

Swamy Vivekananda Vidya Samasthe(R)  
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**Subject : PEC-2**

Psychology of the learner

**Topic : Meaning of learning**

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**Assistant professor**

**KCE Shikaripura..**

# UNIT III: - LEARNING AND CONSTRUCTIVISM (12 Hours)

- Distinction between Learning as Construction of Knowledge and Learning as Transmission and reception of knowledge.
- Social Constructivist perspective and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate construction of knowledge.
  - Experiential Learning and Reflection.
  - Social mediation.
  - Cognitive negotiability
  - Situated Learning and Cognitive apprenticeship
  - Metacognition
  - Creating facilitative learning environments, teacher's attitudes, expectations, enhancing motivation, self efficiency, collaborative and self regulated learning.

## Meaning of learning

- learning is the process by which behavior changed through practice or training.
- learning is the modification of behaviour through experience.
- Gardner Murphy (1968)-  
The term learning covers every modification in behaviour to meet environmental requirements.

# Learning

- Learning is an Act of Acquiring new or modifying and reinforcing existing Knowledge, Behaviors, skills, and Values.

Blair and Simpson.

The changes in the behaviour, **insight**, **interest**, **thinking** etc occurs in the individual is called learning

Wood worth

- Learning is any relatively permanent change in an individual which results from Experience  
behaviour produced by experience is called Learning.

## Characteristics of Learning

- ❖ Learning is Universal and **Continues**
- ❖ **Learning is a proces**
- ❖ Learning is **developmental**
- ❖ Learning is **Purposeful** and **Goal oriented**
- ❖ Learning includes **Cognitive, Affective,** and **Psychomotor** related activities of individual
- ❖ Learning depends on **readiness** and **motivation**

- Learning is directly related with the **interest**
- Learning **does not** include **change in behaviour** on account of **Maturation**, fatigue, illness or **drug** etc
- ❖ Learning leads to **changes in behaviour** but this **does not** necessary mean that these change always bring about **improvement** or positive

# Elements of Learning

- Learner
- Learning Situation
- Learning Process
- Teacher( Tutor)
- Learning Subject



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# eÁÕ£À , ÀAgÀZÀ£Á ºÁzÀ

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- Constructivism is a learning theory
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# Meaning of constructivism

- Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in.

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# Characteristics of constructivism

