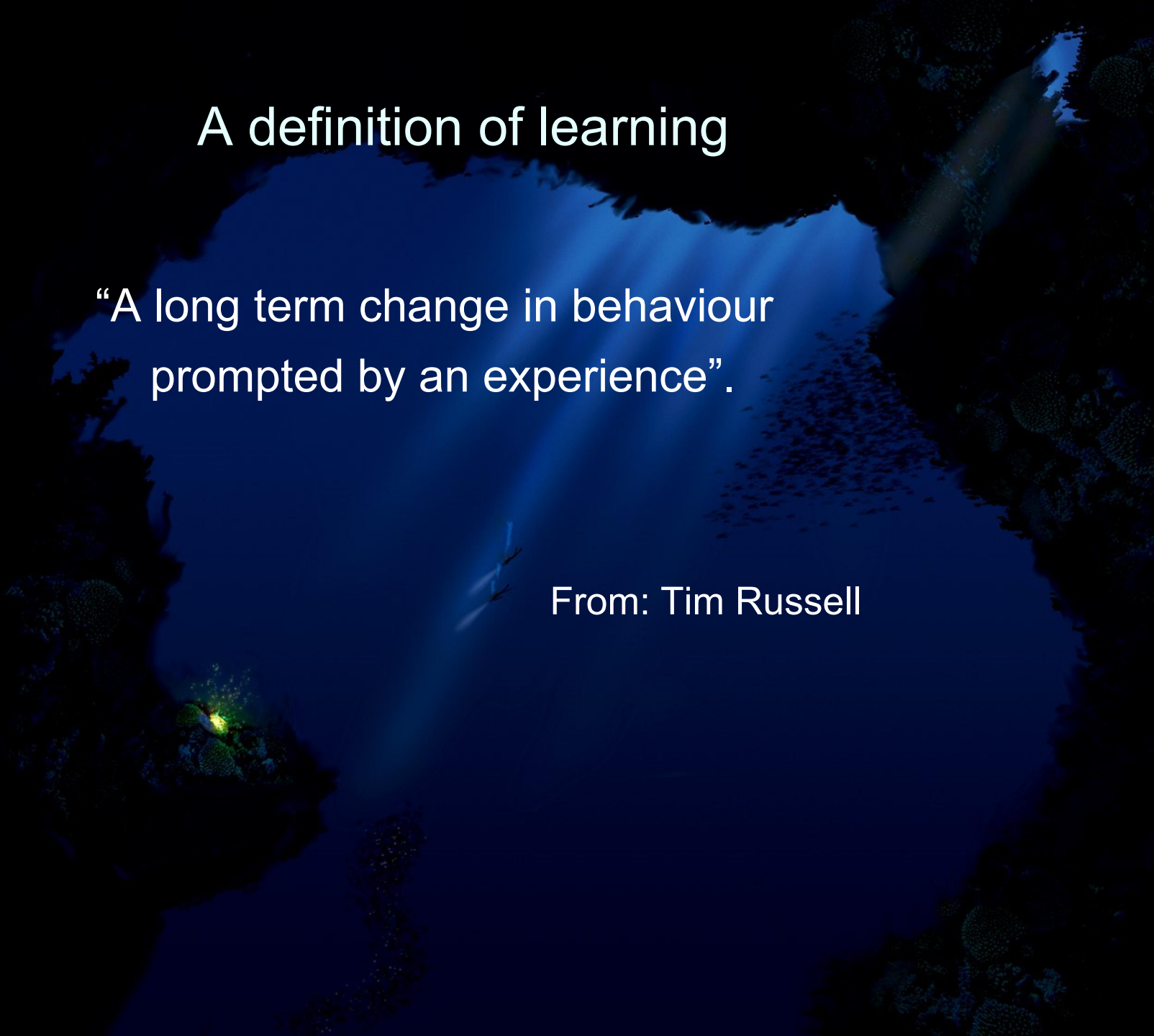


# A definition of learning

“A long term change in behaviour  
prompted by an experience”.

From: Tim Russell



An artistic illustration of an underwater scene. Sunlight rays stream down from a dark, rocky opening at the top, illuminating a deep blue water column. A diver is visible in the center, swimming towards the light. The surrounding rock formations are dark and textured, with some small, glowing green plants or coral on the left side.

“Learning is not compulsory – neither is survival”

Source: W E Deming

# Self-directed learning defined

“Self-directed learning is a process in which individuals take the initiative with or without the help of others in diagnosing their learning needs, formulating goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes”.

From: Malcolm Knowles 1975

# Two simple learning models

E xplanation

D emonstration

P ractice

M emorise

U nderstand

D o

# Two types of personal learning

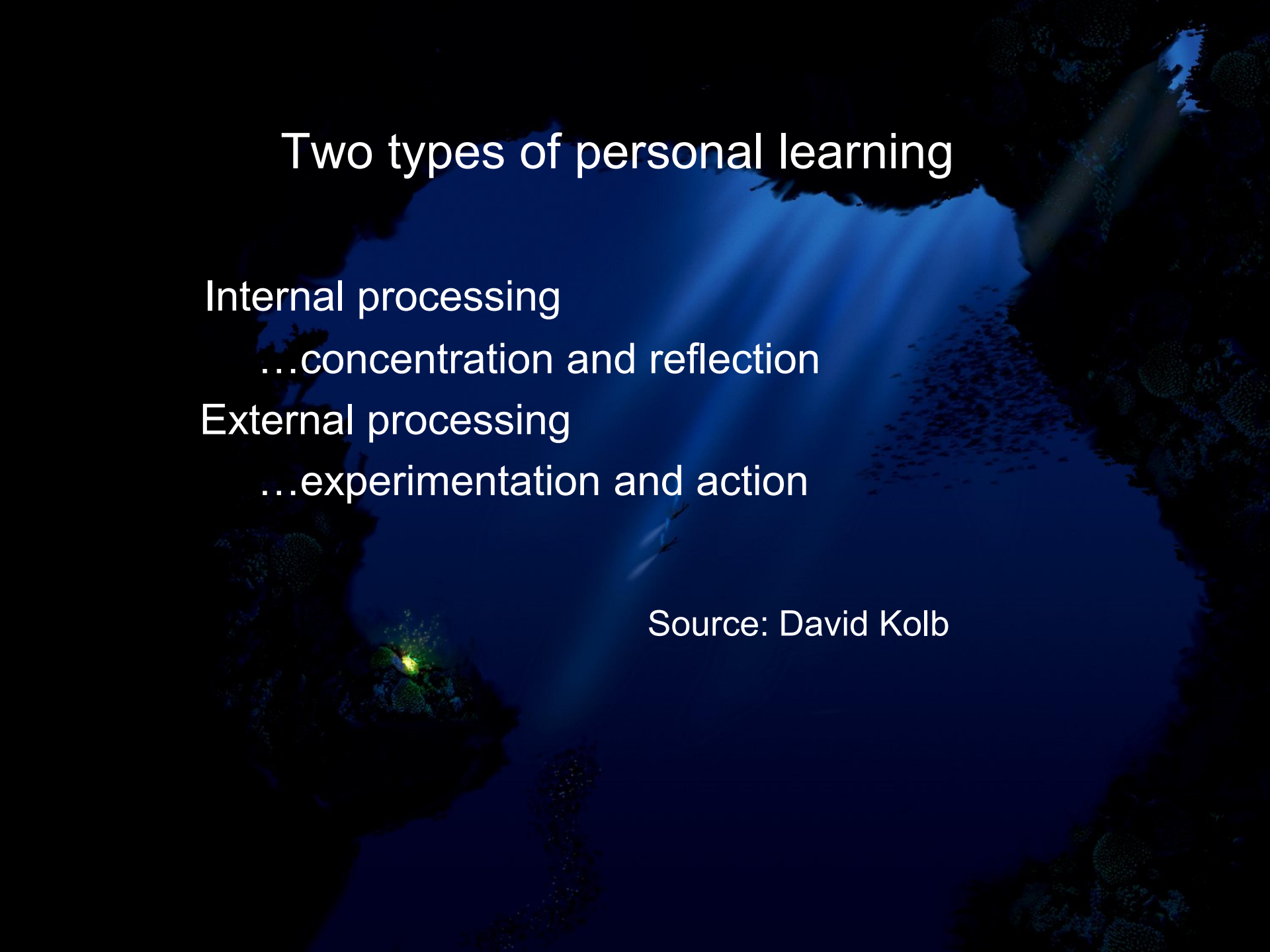
Internal processing

...concentration and reflection

External processing

...experimentation and action

Source: David Kolb





# Two factors that determine performance

## Self 1: Internal interference

Our conscious voice that tends to be judgmental, and may distort perception and create internal interference.

## Self 2: Latent capabilities and potential

Our inner self, tending to deliver our best performance when it can focus and not is distracted by Self 1 interference.

Source: Timothy Gallwey

# Three positive outcomes when we genuinely learn from mistakes

We can identify the obstacle that prevents us from achieving  
We have a renewed sense of humility and respect for the  
process of learning and what mastery requires  
We recognise the need for sharing the process of learning,  
not just the accomplishments

Source: Laurie Burruss

# Three laws of learning

The background of the slide is a deep blue underwater scene. Sunlight rays stream down from an opening at the top, creating a dramatic effect. In the lower-left corner, there is a small, glowing green light source, possibly a small cave or a bioluminescent organism. A diver is visible in the center, swimming towards the light.

The law of readiness

The law of exercise

The law of effect

Source: Thomas Frazier



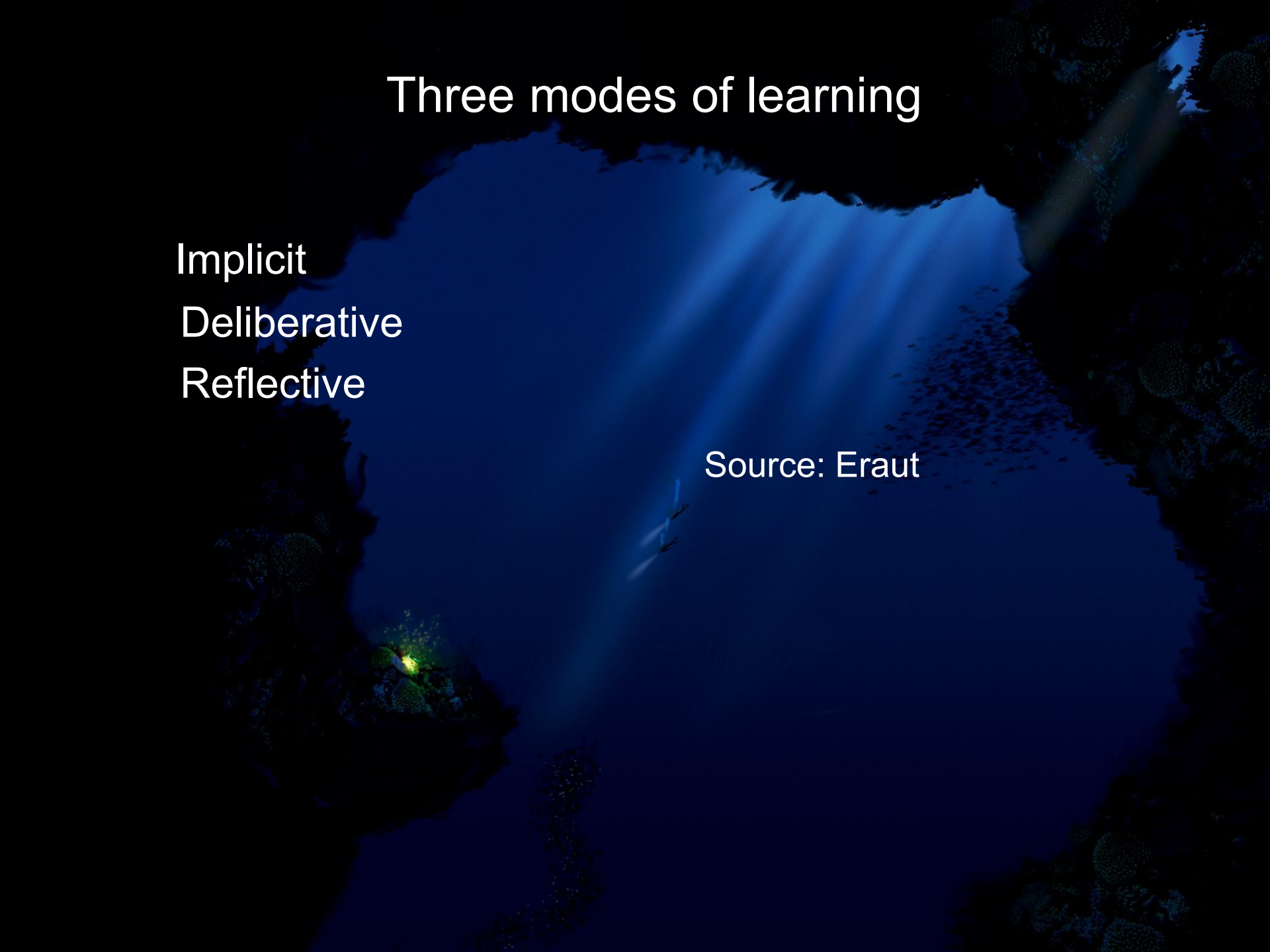
# Three modes of learning

Implicit

Deliberative

Reflective

Source: Eraut



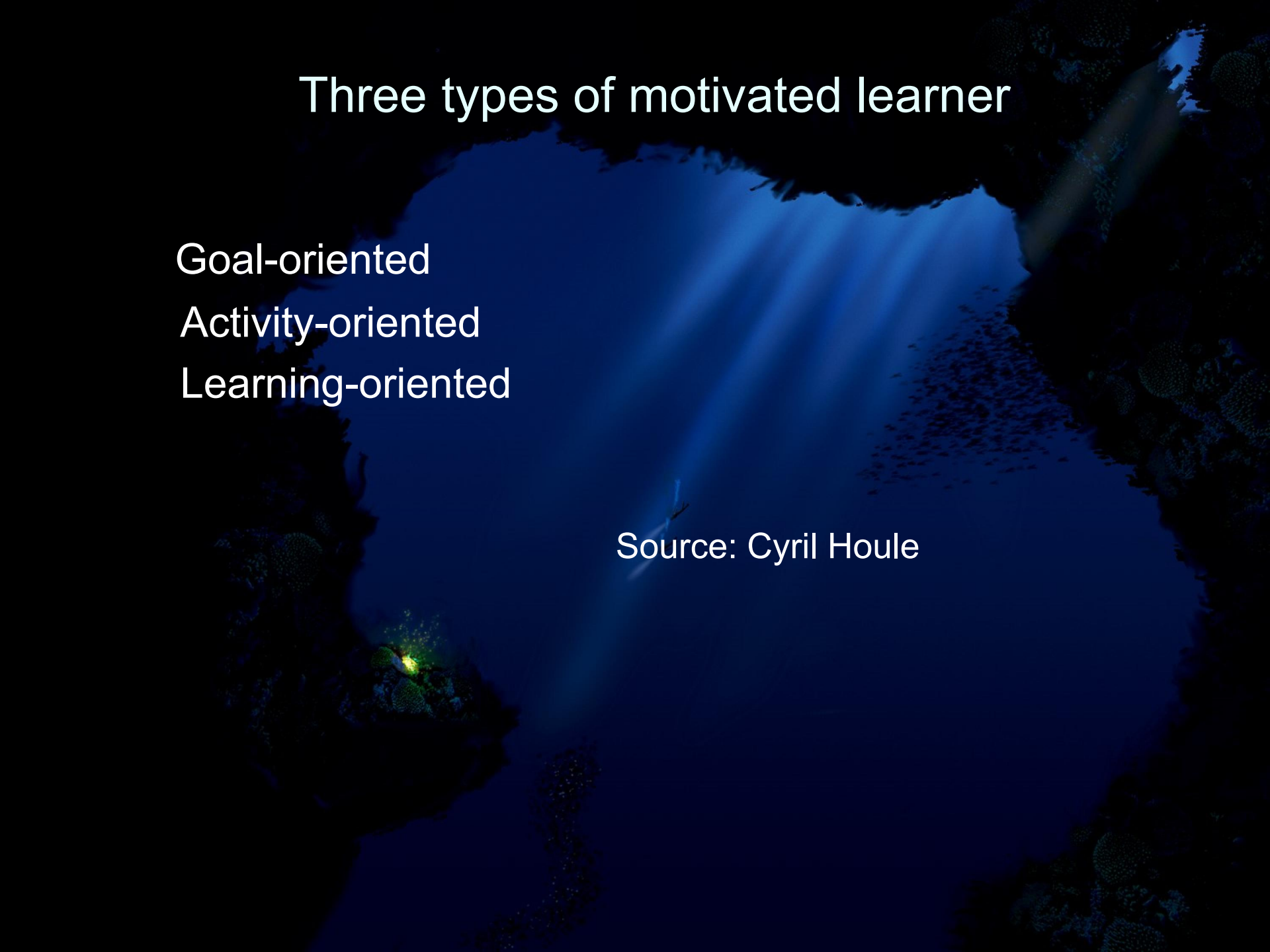
# Three types of motivated learner

Goal-oriented

Activity-oriented

Learning-oriented

Source: Cyril Houle



# Three qualities of the 'Learning Manager'

Language: Can articulate credibly, with authority

Mental models: Understands a framework of ideas that enables true and deep insights

Behaviour: Shows by what they do that they possess the skills – 'they walk the talk'

From: Ian Hinton

# Three learning paths

The background of the slide is a dark, atmospheric underwater scene. It appears to be inside a cave or a deep, narrow passage. Sunlight or light from an opening above filters down in several bright, parallel rays, creating a dramatic effect. The water is a deep, dark blue. On the left and right sides, there are dark, textured rock formations. In the lower-left area, a small, irregularly shaped rock is illuminated with a bright, glowing green light. In the center of the frame, a small figure of a diver is visible, swimming away from the viewer towards the light source at the top.

