

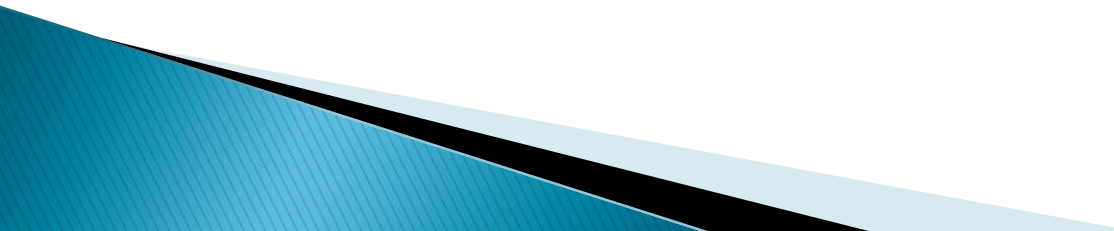
Learning-3

Umakanta Nayak

Cognitive Learning

- For any learning process to continue, intelligence, understanding is necessary.
- Due to past experience, we associate present event with relevant experience and form new association and store it for future use.
- Types of cognitive learning
 - Insight learning (Solution of the problem is obtained by perceptual reorganization of elements in the environment)
 - Latent learning (Takes place in hidden manner and revealed only when the condition of its demonstrations are appropriate)

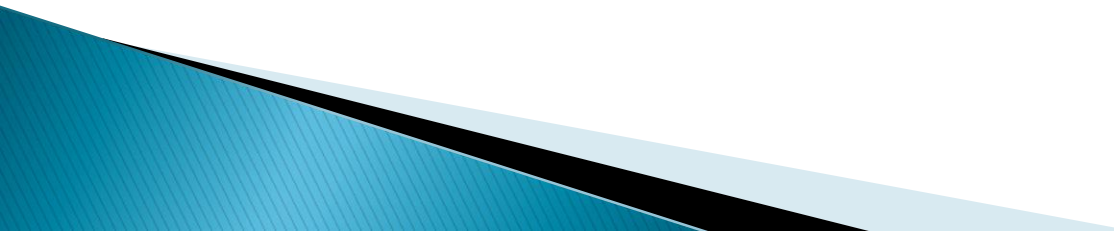
Cognitive Process

- ▶ Selection of information
 - ▶ Making alteration in selected information
 - ▶ Associating the items of information with each other
 - ▶ Elaboration of information in thought
 - ▶ Storage of information in thought
 - ▶ Retrieval of information
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Social Learning

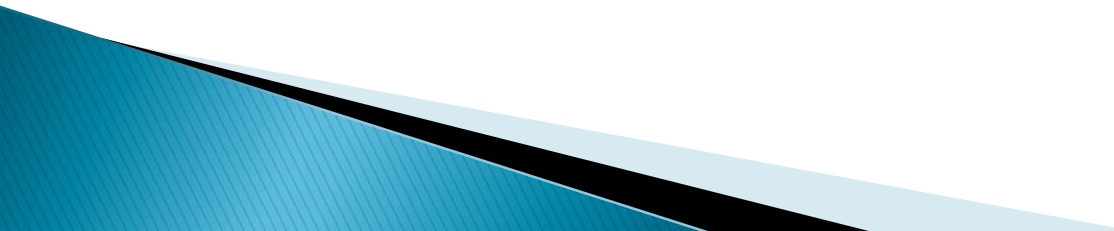
- ▶ It emphasizes the ability of the individual to learn by observing others and then model the behaviours that lead to favourable outcomes and avoid behaviour that lead to punishing consequences.
- ▶ processes involved in observational learning:
 - Attention
 - Retention
 - Practice
 - Motivation

