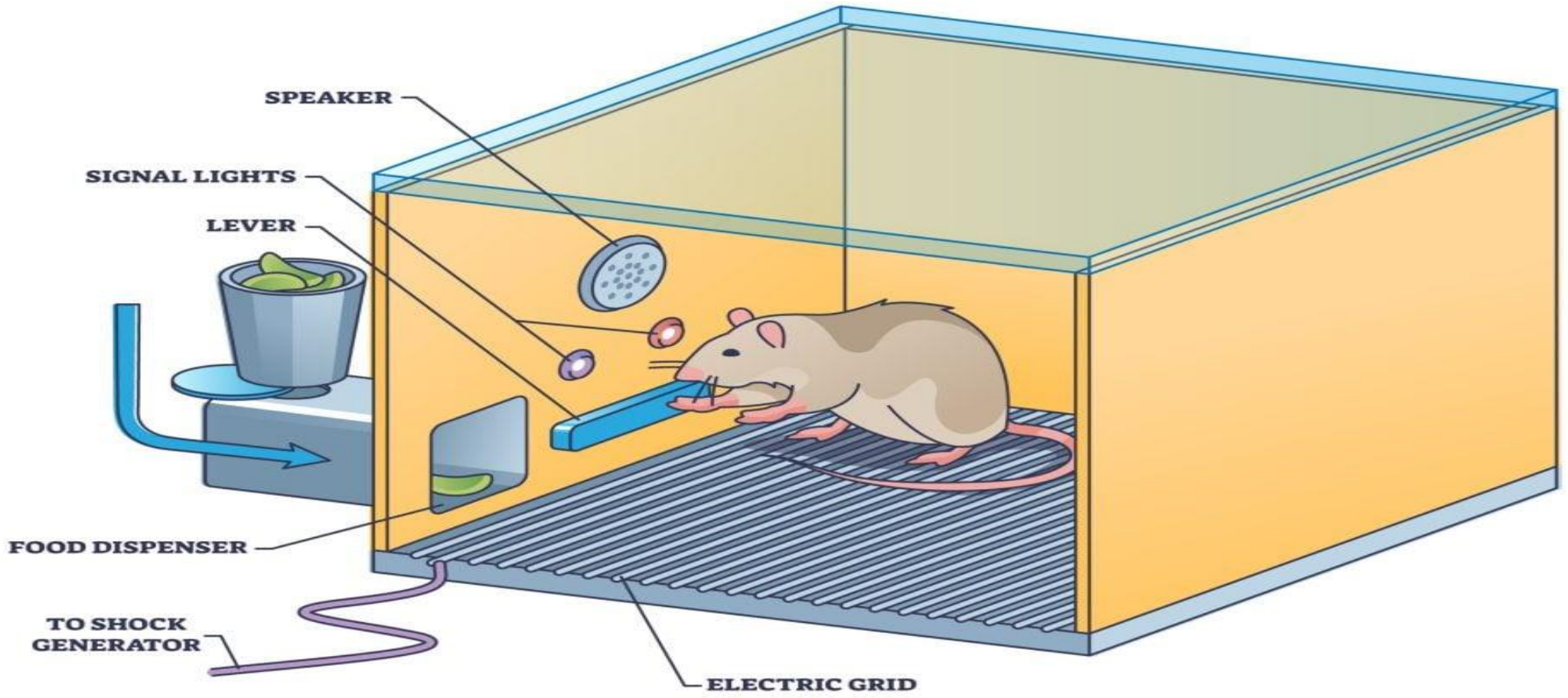
