

Learning course building strategies

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Introduction:

Learning theories, educational psychology, instructional design are pseudo sciences and not so well-developed subjects. However, they form the basis of current educationists, their instruction and learning. There is enormous literature and articles published on these subjects and all of it is extremely interesting to anyone even remotely connected to learning.

In this paper MSIT would like to bring out a gist of these subjects coupled with its experience in a different manner to the readers.

Learning methodologies:

People fundamentally learn anything in the following 4 different types of ways:

- **self-learning**
 - people read books, newspapers and other such published literature and learn on their own. It is very difficult to learn complex subjects this way. This learning methodology can provide information and simple conceptual understanding only to them. **Simple knowledge** can be obtained this way.
- **instructor-led learning**
 - people listen to good lectures by eminent instructors and thus comprehend concepts. If the instructors are good, they can make very complex subjects simple to comprehend for their learners. This is the best way to learn the concepts of tough subjects. Thus, **complex knowledge** can be comprehended this way.
- **peer-learning**
 - people listen to others like friends and learn from discussing subjects with them. Complex concepts may not be these subjects but one can certainly acquire **knowledge, comprehension** through this technique.
- **experiential learning**
 - these days application and skill have become more important pedagogical abilities than mere knowledge and comprehension. It is possible to build **application and skill** only by experience. One needs to necessarily practice using hi-tech items like computers to use them.

Thus the four fundamental abilities of knowledge, comprehension, application and skill can be built only by the above four methods.

What does your learners need to learn ?

Any trainer needs to assess the parameters of – learner age, available time to learn, learning style and pace to build a strategy for a successful learning course for majority of learners.

If learners are busy employees of a corporate – a simple subject can be made to learn through a self-learning course material; a complex subject like new products of an insurance company necessarily need to be taught by an instructor who is knowledgeable about these products. But, if it is a new machinery employees necessarily have to have simulators to learn to use these machines or a direct hands-on on the same machine.

But, if the learners are adults and students, even complex subjects can be left to be self-learnt by them.

However, there is no alternative to having hands-on on machinery to build SKILL and APPLICATION ability in any type of learners. Younger learners pick up skills and application abilities much faster than adult learners.

To have a check on the pace of learning of a learner it is always good to assess one's learning and thus change the style slightly or methodology itself to improve the pace and force an outcome.

It is EXTREMELY IMPORTANT TO TREAT EACH LEARNER AS AN INDIVIDUAL AND RESPECT THEIR STYLE AND PACE and thus treat them adaptively instead of forcing one's own insensitive methods on them.

Course building strategies:

Instructors can build their instructional strategy and course content by adopting the simple rules mentioned above. They must divide their content into the four pedagogical abilities, chunk the content appropriately for each learning hour and write objectives for each learning hour. They can then build assessment strategy for every 10 hr of learning for a complete course content. They can sequence and order the content in such a manner so that they provide learning paths to slow learners and fast learners separately to sustain their interest.