Kolb's Experiential learning

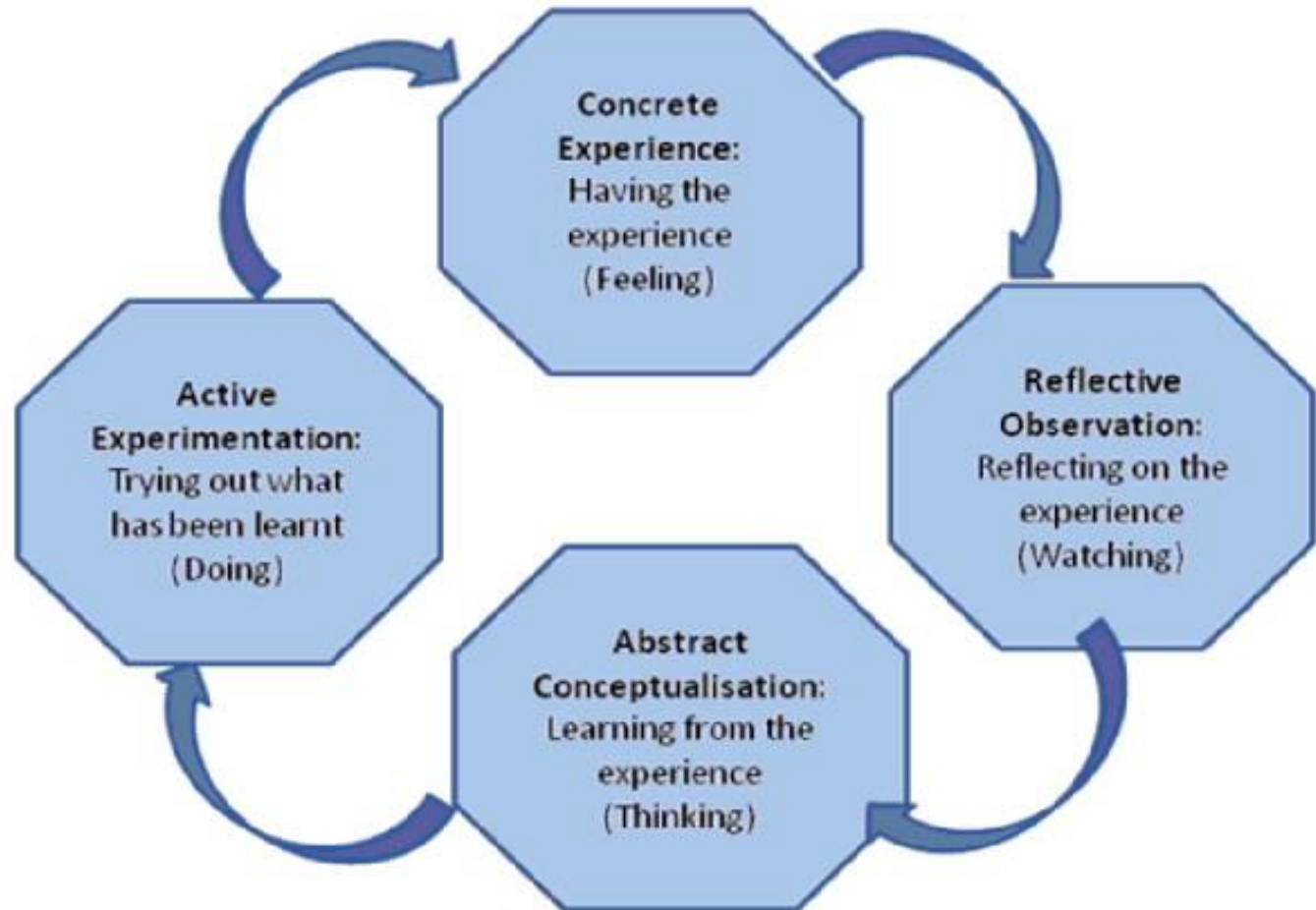
- ▶ Kolb proposed that an individual learner moves through a spiral of immediate experience which leads to observations and reflections on the experience. These reflections are then absorbed and linked with previous knowledge and translated into abstract concepts or theories, which result in new ways and actions to adjust to the experience that can be tested and explored.
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Four stages in the cycle of experiential learning as:

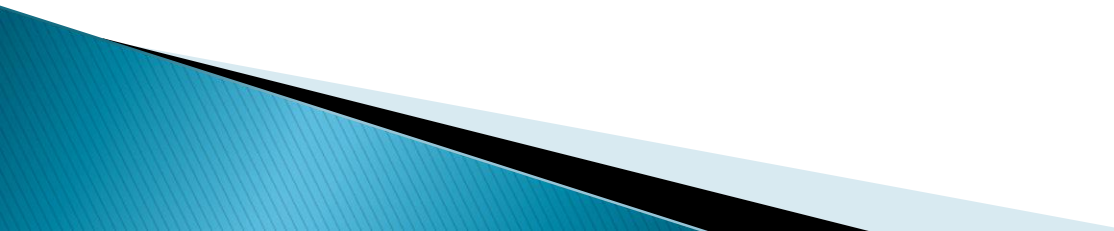
Kolb described the four stages in the cycle of experiential learning as:

