Learning types

Dianna Laurillard's conversational framework describes learning from the student's perspective. The framework identifies six categories of learning or learning types as students interact with their teacher, their peers and the learning environment. The six original categories are acquisition, collaboration, inquiry, discussion, practice and production.

In the video: Introduction to the 6 learning types, Dr Dianna Laurillard explains these learning types within the conversational framework which represents the teaching and learning process. The learning types focus our attention on what the student has to do in order to understand, rather than what the teacher is going to tell the student. This shifts the design process to focus on the learner.

During our course design process we will use an online tool that incorporates these learning types to design your course. However, please note that this tool excludes collaboration as a learning type. It also includes one additional learning type: assessment.

The pages that follow define the learning types (including collaboration) and provide some examples of each.

Acquisition

Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos

Collaboration

Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisition it is about taking part in the process of knowledge building itself

Discussion

Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers

Investigation / Inquiry

Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught

Practice

Learning through practice enables the learner to adapt their actions to the task goal, and use the feedback to improve their next action. Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation to the goal

Production

Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice

Assessment

Use this category to allocate time to activities which are directly assessed, either by a tutor, a peer or a computer. Assessment includes both formative and summative assessment.

Acquisition

- ❑ reading books, articles, papers, websites, digital documents & resources, multimedia
- ❑ listening to online lectures, podcasts, webcasts,
- ❑ screencasts
- ❑ watching demonstrations, videos, pre-recorded micro-lectures, animations, master classes
- ❑ Field/lab observation
- ❑ Attend real time webinars.
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Collaboration

- ❑ Small group/pair project to create a digital output (report, presentation, mind-map, wiki, quiz, infographic, video, website)
- ❑ Debate
- ❑ Collaborative problem solving
- ❑ Brainstorm using online tools such as mind-map
- ❑ Collaborative directed reading
- ❑ Discussion
- ❑ Jigsaw classroom/peer instruction

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Discussion

- ❑ Synchronous discussion groups & class discussions using web-conferencing tools
- ❑ Online tutorials
- ❑ Online seminars
- ❑ Synchronous & asynchronous text discussion forums
- ❑ Email discussions
- ❑ Interview and expert
- ❑ Debate
- ❑ Supervision meetings
- ❑ Coaching meetings
- ❑ Think-pair-share
- ❑ Peer instruction (& ConcepTests)
- ❑ Social media discussion & networking
- ❑ Online coffee hour with teacher/tutors/classmates

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Investigation / Inquiry

- ❑ using text-based study guides
- ❑ analysing the ideas and information in a range of materials and resources
- ❑ collection and analysis of data
- ❑ compare & critique texts
- ❑ search and evaluate information & ideas
- ❑ collect data through digital systems (online surveys, video, audio, images)
- ❑ web search
- ❑ OER resources
- ❑ literature reviews & critiques
- ❑ action research
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Practice

- ❑ Practice-based projects
- ❑ Virtual labs & field trips
- ❑ Online role-play activities
- ❑ Role-play activities
- ❑ Practicing academic & research skills
- ❑ Using models
- ❑ Simulations
- ❑ Microworlds
- ❑ Augmented reality
- ❑ Practicum, internships
- ❑ Formative quizzes & MCQ'
- ❑ Reflective tasks
- ❑ Exercises
- ❑ Interact with content and media (3D models)
- ❑ Internships
- ❑ Serious games
- ❑ Virtual reality
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Production

- ❑ Essays, papers, reports
- ❑ Authentic research/data analysis, write paper
- ❑ maps
- ❑ statements
- ❑ Professional pitch/briefing
- ❑ models
- ❑ Interview professional colleague
- ❑ Blogs, video blogs, wikis, podcasts, websites
- ❑ E-portfolios
- ❑ Animations, videos
- ❑ resources
- ❑ Slideshow, make & give a presentation
- ❑ Digital documents
- ❑ Photos
- ❑ Produce 3D models & simulations
- ❑ Present an online webinar
- ❑ Codeing
- ❑ Curate and share objects using online tools
- ❑ Adapt existing digital materials to form new works
- ❑ Literature reviews and critiques
- ❑ Concept map
- ❑ Audio commentary
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