

What is Learning

Definitions of Learning

There is no single accepted definition of learning, since it depends on one's point of view. Most commonly accepted [learning paradigms](#) suggest learning is:

- a visible change in one's behavior which can be measured¹⁾
- the active process of acquisition (including insight, information processing, memory, perception) of new knowledge and developing adequate mental constructions²⁾
- a natural desire of human beings, a mean of self-actualization and developing personal potentials³⁾
- an active, socially enhanced process of knowledge construction based on one's own subjective interpretation of the objective reality⁴⁾
- the process of connecting to information sources containing actionable knowledge and maintaining those connections⁵⁾

Some other definitions of learning we found useful are listed here:

- “acquiring new or modifying existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information.”⁶⁾
- “all relatively permanent changes in potential for behavior that result from experience but are not due to fatigue, maturation, drugs, injury, or disease.”⁷⁾
- “a relatively permanent change in behavior due to experience. This refers to a change in behavior, an external change that we can observe.”⁸⁾
- “a relatively permanent change in mental associations due to experience. This definition focuses on a change in mental associations, an internal change that we cannot observe.”⁹⁾

1)

See: [Behaviorism](#).

2)

See: [Cognitivism](#).

3)

See: [Humanism](#).

4)

See: [Constructivism](#).

5)

See: [Connectivism](#).

6)

[Wikipedia: Learning](#). Retrieved September 6th, 2011. Updated August 11th, 2011.

7)

[Lefrancois, G. R. Theories of Human Learning: What the Old Man Said](#). Belmont, CA: Wadsworth/Thompson Learning. 2000.

8)

Behaviorist definition. [Ormrod, J.E. Human learning \(3rd ed.\)](#). Upper Saddle River, NJ: Prentice-Hall. 1999.

9)

[Ormrod, J.E. Human learning \(3rd ed.\)](#). Upper Saddle River, NJ: Prentice-Hall. 1999.

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