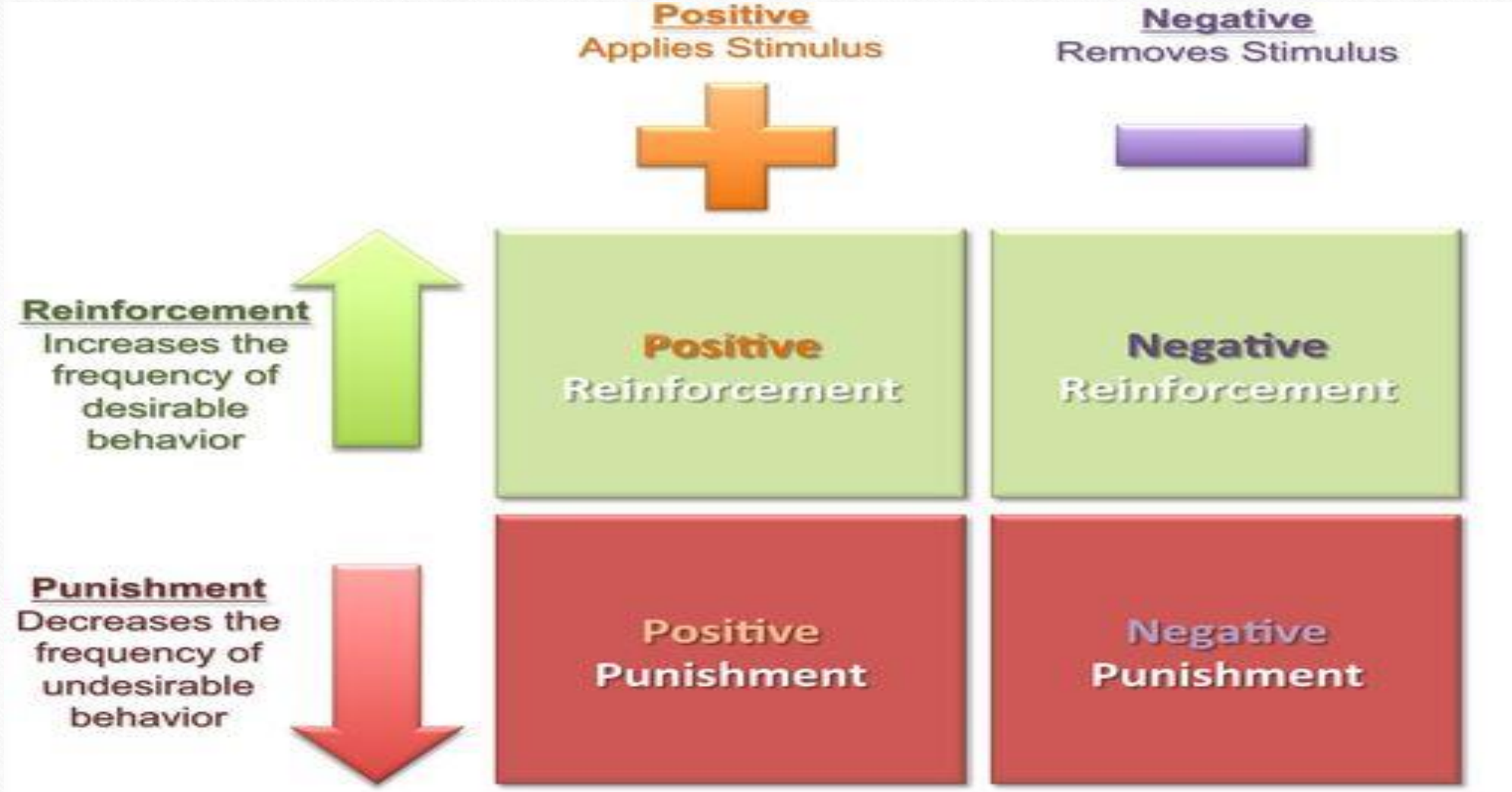
# SKINNER BOX