- ▶ Concrete Experience – (CE)
 - ▶ Reflective Observation – (RO)
 - ▶ Abstract Conceptualization – (AC)
 - ▶ Active Experimentation – (AE)
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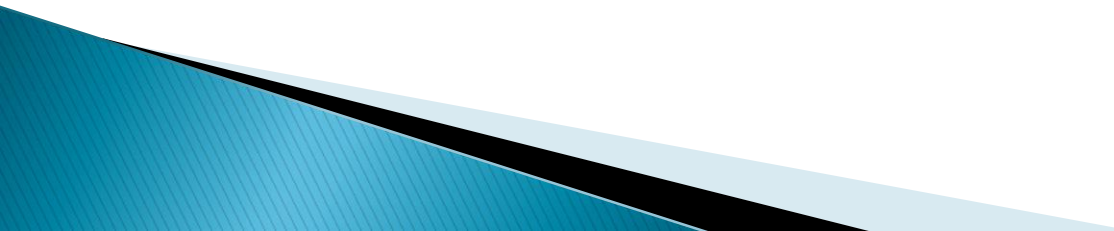
Kolbs' four stage learning cycle



Concrete Experience (CE)

- ▶ This stage of the learning cycle emphasises personal involvement with people in everyday situations. In this stage, the learner would tend to rely more on feelings than on a systematic approach to problems and situations. In a learning situation, the learner relies on the ability to be open-minded and adaptable to change.
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Reflective Observation (RO)

- ▶ In this stage of the learning cycle, people understand ideas and situations from different points of view. In a learning situation the learner would rely on patience, objectivity, and careful judgement but would not necessarily take any action. The learner would rely on their own thoughts and feelings in forming opinions.
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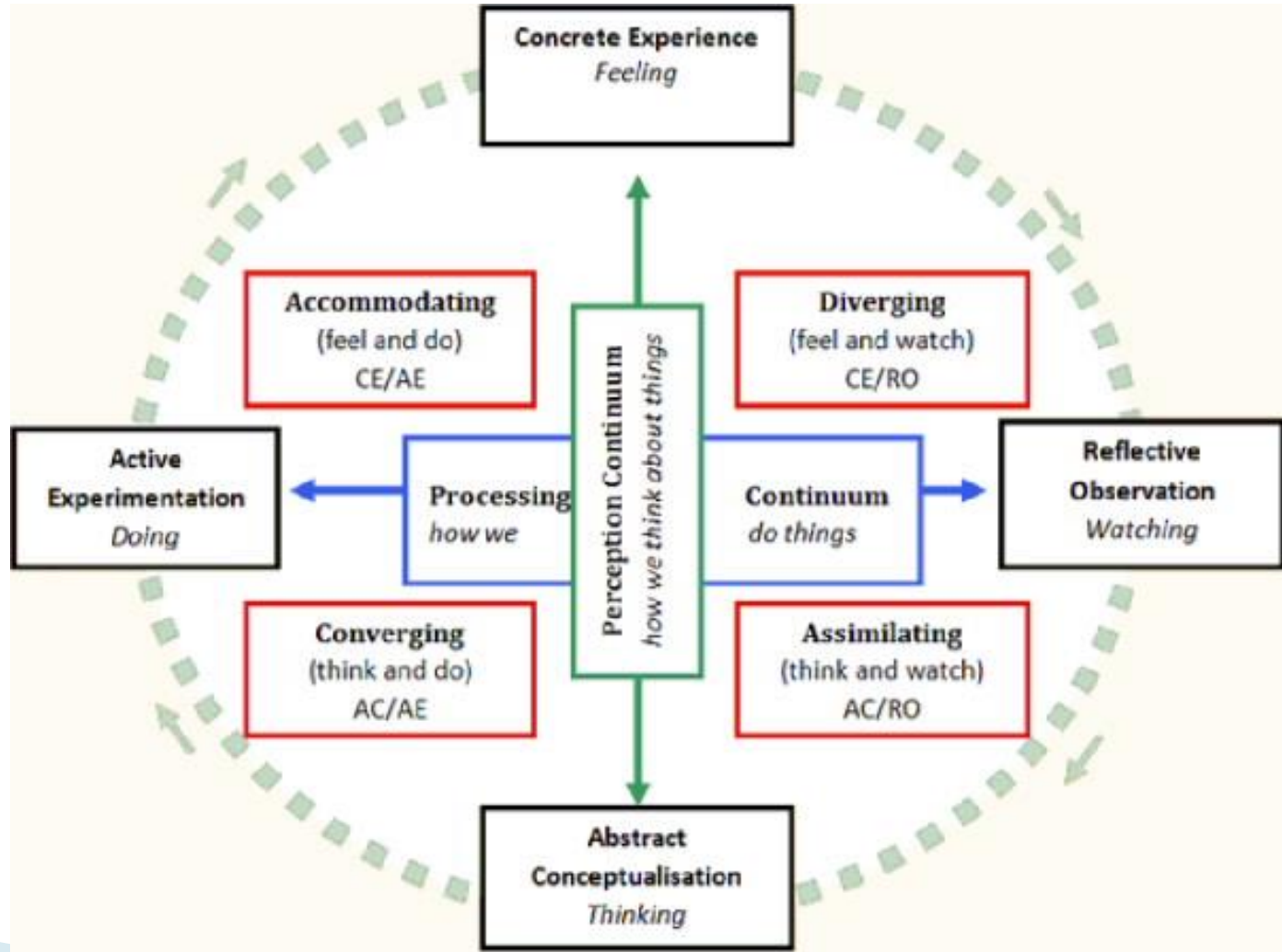
Abstract Conceptualisation (AC)

