

*The Art of Learning: Knowledge Comprehension and Implementation*Mr. Shivnath Ghosh
Dr. Santanu Koley**Abstract**

The Learning concept can be categorized by supervised and unsupervised learning in a broad sense, where supervised learning model assumes the availability of a teacher or supervisor who classifies the training examples and unsupervised learning model identify the pattern class by information heuristically or by experience. A novel concept of learning; Reflective Teaching-learning methodology is derived from reinforcement learning an accurate self-perception technique to promote learning process more interesting. Self-knowledge is the foundation of success and be enlightened. If the teacher or student integrates their mind tools such as metaphorical thinking and strategic superiority in his/her reflective learning-teaching methodology, the learning-teaching process becomes more challenging. Metaphorical thinking is a natural phenomenon of the human brain to find similarity between two different universes of meaning. Strategic- superiority is another natural phenomenon in which human brain associates challenges in to text material with structures and establish a direction in one's own mind. Integrating these two mind tools consciously in reflective teaching-learning process transforms the teachers as well as students to highly self motivated individuals. The art of learning is a self evaluation approach which is strategic and tactics in nature meaning that the learners construct new knowledge from their experiences related to the mental frame work that already exists in their mind. It naturally favors the self evaluation process providing competitive performance using knowledge compression.

Keywords: Reflective Teaching-learning, Strategic- superiority, Metaphorical thinking, Reinforcement learning.

Introduction

Learning obviously involves acquiring the ability to do something– an ability that we often describe as possessing *know how*. Learning: changes a person makes in himself or herself that increase the *know-why*, the *know-what*, the *know-how* the person possesses with respect to given subject. The learning way is about approaching life experiences with a learning attitude. It involves a deep trust in one's own experience and a healthy skepticism about received knowledge, simply, the learning is "A way of Being". It requires the perspective of quiet reflection and a passionate commitment to action in the face of uncertainty. The learning way requires deliberate effort to create new knowledge in the face of uncertainty and failure; but opens the way to new, broader and deeper horizons of experience. Learning is intrinsically rewarding and empowering, bringing new avenues of experience and new realms of mastery. To learn the concept of effective learning one must comprehend the process of *Metaphorical thinking* is a natural phenomenon of the human brain to find similarity between two different universes of meaning. Learning as a way of being probably encompasses a somewhat different set of attitudes and behavior of each person, considering our differences in experience, beliefs and values, kinds and level of intelligence and learning style. Learning is a long-lasting change in the learner's knowledge attributable to the learner's experience. This definition has three parts: (a) learning is a long-lasting change in a learner, (b)

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what is changed is the learner's knowledge, and (c) the cause of the change is something that the learner experiences. So knowledge is at the centre of learning. Science of learning: The scientific study of how people learn, opinions of experts or on what is considered to be best practice based on research evidence. Cognitive and educational scientists have identified five kinds of knowledge required for proficiency in most learning domains:

- **Facts:** statements about the characteristics or states of things, such as "the earth is the third planet from the sun".
- **Concepts:** categories, models, schemas, or principles, such as "in the number 23, the 2 represents the number of tens".
- **Procedures:** step-by-step processes that generate output.
- **Strategies:** general methods, such as "break a problem into smaller parts".
- **Beliefs:** Recognitions about one's learning, such as "I am not good in statistics".

Learning Models

- **Self-directed Learning:** This group has to be self organizing in the first instance and able to direct for itself the learning process needed.
- **Creative Learning:** There is a learning process, which we do not see but by which creator works out the implications and possibilities of the original starter concept.
- **Expressive Learning:** A learning mode to a way of "demonstrating" or "applying" something that has been learned in some other mode, "do after learning".
- **Feeling Learning:** Reflection on feeling learning as a way of being involves, as the saying goes, "getting in touch with our feeling".
- **On-Line Learning:** Reflection on on-line learning is to help us become learners who more and more inquire into all sorts of subjects all the time.

- **Continual learning:** Through this learning learners can look back on their learning experiences of the recent methods and ask themselves just how continual they been so far.
- **Reflexive Learning:** Reflectivity in learning as a way of being in a natural process, and the ideas and insights just suggested will occur naturally if the restrictive philosophy model is removed.

All seven dimension of learning as a way of being arise in learner's accounts of their own learning. This is an interesting finding in itself: when asked to talk about their own successful learning the people routinely mention these models. (Refer Table I)

Assessment Strategies for Learning process & Improvement(Refer Table II)

Conclusion

Finally we can conclude the learning is a continual process of acquiring knowledge and along with effective implementation and empirical research to give deeper understanding and more fine-grained analysis of constructive learning process that promote the acquisition of worthwhile knowledge, cognitive and self-regulation skills. The design of learning model and learning environments, "The art of learning: learning as a way of being" involve the research-based theory of how people learn and evidence-based principles of how to help the learners. Research using self-directed learning offers a unique path to testing aspects of theories of reflective learning, particularly concerning perceptual processing during learning.

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Table I: General Statements Knowledge Comprehension and Learning

Statements / Objective	Self-directed Learning	Creative Learning	Expressive Learning	Feeling Learning	On-Line Learning	Continual learning	Reflexive Learning
There is a freedom to question, to disagree	√	√					√
Learners have fun in the process			√	√			
What is learn in reinforce					√	√	
The experience meets individuals' needs	√		√	√			
Participants use their own experience to learn					√		
The instructors have genuine concern for learners				√			
Curiosity is encouraged and reward	√		√			√	√
There is no doctrine of "one right way" present either in what and how to learn	√	√	√				
A nonjudgmental climate exists				√			√
There is tolerance of mistakes		√	√			√	
There is acceptance of inherent knowledge and abilities	√	√			√		
Learners follow their inclinations	√	√					
A nurturing environment exists				√			√
The climate fosters creativity		√					√
The subject matter is interdisciplinary		√			√		
The concern is for attaining desired outcomes rather than merely for meeting norms			√		√		√
There is a cultural diversity among learners				√	√		√
A variety of learning sources are used		√			√		√
Genuine love and concern are present				√			
Learners have time to reflect	√						√
Learners have an opportunity to teach	√		√				√
No one is made to feel stupid				√			
Learning is self-paced	√					√	
Everyone is stretched out of his or her comfort zone		√		√			√
There is tolerance of differences in learning styles	√	√		√			
A noncompetitive climate exists			√	√			√

Table II : Assessment Strategies

Assessment should be:	Learning Process Expiation:
Associated with learning outcomes and learning strategies	Method enable the learning outcomes to be effectively met
Transparent and measurable	Learners must have clear comprehension about the environment required. What has been the process of learning, that is, what is the stream of ideas and experiences that learning has been composed of
Balanced between the formative and the summative	Learners should be provided with some tasks where they can practice the required skills and be provided with developmental feedback, in advance of any final assessment of their abilities
Valid, reliable	It should be clear that any task will actually measure the achievement of a learning outcome; that the ability could be repeated with the same outcome and judged equally by different assessors; and is reasonable for learners to achieve in the time frame and for assessors to mark in the time frame
Authentic and inclusive	Assessments should measure meaningful and significant activities for Learners
Original motives	Why have learners engaged in this learning process
Consistency	Consider to what extent these principles and experiences are occurring in the way of learners