Learn, Learning And Self-Development

Kiran Cotha SJ

Abstract: Learning should be no longer static and discrete but continuous and engaging. This is because the domain of learning is not mere concepts and theories, quizzes and exercises, but real problems and real questions, and answers to real questions lead inevitably to more questions. The radical change that takes place so fast from following digital and technological revolutions, doing nothing is tantamount to sliding backward. Most of our education may be dangerously close to being insignificant or obsolete. Learning seems to be in the survival mode, being overwhelmed with the challenges of a changing world. Learning happens when we are open to it and in any unforeseen situation. Therefore, we need to transcend our superficial way of learning but rather our learning needs to give us high adaptability in any ambiguous circumstances to deal with. We must reframe, rethink, and recapture what is learning to learn and self-development – learning that takes place everywhere and continuously.

Index Terms: Learning, Sharpening, Levelling, Self-development.

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1. INTRODUCTION

ongoing advances in the physical, social, organic, neurological and anthropological sciences have brought forth radical mechanical and showcase achievements, however have, all the more significantly, uncovered huge human probability for plan, inventiveness and development, for innovation, revelation, adventure and enterprise, for capital gathering and riches creation, for individual self-realization and aggregate regular great. We are encountering a developing awareness of the expanded power that individuals have over nature, and over the future improvement of humanity (Mascarenhas 2011). Psychology as science began with two particular approaches: a) one rose as the investigation of human inward forms that are frequently hard to watch legitimately; b) determined spotlight on perceptible practices. The previous started with the psychoanalytic convention of Sigmund Freud who accepted that the reasons why individuals act and feel as they do are deep inside them; subsequently, change can be advanced when individuals test their psychic depths and bring to surface and mindfulness those inward, frequently oblivious, elements. The last approach (b) started with the exact convention of B. F. Skinner, its best example, called behaviorism, and expected that the reasons for individuals' activities are the rewards or punishments, they called reinforcements, they have gotten; subsequently, an individual's life can be drastically reformed by exact modifications in the organization of reinforcements. From the psychoanalytic practice of Freud rose two different methodologies: a.1) humanistic individual-focused psychology research that incorporated crafted by Carl Rogers who spearheaded customer focused treatment; .2) humanistic projective psychology that incorporates crafted by Fritz Perls, who spearheaded Gestalt treatment. Both psychoanalytic and humanistic traditions, although entirely different, comprehend human conduct as far as inspirational and enthusiastic elements, both spotlight on advancing mindfulness as the reason for the change, and both form hypothesis utilizing perceptions and direct understanding.

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• *Doctoral student, Xavier University Bhubaneswar, Xavier City Campus, Plot No. 12(A), Nijigada, Kurki, Harirajpur, Puri, Odisha - 752050*

Both form their hypotheses on clinical experience (Mascarenhas (2009b)). Another methodology thinks about people as indispensable life forms, who, by their inclination, investigate, create, and take difficulties, and along these lines develop themselves upheld by guardians, teachers and working environment superiors. Richard Ryan and Edward Deci pursue this way to deal with understanding natural intrinsic inspiration. Their focal postulation is that individuals create through the procedure of organism reconciliation as they proactively draw in their reality. They accept that there is a fundamental inclination inside individuals to advance toward more noteworthy lucidness and uprightness in the association of their inner world. Inherent like human improvement is the natural propensity toward more remarkable consistency and congruence inside; that is, individuals are characteristically motivated to integration and harmony (Deci 1999). In their latest book, Turning Learning Right Side Up: Putting Education Back on Track, Russell Ackoff and Daniel Greenberg (2008) warn us that "real education is not teaching but learning." Traditional education focuses on teaching, not learning. It incorrectly assumes that for every ounce of teaching, there is an ounce of learning by those who are taught. On the contrary, most of what we learn before, during, and after attending schools learned without any formal teaching. A child learns such fundamental things as how to walk, talk, eat, dress, and so on, without being taught these things. Adults learn most of what they use at work or leisure while at work or leisure. Most of what we studied in the classroom settings not remembered or internalized and much of what is incorporated or remembered is irrelevant. Generally,when posing a question, "Who in the class learned most?" practically all of them say, "The teacher." It is evident and its always understood by those who teach that teaching is a better way to learn than being taught. Teaching enables the teacher to discover what one thinks about the subject being taught. Schools are upside down: Students should be teaching and faculty learning. Let us distinguish between learning a skill in a domain, such as music, sports, architecture, or programming, and learning to learn. Learning-to-learn is a disposition of openness to learning in a domain. If we are not open to learning, we will not learn. (Peter J. Denning and Gloria Flores 2016).The emphasis has moved from activities primarily controlled by the trainer to the learning process and, where possible, to self-directed and self-managed learning using opportunities provided by new technology such as computer-assisted programs. It will be seen that there are both positive and negative components influencing frames of mind: early certainty and feeling of accomplishment in achieving success,

