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Review Article

Learning Process of the Organizations: An Overview

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Abstract

A basic human activity, learning is essential to the growth of both individuals and society. It is described as the process of learning new information, abilities, attitudes, beliefs, or behaviors via education, study, or experience. Learning entails a deeper comprehension that results in long-term shifts in behavior or thought patterns, as opposed to simple memory. It is an ongoing, ever-changing process that molds how individuals engage with their environment and adjust to changing conditions.

Keywords: Learning, Organizational behavior, Theories and Cognition

Introduction.

A person encounters new information, absorbs it, and incorporates it into their knowledge and behavior in a sequence of steps known as the learning process. It has behavioral, emotional, and cognitive components. Learning is a cycle rather than a sequential occurrence, and as knowledge grows, it frequently necessitates going back to prior phases. The majority of learning theories, including constructivism, behaviorism, and cognitive theory, agree on a few fundamental stages that characterize the learning process, although they each present different models of how people learn. Since learning improves critical thinking, problem-solving skills, and self-awareness, it is crucial for personal development. People broaden their viewpoints, make better decisions, and gain more confidence when they interact with novel concepts and experiences. Learning also gives people a sense of direction and purpose in life by assisting them in setting and achieving goals (Torre et al., 2016), Learning is essential for professionals in the fast-paced, constantly- changing employment environment of today. People must continuously upgrade their knowledge and skills in order to

comply with new rules, working norms, and technological advancements. It is now essential to pursue lifelong learning in order to stay relevant, perform better, and progress in one's job. To guarantee safe and efficient practice, ongoing professional development is a formal requirement in several professions, including healthcare, law, education, and engineering.

Literature review of the Learning Process Stages

Teachers and students may create successful learning experiences by having a solid understanding of the stages of learning. These phases consist of:

Perception

The first level of perception is when students use their senses to become aware of new information or experiences. This could be accomplished via reading, watching, listening, or interacting with the surroundings. A medical student might see a senior physician perform a novel surgical procedure, for instance. At this point, students start to visualize the information or ability they are about to acquire.

Understanding

At this point, students try to make sense of the information they have seen. They begin to draw connections between what they already know and the new information. This entails posing queries, having discussions, or thinking critically about the content. A nurse learning about a new drug in the medical field needs to understand how it functions, what it treats, and how it interacts with other drugs.

Utilization

Applying the knowledge in a real-world setting comes next when the student has grasped it. Theory turns into practice at this point. In professional and vocational contexts, application is particularly crucial. For instance, after learning about manual handling skills in a training session, a recently graduated healthcare assistant may use them when providing patient care.

Evaluation

At this point, students deconstruct complicated material into manageable chunks in order to comprehend their relationships. Finding patterns, causes, and effects is aided by analysis.
Analyzing patient symptoms, interpreting test data, and determining potential diagnoses are all examples of what analysis may entail in clinical settings.

The process of synthesis

To create a new whole, synthesis entails fusing components from several sources or fields of expertise. To come up with fresh concepts or answers, learners employ creativity and higher-order

thinking. For example, to develop a new care plan that is specific to a patient's needs, a healthcare team may combine information from research studies, treatment recommendations, and patient records.

Assessment

Making quality decisions based on accurate information in learning phase makes the learning process successful. Independent critical thinking, self-evaluation make things possible and professionals in the relevant industry, evaluate results on regular intervals to bring high satisfaction.

Types, Methods, and Influencing Factors in Healthcare Learning

According to Thimony A judge (2021) learning is categorized into three stages, cognitive, behavioral and emotional to increase job satisfaction. Every stage has its own significance and how individuals absorb information and act accordingly. Cognition relates with mental skills, development of scientific knowledge, analyze health and medical data to bring meaningful information followed by emotions to understand emotions, own and others as well, it helps the healthcare professionals to understand patients and make bond with them under stressful circumstances. While behavioral is related with development of skills through continuous practice and repetition.

Methods of Learning

Learning can be acquired using different approaches and methods. Some methods are formal and some are informal. Medical schools, health institutions are example of formal learning in which adequate training, courses, curriculum were taught by expert academicians. On the other hand, informal learning is not planned and not organized. They are brainstorming discussion with teacher, colleagues, class fellow and teachers. Doctors can learn new things from their senior ones'.

