

## Ways We Learn

Based on Bryan Hopkins's analysis and ILO ITC's taxonomy

Mode	Method	Media (Selection only)	Strength	Weaknesses
<p><b>1. Group course Workshop, Seminar, Symposium, Conference</b></p> <p><i>A face-to-face event, of any duration, in which a group of people come together with the prime purpose to learn. In this mode, the facilitator, trainer or subject matter expert plays a prominent role. This is always considered "formal" learning or more precisely as "training"</i></p>	<p>Group work Role plays Simulations Energizers Ice breakers Presentations Debates Brainstorming Plenary discussion Wall cards, poster sessions Games Demonstration</p>	<p>Written Handouts Verbal messages Gestural and corporal messages Flip chart Presentation software (PowerPoint) Video</p>	<p>Can provide expertise unavailable internally</p> <p>Opportunities to practice real skills</p> <p>Allows concentration on the learning</p>	<p>May not be exactly what is needed Can be expensive</p> <p>Probably needs follow-up to be effective</p> <p>Expensive</p> <p>May be difficult to relate workshop to actual performance</p>
<p><b>2. Knowledge Sharing</b></p> <p><i>A group of people, who need not and often do not, share a common work location, but with a shared professional interest, who exchange information for the purposes of learning. Communication is normally via electronic media, but it is not precluded that they meet face-to-face periodically (in a mode 1 situation). While a facilitator may be present, in this mode the team members primarily provide the subject matter input.</i></p>	<p>Communities of Practice Community of Interest Professional associations Networking</p>	<p>Video/tele conferencing Written materials Wikis Web Spaces Social networking programmes</p>	<p>Flexible</p> <p>Allows wide range of experience to flow in</p> <p>Builds active communication between experts</p>	<p>Can be time consuming</p> <p>Information and opinion/practice is mixed</p> <p>Topics may not cover what is needed</p>

<p><b>3. Team Learning</b></p> <p><i>A small group of people who come together with the specific purpose to learn, and in some cases take action as well, for a specific time limited duration. This may be an intact team or individuals who are convened specifically for the learning activity. While a facilitator may be present, in this mode the team members primarily provide the subject matter input. (This is not the same as group work in the context of a modality 1 activity)</i></p>	<p>Action learning Problem-based learning, Collaborative learning Learning teams Intact team retreats After-action reviews Peer assists</p>	<p>Workbooks and other written materials Video/tele conferencing Wikis ListSers Web Spaces Verbal messages Gestural and corporal messages</p>	<p>Connects people with specific learning needs</p> <p>Opportunities to practice real skills</p> <p>Allows concentration on the learning</p> <p>Helps team building</p>	<p>Difficult to find time</p> <p>Can be affected by negative team dynamics</p>
<p><b>4. Distance Learning</b></p> <p><i>A learning course where the participants are at a distance from the course administrators, facilitators, subject matter experts and resources. Learning materials may be in paper or digital form and communication between the tutors and participants and amongst participants is often facilitated by various electronic media. Learning may be collaborative or individual. Distance learning is often associated with the notions of “open” enrollment and learning “flexibility” of time and place.</i></p>	<p>Debate/Discussion Research Peer activity Assignments</p>	<p>Email Virtual Learning Environments (VLE) Video and tele-conferencing Video Workbooks and other written materials Written and verbal communication Pod casting Blogs and wikis</p>	<p>Cost-effective</p> <p>Good where training have to be repeated often</p> <p>Flexible to meet needs of different levels of learner</p>	<p>Quality dependent on strength of design</p> <p>Less effective for skill-based subjects</p>

<p><b>5. On-the job Training</b></p> <p><i>Learning takes place in the workplace and the learner engages in actual work. There is usually some form of guidance through a coach, who is ideally a real colleague, including the supervisor, of the learner. This is sometimes formal in nature but often informal learning.</i></p>	<p>Work assignments Guided missions Coaching Mentoring Shadowing Job swapping Cross training Apprenticeships Task- based training Guided Reading</p>	<p>Verbal communication Body language Workbooks and other written materials</p>	<p>Close to the real performance</p> <p>Integrates learning with performance</p> <p>Close contact between trainer and learner</p> <p>Flexible timing Builds relationships</p>	<p>Potentially dangerous/risky to clients, equipment, etc.</p> <p>Commitment of time by learner and coach may be difficult</p>
<p><b>6. Self Study</b></p> <p><i>Learning in which the learner takes the initiative and is fully in control of his or her own learning. The learner may or may not get recognition for the learning investment and it is often informal in nature. There is no facilitator, coach or tutor with whom the learner relates.</i></p>	<p>Self-directed learning Research Self study course</p>	<p>Workbooks and other written materials Internet CD Rom/DVD e courses Video</p>	<p>Highly cost-effective Permanently available</p>	<p>Less effective for complex tasks</p>
<p><b>7. External Studies</b></p> <p><i>A structured, usually fee paying course organized by an academic or training institution. Usually specific to the needs of an individual or small group. Often results in some form of certificate.</i></p>	<p>Academic courses Sabbaticals External job placements Professional learning for certification or accreditation</p>	<p>Verbal communication Workbooks and other written materials</p>	<p>External Accreditation</p> <p>Can provide expertise unavailable internally</p>	<p>Expensive</p> <p>May not be exactly what is needed</p> <p>May be difficult to relate studies to actual performance</p>