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# Social constructivism

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# Social Constructivism

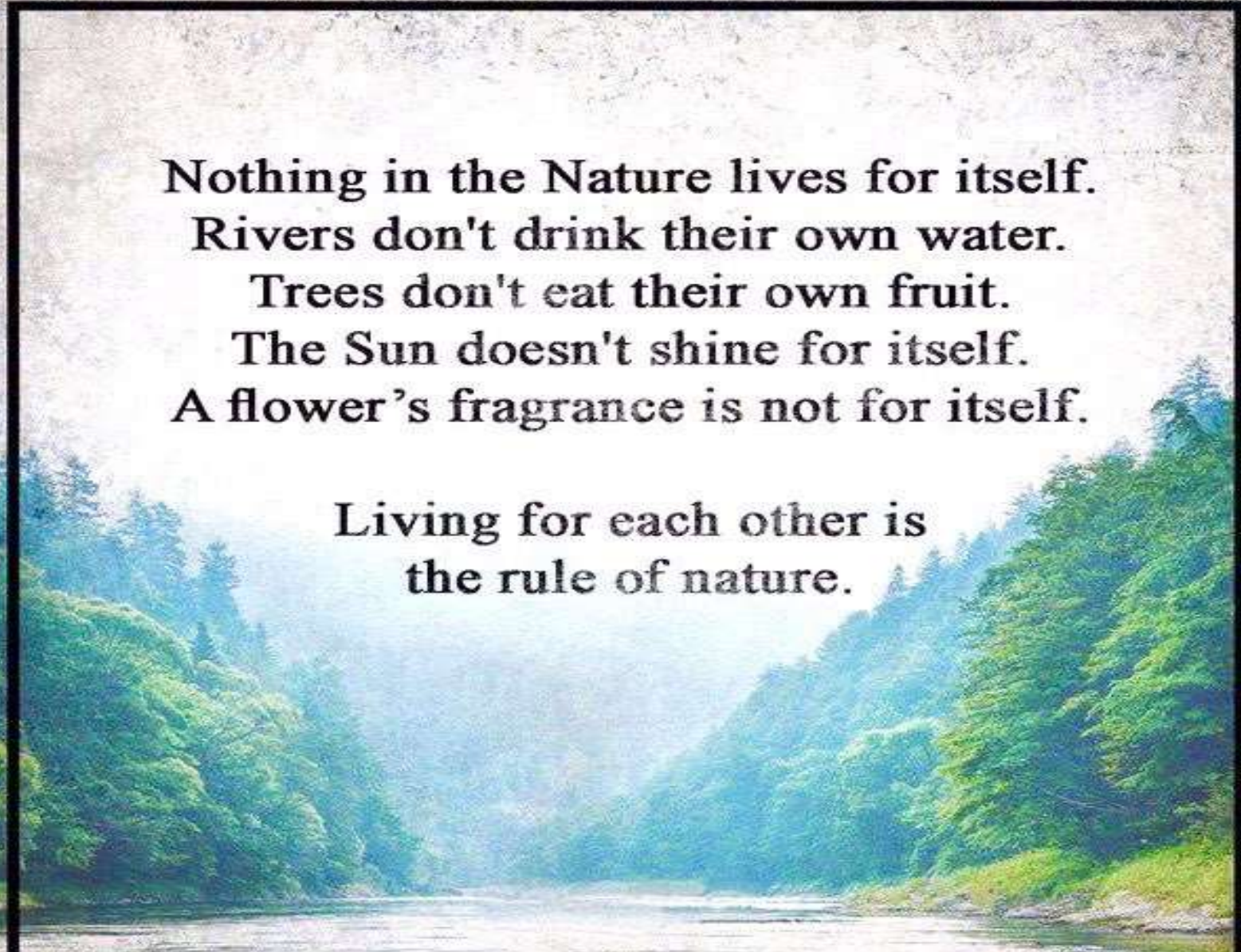
- Social Constructivism: The acquisition of intellectual skills through social interaction (Think: Vygotsky, Socially Distributed Cognition)

Nature teaches us everything to move ahead in life.

Like:

- 1) Trees teaches us to always give.
- 2) Birds teaches us to fly high and high with great courage.
- 3) Mountains teaches us to be on our decision in each and every situation.
- 4) River teaches us to move continuously to reach to our destination.
- 5) Animals teaches us to be united with everyone
- 6) Sun teaches us to be punctual.

— Chhaya Patel



Nothing in the Nature lives for itself.  
Rivers don't drink their own water.  
Trees don't eat their own fruit.  
The Sun doesn't shine for itself.  
A flower's fragrance is not for itself.

Living for each other is  
the rule of nature.

# Lev Semonovich Vygotsky



He was born in 1896- same year as Piaget - in the small Russian town of Orsha.

Middle-class Jewish family.

He entered into a private all boys secondary school known as a gymnasium—a secondary school that prepared students for the university.

In 1913 entered Moscow University through lottery.

In December of 1917, he graduated from Moscow University with a degree in law.

- Vygotsky completed 270 scientific articles, numerous lectures, and ten books based on a wide range of Marxist-based psychological and teaching theories.
- He died on June 10, 1934, at the young age of thirty-seven after long battle with TB.
- Vygotsky's work did not become known in the West until 1958, and was not published there until 1962.

# The sociocultural theory:

- Did NOT focus on the **individual child** but on the **child as a product of social interaction**, especially with adults (parents, teachers).
- Focus on **DYADIC INTERACTIONS** (e.g., child being taught by a parent how to perform some culturally specific action), **rather than child by himself**.



- Social world mediates children's cognitive development. Cognitive development occurs as **child's thinking is molded by society in the form of parents, teachers, and peers.** This leads to **peer tutoring** as a strategy in classrooms.
- People's thinking differs dramatically between cultures because different cultures stress different things.

- Theory's Principles and Concepts
- Children construct their knowledge.

Knowledge is not transferred passively, but is personally constructed.

- The learning is mediated.

Cognitive development is not a direct result of activity, but it is indirect; other people must interact with the learner, use mediatory tools to facilitate the learning process, and then cognitive development may occur.

