

# **Encyclopedia of the Sciences of Learning**



Norbert M. Seel (Ed.)

# Encyclopedia of the Sciences of Learning

With 312 Figures and 68 Tables

*Editor*

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# Preface

Learning is existential, and so its study must be complex and interdisciplinary. Over the past centuries, researchers from different fields have posited many theories to explain how humans and animals learn and behave, i.e., how they acquire, organize, and deploy knowledge and skills. Basically, learning is defined as a relatively permanent change in behavior and/or in mental associations due to experience. Learning is a response to environmental requirements and different from biological maturation, which, however, is a fundamental basis for learning.

From a historical point of view, learning had been an issue of epistemology and philosophy since ancient times. Nevertheless, the twentieth century may be considered as the *century of psychology of learning* and related fields of interest, such as motivation, cognition, and metacognition. It is really fascinating to see the various currents of the twentieth century research in learning, remembering, and forgetting. And it is interesting to see that many basic assumptions of early theories have survived the paradigm shifts of psychology and epistemology that occurred during the twentieth century. Beyond folk psychology and naïve theories of learning, psychological learning theories can be grouped into several basic categories, such as behaviorist and connectionist learning theories, cognitive learning theories, and social learning theories.

However, *learning theories are not limited to psychology and related fields* but can be traced back to ancient philosophers, such as Socrates, Plato, and Aristotle. It is certainly true that the topic of learning also played a significant role in the philosophy of the Middle Ages (e.g., St. Thomas Aquinas), and in the modern era philosophers such as Descartes, Hume, Locke, Kant, and many others were interested in the topic. The same holds true for philosophers of the twentieth century, who were highly interested in learning.

It is noteworthy that the so-called fathers of psychology as a discipline, Wilhelm Wundt (1832–1920) and William James (1842–1910), were both originally professors of philosophy. In the 1880s, Wundt began studying rote learning of lists of nonsense verbal items, and a short time later, James foreshadowed many aspects of modern neurobiology of learning and even connectionist theory. Whereas Wundt and James remained closely aligned with the field of philosophy and the application of introspective self-observation, Hermann Ebbinghaus (1850–1909) began studying human memory and higher cognitive processes (such as meaningful learning) by means of experimental methods. This transported the study of learning and remembering out of philosophy and into the realm of empirical research, providing valuable tools until today. Ebbinghaus' seminal work on learning and remembering can be considered as the beginning of systematic psychological research on learning and remembering for the twentieth century. Another strong influence was Pavlov's reflexology and his experiments with animals. This can be considered as the beginning of research on animal learning, which was also characteristic, to a large extent, of the emerging fields of associative psychology (e.g., Thorndike) and Gestalt psychology (e.g., Köhler). At the beginning of the twentieth century, these two sources – associative psychology and reflexology – gave rise to *connectionism* and the idea of learning by trial and error, whose most prominent supporter became Thorndike (1874–1949).

Clearly, the first half of this century was strongly influenced by connectionism (and behaviorism) and Gestalt psychology, whereas the second half can be considered as the period of the emergence of cognitive and constructivist conceptions of learning. Psychologists and biologists have studied learning in animals and humans within the realm of both paradigms. Nowadays, animal and human learning and cognition are separate but related fields of study within psychology and biology, each with an identifiable history that is often intertwined with the other. Beyond psychology and biology, disciplines such as anthropology, sociology, and education focused on the topic of *human learning* in the course of the past centuries. However, one of the most important innovations for research on learning resulted from the emerging computer sciences and their focus on machine learning.

*Informatics* struck a chord in the second half of the twentieth century and machine learning became a most promising field of the sciences of learning in general. Briefly put, a machine learns whenever it changes its structure, program, or data in such a manner that its expected future performance improves. Machine learning usually refers to changes in systems that perform tasks associated with artificial intelligence (AI). Many techniques in machine learning are derived from the efforts of psychologists to make their theories of animal and human learning more precise through *computational models*. Conversely, it seems that the concepts and techniques being explored in the field of machine learning also illuminate certain aspects of the biology of learning. Accordingly, closely related to machine learning is also the study of human and animal learning in psychology, neuroscience, and related fields.

Textbooks on psychology usually attribute central significance to the neurobiological foundations of learning and thinking and discuss them at length. The authors of these books expect *neurobiology* to provide conclusive answers to the questions of how the brain functions and how nerve cells produce thinking, learning, and acting. Indeed, the neurosciences have made tremendous progress in the past 20 years: For instance, new methodologies in magnetic resonance imaging have made it possible to measure processes which were formerly matters of pure speculation, such as how information is taken in by the senses and passed on to neural subsystems or how it is stored and retrieved. Neurobiologists are interested in the physical structure of the carrier organs responsible for learning and retaining, thinking, and acting, while psychologists study the physical functions of these phenomena. Accordingly, there are many parallels between human and animal learning on the one side and machine learning on the other side. However, it is easy to find some critical comments in the related literature to the effect that the contributions to machine learning from research on human learning are less relevant than those from statistics and computer science. Sometimes this is traced back to the insufficient state of research on human learning in general.