In the moment  
Toward a goal  
Retroactive

Source: Pat McLagan



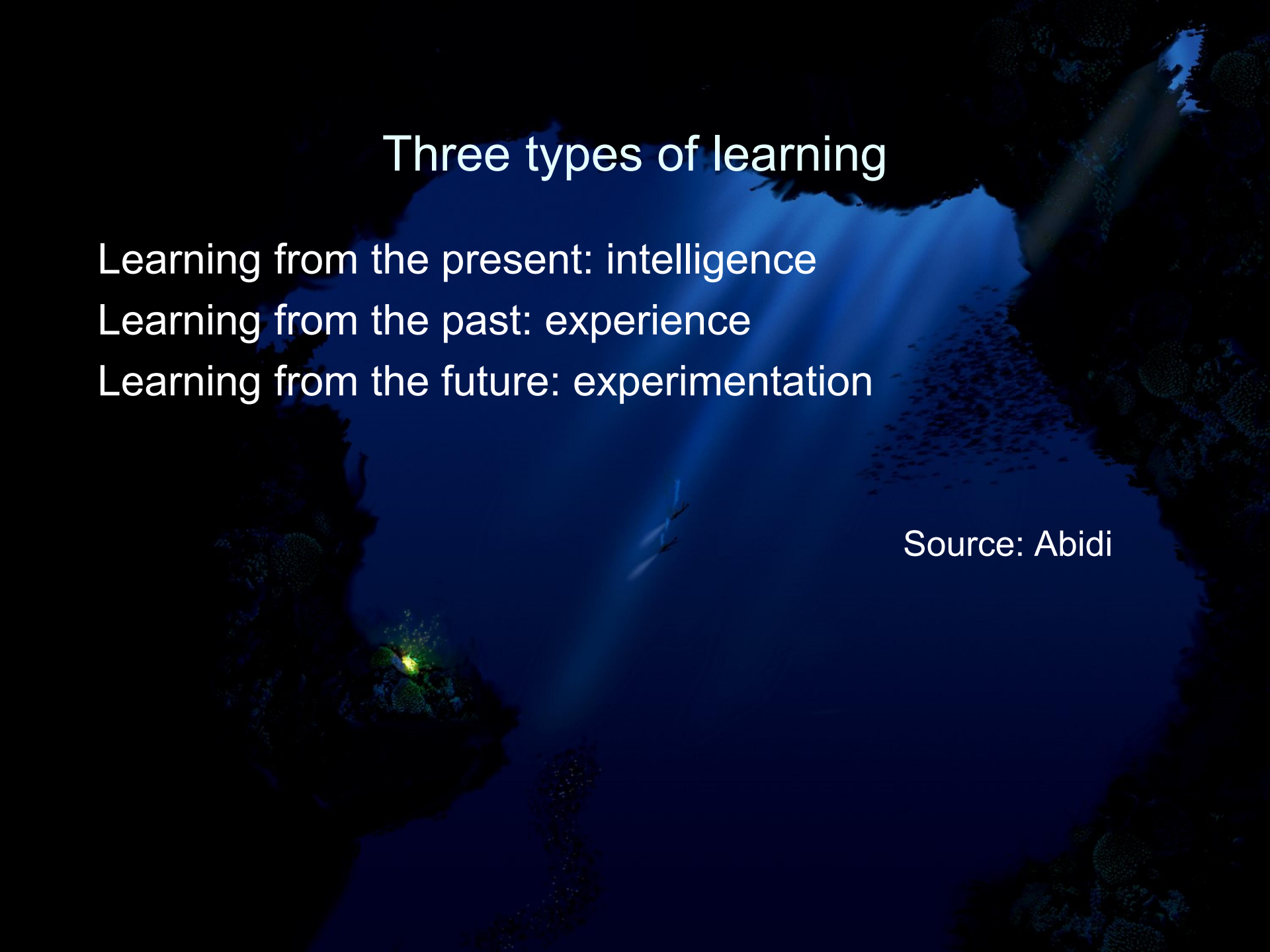
# Three types of learning

Learning from the present: intelligence

Learning from the past: experience

Learning from the future: experimentation

Source: Abidi



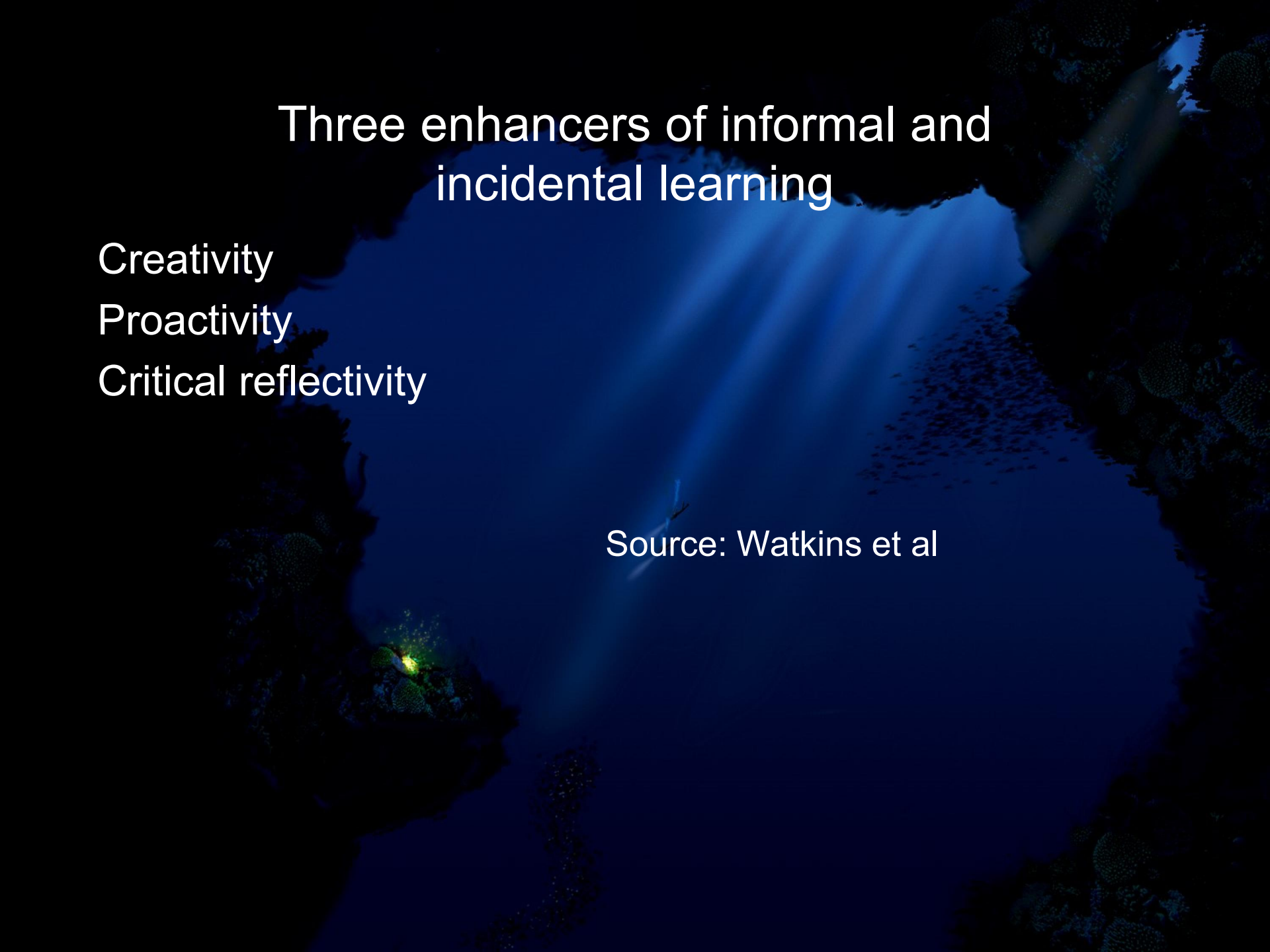
# Three enhancers of informal and incidental learning

Creativity

Proactivity

Critical reflectivity

Source: Watkins et al



# Three essential personality dimensions measured by Oddi's Continuing Learning Inventory

Proactive drive versus reactive drive

Cognitive openness versus defensiveness

Commitment to learning versus apathy or aversion to learning

Source: Lorys Oddi

# Three elements of a learning log

An account of what happened, analysing the behaviour of the learner and of any others involved in the situation

Learning points or conclusions drawn from the experience

A plan of action for next time, drawing on the learning from the experience

Source: Honey and Mumford



# Three stages in reflection for learning

Reflection for action:

Anticipating activity

Reflection in action:

Analytical reflection during activity

Reflection on action:

Evaluative, post-activity reflection

Source: Erika Andersen from Cowan

# Three dimensions of reality within a learning event

Content reality

Process reality

Environmental reality

Source: Don Binstead



# Three types of workplace learning

Work apart learning

Structured, usually away from the workplace

Work enabled learning

Informal, catalysed by work needs

Work embedded learning

Incidental learning, in the moment, to support performance

Source: Marsick et al

# Three issues underpinning learning

Much of what we do as humans is habitual and unexamined. Even though we may have years of experience, few of us have developed an effective practice of learning from that experience.

When we discover a successful way of doing something, we tend to hang on to it, even, or perhaps especially, when things have changed around us.

Source: Bowerman and Collins

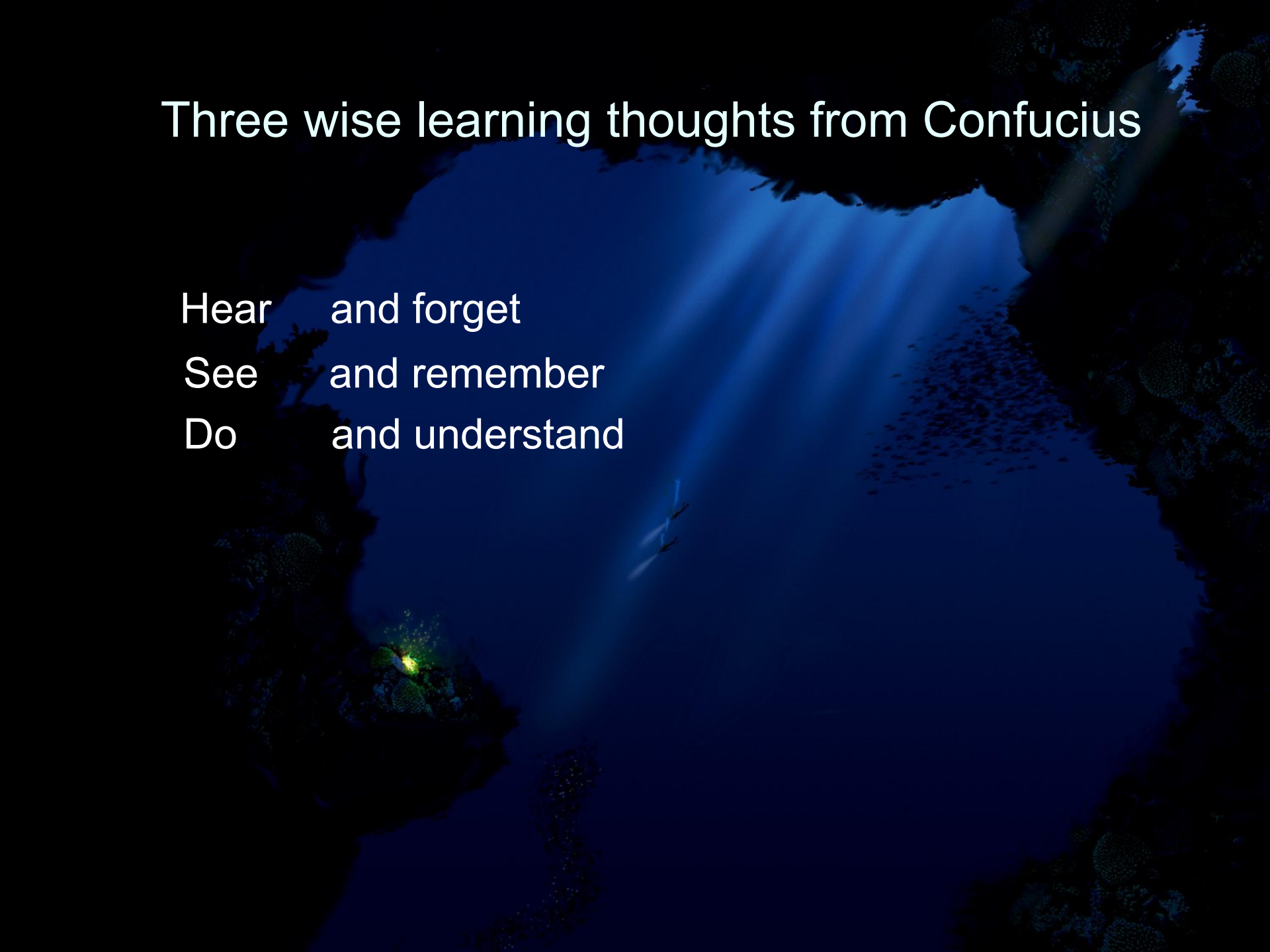


# Three wise learning thoughts from Confucius

Hear and forget

See and remember

Do and understand



# Three 'A's for learning

Acquisition	what have I learned?
Application	how will this be used?
Attribution	do I recognise its source?

