



**LIFELONG LEARNING PROGRAMME  
GRUNDTVIG LEARNING PARTNERSHIPS**

**“I learn all my life: the joy of learning through experience”**

**LEARNING THROUGH  
ACTION**



## LEARNING THROUGH ACTION

# POLAND

*"What I hear I tend to forget, what I see I tend to remember, what I DO I will understand."*

### How we learn?

#### Representation systems:

- THE KINESTHETIC LEARNER (A)
- THE AUDITORY LEARNER
- THE VISUAL LEARNER (V)

#### Representation systems

#### I SEE, HEAR AND FEEL: REPRESENTATIONAL SYSTEMS

- **Representational systems** (also known as **sensory modalities**) is a model that examines how the human mind processes information. It states that for practical purposes, information is (or can be treated as if) processed through the senses. Thus people say one *talks* to oneself (the auditory sense) even if no words are emitted, one *makes pictures in one's head* when thinking or

dreaming (the visual sense), and one considers *feelings* in the body and emotions (known as the kinesthetic sense).

### **Visual metaphors**

- I see what you mean.
- I'm trying to picture it.
- I want a different perspective.
- Clear as mud.
- Try to see things my way.
- Let's look at this closely.
- I have a vision of how things could be.
- The outlook is dim.
- Things are looking up.
- Seeing eye to eye.
- Shed some light on the matter.
- It's not yet clear.

### **Auditory metaphors**

- We're on the same wavelength.
- Living in harmony.
- Speaking the same language.
- Talking gobbledygook.
- Tune in to this.
- Quiet as a mouse.
- I hear what you are saying.
- Sounds good.
- I like your story.
- Turn a deaf ear.
- Lost for words.
- Strikes a chord.

## **Kinaesthetic metaphors**

- I'm ready to tackle this head on.
- Things just flowed.
- I've got a feel for the place.
- Get a grip on yourself.
- He wants something concrete.
- Can you grasp the idea?
- Maintaining a sense of balance.
- He rubs me up the wrong way.
- A sticky situation.
- I feel it in my bones.
- A cool customer.
- One step at a time.

What is your dominant **representation system**?

- **V** Visual - seeing
  - **A** Auditory - hearing
  - **K** Kinaesthetic - feeling
- 
- In general, one representational system is not better than another. If you score low on one or more of the systems, you may wish to get curious and explore how this is affecting your life experiences.

## **Learning through Action**

- **How do children learn?**
  - To speak;
  - To build constructions with LEGO blocks;
  - To buy in shops.

The role of action has been strongly emphasized, not only in cognitive research on learning and problem solving, but also in education and instructional psychology.

The Constructivism tradition has long asserted that action plays a crucial role for learners in constructing their own knowledge.

In an educational context, active engagement entails students examining their own ideas, considering alternative explanations for newly taught concepts, and evaluating competing perspectives. Some theorists (e.g., Anzai & Simon, 1979) propose that these processes are found when *learning is by doing*.

However, a constructivist perspective implies that instructional formats enable self-monitoring (e.g., Covington, 2000; Pintrich & De Groot, 1990), which includes reflective activities such as describing, explaining, and evaluative thinking (e.g., Covington, 2000; Zimmerman, 1990), which are not exclusive to action.

### **Should Action be Awarded a Special Status in Learning?**

- Many believe that without actively engaging with a to-be-learned task we cannot fully learn the essentials of it. This claim seems to be particularly popular in explaining the effectiveness of the acquisition of highly practiced behaviours (e.g., car driving, operating electrical devices – e.g. mp3 players, mobile phones, DVD/video recorders, camcorders) in which a sequence of behaviours is needed to reach a specific outcome.

### **Ideas Into Action:**

- Make the learning relevant;
- Provide opportunities for learning through action;

### **Make the learning relevant.**

- The more tailored you can make the learning, the higher the value. Broad academic or off-the-shelf programs can be very interesting, but people often find it difficult to transfer the learning to their every day work. We have seen a big improvement in application when the experience is relevant to the work of the participants.

### **Provide opportunities for learning through action.**

Research shows that people learn best when they take action and discover the learning for themselves. No one can ever become good at a sport just by *listening* to a description of how to play. They actually have to try and discover for

themselves what works and what doesn't. That is why well-designed simulations are such powerful teaching vehicles.

### **Learning through action vs. teamwork**

- Increased awareness of individual and team strengths, motivations and values.
- Increased understanding, respect and alignment with other team member's coping skills, communication styles, viewpoints and perspectives.
- Developed skills, tools, systems and strategies for moving the team forward from their current condition to an agreed upon ideal state of a high functioning and creative team.
- Increased trust of other team members and a strong motivation for exploring collaborative efforts and building a more dynamically synergistic culture.
- Team Norms identification, modification and change implementation.

*„Every great and commanding moment in the annals of the world is the triumph of some enthusiasm.,,*

Ralph Waldo Emerson

### **Why is action important in learning?**

- Several lines of research have proposed that learning-through-doing (i.e. procedural learning) is essential to the acquisition of knowledge.
- These include implicit perceptual-motor sequence learning, memory, causal structure learning and developmental, educational and instructional psychology.