- Language plays a central role in mental development.

The most significant sociocultural tool is language, as it is used to teach tool use and is vital in the process of developing higher psychological functions.



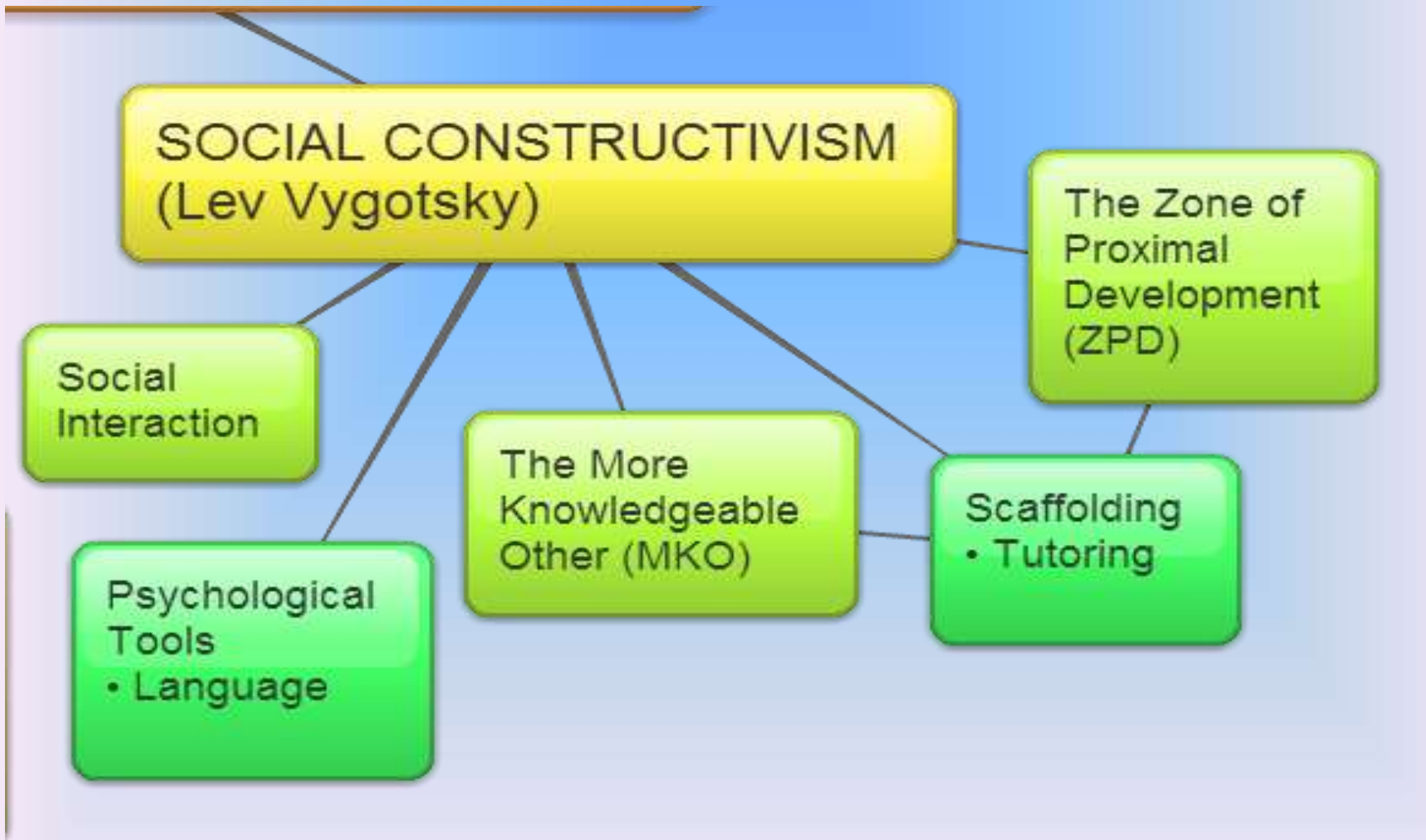
- Learning appears twice.

First on the social level, and later, on the individual level; first *between* people (*interpsychology*), and then *inside* the child (*intrapsychology*).