SPEAKER
SIGNAL LIGHTS
LEVER
FOOD DISPENSER
TO SHOCK GENERATOR
ELECTRIC GRID

# OPERANT CONDITIONING THEORY



# SOCIAL LEARNING THEORY

- Social Learning theory is also called observational learning theory. This theory emphasizes on learning through observation of other's. The main assumptions of social learning theory are as follows: –
  - Learning is not actually behavioural, rather it is a cognitive process that takes place in a social context.
  - Learning can occur by observing a behaviour and observing the consequences of the behaviour (known as vicarious reinforcement).
  - Learning involves observation, extracting information from those observations, and making decisions about behaviour performance (known as observational learning or modelling). Thus, learning may go beyond an observable change in behaviour.
  - Reinforcement plays an important role in learning but is not solely responsible for learning.
  - The learner is not a passive recipient of information. Understanding, environment and behaviour all mutually influence each other.

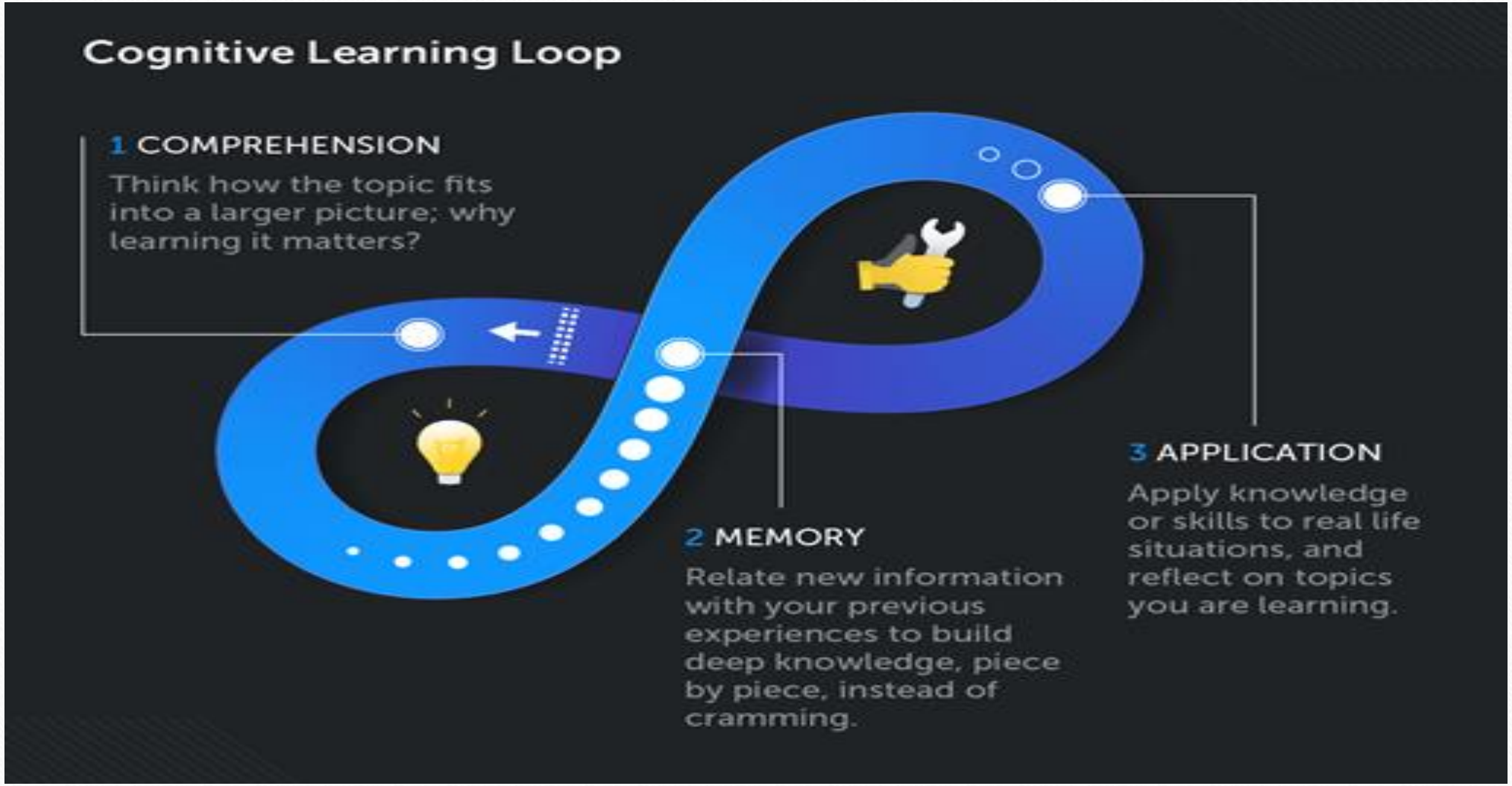
# COGNITIVE LEARNING THEORY

- Cognition defines a person's thoughts, ideas, knowledge, interpretation, understanding about himself and about the environment.
- This theory expresses the belief that learning involves gaining knowledge and understanding it by absorbing information in the form of principles, concepts and facts and then internalizing it.
- It assumes that a person learns the meaning of various objects and events and also learns to respond based on the meaning given to stimuli.
- The knowledge and understanding of learners can be enriched and internalized by exposing them to learning materials e.g. Case studies , projects, problem solving activities can also be used for this purpose.
- Self – directed learning, personal development, planning activities and discovery learning process with the help of facilitator and mentors are underpinned by cognitive learning theory.