### **How to use action in learning when we would like to, for example:**

- Improve self-confidence and self-esteem;
- Improve the ability to use the computer and the modern IT technology;
- Improve communication skills.



# LEARNING THROUGH ACTION

## SLOVAKIA

### Learning through action or Action Learning

- ✘ **LEARNING THROUGH ACTION** has its roots in the active learning strategies pioneered by Professor Reg Revans and others in the 1960s and '70s. (Based on principle: Theory follows the action“)
- ✘ Action Learning is a process for bringing together a group of people with varied levels of skills and experience to analyze an actual work problem and develop an action plan. The group continues to meet as actions are implemented, learning from the implementation and making mid-course corrections. Action Learning is a form of learning by doing.
- ✘ **Learning by doing** is a concept of economic theory. It refers to the capability of workers to improve their productivity by regularly repeating the same type of action. The increased productivity is achieved through practice, self-perfection and minor innovations.

### 1st. Approach to LTA

- ✘ **Action learning** is an educational process whereby the participant studies their own actions and experience in order to improve performance. This is done in conjunction with others, in small groups called action learning sets. It is proposed as particularly suitable for adults, as it enables each person to

reflect on and review the action they have taken and the learning points arising. This should then guide future action and improve performance.

- ✘ The method **stands in contrast with the traditional teaching** methods that focus on the presentation of [knowledge](#) and skills. Action learning focuses on research into action taken and knowledge emerges as a result that should lead to the improvement of skills and performance. It has strong links to various [philosophies](#) relating to [existentialism](#), the [psychology](#) of [self-understanding](#) and [self-development](#), and the [sociology](#) of group based learning.
- ✘ Professor [Reginald Revans](#), the originator of action learning, died aged 95 in January, 2003. He had invented and developed this method in the UK in the 1940s, working in the [Coal Board](#) and later in [hospitals](#), where he concluded that the conventional instructional methods were largely ineffective.
- ✘ People had to be aware of their lack of relevant knowledge and be prepared to explore the area of their [ignorance](#) with suitable questions and help from other people in similar positions.

## When to use it

- ✘ To address problems and issues that are complex and not easily resolved.
- ✘ To find solutions to underlying root causes of problems.
- ✘ To determine a new strategic direction or to maximize new opportunities.

## How to use it – 1.

- ✘ Clarify the objective of the Action Learning group.
- ✘ Convene a cross-section of people with a complementary mix of skills and expertise to participate in the Action Learning group.
- ✘ Hold initial meetings to analyze the issues and identify actions for resolving them.
- ✘ Return the group to the work place to take action.

## How to use it – 2.

- ✘ Use subgroups to work on specific aspects of the problem if necessary.

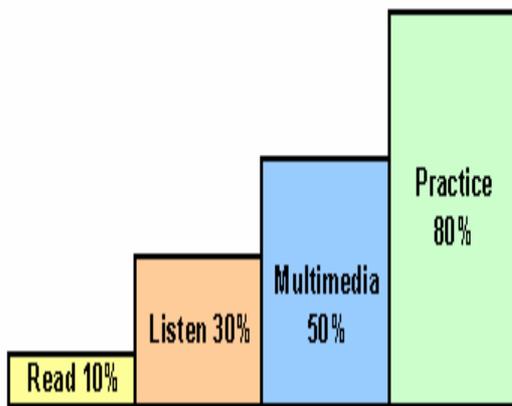
- ✘ After a period of time, reconvene the group to discuss progress, lessons learned, and next steps.
- ✘ Repeat the cycle of action and learning until the problem is resolved or new directions are determined.
- ✘ Document the learning process for future reference.
- ✘ Record lessons learned after each phase of learning.

## 2nd approach – LLL´conception

- ✘ Comes from official Slovak education conception document
- ✘ Informal, noninstitutional education = 3rd. Way
- ✘ Suppose: active, motivate and able to learn inhabitant (managing own life)
- ✘ Goal: command EU key skills, be responsible and valuable member of knowledge based economy
- ✘ Way: whenever, wherever, whatever, whoever - at work, in family, in leisure time, etc.
- ✘ Idea: Be a teacher one to each other !

## Practise – experience in LTA

- ✘ MBA study, Leadership development
- ✘ Brainstorming, QCC, 8D, teambuilding, etc.
- ✘ For all age categories
- ✘ Graffiti – positive messages
- ✘ Nursemaids, au-pairs,..
- ✘ Craftsmen,...



### „Fast check-in“ service

- ✘ Save a time, (allows you to pick up your boarding pass in less than a minute)
- ✘ Access for all, ICT skills necessary
- ✘ One can learn himself or others
- ✘ For Alitalia passengers with electronic tickets
- ✘ 4 options of documents to start with „check-in“
- ✘ Further advantages
- ✘ Easy and quickly to get to know and disseminate

### Example to follow

