



Learning Strategies and methods

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Erasmus+



VOCAL - Vocational Online Collaboration for Active Learning

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Learning Theories

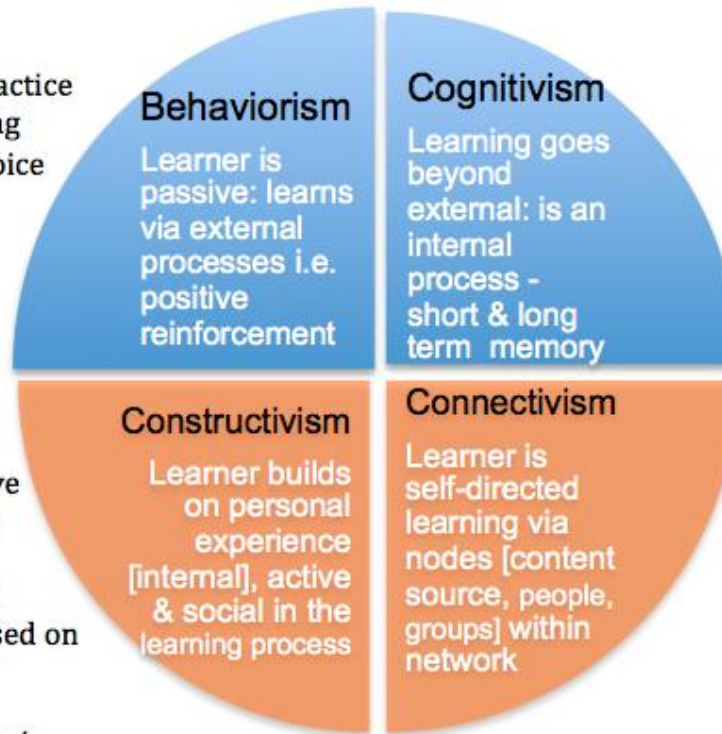
<http://www.pindex.com/b/patriciakeefer/learning-theories>

•Methods:

- Lecture
- Drill and Practice
- Rote learning
- Multiple choice tests

•Methods:

- Discovery
- Collaborative group work
- Scaffolding
- Self-guided learning based on personal experience
- Peer grading/ review



•Methods:

- Lecture
- Visual tools: mind maps, charts etc to facilitate memorization for learning
- Multiple choice & essay assessment

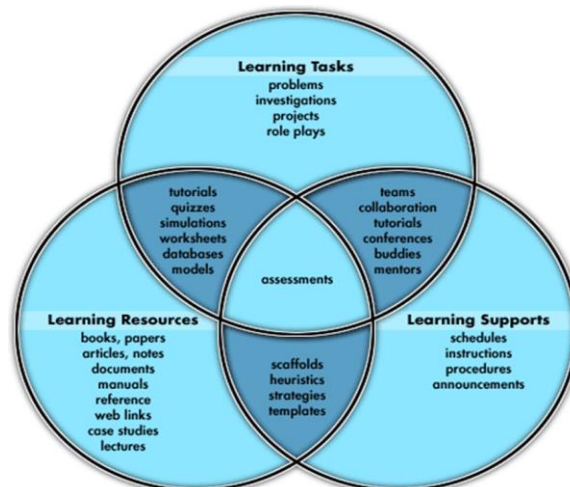
•Methods:

- Self-directed quest for content
- Sharing of content, sources
- Spontaneous learning groups
- Creates knowledge collaboratively



Learning Strategies

- Current cognitive theories of learning point to the important role students' thought processes play in learning.
- Students need to be mentally active processors of information if learning is to occur. In these formulations, several criteria must be met if learning is to occur.
- First, students must attend to information to be learned.
- Second, students must create an understanding of the material by creating or identifying relationships amongst the to-be-learned ideas.
- Third, students need to relate new ideas to prior knowledge.
- Fourth, students need to understand that learning requires mental effort - good learners are strategic and poor learners are not, and that strategy use is the means by which learning occurs.



(<https://www.mun.ca/educ/faculty/mwatch/vol2/seifert.html>)



Learning Strategies

- To be successful students have to be motivated to put effort into their studies and use learning strategies and skills that support meaningful learning (Weinstein, Husman & Dieking, 2001).
- Learning strategies include „any thoughts behaviors, beliefs, or emotions that facilitate the acquisition, understanding or later transfer of new knowledge and skills (Weinstein et. al., 2001).