Source: Andrew Gibbons

# Three reflection time-frames

Reflecting back

Reflection in action

Reflecting forward

Source: Mary Holmes



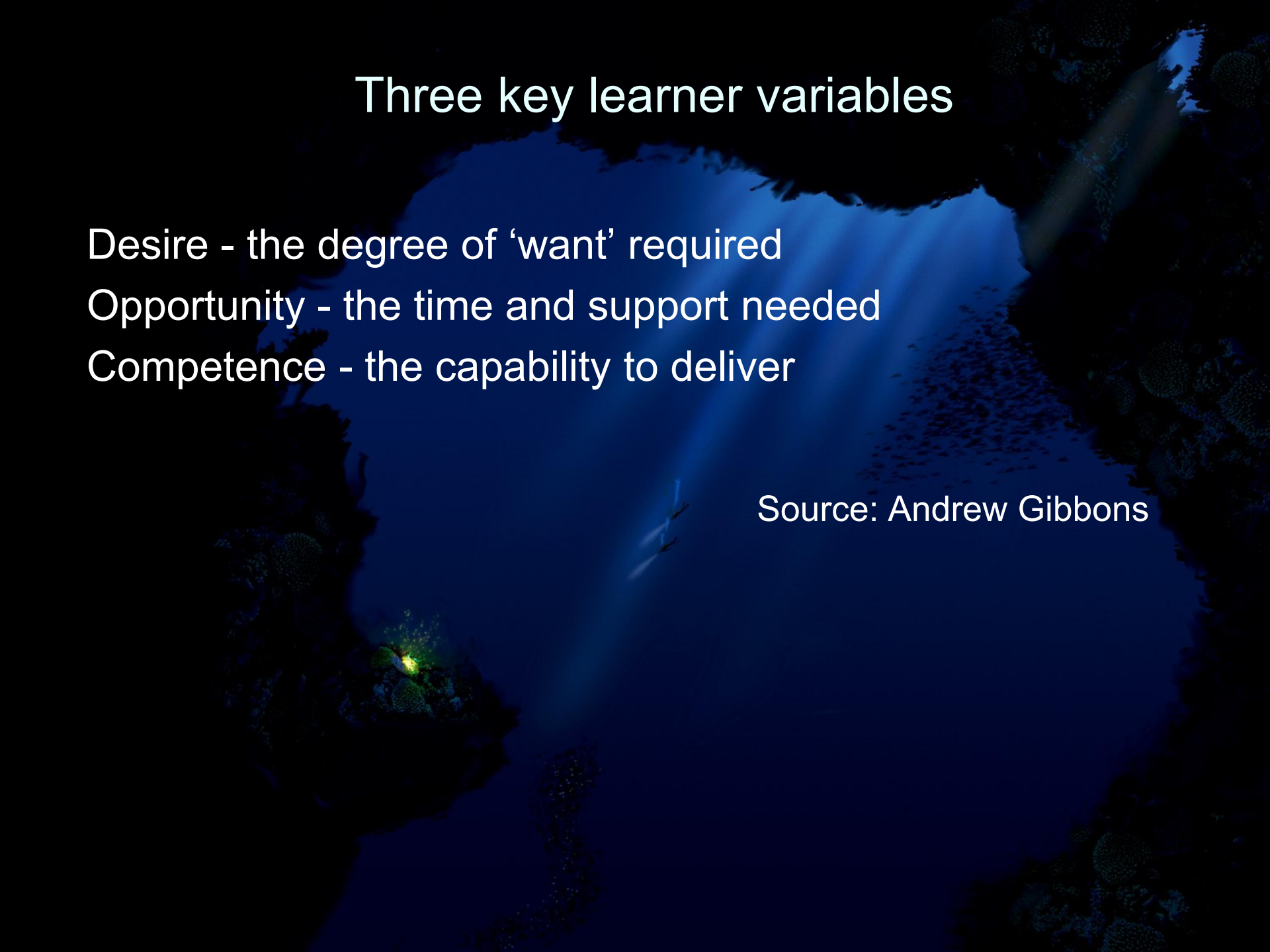
# Three key learner variables

Desire - the degree of 'want' required

Opportunity - the time and support needed

Competence - the capability to deliver

Source: Andrew Gibbons





# Reg Revan's action learning formula

$$L = P + Q$$

Where: L is learning

P is programmed knowledge

Q is questioning insight

Source: Reg Revans

# Four types of learner

Sleepers

Warriors

Adventurers

Sages

Source: David Megginson



# Four stages in the ORID reflection model

The background of the slide is a dark, atmospheric underwater scene. It appears to be inside a cave or a deep, narrow passage. Several bright, ethereal light rays stream down from an opening at the top, illuminating the water and creating a sense of depth. On the left and right sides, there are dark, textured rock formations or coral. In the lower-left area, a small, bright green light source, possibly a diver's flashlight or a small organism, provides a point of interest. The overall color palette is dominated by deep blues and blacks, with the white text providing a high-contrast foreground.

Objective  
Reflective  
Interpretive  
Decisive

Source: Marsick and Maltbia

An underwater scene with a dark blue background. Sunlight rays stream down from the top, illuminating the water. On the left and right sides, there are dark, textured shapes representing coral or rock formations. A small, bright green light source is visible on the left side, near the bottom.

# Four essential elements of REAL learning

Capture

Application

Retention

Persistence

Source: Andrew Gibbons



# Four things ego-free learners can do well

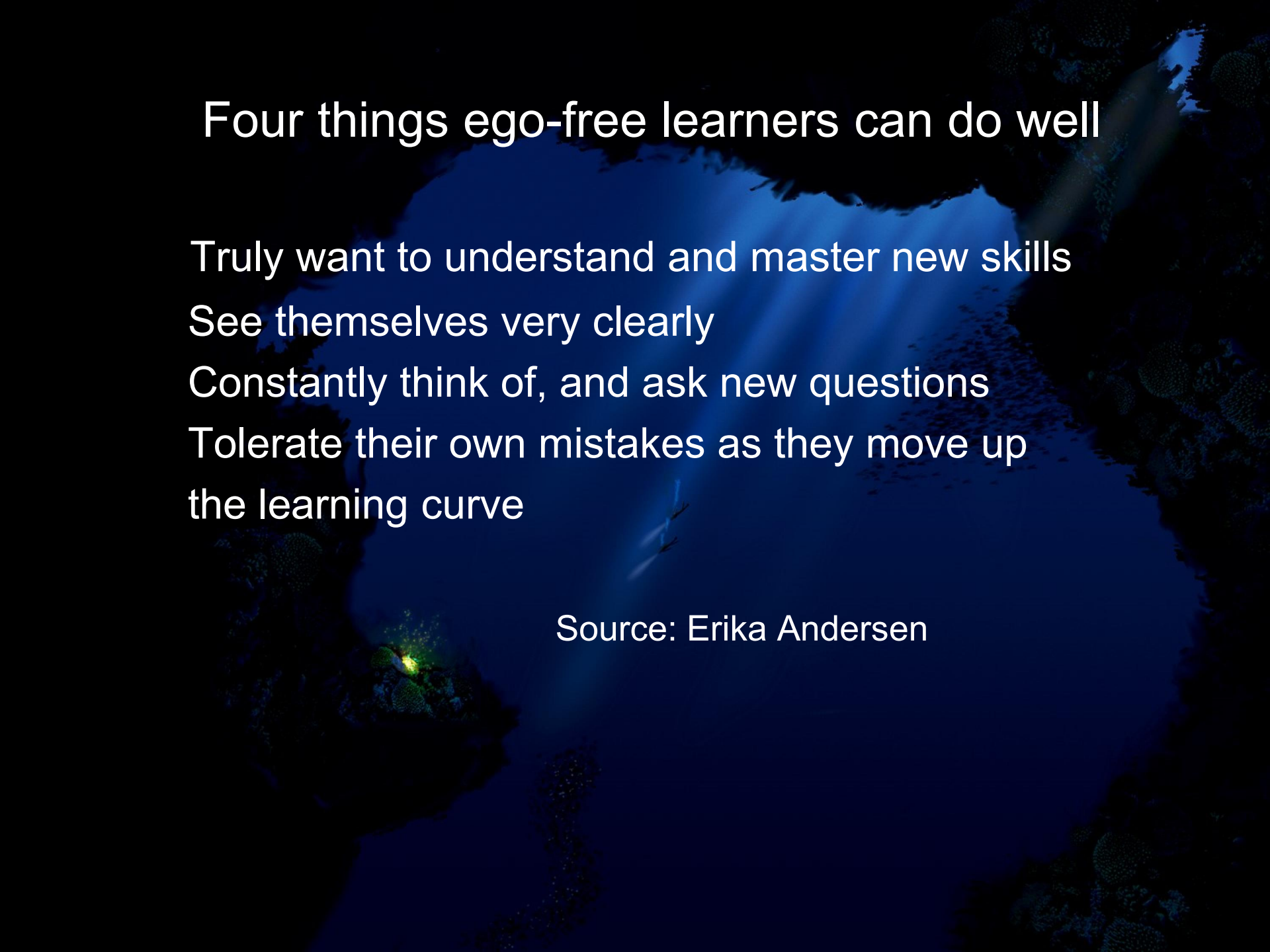
Truly want to understand and master new skills

See themselves very clearly

Constantly think of, and ask new questions

Tolerate their own mistakes as they move up  
the learning curve

Source: Erika Andersen



# Four parts of the experiential learning cycle

- Experiencing Attend your concrete experience in the moment
- Reflecting Pause to reflect on that experience to search for meaning
- Thinking Engage abstract thinking and generalisations leading to a decision
- Acting Do something to test or implement your decision, and the cycle begins again with a new experience

Source: David Kolb

# Four components of purposeful practice

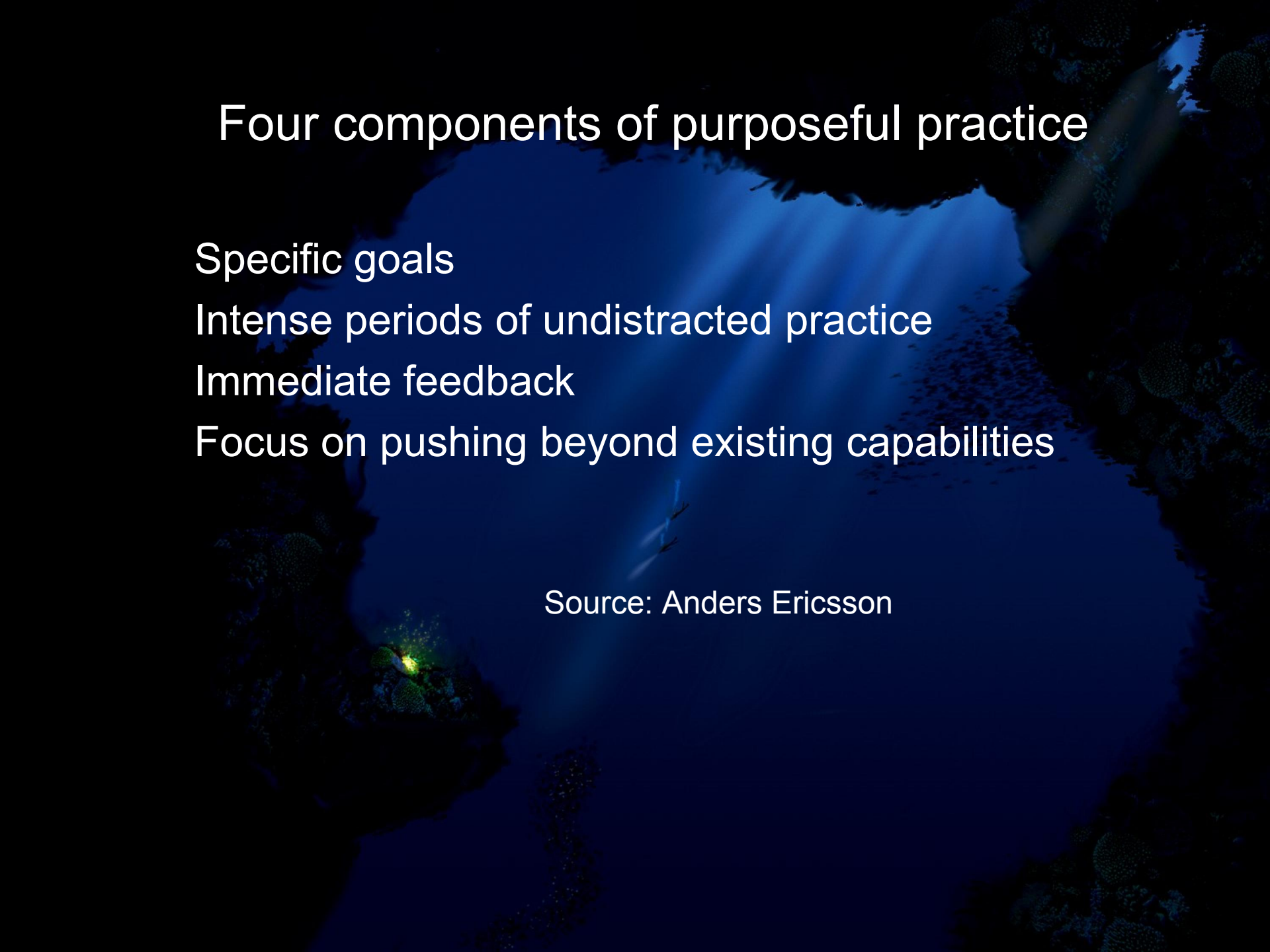
Specific goals

Intense periods of undistracted practice

Immediate feedback

Focus on pushing beyond existing capabilities

Source: Anders Ericsson



# Four failure profiles

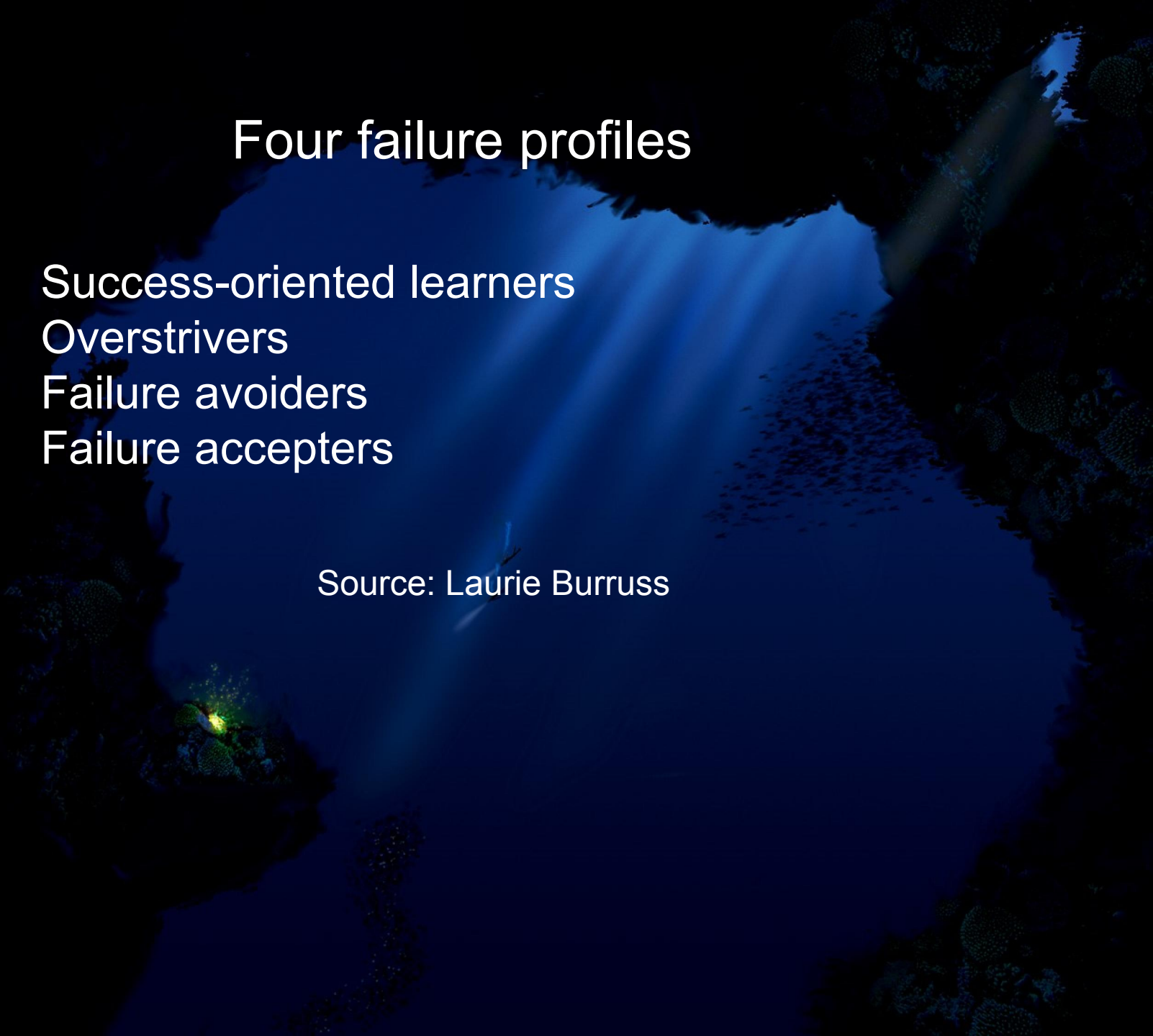
Success-oriented learners

Overstrivers

Failure avoiders

Failure accepters

Source: Laurie Burruss





## Four parts to the DRIP learning model

- D The level of perceived **difficulty** in the learning
- R The degree of felt immediate **relevance** of the learning
- I The **impact** and value of the learning
- P **Persistence** the willingness to tackle barriers and obstacles to learning