## Development cannot be separated from its social context.

- The context needed for learning is that where the learners can interact with each other and use the new tools. **This means that the learning environment** must be authentic, that is, it must contain the type of people who would use these types of tools such as concepts, language, symbols in a natural way.

# Social constructivistic theory





Zone of  
Proximal Development

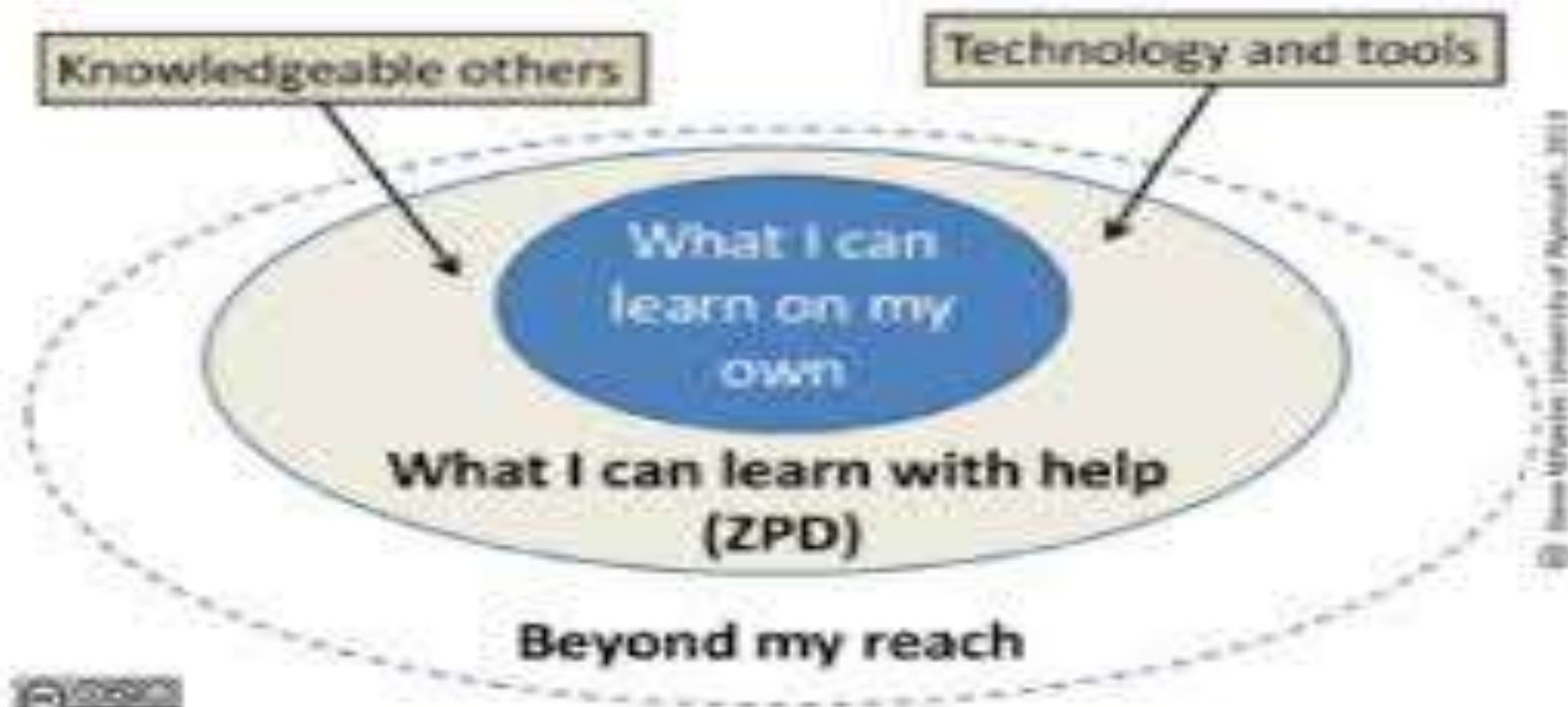


- **Zone of Proximal Development (ZPD).**

The difference between what a child can do independently and what the child needs help from a more knowledgeable person to do is the zone of proximal development.



