**THE APPLICATION OF LEARNING THEORY**

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We have learnt several theories of psychology which are all related to learning. Some of them include; humanism theory, cognitivism theory, behaviorism theory and constructivism theory. Some of these theories have sub theories which will be discussed later, the purpose of this paper is thus to explain these theories as well as their sub theories while giving examples of each in real world scenario.

**Compare and contrast behaviorism, cognitivism, constructivism and humanisms**

There is a big difference between cognitivism and behaviorism in relation to learning even though some may claim that it is small. Behaviorists attempts to explain things in terms of the outwards behaviors observed. cognitivism on the other hand states that cognitivism learning involves some of the cognitivism processes such as memory and decision making (Rosser-Majors, 2017). These two aspects cannot be ignored by teachers for instance, the teachers can use any of the theories to decide if a teaching method is working or not and if so then change accordingly. The students are most likely to have different behaviors of learning and this can be easily be observed in the relation between the classroom behaviors and grades. Through behaviorism, the teacher through his experience will be able to see the changes of the learnrs as they respond to the to their stimuli (Rosser-Majors, 2017).

The teacher can also be able to recognize the presence of learning cognitivism by observing the learners as they play an active role in trying to get new ways of learning and understanding things. The other theory is constructivism theory which explain how we as humans try as much possible to construct our own view of the world based on the internal knowledge and experiences (Rosser-Majors, 2017). So, learning in this case is based on the learner’s own creation and interpretation of the experiences. This thus makes learning unique to each person. This can be applied by learners in problem-based learning, by brainstorming on things, discovery learning, case studies as well as research projects. Thus, in a nut shell, constructivism theory prepares the learners for problem solving and all this depends on the leaners creativity and the outcomes are not always predictable.

Humanism approach to learning rejected some of the assumptions of behaviorism theory which focusses on learning through interaction and responding to stimuli. Additionally, humanisms rejected psychodynamic approach as it is deterministic. Both behaviorism as well as psychodynamic theories are dehumanizing, this is according to humanistic psychologists. Humanistic theory begins by stating that all people have free will (Rosser-Majors, 2017). And so instead of focusing on things such as dysfunctionality, it focusses of things such as helping people to fulfil their potential as well as maximize their own well-being(Merriam & Baumgartner, 2020). And thus, in an approach to learning, it focusses on the importance of self-actualization as well as growth.

**Associative learning, classical conditioning, operant conditioning, conditioning, extinction and ratio or interval theory**

Associative learning takes place when we learn something new based on new stimulus. A very famous example is the use of dogs by Pablov’s, in which he used dogs to in order to demonstrate stimuli. In his example, the ringing of bell was associated with a reward or food. Two major types of associative learning exist that is classical conditioning and operand conditioning , or the use of reinforcement via punishments and rewards(Merriam & Baumgartner, 2020).

The use of dog in experiment can still be applied in classical conditioning, the bell was associated with food which made the dog to salivate each and every time the bell the rang even if the it had not seen the food(Merriam & Baumgartner, 2020). And so, it is very clear that due to the repeated bell sound, the dog was able to learn and also in contrast to that, the repeated ringing of the bell without the food led to extinction of the behaviors, this is also similar to humans that if we do not do something repeatedly then the behavior diminishes(Merriam & Baumgartner, 2020). With the ringing of the bell before food, the dog was able to associate it with food and thus this is learning by association.

Operand conditioning experiments by BF Skinner involved the use of reinforcements which were scheduled, punishments as well as rewards until that time when the behavior was learnt. And so, for instance, if the Dog was hearing the sound of bell and never associated it with food then it would either be punished or given reward until that time when it would learn the behavior(Merriam & Baumgartner, 2020). This is also witnessed in boarding school where rewards are used to encourage other students to work hard while punishments are used to reduce the chances of bad behaviors.

**Schema theory, memory development, elaboration theory, cognitive load and social learning or cognitive theory.**

Cognitivism as a theory put all its effort and focus on the processes which are involved in the process of learning rather than just the normal observed behavior. This is different from what behaviorism psychologists believed in which focusses on the outward behaviors. The cognitivism states that if there is a black box then it ought to be opened and all its contents understood (Merriam & Baumgartner, 2020). The learner in this case is normally seen as a person who processes information before acting. In a classroom environment, this can be applied by students by including meaningful elaboration, organization and learning.

The schema theory is also important in the field of psychology and in relation to explaining how we learning. This theory thus states that all the knowledge is organized into several units and each unit has its information which is stored. A very good example is rubric learning archetypes, stereotypes as well as social schemas(Repko, & Szostak, 2020). In children this is developed depending on their interactions with their experience, this helps them understand the world. Memory development is also important in learning and it cannot be ignored. For memory to be fully developed, it must involve watching the action as it is done by someone, secondly the learner has to do it repeatedly in order to be stored, if this is done, the information may be lost at this stage (Merriam & Baumgartner, 2020). This can be very important especially when preparing for exams and in children when growing up.

Elaboration theory goes that the content which is to be learnt ought to be organized from the one which is most simple to that which is most complex. The proponents of the theory believe that through analogies, motivation as well as the use of summaries can lead to an effective leaning. Like for instance, when teaching a concept which is complex, the simpler ones ought to be taught first gradually as the teacher moves to the complex tasks. Cognitive load is the way information is presented such that he or she fully understands(Repko, & Szostak, 2020). An example is a course work in which the instructor goes faster that the learners barely understands anything at the end. Social learning stated that behaviors can be acquired through observation and imitating the others in a group.

**Cognitive constructivism, dialectical constructivism, zone of proximal development, and discovery learning**.

In cognitive constructivism, the aim is to help the learner to assimilate the new information into the information which is already existing. It also helps them to make an appropriate modification to their framework which is already existing for accommodation of the information. Two good examples of cognitive learning include emotional and experience learning. This is considered as one of an inquiry learning method(Repko, & Szostak, 2020). This is normally so practical in areas in which the learner is not provided with the correct answers but is given the material in which the answers can be found upon further research.

**Motivational theories of learning(self-determination theory), experimental learning and Steiner pedagogy or wadolf education.**

This theory is closely related to anxiety, grit, attention. For instance, this works only if the learner is highly motivated that the or she can be keen while learning; things such as anxiety can affect one’s ability to learn(Repko, & Szostak, 2020). The self-determination theory states that people begin to encourage and grow by the universal psychological needs as well as the three innates. The self-determination gives each and every person the ability to manage their own lives and choices the people will thus feel like they have control over their lives and choices.

Research also shows that, having high self-determination is necessary for success in other different life domains (Repko & Szostak, 2020). Experimental learning refers to learning through experiment, other people refer to it as learning through reflection on what is being done. A very good example of experiment can be done through travelling to a zoo and then learning by interacting with others as well as the environment. These discussions and examples above from constructivism as well as other theories with their examples makes the paper a success.

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