Source: Andrew Gibbons

# Four types of learning

The background of the slide is a deep blue underwater scene. Sunlight rays stream down from the top, creating a sense of depth. A diver is visible in the center, and a small, glowing green light source is on the left. The overall mood is mysterious and focused.

Fragmented

Pooled

Synergistic

Continuous

Source: Marsick and Dechant

# Four things those that learn from failure do well

Learn from them

Own them

Fix them

Put safeguards in place to ensure the same mistake will never be repeated again

Source: Laurie Burruss

# Four managerial roles that encourage learning

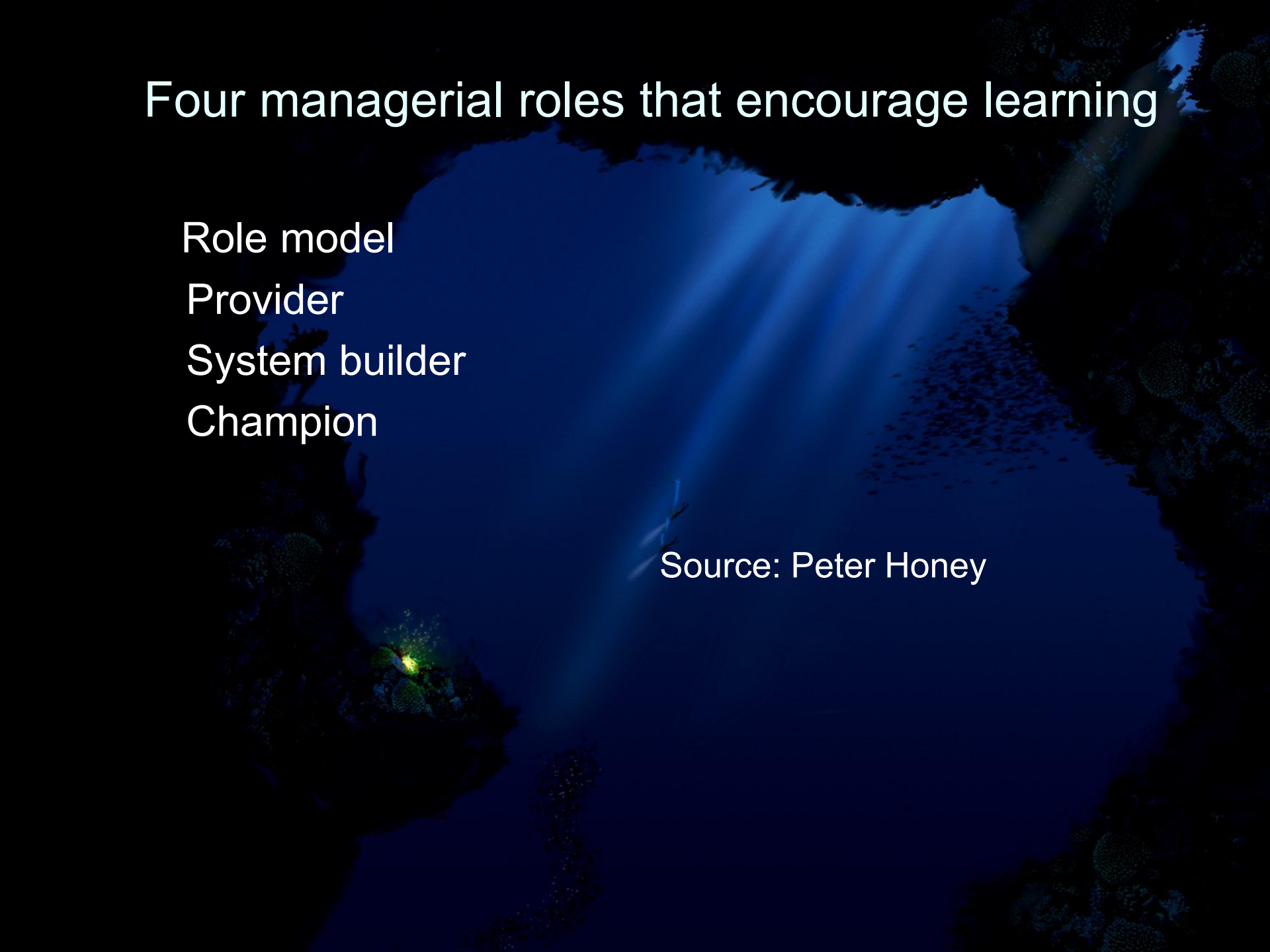
Role model

Provider

System builder

Champion

Source: Peter Honey





# Four organizational variables that influence the extent to which learners exhibit autonomous behaviours

Technical skills related to the learning process

Familiarity with the subject matter

Sense of personal competence as a learner

Commitment to learning at that particular time

Source: Merriam and Caffarella

# Four blocks to development

The background of the slide is a deep blue underwater scene. Sunlight rays stream down from the top, creating a sense of depth. In the lower center, a diver is visible, illuminated by a bright light source, possibly a flashlight or a small fire, which casts a warm glow. The surrounding water is dark, with some faint, blurry shapes that could be coral or other marine life.

Unrewarding organisations

Preventive line managers

Passive participants

Trainers who are not developers

Source: Andrew Gibbons

# Four learning laws

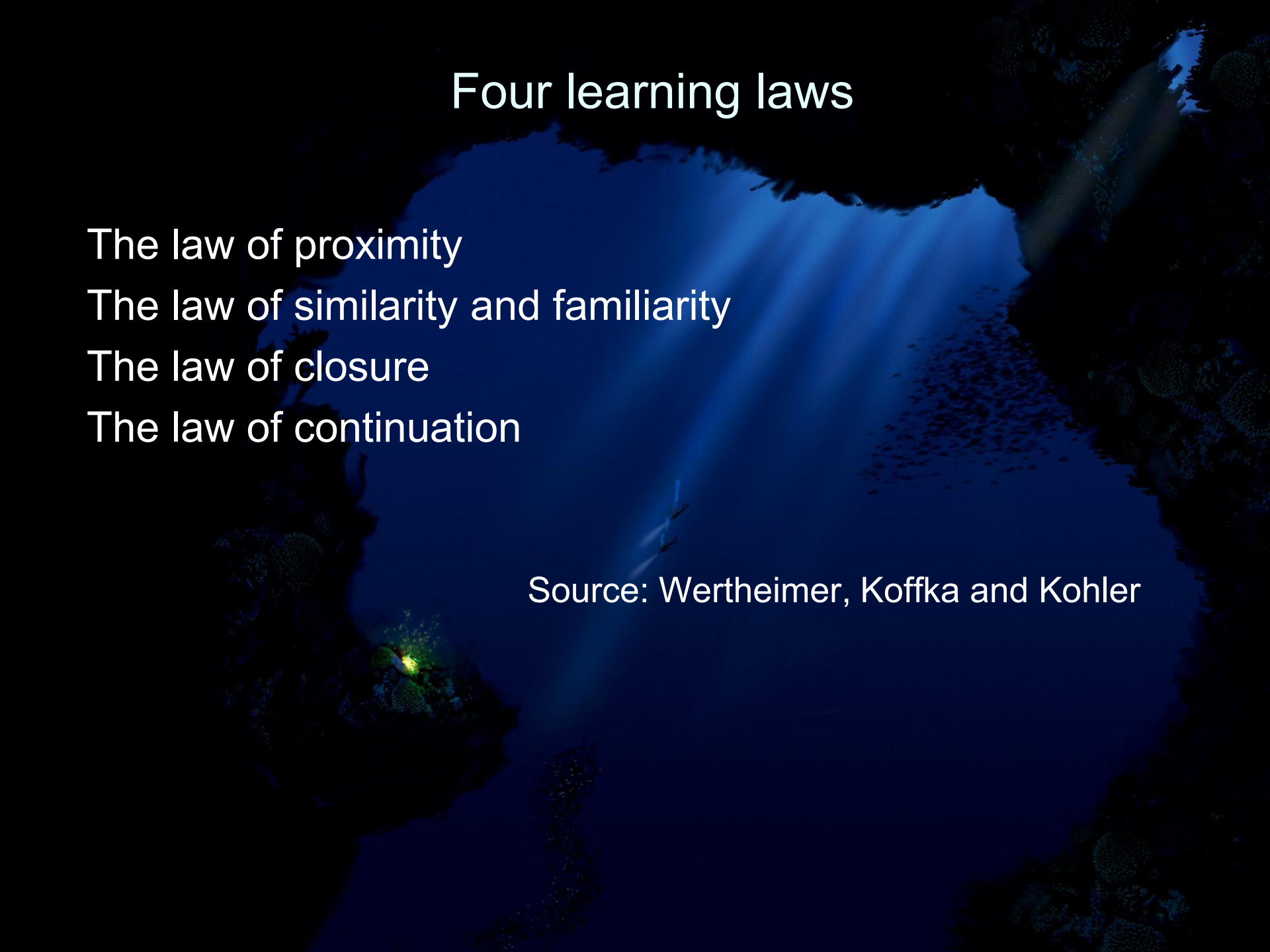
The law of proximity

The law of similarity and familiarity

The law of closure

The law of continuation

Source: Wertheimer, Koffka and Kohler



# Four ways we learn

An underwater scene with light rays filtering down from the surface. A diver is visible in the center, and a small glowing light source is on the left. The background is dark blue with some coral or rock formations.

Challenging experiences

Opportunities to practice

Creative conversations

Time for reflection

Source: Charles Jennings



# Four organisational systems that influence learning

The background of the slide is a deep blue underwater scene. Sunlight rays stream down from the top, creating a sense of depth. A diver is visible in the center, and a small, glowing green light source is on the left. The overall atmosphere is mysterious and focused.

Strategy

Structure

Slack

Ideology

Source: Meyer 1982

# Four potential problems with informal learning

It may be too narrowly based so that the employee only learns part of a task or superficial skills which may not be transferable.

It may be unconscious and not be recognised. This does not build confidence nor lead to development.

It is not easy to accredit or use for formal qualifications.

The employee may learn bad habits or the wrong lessons.

