

# Unit 4

## Guiding processes of learning and choosing forms of teaching

### 1. Introduction

Initiating and supporting processes of learning in students is one of the most fascinating tasks that our profession has to offer. If you do not have a sufficiently clear idea which processes of learning your students embark on to achieve the learning objectives you (and/or they) have decided on, you will not be in a position to adequately plan the modes and settings of teaching, learning activities, tasks and methods of work. In EDC/HRE these ways can be very varied and whoever devotes time and effort to questioning how individuals learn something best will, in time, develop into an expert on learning.

### 2. Task and key questions for guiding processes of learning and choosing forms of teaching

#### 2.1 Task

Initiating and supporting processes of learning in children is one of the most fascinating tasks that our profession has to offer – but also one of the most demanding!

Your thoughts and ideas on processes of learning form, as it were, the backbone of your whole planning effort. If you do not have a sufficiently clear idea which processes of learning your individual students embark on to achieve the learning objectives you (and/or they) have decided on, you will not be in a position to adequately plan the modes and settings of teaching, learning activities, tasks and methods of work.

Dealing with the question how individual students learn something best is a time-consuming and often difficult task. But whoever devotes time and effort to this question, discusses it with his or her students, and finally evaluates and reflects on the accumulated experience will, in time, develop into an expert on learning. Learning processes are complex, and their success and perfection depend on many factors.

#### 2.2 Key questions

- Which learning processes will allow the students to achieve the objectives?
- How can I enable the students to fully take in (acquire), understand (process) and remember (store) new information?
- Does the form of learning encourage the students to apply their newly acquired knowledge and skills to new tasks?
- Does the planned learning setting or sequence primarily focus on the absorption, processing and storing of information or on transfer tasks?
- In planning this learning sequence, have I considered the important aspects (ideal learning conditions)?
- Is the main objective of the learning process for the students to build up structures of meaning, to acquire skills or to develop attitudes, and have I provided for adequate forms of teaching and learning to achieve these respective objectives?
  - by action (by being active, producing or forming something, etc.)?
  - by thinking (by mental experimenting, by “creating” new insights)?

- by observation?
- by being verbally taught (lecture, story-telling, etc.)?
- by instruction, assistance and co-operation?
- by discussion and debate?
- by producing a written documentation (report, learner's diary, etc.)?
- by a medium?
- by specific events in real life and experience?
- by experiment, trial and error?