

# LEARNING METHODS

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You should select strategies and activities with reference to what kind of knowledge you intend to expose to the learner and with reference to the extent of accuracy or complexity you wish the competency learned.

## **Information knowledge**

If your learning objective constitutes information knowledge you should always let the learner acquire the knowledge on his or her own; And to the greatest extent by supplying reading material or reference.

It is a waste of time to include reading as a learning activity in course-time, whether online or in the class-room. It is far easier for the learner to take in information by controlling the pace themselves.

The management task is to orchestrate; by selecting appropriate reading material and sequencing it in the appropriate order, which will supply structure.

Additionally, the orchestration may include, challenges in the form of tests that function to supply emphasis and structure through repetition.

The challenges may also supply coherence and form compound-knowledge in less complex areas.

## **Compound knowledge**

Compound knowledge requires more learning leadership.

Learning activities can be such as sequencing information knowledge in such a way that the presented sequence becomes the structure of the compound knowledge.

When using autonomous strategies, you should make certain that the learner arrives at a conclusion by asking the appropriate questions or by lining-it out the points to be made eg. by arranging challenges in the form of tests.

Learning activities that aim at compound knowledge are often suitable for classroom or group activities, since they may require a subject matter expert to explain the structure.

If the learning objective contains compound knowledge, it is essential that you orchestrate that the required information knowledge is obtained prior to the learning activity.

## **Action Knowledge**

Learning action knowledge is a two-step process. First, you must learn each process step and then you must make the learner repeat them to the extent needed to reach the required proficiency.

It may be important that you monitor the repetition to some extent since negative learning is often introduced if the learner inadvertently misunderstands some of the process steps.

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