Source: Dale and Bell

# Four learner temperaments

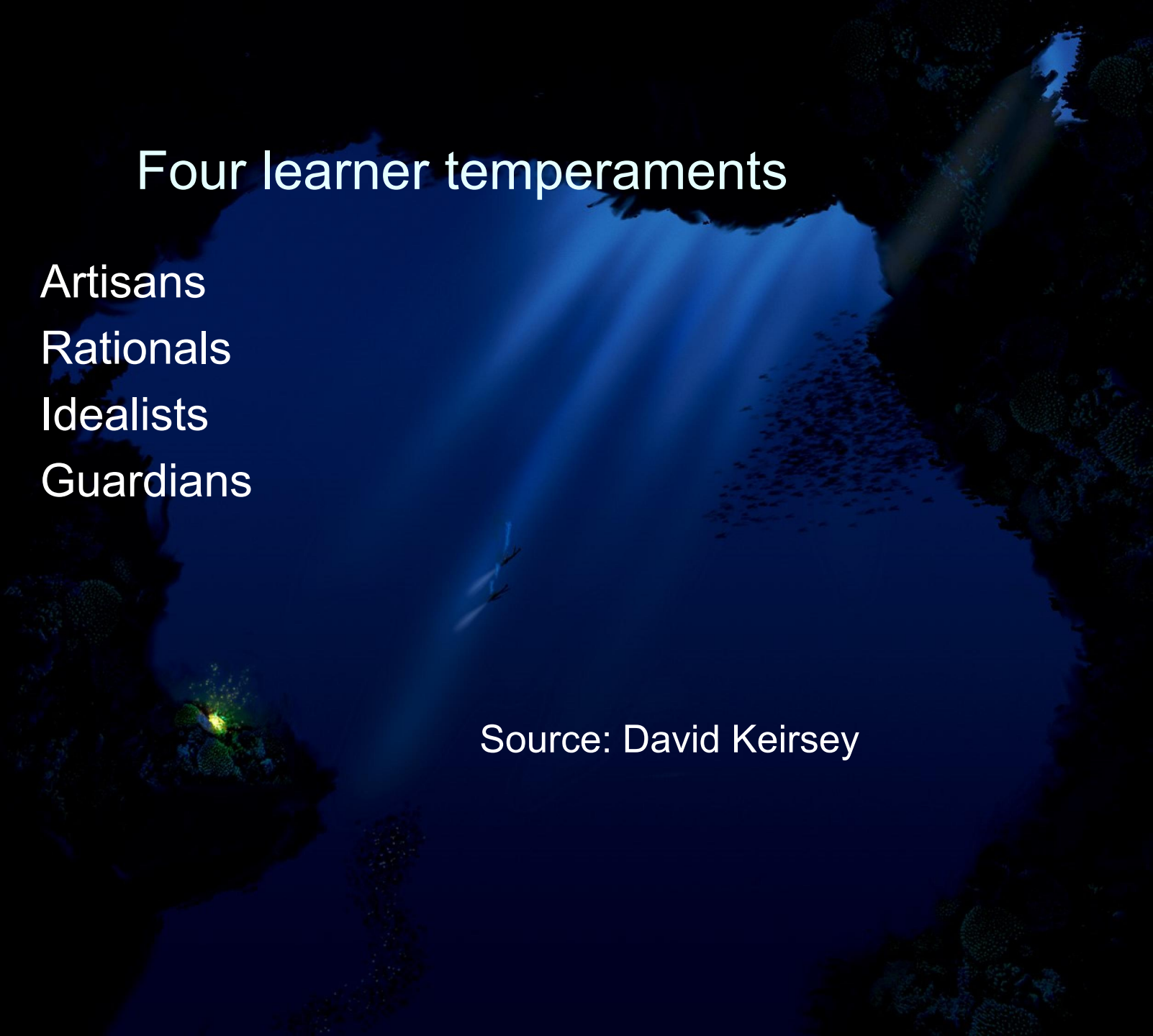
Artisans

Rationals

Idealists

Guardians

Source: David Keirsey



# Four critical elements of learning

Motivation

Reinforcement

Retention

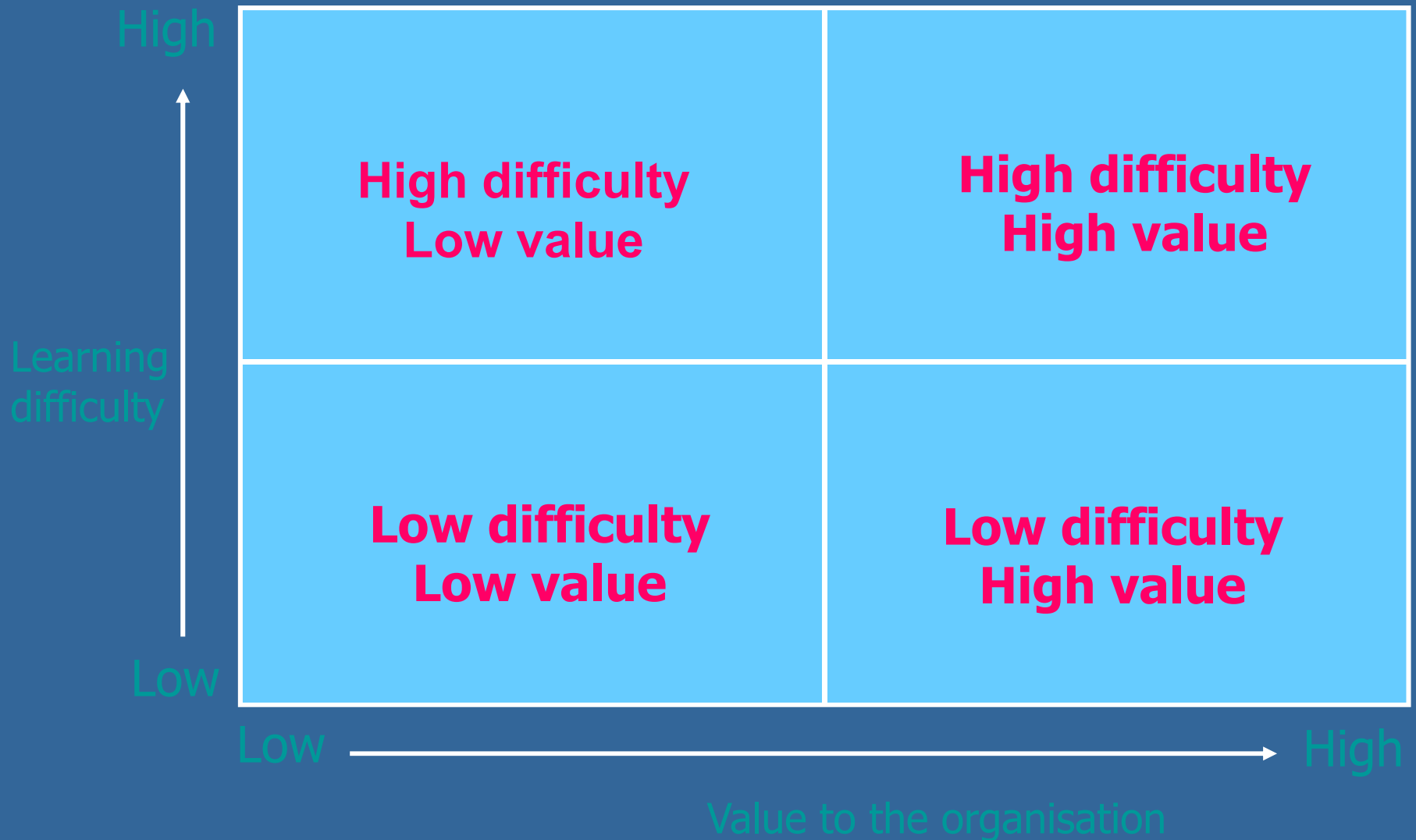
Transference

From: Stephen Lieb





# Competitive advantage from difficult learning



# Four essentials for transfer of learning

Association

Linking new learning with what is already known

Similarity

Reinforcing a known, logical framework or pattern

Degree of original learning

High impact of the new learning

Critical attributes

Learning content has material extremely beneficial to the job

From: Stephen Lieb

# Four categories from which we choose our behaviour

Automatic behaviour

Habits or comfortable ways of doing things

A back up repertoire

That we turn to when our automatic behaviours are not working to achieve the results we need

A creative zone

Our ability to come up with something new from behaviours we already have

A new learning capability

The ability to learn new behaviours

# Four learning styles

Activist

Reflector

Theorist

Pragmatist

Source: Honey and Mumford





# Four levels of evaluation

The background of the slide is a deep blue underwater scene. Sunlight rays stream down from the top, creating a sense of depth. A diver is visible in the center, and a small, glowing green light source is on the left. The overall mood is serene and focused.

Reaction

Learning

Job behaviour change

Organisation Development

Source: Donald Kirkpatrick

# Four levels of learning

Unconscious incompetence

We don't know what we don't know

Conscious incompetence

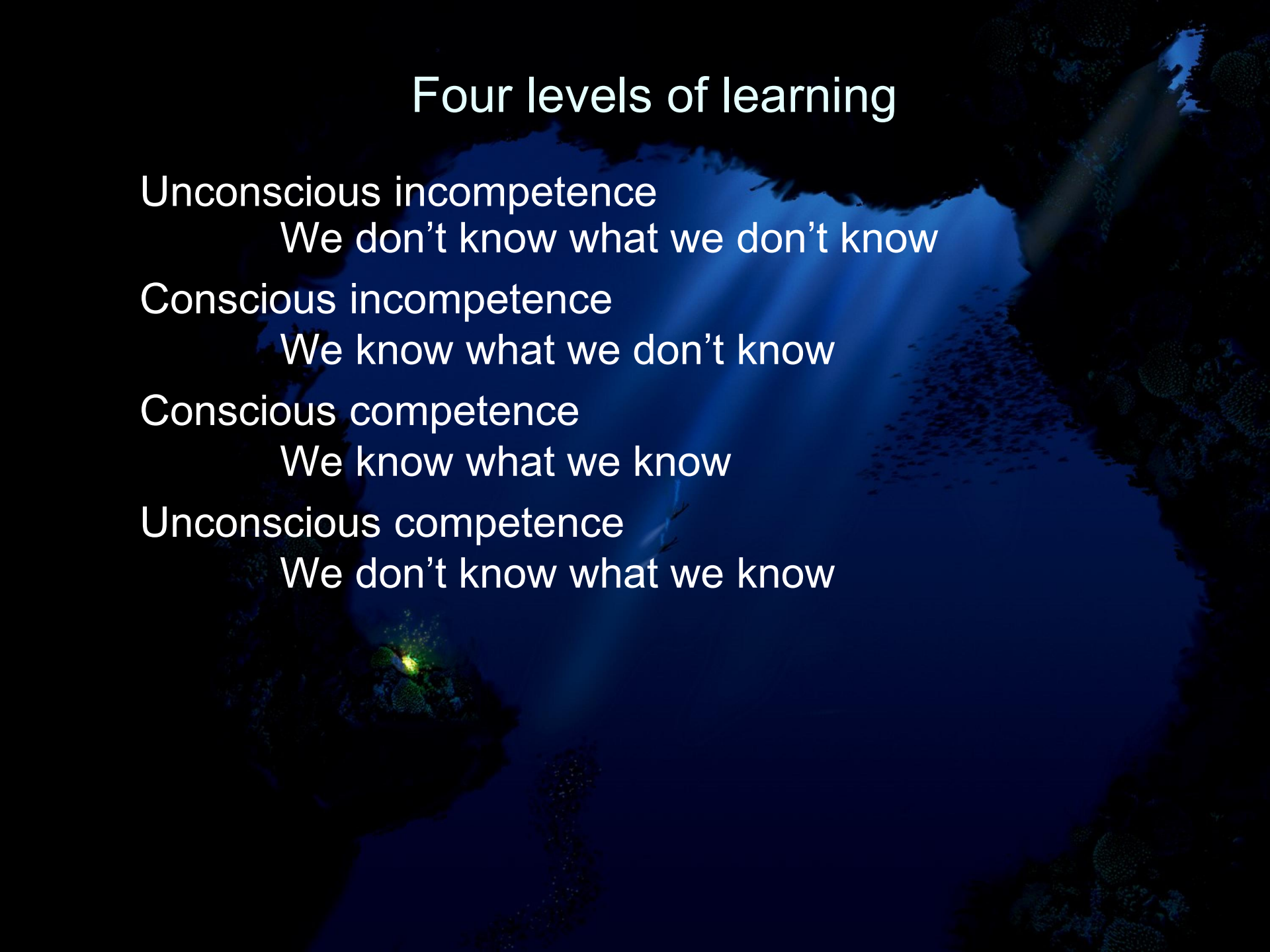
We know what we don't know

Conscious competence

We know what we know

Unconscious competence

We don't know what we know



## Four questions around the training cycle

How best can and development needs be identified?

What needs to be taken into account when designing learning events to meet those needs?

What must be considered when decided on the best means to implement a solution to the design?

What questions must be answered in terms of the evaluation of the outcomes of the event/s?

Source: Andrew Gibbons

# Four parts to the classic development model

Identify learning needs

Design the learning event

Implement the event

Evaluate value of applied learning





# Four assumptions on learning

Learning from experience is far too important to be left to chance

People rarely do more than they need to

‘Good’ behaviour should never be assumed

In most organisations, upward deference is rife

Source: Peter Honey

# Kolb's four learning styles

Active experimentation

Reflective observation

Concrete experience

Abstract conceptualisation

Source: David Kolb



# Four stages in embedding new capabilities

Hitting a perceived limit

Prolonged frustration

Sudden breakthrough

Rapid progress

Source: Anders Ericsson



# Four learner types

Innovative

Analytic

Common sense

Dynamic

Source: McCarthy





# Four qualities required for ego-free learning

Aspiration

Self-awareness

Curiosity

Vulnerability

Source: Erika Andersen



# Four reasons managers don't learn

The idolisation of perceived past experiences

The charismatic influences of other, successful managers

The impulsion to instant activity

The belittlement of subordinates

Source: Reg Revans

# Four stages to the learning cycle

The background of the slide is a deep blue underwater scene. Sunlight rays stream down from the top, creating a sense of depth. In the lower center, two divers are visible, their light trails trailing behind them. The edges of the frame are dark, suggesting the rocky or coral-lined walls of a cave or deep reef.

