

Increasing Knowledge and Skills

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Activities to Support Multiple Intelligences

Article Subgroup: Increasing Knowledge and Skills
Article Length: 3 Pages
Source: Unknown

Ways to Provide Support to Multiple Intelligences

A. Verbal/Linguistic

Explore new vocabulary

Verbal reports

Journaling

Reference to literature

Visual aids with words

Use of puns, poetry

B. Logical/Mathematical

Debate

Conceptual “formulas”: “If..., then....; except when....”

Setting of short-term goals for learning

C. Visual/Spatial

Colorful visual aids

Guided imagery

Diagrams, “pictures” of concepts

Movement

Building, arranging physical objects

Continuums

D. Bodily/Kinesthetic

Hands-on learning centers

Dramatic presentations

Construction of physical representations of concepts

Activities involving physical movement: values vote, gallery walk, show of hands, etc.

E. Musical/Rhythmic

Puzzles

Songs related to topic

Rhythmic memorizing schemes

F. Interpersonal

Interactive activities

Group discussions, projects

Team-oriented games

IM, message boards

Group reports or presentations

G. Intrapersonal

Development of personal goals

Use of analogies

Journaling

Guided imagery

Interest inventories, surveys, questionnaires, etc.

Activities in which learner is offered choice of ways to participate

H. Naturalist

Sorting and grouping tasks

Brainstorming categories

Use of charts, tables, diagrams

Use of analogies, metaphors from natural processes

Bloom's Taxonomy and Learning Domains

Article Subgroup:	Increasing Knowledge and Skills
Article Length:	1 Page
Source:	Clark, D. R. (2004). The Art and Science of Leadership. Retrieved from http://nwlink.com/~donclark/leader/leader.html
Additional References:	Bloom B. S. (1956). Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. New York: David McKay Co Inc. Dave, R. H. (1975). Developing and Writing Behavioral Objectives. (R. J. Armstrong, ed.). Tucson, Arizona: Educational Innovators Press. Harrow, A. (1972) A Taxonomy of Psychomotor Domain: A Guide for Developing Behavioral Objectives . New York: David McKay. Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1973). Taxonomy of Educational Objectives, the Classification of Educational Goals. Handbook II: Affective Domain. New York: David McKay Co., Inc. Pohl, M. (2000). Learning to Think, Thinking to Learn: Models and Strategies to Develop a Classroom Culture of Thinking. Cheltenham, Vic.: Hawker Brownlow. Simpson E. J. (1972). The Classification of Educational Objectives in the Psychomotor Domain. Washington, DC: Gryphon House.

There is more than one type of learning. A committee of colleges, led by Benjamin Bloom (1956), identified three *domains* of educational activities:

- **Cognitive:** mental skills (*Knowledge*)
- **Affective:** growth in feelings or emotional areas (*Attitude*)
- **Psychomotor:** manual or physical skills (*Skills*)

Domains can be thought of as categories. Trainers often refer to these three categories as KSA (Knowledge, Skills, and Attitude). This taxonomy of learning behaviors can be thought of as “the goals of the learning process.” That is, after a learning episode, the learner should have acquired new *skills, knowledge, and/or attitudes*.

This compilation divides the three domains into subdivisions, starting from the simplest behavior to the most complex. The divisions outlined are not absolutes and there are other systems or hierarchies that have been devised in the educational and training world. However, Bloom's taxonomy is easily understood and is probably the most widely applied one in use today.

This is a useful guide for sexual violence prevention educators as they develop training curricula. A program should aim to include items from each of the learning domains, and particularly from the psychomotor/behavioral domain, which focuses on skills for applying information and changing behavior. This is also a good tool for developing evaluations: the verbs used below can help you to understand the kinds of domains or learning spheres that your program aims to address.

The Cognitive Domain

The cognitive domain (Bloom, 1956) involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first ones must normally be mastered before the next ones can take place.

Category	Key Words (verbs)
Knowledge: Recall data or information.	Key Words: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	Key Words: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.	Key Words: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	Key Words: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	Key Words: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.
Evaluation: Make judgments about the value of ideas or materials.	Key Words: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.

The Affective Domain

The affective domain (Krathwohl, Bloom, Masia, 1973) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex:

Category	Key Words (verbs)
<p>Receiving Phenomena: Awareness, willingness to hear, selected attention.</p>	<p>Key Words: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.</p>
<p>Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).</p>	<p>Key Words: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.</p>
<p>Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.</p>	<p>Key Words: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.</p>
<p>Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.</p>	<p>Key Words: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.</p>
<p>Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).</p>	<p>Key Words: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.</p>

The Psychomotor/Behavioral Domain

The psychomotor domain (Simpson, 1972) includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex:

Category	Key Words (verbs)
Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	Key Words: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.
Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).	Key Words: begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.
Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.	Key Words: copies, traces, follows, react, reproduce, responds
Mechanism: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.	Key Words: assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.
Complex Overt Response: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance.	Key Words: assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. NOTE: The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.
Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.	Key Words: adapts, alters, changes, rearranges, reorganizes, revises, varies.
Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	Key Words: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.