Factors Affecting the Learning Process

Motivation is the main factor behind learning process. Those who are self-motivated about enhancing and adding values to their skills and want to grow in their career can learn new things. They can absorb new information. Learning environment and supportive management also play pivotal role in learning process. Well-equipped up to date health professional can interact with their patients in different way and got their attention and make them satisfied. Curriculum could be set in a way that can give choice to learners for example some learn from videos and other learn from lectures. These preferences help the institutions to tailor teaching methods.

Example in Healthcare Setting

For example, hospital install electronic health record in their organizations, now staff members can learn through proper training and informal way is to share tips and shortcuts by each other informally to is a form of sharing knowledge with others. Consider a hospital implementing a new electronic medical records (EMR) system.

Research Methods

This is a review study and data used in this study was taken from well reputed data bases and indexing agencies such as web of science, Scopus, EBSCO, PubMed, emerald, sage, Elsevier, and Wiley. This study has used books, published articles, thesis from universities repositories and other published academic material available on google scholar of the renowned scholars.

Learning Theories

If we are going to promote the operational efficiency, safety, and quality of work in the work force, it is fundamental to understand how people learn, especially in the field of health care. Learning can be seen not only as an increase in someone's knowledge, but as a development of behaviour and competencies that allow for adaptability in circumstances that change. Learning theories provide a framework of understanding of how we acquire, process, and recall information. In this section, we will describe 4 main learning theories, and how that may influence practice in health care and health informatics.

Classical Conditioning

Classical Conditioning is attributed to the work of Ivan Pavlov, and learning by association. While 'classical conditioning' is generally thought of as a psychological construct, there are some principles evident in practice in the health care sector. For example, a nurse learns to recognize the sound of a monitor alarm with immediate anticipation of urgent action; a patient learn to see a syringe and associate the experience with discomfort. Although these examples are more related to automatic and emotional responses, the significance of predictability with cues or stimuli in environments influences the behaviors of all individuals. The understanding of these types of associations in health informatics may be useful in establishing alerts, or interface prompts to steer individual towards the desired actions from empathic stress or fatigue (Pavlov 1897).

Operant Conditioning

Operant conditioning is a term used by B.F. Skinner (1963) to describe the emphasis on punishment and reinforcement as signals of the change in behavior. Operant conditioning in healthcare, particularly in training, involves training by positive reinforcement, which might include public complimenting and rewarding best behavior or performance via electronic devices, and providing timely feedback to facilitate error correction. Operant conditioning can be used when attempting to gain behavioral change or procedure compliance.

Cognitive Learning Theory

Cognitive Learning Theory defines mental capabilities to learn, encompassing thinking, memory, and problem-solving. In health informatics, cognitive focus on Cognitive Learning Theory may lead to systems and applications considering the user's capacity for processing information. There are, for example, clearly intuitive user interfaces and efficient feedback mechanisms for health IT and applications that enable cognitive learning for health professionals, specifically during onboarding or training (Bandura 1986).

Social Learning Theory

Social learning theory, as proposed by Albert Bandura, suggests that individuals learn through observation, imitation, and feedback. This is quite common in the healthcare environment where team working, role modeling, and mentorship are the order of the day. New entrants tend to learn through shadowing or participating in a group discussion with experienced employees. Social learning can be facilitated in health informatics through group areas, video tutorials, peer-training workshops, or forum boards. These facilitate sharing of knowledge and help ensure effective transfer of best practices (Bandura, 1971).

Connection to Health Informatics

As a student of Health Informatics, I find these theories highly relevant to my practice. When implementing a new technology in a hospital—a clinical decision support system, say, or a patient portal—I need to work out how the users are going to learn to accept and use it effectively. By applying these theories to the design and training process, we can extract more from the user, reduce the level of resistance to change, and improve the quality of care delivered. For example, social learning techniques can foster collaboration among employees, whereas cognitive principles allow for

a system that is made to be understandable and simple to operate. Operant conditioning can be attained through gamification and incentives in e- learning modules, enhancing motivation to complete training (Graffam 2007).

Conclusion

In short, understanding diverse learning styles enables us to design more effective training programs, more responsive health care systems, and a more patient- and staff-friendly climate. Every theory of learning has some important insight to offer on how behavior and knowledge arise—and if applied wisely within healthcare, they can yield real gains in performance and safety. Learning is not a process, but an event that facilitates growth and innovation to take place. To paraphrase an adage: "*Learning is a continuous journey that empowers both individuals and organizations.*" By applying learning theories to our practice, in this instance in areas like health informatics, we can be sure that the systems we design do actually assist those who use them.

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