Having an experience

Reviewing

Concluding

Planning application of the learning

Source: Honey and Mumford

# Four strategies for learning from failure

Accept that failure is part of the process

Let out your frustration

Be brutally honest

Fail forward

Source: Laurie Burruss





# Four parts to Grow's learning model

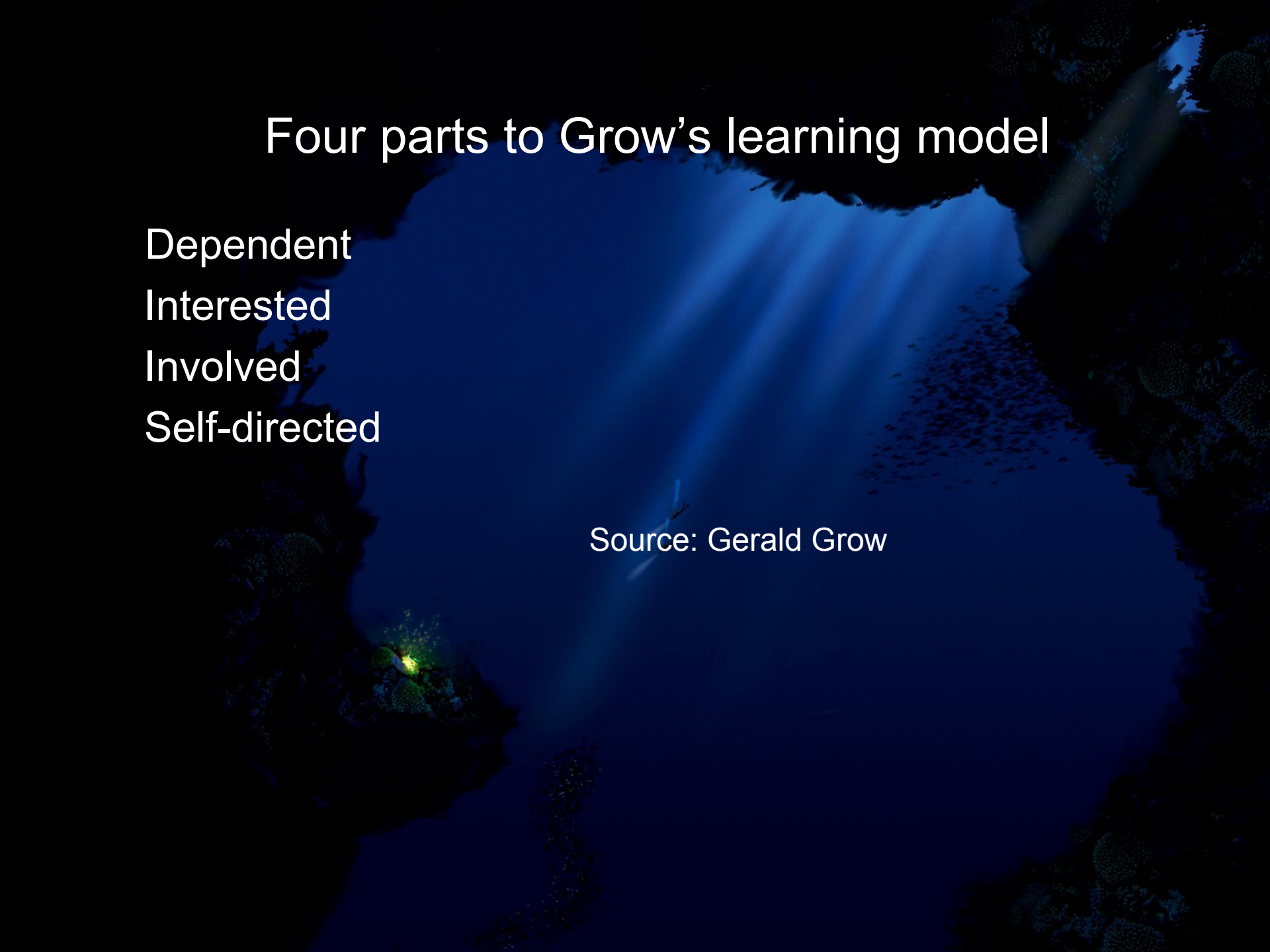
Dependent

Interested

Involved

Self-directed

Source: Gerald Grow



# Four organisational influences on learning

Culture

Structure

Processes

Practices

Source: Marsick and Watkins



# Four part learning process

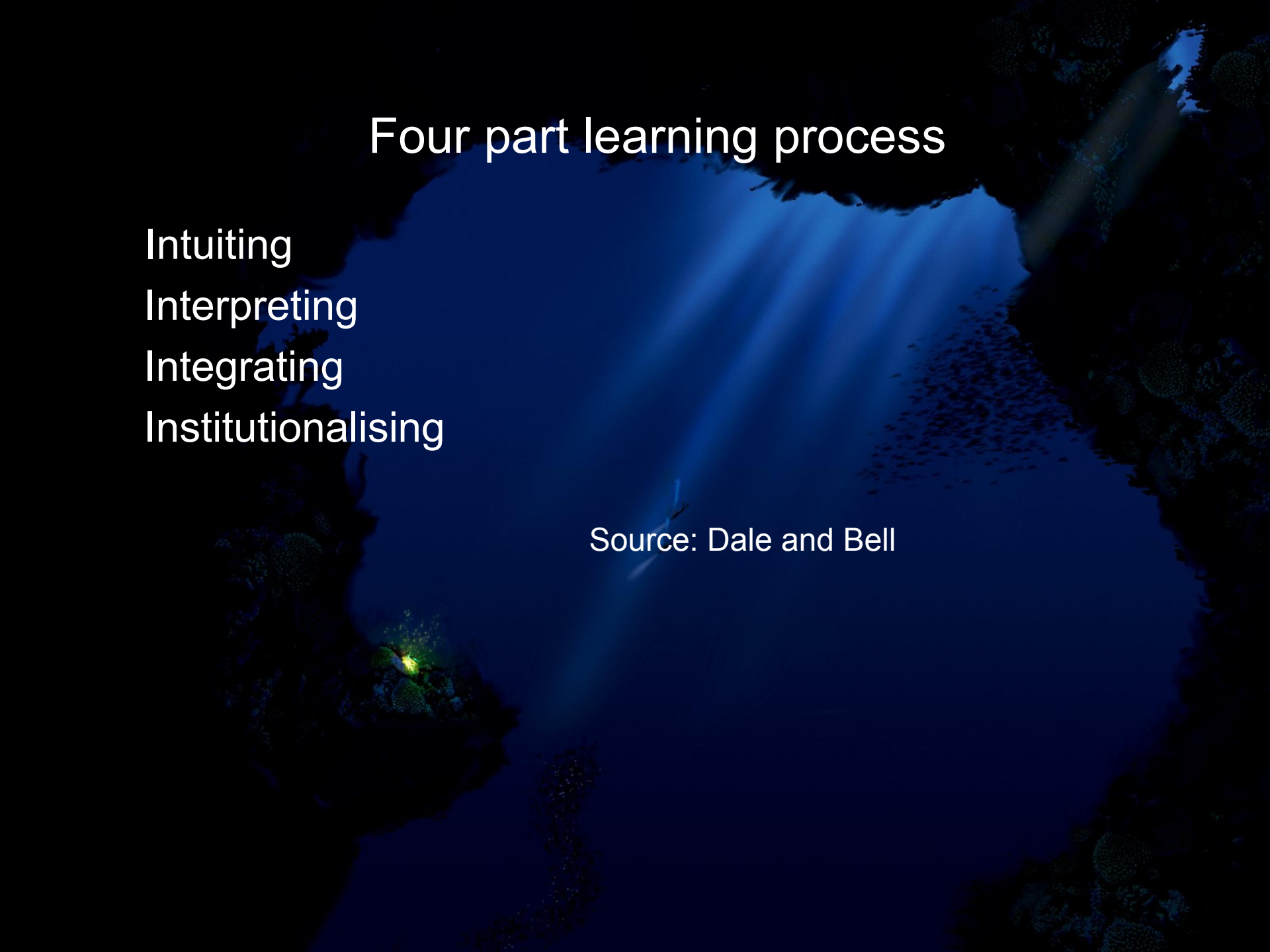
Intuiting

Interpreting

Integrating

Institutionalising

Source: Dale and Bell



# Four organisational factors that shape informal learning

Feedback and support of co-workers and managers

The learning climate (acceptance and time for experimenting on the job)

Workload

Autonomy in the performance of tasks and duties

Source: Van der Klink et al



# Four big benefits to organisations from learning

Learning increases everyone's capacity to contribute to the success of the organisation.

Learning enables the organisation to be more effective in meeting its goals and achieving its purposes.

A focus on learning, planned and unplanned, formal and informal, produces a wider range of solutions to organisational issues and challenges.

Learning helps a achieve a better balance between long-term organisational effectiveness and short-term organisational efficiency.

Source: Peter Honey

# Four principles of learner-centred design

Learners are responsible for their own learning

Training is the process of helping people to learn, but not necessarily meeting their conditioned responses to learning

The learning opportunities should provide the greatest amount of choice and freedom in how learners learn

The learning opportunity should be fun-filled and free from fear and embarrassment

Source: Trevor Bentley

# Four options to prompt learning

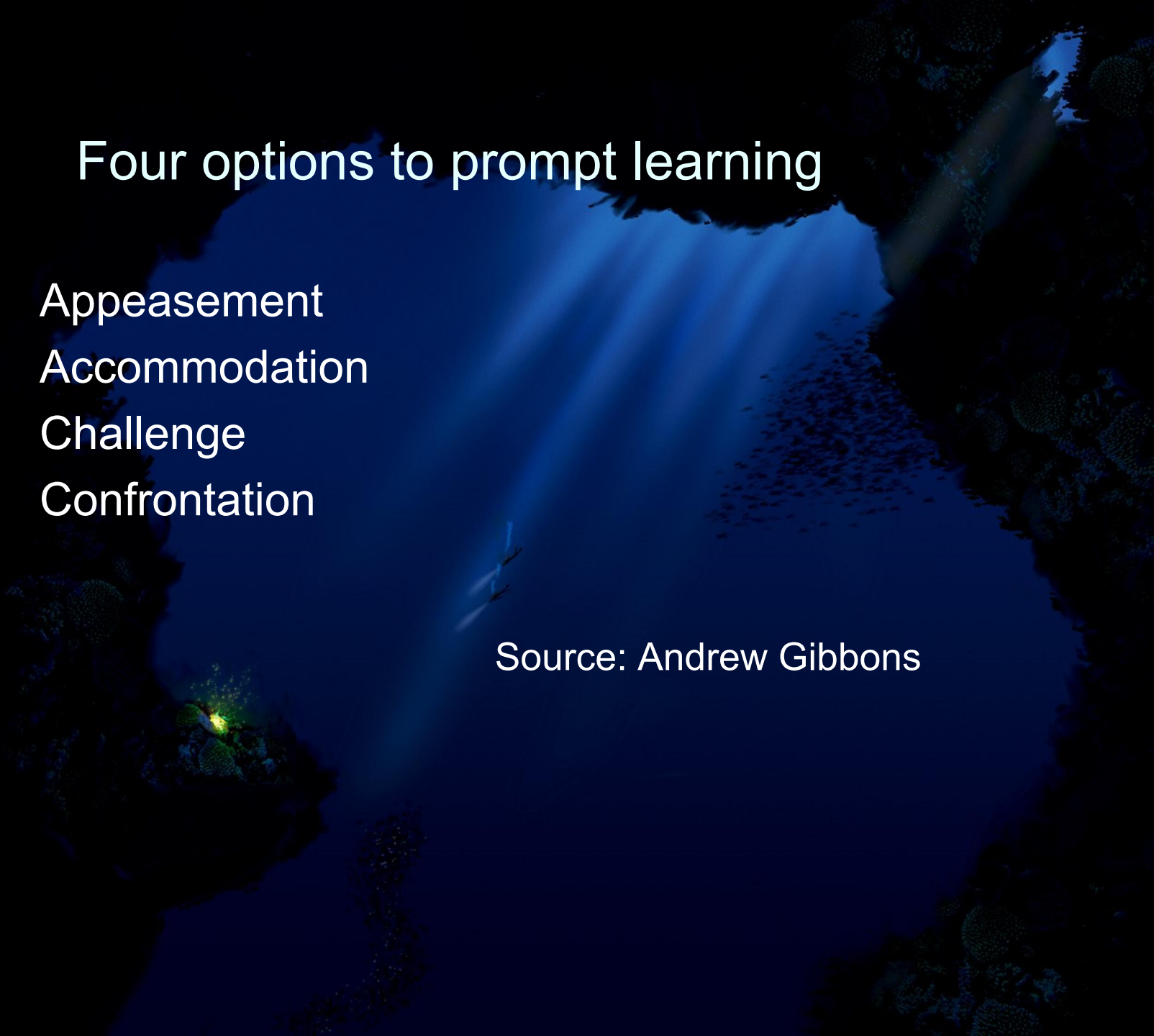
Appeasement

Accommodation

Challenge

Confrontation

Source: Andrew Gibbons



# Four environmental influences on learning

The background of the slide is a deep blue underwater scene. Sunlight rays stream down from the top, creating a sense of depth. The edges of the frame are filled with dark, textured coral and rock formations. In the lower-left area, there is a small, bright green light source, possibly a bioluminescent organism or a small fire.

Your manager

The organisational culture

Peers

Opportunities

Source: Peter Honey



# Five challenges for learners

The background of the slide is a deep blue underwater scene. Sunlight rays stream down from an opening at the top, creating a dramatic effect. A diver is visible in the center, and a small, glowing green light source is on the left. The overall mood is mysterious and challenging.

Learning to learn

Transfer of learning

Clarity of learning

Behaviour

Taking opportunities

Source: Peter Honey

# Five influences on the motivation to learn

Beliefs

Enthusiasm

Curiosity

Courage

Resilience

Source: Peter Honey



# The five 'r's of lifelong learning

The background of the slide is a deep blue underwater scene. Sunlight rays stream down from the top, creating a sense of depth and illumination. On the left, there is a rocky reef structure with some green coral and a small, bright yellow light source. In the center, a diver is visible, holding a flashlight that illuminates the surrounding water. The overall atmosphere is serene and exploratory.

Resourcefulness

Remembering

Resilience

Reflection

Responsiveness

Source: Bill Lucas

## Five reasons for interest in learning

Changes are bigger and are happening faster. Learning is the way to keep ahead.

Jobs for life have gone. Learning is the way to develop and maintain employability.

Increasing emphasis is being placed on the need for individuals to take responsibility for their life and work.

Learning is the path to increased responsibilities

Learning to learn is being increasingly acknowledged as the ultimate life skill.