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which regarding reinforcement theory go about as a help to further learning, trailed by worry and dread of progress which would de-persuade. In perfect conditions, the craving to learn may be viewed as self-creating, the feeling of accomplishment from effective getting the hang of offering upsurge to confidence in one's capacity as a student and reinforcing the longing for further learning. The student stays able and 'figures out how to adapt,' in the end, making new 'improved execution' goals and dealing with the learning procedure required to understand those destinations. This is simply the self-development. For instance, if manual accounting changes to modernized accounting, the person's memory of mental number-crunching will not do the trick: the PC currently plays out this job. Confidence in the importance of one's information base lessens and should be supplanted by some new learning (for example step by step instructions to cause the PC to perform figuring's), besides, to support abilities like keyboard skills. In a quickly evolving condition, it is not adequate to secure the standard information and skills. The procedure must be consistent; the fruitful association will be one where consideration is paid to limiting the demotivating factors by making a steady atmosphere and by building up workers' confidence in their capacity to handle and overcome obstructions to learning – at the end of the day a 'learning organization' which cultivates and supports the characteristic self-producing learning process. This is an essential point. Learners who have developed to accept that they are able as learners lead the pack in overseeing change and create themselves in the process. There is a need for 'learning organizations' yet besides for people who can promptly move from organization to organization, or even participate in a few 'virtual organizations' without a moment's delay. Mindfulness is developing of the monetary need for continuous self-improvement, as security lies progressively in attractive abilities as opposed to in a 'protected' occupation and preparing is viewed as a fundamental piece of the all-out work contract. Our 21st century is one of accelerated change brought about by revolutionary technologies such as digitization, the global Internet networking, information explosion via massive search engines, enormous data and information storage, retrieval and diffusion systems, in which many skills (hardware and software) become obsolete nearly as fast as they are learned. If we must take these changes seriously, then we must admit that our current schooling and education systems are under siege – they are obsolete, inefficient, progressively getting irrelevant and are dangerous to becoming extinct.On the off chance that we change our accentuation, notwithstanding, from teaching to learning, from guidance to gainful request, from educator based to peer-based assessment frameworks, from remembering standardized education bundles to distinguishing, thinking, examining and resolving everyday market and life issues, from closed class setup to open learning conditions bolstered by the new online media and social networks, at that point education and schooling framework has a brilliant future, effect, and purpose. This new sort of learning does not need to substitute classroom setup; however, it allows new types of both formal and informal learning to develop around the edges of formal tutoring. Ideally, the new learning "edges" will bunch around the centre proper schooling, illuminating, impacting and changing one another, delivering a type of second educational transformation that we need seriously everywhere throughout the world, just about 200 years after the education

revolution that took us from locally situated apprenticeship to all-inclusive learning (Brown 2009). This radical change, this "new culture of learning" (Thomas and Brown 2011) is now expedited by all the new advances that have been concocted as of late, and it carries a test to schooling as a unique setting where learning happens (Collins and Halverson 2009: xiii). Learning ought to be never again static and discrete yet ongoing and engaging. Space of learning cannot be restricted to only concepts and theories, tests and some activities; however genuine issues and genuine inquiries, and answers to genuine inquiries lead definitely to more questions, and questions are a higher priority than answers. We need another method of reasoning, learning, and doing – about everything from science to history, from pollution to poverty, from a sustainable power source to inexhaustible wellbeing, from worldwide financial matters to worldwide university. Learning happens when we are available to receive it with openness and in unforeseen conditions. We need to get past contentions that are presently keeping down our capacity to see and comprehend what is now occurring before our eyes – the powers of learning in the 21st century will have a tremendous effect on our lives if we can grasp the conceivable outcomes of another culture of learning. To flourish in a universe of consistent change, we should challenge the very idea of how we take part with each other and how we set one up to another for whatever comes in our way.

MENTAL PROCESSES:

In most schools, including business schools, memorization is mistaken for learning. Most of what is remembered are remembered only for a short time but then is quickly forgotten. Computers, computer software, recording machines, cameras, blogs, and the like can do better in teaching the stuff that we usually teach in our classrooms. Most often, teachers are poor surrogates for such machines, equipment, and instruments. Why should students, children or adults, do something in classrooms that computers and related equipment can do much better than teachers can either in or out of classrooms? What education should focus, therefore, must be on what humans can do better than the machines and instruments they create. The two elements of long term and short-term memory have severe ramifications for the teaching system. Any issues that audience members cannot review not long after a talk are probably not going to have entered long term memory and will not be registered. Two other phenomena are significant: sharpening and levelling. At the point when a material is reviewed later, certain things are associated with their characteristic or specific intrigue (despite the fact that they may not be the most fundamental things of substance). The jokes or entertaining stories in a talk or preparing film might be recollected long after the genuine content has been overlooked. Different things are disregarded, and a 'levelling' process happens. The material is recalled by and broad terms, the primary detail is what has progressed toward becoming 'sharpened.' From aninstructor's perspective, it is significant to ensure that it is the critical things, which are 'Sharpened' in the audience members' psyches. One method for helping this to happen is to design the presentation logically – ensuring that each point is clear and liable to be comprehended and to condense compactly toward the end. Different techniques for helping memory are mental imagery, appealing to more than one sense.

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