## ZPD and scaffolding



## Theory 1: Social constructivism-Vygotsky

# Zone of Proximal Development

Skills too difficult for a child to master on his/her own, but that can be done with guidance and encouragement from a knowledgeable person.

What  
is  
Known

What  
is not  
Known



# Scaffolding

Vygotsky.

“ Role of teachers and others in supporting the learner’s development and providing support structures to get to the next stage or level”

A knowledgeable participant can create by means of speech and supportive conditions in which the student (novice) can participate in and extend current skills and knowledge to a high level of competence.

In an educational context, however, scaffolding is an instructional structure whereby **the teacher models the desired learning strategy or task then gradually shifts responsibility to the students.**

# Scaffolding:

- Provides support
- Extends the range of what a learner can do.
- Allows the learner to accomplish tasks otherwise impossible
- Used only when needed

# Example :

- An example of scaffolding in the classroom setting could include a teacher first instructing her children on **how to write a sentence using commas and conjunctions**. As the week goes on, she has her students practice writing these sentences with peers, gives students feedback and eventually has the **kids to complete this skill without her guidance**.

# Vygotsky's Constructivist Approach

↓  
Zone of Proximal Development

Guidance

Scaffolding



# SOCIAL CONSTRUCTIVISM (Lev Vygotsky)

The Zone of Proximal Development (ZPD)

Social Interaction

The More Knowledgeable Other (MKO)

Scaffolding  
• Tutoring

Psychological Tools  
• Language





Piaget

Vygotsky

Both agree children are active learners who actively construct knowledge

Thinking develops in recognisable stages which depend on natural maturation

Development of thinking is dependent upon language and culture

Role of teacher important but use of "more-expert other" not central

Use of "more-expert other" seen as fundamental part of cognitive development

Readiness is a central concept in education – children need to be ready to progress in their learning

Children should be actively encouraged to move through ZPD – do not need to be ready but should be given opportunity to engage in problems which are beyond current level of ability but within ZPD

# Conclusions

- Sociocultural theory considers learning as a semiotic process where participation in socially-mediated activities is essential.
- The theory regards instruction as crucial to cognitive development in the classroom. Instruction should be geared to the ZPD that is beyond the learner's actual development level.
- Social instruction actually produces new, elaborate, advanced psychological processes that are unavailable to the organism working in isolation

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Psychogy of the learner

**Topic : Meta cognition**

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# Etymological meaning of Meta cognition

- It is derived from the root word “Meta”, meaning Beyond
- It includes knowledge about when and how to use particular strategies for learning or for problem solving.

# META COGNITION

Meta Cognition is “ Cognition about Cognition”  
or Thinking about Thinking.

In other words,

It is a deeper level of thinking that includes  
our ability to think about our thinking:

- How we understand,
- Adapt,
- Change,

- -Control
- -and use our thought process

There are generally two components of meta cognition;

1. Knowledge about cognition
2. Regulation of cognition.

- Meta cognition also involves thinking about one's own thinking process such as study skills, memory capabilities and the ability to monitor learning.
- This learning needs explicit teaching along with content instruction
- Meta cognitive knowledge is about our own cognitive processes and our understanding of how to regulate those processes to maximise learning

# What is meta cognition?

- -Meta cognition involves thinking about one's own cognitive processes
- Thinking about one's thinking,
  - Learning
  - Reasoning
  - Problem solving



- Meta cognition is simply thinking about thinking or learning how we learn. Therefore it is considered to be a higher level of thinking.
- Meta Cognition is essential for effective learning in Complex situations

- Meta cognition includes the ability to ask and answer the following questions.
- What do I know about this subject, topic, issue?
- Do I know what I need to know?
- Do I know where I can go to get some information?
- Did I understand what I just heard, read or saw
- How should I revise my plan if it is not working to my expectations?

# Advantages

- 1.It enhances and enriches the learning Experience
- 2. Applying meta cognitive strategies such as self awareness and self monitoring is to develop independent learners who can control their learning and learn how to learn for life
- Provides Self –monitoring, Which is a step-by-step process of evaluation during the learning process.
- Develops higher learning and problem solving skills

# Disadvantages

- 1. Poor Self Esteem
- 2. Difficulty in problem solving
- 3. Poor reading Comprehension
- 4. poor language and communication skills