Innovative Learning Strategies

- **Crossover Learning** - this learning experiences exploit the benefits of learning in both formal and informal settings by creating links between the educational content delivered in the classroom setting and real-world settings and experiences, for example, on placement, field trips, organizational visits etc.
- **Learning Through Argumentation** – learners can evaluate contrasting ideas, establish their own, and work with colleagues to refute claims, all of which can deepen their learning. Encouraging a classroom environment of open-ended questions, debate and the restatement of arguments can facilitate students' development towards actively listening and responding constructively.
- **Incidental Learning** - Learning can occur in all manner of places and times. Incidental learning refers to unplanned or unintentional learning. It is unstructured by a curriculum and can occur in contexts not obviously related to what is being learned.

(http://www.nispa.org/files/conferences/2013/papers/201304151202190.Paper_Radakovic.pdf?fs_apersPage=4)



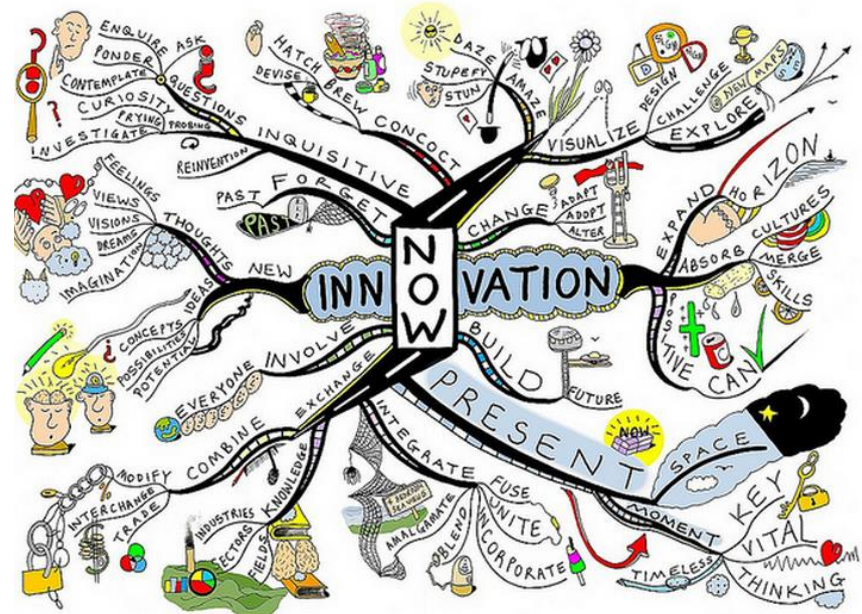
Innovative Learning Strategies

- **Context-Based Learning** - This represents a shift away from the design of education in order to minimise the impact of context on learning and facilitate universal knowledge.
- **Computational Thinking** - is related to and can be developed by creating problem-based learning opportunities, where students are guided through pre-prepared problem-solving exercises in a time-bound, systematic way.
- **Embodied Learning** – it requires an awareness of how ones body is interacting with a real or simulated world to enhance learning.



Learning methods

- [https://www.youtube.com/watch?v= WYfhOv3V-Y](https://www.youtube.com/watch?v=WYfhOv3V-Y)



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Innovative learning

(https://iet.open.ac.uk/file/innovating_pedagogy_2016.pdf)

- Cooperative learning;
- Collaborative and social learning online;
- Feedback for learning;
- Active and constructive learning;
- Human memory and learning;
- A new science of learning.



21st century learning environments should:

- Integrate and apply the Innovative Learning Environment learning principles;
- Innovate the “pedagogical core”;
- Engage the “Design/Redesign” formative cycle;
- Extend capacity through partnerships;
- ICT and digital learning could enter the learning environment in numerous ways, at different levels; but there is no single technology effect or means through which it might reshape the nature of learning environments.

(References: Kools M. Insights from international Work on innovative Learning environments)



Innovative learning and thinking techniques by Buzan T.

- <https://www.youtube.com/watch?v=RUO3PrzXB-M>



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