Learning Approaches, Theory, and Practice

[Name of the Writer]

[Name of the Institution]

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**Learning Theories**

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| **Theory ((Most connected to least connected)** | **Implication** | **Connection** |
| Piaget’s Theory of Cognitive Development | Piaget’s Theory of Cognitive development refers to the application of the learning capability of the individuals. This theory depends on two condition; transformation and states. It implies that individuals learn from continuous modifications and the continuously evolving environment around them. | This theory personally interests me because it perfectly fits the real scenarios of learning especially in the case of child learning where the children learn, develop and grow based on these two conditions. |
| Gardner’s Theory of Multiple Intelligences | The Gardner’s Theory of Multiple Intelligences implies that the intelligence of an individual depends upon a single certain ability which is determined upon the criteria of eight factors.  The criteria include eight points which stated a distinction in the developmental progression, susceptible to the symbolic progression, a support in their experimental psychology, having a brain isolation potential during a brain damage, a presence in the core operations, the existence of prodigies in the light of becoming an exceptional, and a place in the evolutionary history. | This theory is somewhat connected to my opinion regarding the learning of individuals specifically child learning as it can be seen that not every child is an excellent performer in every field. Some students perform well in one subject and lack excellence in the other (Berk, 2017). |

**Learning Approaches**

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| **Approach (Most connected to least connected)** | **Implication** | **Connection** |
| Reggio Emilia approach | The Reggio Emilia Approach is an exclusive approach which puts forward the fact that every individual is gifted with something unique and he or she brings that specific skill or knowledge from which others can also be benefitted (New, 2007). | The Reggio Emilia Approach is especially different in the sense that in a group of learners or children, every child can bring his or her own set of unique characteristic from which the other learners can benefit and learn. |
| Behaviorist Approach to Learning | This approach implies that humans learn and respond more efficiently the stimulus present in their environment. Learning facilitators play a significant role in this approach as they impart the information and knowledge by providing the appropriate stimuli. | This approach is very much connected to my way of thinking as it can be seen working most appropriately in the society. Students can be seen responding and learning effectively from the occasions and events taking place in their surroundings and society (Inhelder, Sinclair, & Bovet, 2014). |

**References**

Berk, L. (2017). *Development through the lifespan*. Pearson Education India.

Inhelder, B., Sinclair, H., & Bovet, M. (2014). *Learning and the Development of Cognition (Psychology Revivals)*. Psychology Press.

New, R. S. (2007). Reggio Emilia as cultural activity theory in practice. *Theory into practice*, *46*(1), 5-13.