As a final point of this introduction it must be emphasized that human and animal learning is always embedded in particular social contexts. Consequently, biological and psychological research on learning must be complemented by anthropological and sociocultural studies with their tradition of fieldwork-based research.

Learning as seen from the various disciplines is evidently a multifaceted topic. However, the sciences of learning in general have become more specialized and complex, and the fields of interest are widely spread and separated from each other. As a consequence, there is no comprehensive overview on the learning sciences and their central theoretical concepts, methodologies, and research findings.

In consequence, the mission of this project is to provide a unique and comprehensive reference work for the sciences of learning with a particular emphasis on *animal, human, and machine learning* from their beginnings until today. The content on learning from these fields of research will be comprehensive and well balanced because the overall objective of the encyclopedia is to produce a solid work of reference that provides the user with the established information in the particular field of interest. Usually, the areas of animal, human, and machine learning are separated from each other in the related literature. Thus, this encyclopedia will be the first reference work to cover the separate areas of the learning sciences. Accordingly, not only psychological theories and traditions will be at the center of this encyclopedia, but rather also theories and conceptions from biology, neurosciences, computer sciences, information science, communication research, philosophy, anthropology, and sociology, as well as particular fields of application such as instruction, psychiatry, and robotics.

The *Encyclopedia of the Sciences of Learning* provides an up-to-date, broad, and authoritative coverage of theories and philosophies used in the sciences of learning and adjacent sciences from their very beginnings to the present. This modern compendium is an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields related to the learning of animals, humans, or machines. More specifically, the encyclopedia provides fast access to the most relevant theoretical terms without the need to consult a lot of textbooks and edited volumes. It supplies clear and precise explanations of the theoretical terms, cross-references to related content, and up-to-date references to important research and publications; it also contains short biographical notes about scholars who have made substantial contributions to the sciences of learning.

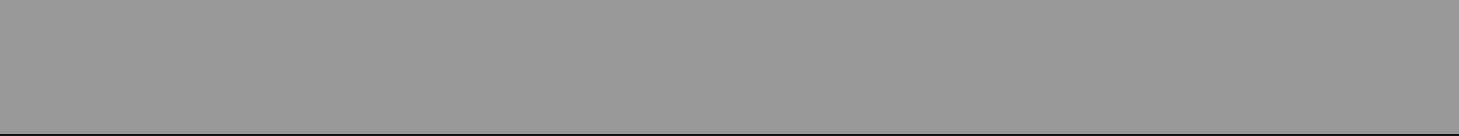
The entries are written by a distinguished panel of researchers in the various fields of the learning sciences; the contributions for each of the topics will have to be of the highest standard in order to ensure that the work becomes a “standard” for future research and theory construction.

The *Encyclopedia of the Sciences of Learning* is the result of a long-term project initiated by Marie Sheldon, a former manager of Springer New York, and the editor-in-chief. For me it was a pleasure and inspiring experience to collaborate closely with Daniel Quinones (Springer Heidelberg) and his team – it was really great to work with them. It was also a great pleasure and source of inspiration to collaborate with a panel of distinguished researchers who contributed greatly to the success of the project as associate editors.

Last but not least, my special thanks go to Jung Mi Lee, who served as my editorial assistant – and did a fantastic job of it.

As a scientist of the twentieth century, I dedicate this encyclopedia to the generations of the twenty-first century. I consider Jakob and Anna, Amira, and Elia to be excellent representatives of the future.

Norbert M. Seel  
Freiburg, Summer of 2011

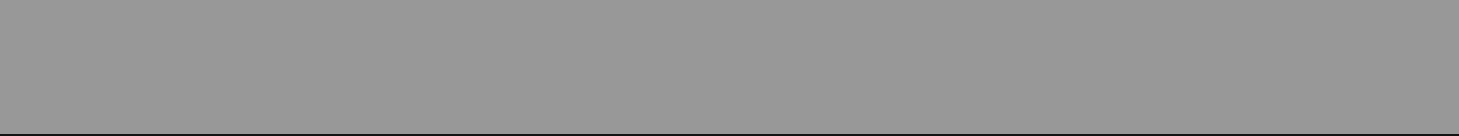




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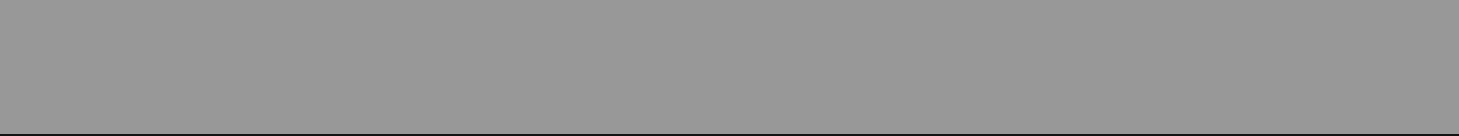
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