# COGNITIVE LEARNING THEORY

- Cognitive theory has been used to explain mental processes as they are influenced by both internal and external factors, which ultimately bring about learning in an individual.
- Cognitive learning theory implies that the various processes related to learning are first explained by analyzing the mental processes. It envisions that with effective cognitive processes, it is easier to learn new information stored in memory over the long term.
- On the other hand, ineffective cognitive processes result in learning difficulties that one can trace back.

# Cognitive Learning Theory



# PRINCIPLES OF LEARNINGS

1.Participation.
2.Repetition.
3.Relevance.
4.Transference.
5.Feedback.

# PRINCIPLES OF LEARNINGS

## 1. Participation

Learning should permit and encourage active participation of the learner.

Participation improves motivation and apparently engages more senses that reinforce the learning process. As a result of participation, people learn more quickly and retain that learning longer.

For example, most people never forget how to ride a bicycle because they actively participated in the learning process.

The learning activities should be experiential rather than just informational.

Therefore, the trainers should arrange the physical surroundings to facilitate small group interaction and promote the sharing of ideas.

# PRINCIPLES OF LEARNINGS

## 2. Repetition

An important principle of the learning is to provide the learner with the opportunity for practice and repetition. To gain the full benefit of training learned behaviors must be overlearned to ensure smooth performance and minimum of forgetting at a later date.

Proficiency in learning and retaining new skills is improved when individuals visualize themselves performing the new behavior.

# PRINCIPLES OF LEARNINGS

## 3. Relevance

Learning is helped when the material to be learned is meaningful. The learning should be problem-centered rather than content centered.

People are motivated to learn when training is immediately relevant to help them solve a current problem. Learning something just because someone says “it is important” is not as motivating.

# PRINCIPLES OF LEARNINGS

## 4. Transference

Because the training occurs in a special environment, an important question to ask is whether learning will transfer to the actual job situation.

Transfer of training occurs when trainees can apply the knowledge and skills learned in training course to their jobs. If the learning in one setting does not transfer to the actual job situation, the training has failed.

Three transfers training situations are possible

(1) Positive transfer of training when the training activities enhance performance in the new situation;

(2) negative transfer of training, when the training activities inhibit performance in a new situation; and

(3) no observable effect of training.

# PRINCIPLES OF LEARNINGS

## 5. Feedback

Feedback gives learners information on their progress.

Performance feedback is a necessary prerequisite for learning. Feedback improves performance not only by helping learners correct their mistakes but also by providing reinforcement for learning.

Knowledge of results is a positive reinforcement itself. Learning activities have more intrinsic interest if the feedback is available. Nevertheless, performance feedback should do more than inform learners whether they were right or wrong.

# BEHAVIOR MODIFICATION

- Behavior modification is the process of changing patterns of human behavior over the long term using various motivational techniques, mainly consequences (negative reinforcement) and rewards (positive reinforcement).
- With positive and negative reinforcement, the ultimate goal is to swap objectionable, problematic, or disagreeable behaviors with more positive, desirable behaviors.
- Behavior modification techniques work with just about everyone and have many potential applications, from improving a person's behavior to motivating employees to work more efficiently.

# BEHAVIOR MODIFICATION

- Behavior modification is an early approach that used respondent and operant conditioning to change behavior.
- Based on methodological behaviorism, overt behavior was modified with consequences, including positive and negative reinforcement contingencies to increase desirable behavior, or administering positive and negative punishment and/or extinction to reduce problematic behavior.

# BEHAVIOR MODIFICATION

- Behaviour modification refers to the techniques used to try and decrease or increase a particular type of behaviour or reaction.
- This might sound very technical, but it is used very frequently by all of us. Parents use this to teach their children right from wrong.
- Behaviour modification relies on the concept of conditioning.
- Conditioning is a form of learning. There are two major types of conditioning; classical conditioning and operant conditioning.

# Any Queries??

Thank You