Source: Peter Honey



# Five ways to optimise learning when designing a learning programme

Clarify the objective

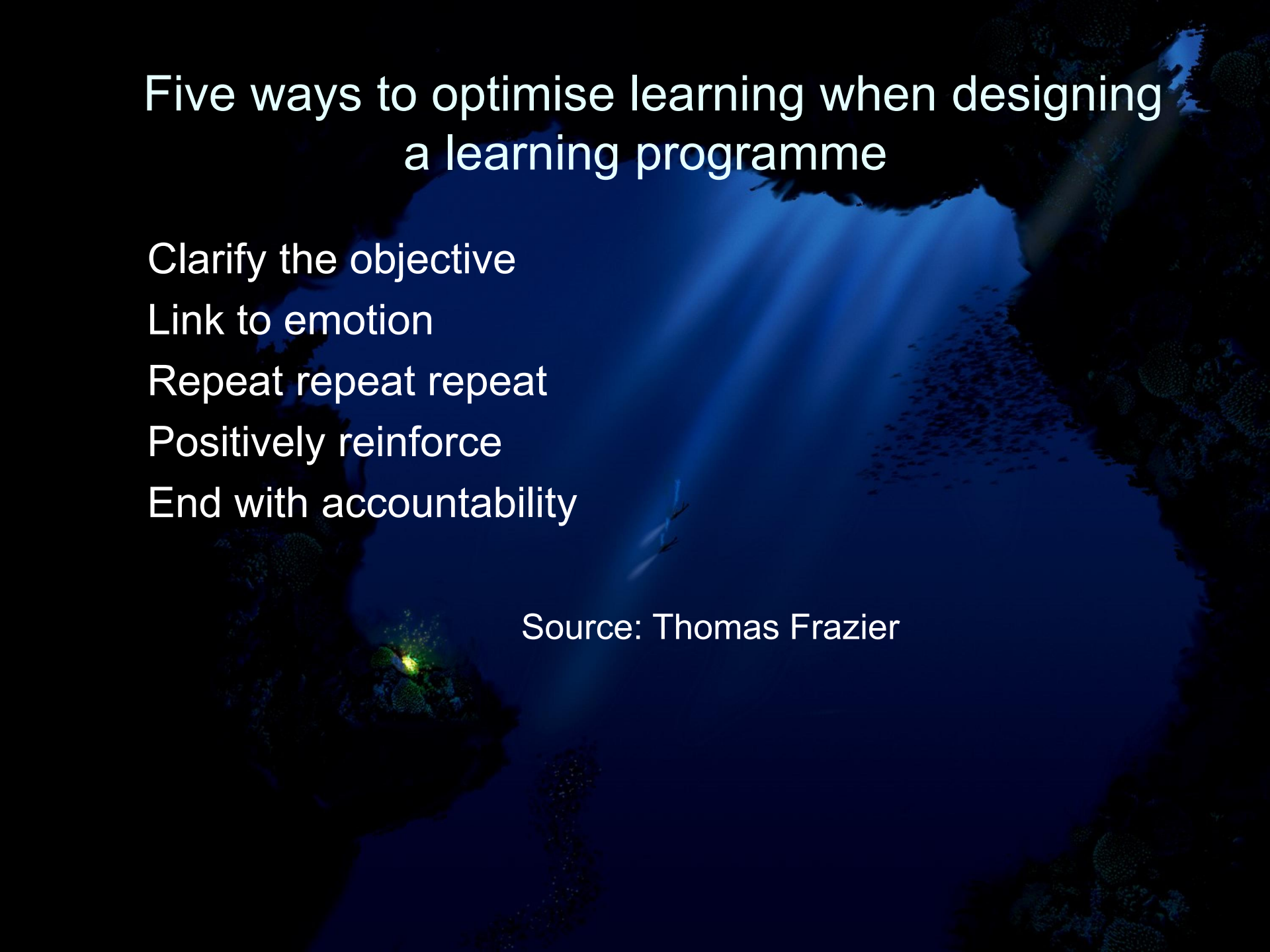
Link to emotion

Repeat repeat repeat

Positively reinforce

End with accountability

Source: Thomas Frazier



# Five key variables on individual learning

Motivation

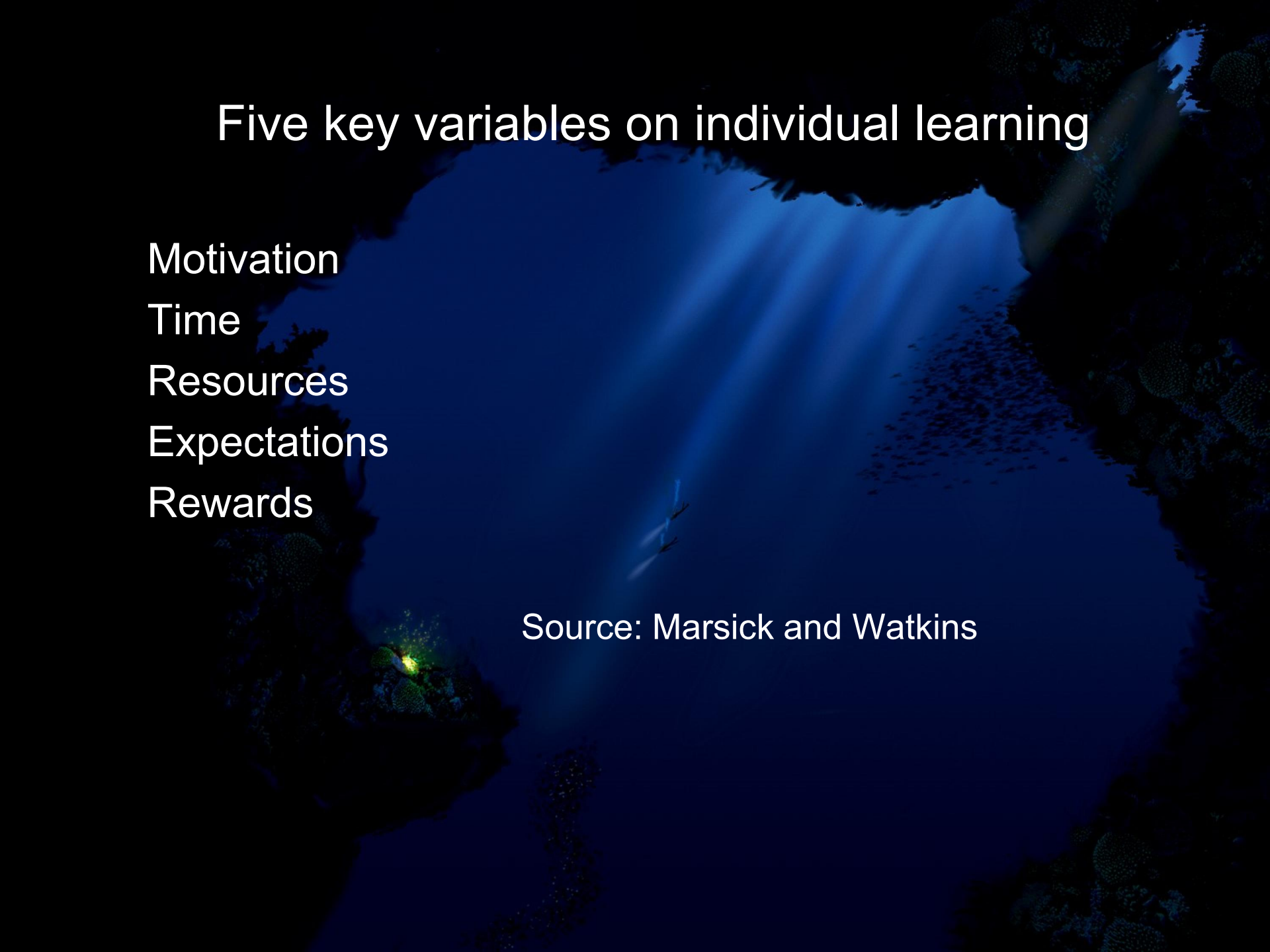
Time

Resources

Expectations

Rewards

Source: Marsick and Watkins



# Five ways to fail forward

Feel comfortable and responsible for surfacing and learning from failures

Understand what happened rather than who did it

Analyse the failures

Proactively search for opportunities to experiment

Source: Laurie Burruss

# Reg Revan's five stages of learning

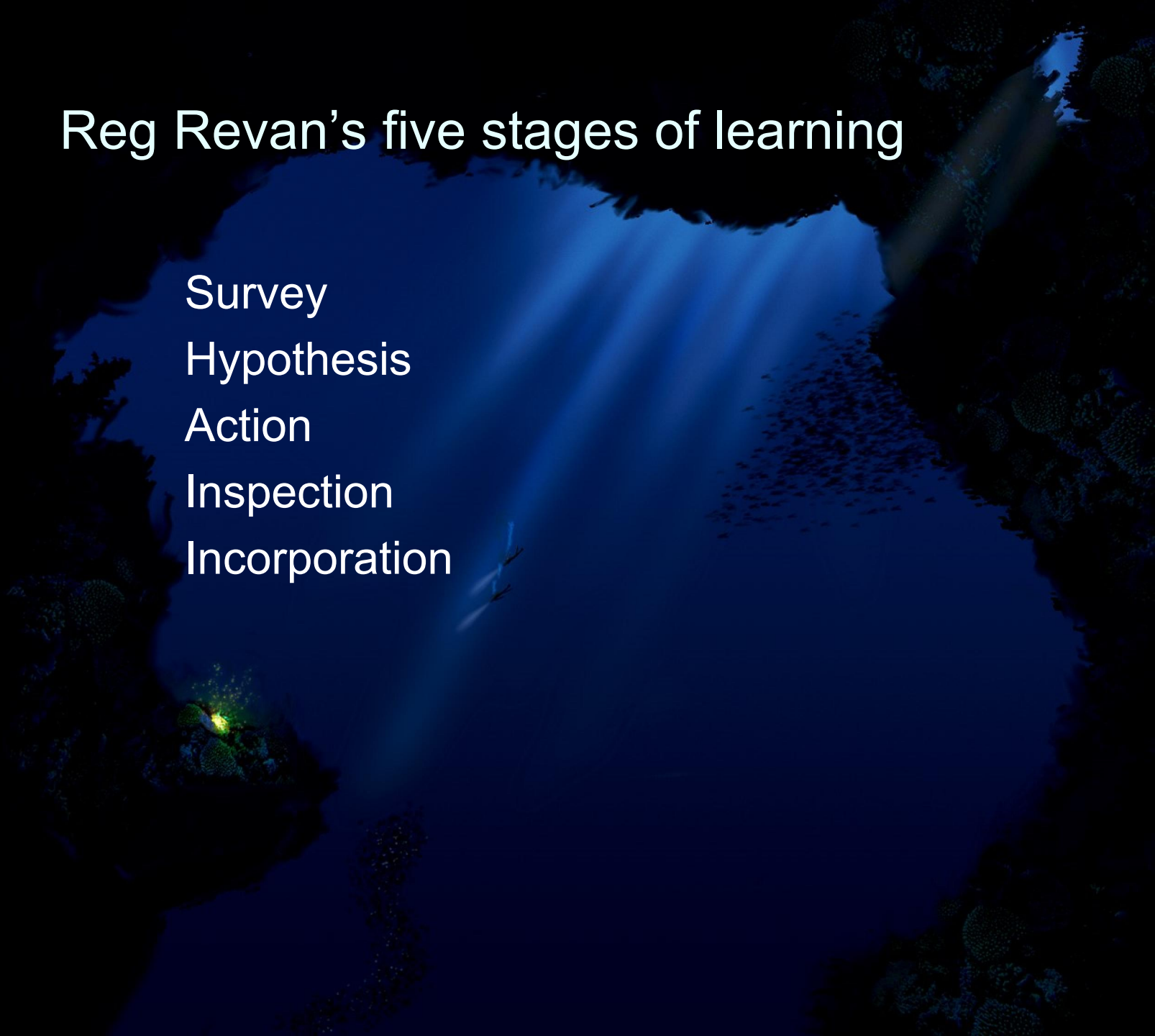
Survey

Hypothesis

Action

Inspection

Incorporation





# Five instructional features

Autonomy, responsibility and intentionality

Intrinsically motivating learning activities

Enculturalism

Discourse and collaboration among learners

Reflection



# Cavaliere's five part learning model

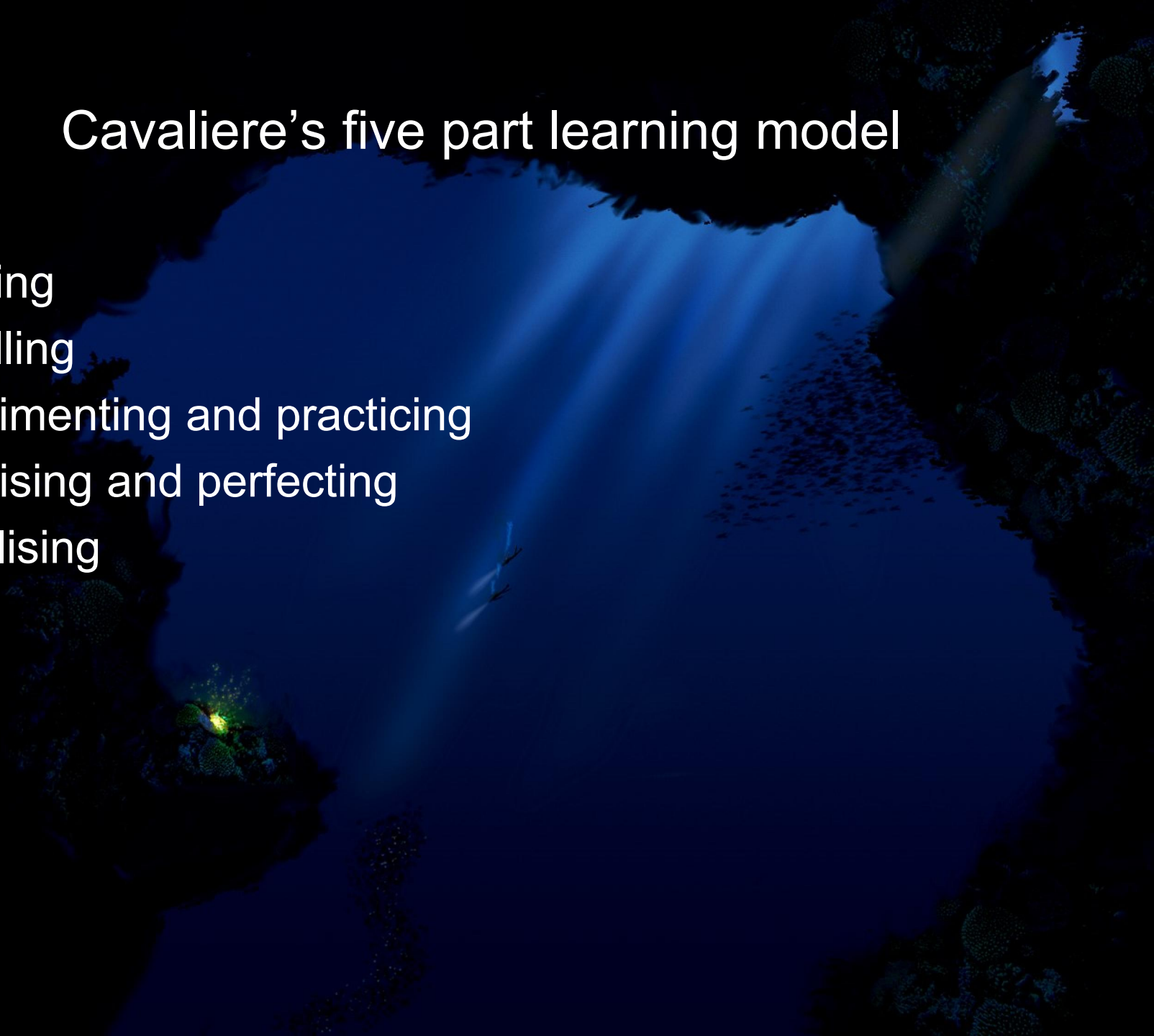
Inquiring

Modelling

Experimenting and practicing

Theorising and perfecting

Actualising



# Five indications of andragogic learning

The learner is self-directed

The vast experiences of an adult adds to knowledge

The learner is at a stage in life where s/he is ready to learn

Adult learning is problem-centred

The adult is internally motivated

Source: Malcolm Knowles

# Five benefits for individuals of learning

Learning is the key to developing potential

Learning to learn is the key to effective learning

Learning enables individuals meet the demands of change

The capacity to learn is an asset which never becomes obsolete

Embracing learning helps the individual to acknowledge that learning is more than just formal education and training

Source: Peter Honey



# Five dimensions of curiosity

Deprivation sensitivity

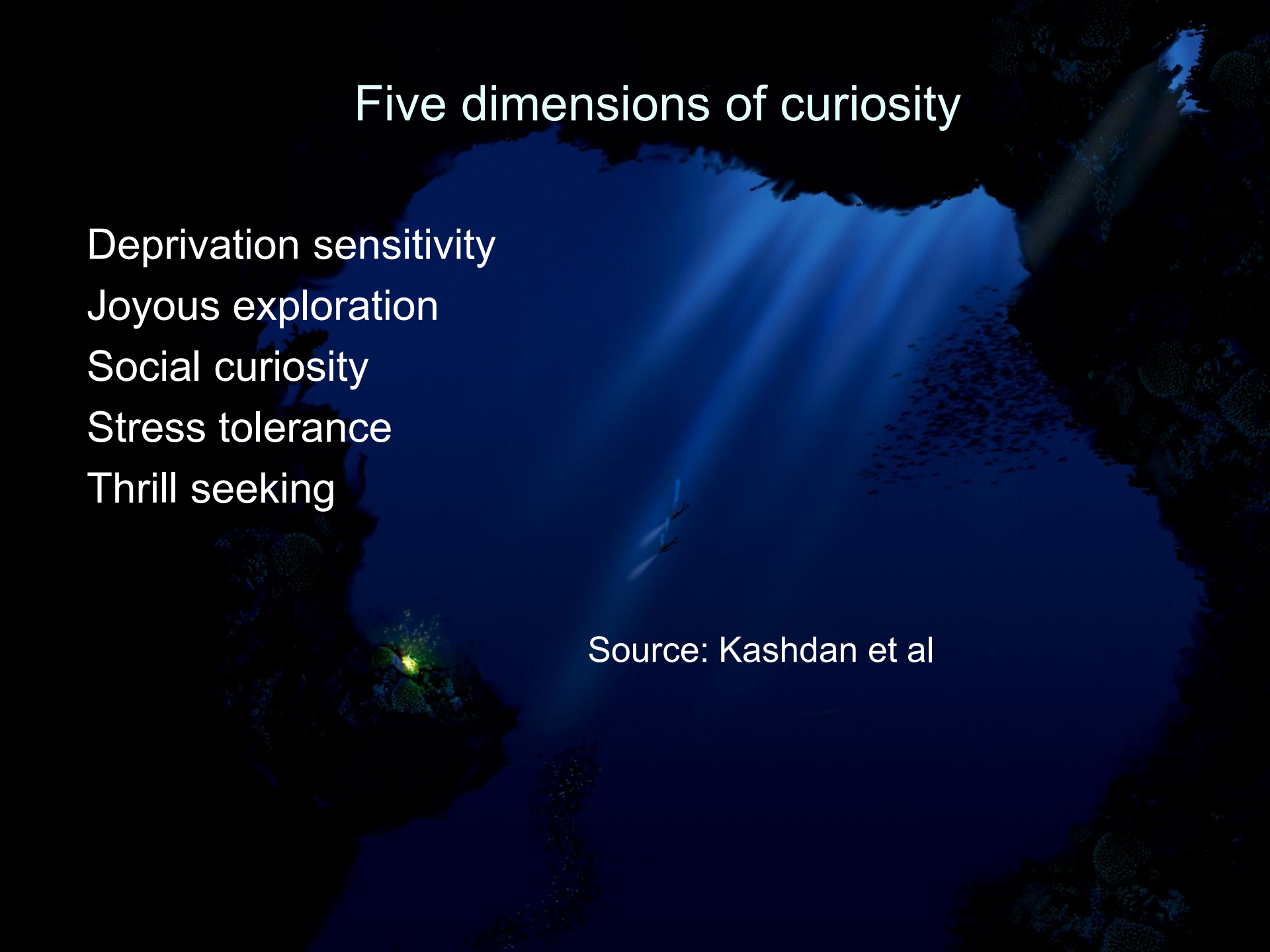
Joyous exploration

Social curiosity

Stress tolerance

Thrill seeking

Source: Kashdan et al



# Five signs of a competent learner

Critically observe those from whom you can learn

Don't lose touch with people who can help your development

Read, note and retain your learning

If you haven't got a Mentor, get one now

Watch the TV and YouTube, then record what you have learned

Source: Andrew Gibbons

# The virtuous learning cycle

A focus on effectiveness leading to...

Strong perception of relevance, leading to...

Immediate application of learning, leading to...

Rewards from that application and use, leading to...

