**Learning types and learning activities**

In the table below you see an overview of six learning types and corresponding learning activities from the ABC model.[[1]](#footnote-1) You may want to look at this overview before or while designing your course.

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| **Learning types** | | | | | |
| **Acquisition** | **Collaboration** | **Discussion** | **Investigation** | **Practice** | **Production** |
| Learning through acquisition is what learners are doing when they are **listening to a lecture or a podcast, reading from books or websites**, and **watching demos or videos**. | 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**. | Learning through discussion requires the learner to **articulate their ideas and questions**, and to **challenge and respond to the ideas** from the teacher and/or from their peers. | Learning through investigation guides the learner to **explore, compare and critique texts, documents and resources** that reflect the concepts and ideas taught. | 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. | Learning through production is the way the **teacher** **motivates the learner to** **consolidate what they have learned** by articulating their conceptual understanding and how they used it in practice. |

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| **Learning activities[[2]](#footnote-2)** | | | | | |
| **Acquisition** | **Collaboration** | **Discussion** | **Investigation** | **Practice** | **Production** |
| *Conventional method*   * Reading books, papers * Listening to teacher presentations face-to-face, lectures * Watching demonstrations, master classes   *Digital technology*   * Reading multimedia, websites, digital documents and resources * Listening to podcasts, webcasts * Watching animations, video | *Conventional method*   * Small group project * Discussing others’ outputs * Building joint output   *Digital technology*   * Small group projects using online forums, wikis, chat rooms etc. for discussing others’ outputs * Building a joint digital output | *Conventional method*   * Tutorials * Seminars * Discussion groups * Class discussions   *Digital technology*   * Online tutorials * Seminars * E-mail discussions * Discussion groups * Discussion forums * Web-conferencing tools (synchronous /asynchronous) | *Conventional method*   * Using text-based study guides * Analysing the ideas and information in a range of materials and resources * Using conventional methods to collect and analyse data * Comparing texts * Searching and evaluating information and ideas   *Digital technology*   * Using online advice and guidance * Analysing the ideas and information in a range of digital resources * Using digital tools to collect and analyse data * Comparing digital texts * Using digital tools for searching and evaluating information and ideas | *Conventional method*   * Practising exercises * Doing practice-based projects * Labs * Field trips * Face-to-face role-play activities   *Digital technology*   * Using models * Simulations * Microworlds * Virtual labs and field trips * Online role play activities | *Conventional method*   * Statements * Essays * Reports * Accounts * Designs * Performances * Artefacts * Animations * Models * Videos   *Digital technology*   * Producing and storing digital documents * Representations of designs * Performances, artefacts * Animations * Models * Resources * Slideshows * Photos * Videos * Blogs * E-portfolios |

1. Clive Young and Nataša Perović, UCL (2015). ABC Learning Design method and Laurillard, D (2012). Learning types. [↑](#footnote-ref-1)
2. You can find additional learning activities here <https://bit.ly/3x1cfQV>. [↑](#footnote-ref-2)