- ▶ In this stage, learning involves using theories, logic and ideas, rather than feelings, to understand problems or situations. Typically, the learner relies on systematic planning and develops theories and ideas to solve problems.


Active Experimentation (AE)

- ▶ Learning in this stage takes an active form – experimenting with changing situations. The learner would take a practical approach and be concerned with what really works, as opposed to simply watching a situation.

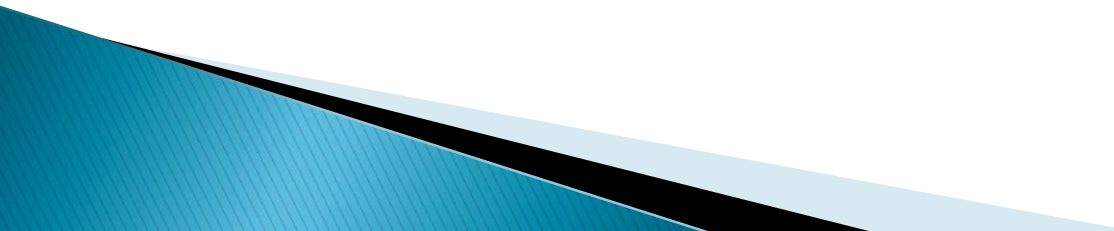
Kolb's Learning Styles




Diverger (feeling and watching – CE/RO)

- ▶ prefers to watch rather than do
 - ▶ likes to gather information and brainstorm
 - ▶ will use imagination to problem solve
 - ▶ is able to look at things from different perspectives
 - ▶ generates ideas and prefers group work learning
 - ▶ is sensitive, imaginative and emotional
 - ▶ will have broad cultural interests
 - ▶ is interested in people
 - ▶ will listen with an open mind
 - ▶ will accept personal feedback.
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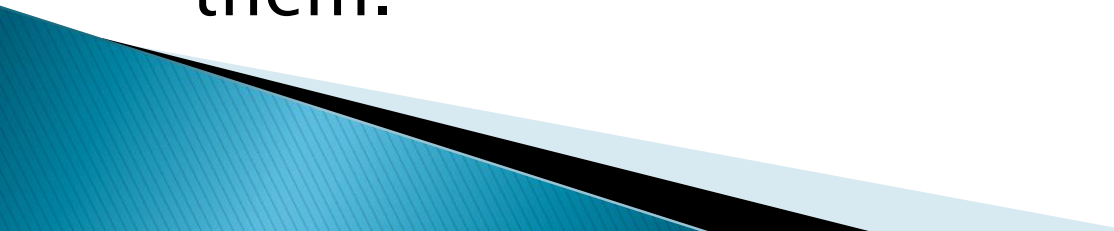
Assimilator (thinking and watching – AC/RO)

- ▶ requires good, clear explanation rather than practical opportunity
 - ▶ prefers readings, lectures, exploring models and theories
 - ▶ needs time to think things through
 - ▶ will have a concise, logical approach to learning
 - ▶ will organise information clearly and logically
 - ▶ considers ideas and concepts are important
 - ▶ creates models/theories
 - ▶ will have a preference for abstract ideas and theories – less focused on people.
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Converger (thinking and doing – AC/AE)

- ▶ solves problems
 - ▶ uses learning to find solutions to practical situations
 - ▶ prefers technical tasks
 - ▶ likes to experiment with new ideas, to simulate and to work with practical applications
 - ▶ finds practical uses for ideas and problems
 - ▶ prefers practical problem solving rather than dealing with social or interpersonal issues.
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Accommodator (feeling and doing – CE/AE)

- ▶ prefers learning that is "hands-on"
 - ▶ acts on "gut" and intuition rather than logic
 - ▶ takes a practical, experiential approach
 - ▶ is attracted to new challenges and experiences
 - ▶ relies on others for information and problem solving rather than carry out own analysis
 - ▶ prefers to work in teams
 - ▶ sets targets and actively works to achieve them.
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Learning and OB

- ▶ Self management
 - ▶ Employee development programme
 - ▶ Learning through feedback
 - ▶ Shaping behaviour
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