Enthusiasm for further learning

Source: Alan Mumford

# Six methods to move adults to mature learners

From dependency to autonomy

From ignorance to insight

From using shallow abilities to deep abilities

From selfishness to altruism

From a need for certainty to a tolerance of  
ambiguity

Source: Malcolm Knowles



# Six principles of adult learning

Adults are autonomous and self-directed

Adults need to connect new learning with previous life experiences and knowledge

Adults are goal-oriented - and will look for this

Adults are relevancy-oriented

Adults are practical - seeking application of learning

Adults need respect and recognition for what they can contribute

From: Malcolm Knowles

# Six positive features of learning log use

Recognises the value of learning from real world experience  
Helps maximise impact of all parts of the learning cycle  
Recognises individual and personal nature of learning  
Helps to plan future development  
Reinforces individual responsibility in development  
Provides a format for recording evidence of development

From: Jean Barclay

# Six levels of reflection

The background of the slide is a deep blue underwater scene. Light rays filter down from a cave opening at the top. A small diver is visible in the distance, and a glowing green light source is on the left.

Zero

Empathetic

Relational

Systemic

Self Transcendental

Source: Michael Carroll

# Six threads for learning

Ambition, which when properly focused, is an asset

Adaptability, the ability to work with others and respond to different challenges

Resourcefulness, the ability to use good judgement in different situations

Faith, both in yourself, and your team

Fight - the ability to pick yourself up and try again

Patience, reliability, integrity, honesty and sincerity

Source: Kaye and Kleiner



# Six reasons taking advice is not easy

Thinking you already have the answers

Choosing the wrong advisors

Define the issues and/or problem poorly

Discounting advice

Discomfort with the need to seek advice

Unrealistic expectations of easy or instant solutions

# Six ways to enhance the value of learning

Organise and plan learning (so it's not just reactions to life events).

Pinpoint precisely what has been learned, and what to do differently or better as a consequence.

Share what has been learned with others who will benefit.

Check on the quality of what has been learned (it is just as easy to learn bad habits as good ones).

Transfer what has been learned, and apply it in different circumstances.

Review and improve the learning process itself.

Source: Peter Honey

# Six keys to value added development

Everything is driven by business needs

All activities help achieve organisational goals

Providing people with skills and knowledge needed to improve personal performance

Assessing the readiness of the workplace to support learning skills

Achieve management acceptance of responsibility for a supportive workplace that encourages the application of learning

Measurable results that can be tracked

Source: Robinson and Robinson

# Six big problems with training and development

A failure to identify the specific needs of learners and for learners to own their own development needs

Objectives set by trainers, rather than the learners

Little acceptance by learners of the need to take responsibility for their own development

Constraints of time for preparation and participation in learning events

A failure to follow through learning beyond an event or course

Failing to achieve high value via transfer of the learning

From: Jeff Gold



# Six barriers to learning

Perceptual

Cultural

Emotional-motivational

Intellectual

Expressive

Environmental

Source: Temporal and Boydell



# Six questions on self directed learning

Do people really want to be self directing?

Is everyone capable of being a self directed learner?

Is self directed learning the best option always?

Does top management, with its emphasis on personal accountability for results, really buy into it?

Are trainers capable of learning to be facilitators of self directed learners?

Are learning contracts an essential ingredient of self directed learning?

Source: Malcolm Knowles

## Six features of a learning log

- Recognises value of learning from real world experiences
- Helps complete learning cycle, maximising learning
- Helps plan future development
- Reinforces individual responsibility for development
- Provides format for recording tangible evidence of learning
- Recognises individual, unique nature of learning journey

From: Jean Barclay

# Six issues around managing your own learning

Our professional development is a unique and personal journey  
Real life provides more learning opportunities than are taken  
Learning is a skilled process few of us have mastered  
No-one will show more interest in your learning than you do!  
Formal structured courses are not as significant as real work  
Truly managing your own learning should impress employers

Source: Andrew Gibbons



# Six characteristics of informal learning

Integrated with work and daily routine  
Triggered by an internal or external jolt  
Not highly conscious  
Often haphazard and influenced by change  
An inductive process of reflection and action  
Linked to the learning with others

Source: Marsick and Volpe

# Six stages of self-directed learning

Climate setting

Diagnosing learning needs

Formulating learning goals

Identifying human and material resources for learning

Choosing and implementing appropriate learning strategies

Evaluating learning outcomes

Source: Malcolm Knowles

# Seven principles when helping people to learn

People know more than they think they know

Everyone has resources for improving performance

Useful questions are worth more than commands

Each person is responsible for their own contribution to the organisation

Every setback provides a learning opportunity

Experiments precede learning

Challenging but achievable goals bring out the best in people

Source: King and Eaton

# Seven dimensions of the Learning Organisation

Create continuous learning opportunities  
Promote inquiry and dialogue  
Encourage collaboration and team learning  
Create systems to capture and share learning  
Empower people toward a collective vision  
Connect the organisation to its environment  
Provide strategic leadership for learning

Source: Marsick and Watkins



# Seven key issues around CPD

The value of developmental outcomes mean more than inputs

We learn a lot more from everyday learning than structured

For true CPD points must not make prizes

The true professional is a reflective practitioner

Learning organisations require learning people

All work and activity is inherently developmental

Staying competent matters more than passing exams years ago

Source: Andrew Gibbons

# Seven learner combinations

Behaviour alone = Imitative

Language alone = Bullshitter

Mental model alone = Inhibited theorist

Behaviour and language = Limited learner

Mental model and language = Application denier

Behaviour and mental model = Inarticulate

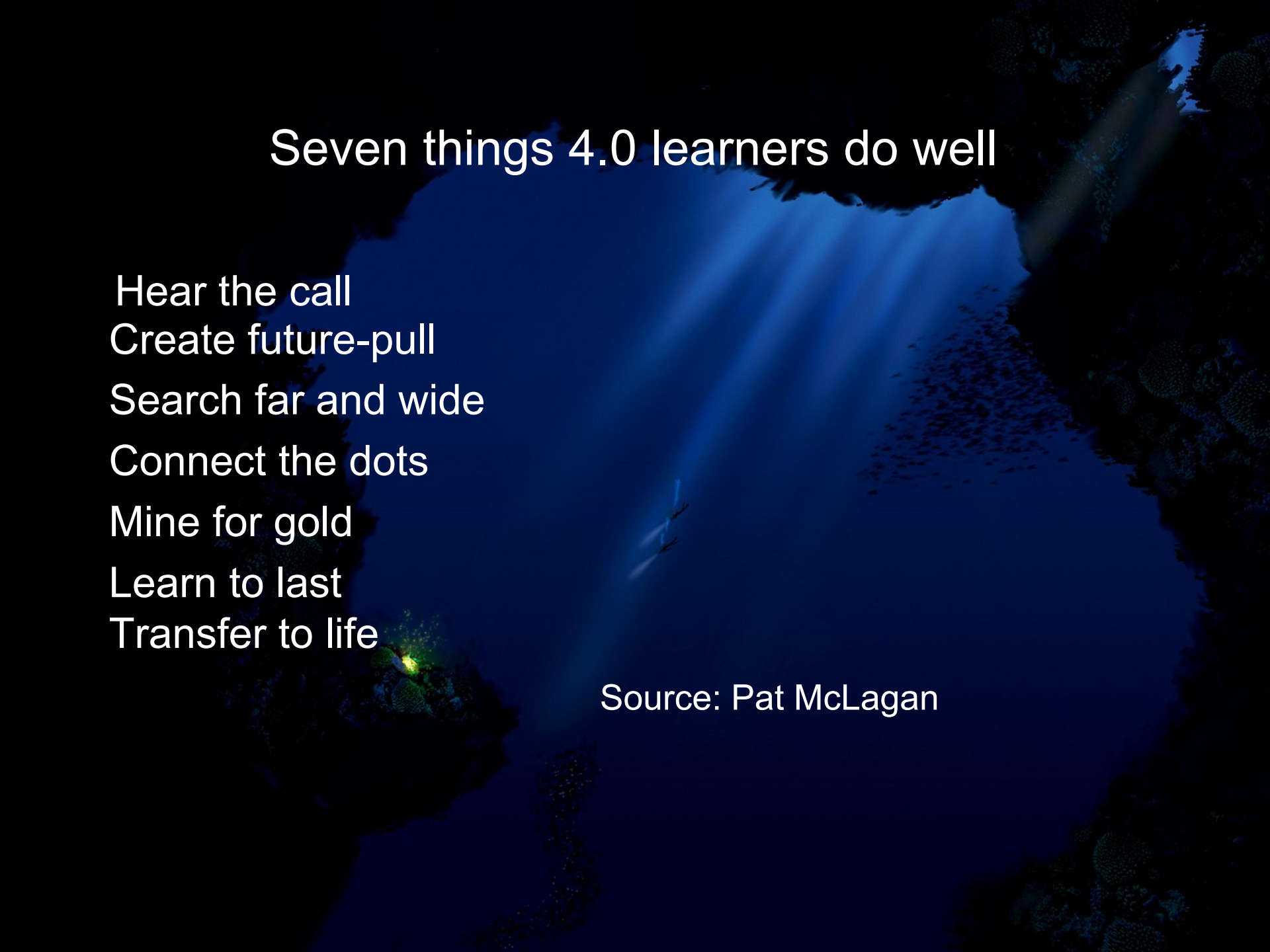
Rarely, the true learner has all three...

From: Ian Hinton

# Seven things 4.0 learners do well

Hear the call  
Create future-pull  
Search far and wide  
Connect the dots  
Mine for gold  
Learn to last  
Transfer to life

Source: Pat McLagan



## Seven levels of interest in your own development

I have development needs, but I'm not interested in working on them.

I have development needs, but I don't know what they are.

I have development needs, I know what they are, but refuse to do anything about them.

I have development needs, I know what they are, but I need a push to do anything about them.

I know about my development needs, I'm motivated to do something, but I don't know how to go about it.

I know about my development needs, I'm motivated to do something, and I'm doing so.

I have no development needs.

Source: Leslie Rae



# Eight learning skills

Skilled learners:

Anticipate and prepare for a learning experience

Recognise and fully exploit a learning experience

Seek out new learning - they don't wait passively for this

Take risks and innovate - within parameters

Look for, and appropriately accept help and feedback

Are *constructively* self analytical and critical

Filter new learning, making associations and connections

Overcome barriers and obstacles to their learning

Source: Andrew Gibbons

# Eight factors in the self-directed learning scale

Love of learning

Self-concept as an effective, independent learner

Tolerance of risk, ambiguity and complexity in learning

Creativity

View of learning as a lifelong, beneficial process

Initiative in learning

Self-understanding

Acceptance of responsibility for one's own learning

Source: Lucy Guglielmino

# Eight laws of learning

Readiness

Exercise

Effect

Primacy

Recency

Intensity

Freedom

Requirement

Source: Edward Thorndike

# Eight behaviours for professional development

Curiosity

Decisive thinker

Driven to deliver

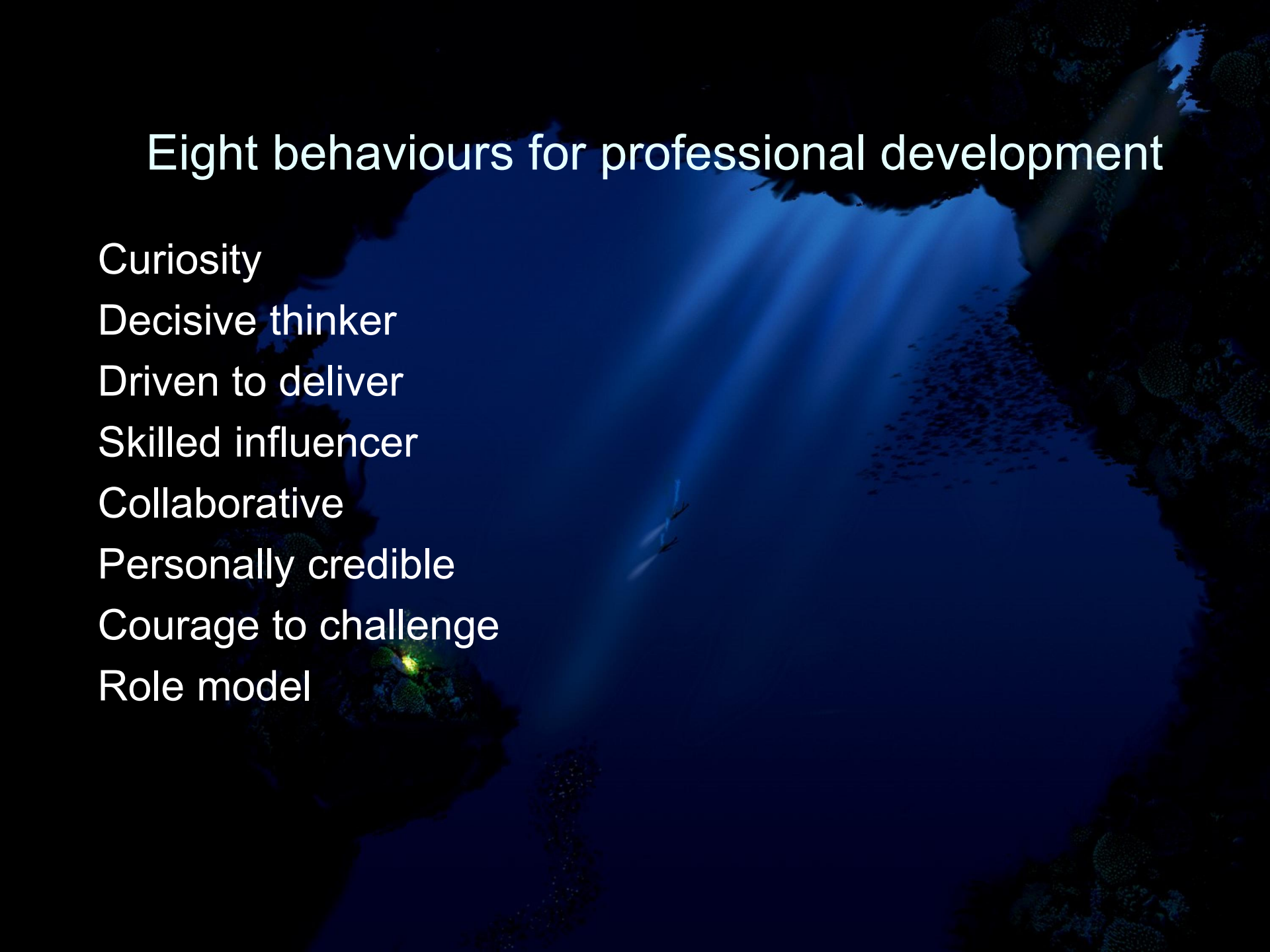
Skilled influencer

Collaborative

Personally credible

Courage to challenge

Role model





# Eight types of learner

Left-to-righter

Direction changer

Central shaper

Outliner

Creator

Disconnecter

Random connector

Bottom liner

Source: Donalee Markus

# The nine styles of experiential learning

The background of the slide is a dark, atmospheric image of a cave interior. Bright blue light rays stream down from an opening at the top, illuminating the water and the cave walls. A small figure of a diver is visible in the distance, swimming towards the light. The cave walls are covered in various types of coral and rock formations, some of which are highlighted by the light.

Experiencing style

Imagining style

Reflecting style

Analytical style

Thinking style

Deciding style

Acting style

Initiating style

Balancing style

Source: Kay Petereson

# Ten qualities of a 4.0 learner

Imagination

Whole brain/whole body

Self-transformation

Deep learning

Anywhere/anytime

Smart use of information

Resource versatility

Change agency

Co-evolution with technology

Shared 4.0

Source: Pat McLagan

# Ten steps for perspective transformation

Disorienting dilemma

Self-examination

Critical assessment

Recognition

Exploration

Planning

Acquiring

Provisional trying

Building competence

Reintegration

Source: Mezirow