Bloom's Learning Domains: Cognitive, Affective, and Psychomotor


Article Subgroup: Increasing Knowledge and Skills
Article Length: 3 Pages
Source: Unknown

Overview:

DURING THE 1950's, BENJAMIN BLOOM LED a team of educational psychologists in the analysis of academic learning behaviors. The results of this team's research produced what is known today in the field of education, as Bloom's Taxonomy. This hierarchy of learning behaviors was categorized into three interrelated and overlapping learning domains; the cognitive (knowledge), affective (attitude), and psychomotor (skills). (Lane, 2001). This article describes in detail each of these three learning domains.

The Cognitive Domain:

The Cognitive Learning Domain is exhibited by a person's intellectual abilities. Cognitive learning behaviors are characterized by observable and unobservable skills such as comprehending information, organizing ideas, and evaluating information and actions.




Evaluation	judges the value of information
Synthesis	builds a pattern from diverse elements
Analysis	separates information into part for better understanding
Application	applying knowledge to a new situation
Comprehension	understanding information
Knowledge	recall of data

These skills are arranged into six hierarchical levels, beginning from the simple and building to the most difficult. These six categories are arranged on scale of difficulty, meaning that a learner who is able to perform at the higher levels of the taxonomy, is demonstrating a more complex level of cognitive thinking.

The Affective Domain:

The Affective Learning Domain addresses a learner's emotions towards learning experiences. A learner's attitudes, interest, attention, awareness, and values are demonstrated by affective behaviors.


These emotional behaviors which are organized in a hierarchical format also, starting from simplest and building to most complex, are as follows:

	Internalizing Values	behavior which is controlled by a value system
	Organization	organizing values into order of priority
	Valuing	the value a person attaches to something
	Responding to phenomena	taking an active part in learning; participating
	Receiving phenomena	an awareness; willingness to listen

These five categories can be thought of in a scaffolding manner, one must be learned in order to move onto the next category. (Clark, 1999)

The Psychomotor Domain:

The psychomotor domain refers to the use of basic motor skills, coordination, and physical movement. Bloom's research group did not develop in-depth categories of this domain, claiming lack of experience in teaching these skills. However, Simpson (1972) developed seven psychomotor categories to support Bloom's domain.



Origination	a learner's ability to create new movement patterns
Adaptation	a learner's ability to modify motor skills to fit a new situation
Complex Overt Response	the intermediate stage of learning a complex skill
Mechanism	the ability to perform a complex motor skill
Guided Response	the early stage of learning a complex skill which includes imitation
Set	a learner's readiness to act
Perception	the ability to use sensory cues to guide physical activity

Learning Domain Summary Chart

Article Subgroup: Increasing Knowledge and Skills
Article Length: 2 Pages
Source: Learning Domains and Delivery of Instruction - Cindy Vinson, Ed. D.
Additional References: Darryl L. Sink and Associates, Inc (1994). The instructional developer workshop, Monterey, California.
 Gagne. R. M., Briggs, J.J. and Wagner. W.W. (1992). Principles of instructional design. Fort Worth, TX.: Harcourt Brace Jovanovich College Publishers.
 Kemp, J.E. (1985). The instructional design process. New York, NY.: Harper and Row, Publishers.

Learning Domain	Activities	Delivery Considerations	Assessment
Cognitive	Self-check quizzes Case studies Drill and practice Short answer essay Project or problem-based activities	Web-enhanced materials supplementing classroom lectures Hybrid course with cognitive content on the web Multimedia simulations of challenging and key concepts	Project based for higher cognitive skills Multiple choice or short essay questions Case Studies
Affective	Goal setting Self-reflective writing in a journal Practice tutorials designed for student success	Face-to-face meetings Motivational videos Streaming audio explanations and encouragement Interactive video, web casts, conference calls	Self-assessment using check-list Pre/post attitude survey related to course content Retention/success in course

<p>Psycho-motor/ Behavioral</p>	<p>Practice of desired skill with feedback</p> <p>Arranging sequences of an activity in correct order</p>	<p>Face-to-face demonstrations</p> <p>Demonstration videos</p> <p>Pictures with audio and text explanations</p> <p>Interactive video demonstrations</p>	<p>Performance of skill matches set standard as observed by an instructor or designee</p>
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Multiple Intelligence Inventory

Activity Subgroup: Increasing Knowledge and Skills
Activity Length: 3 Pages
Activity Time: 15-20 minutes
Source: Unknown

Learning Style Indicator

On the following intelligence style characteristics, put a check mark on each line that describes you. **Mark as many as apply to you.** Keep it honest, and spontaneous (i.e. your gut reaction) for the most accurate score. There are no wrong answers!

A) Intelligence Style 1

Total for A: ____

- 1) ___ I enjoy telling stories and jokes
- 2) ___ I have a good memory for trivia
- 3) ___ I enjoy word games (e.g. Scrabble & puzzles)
- 4) ___ I read books just for fun
- 5) ___ I am a good speller (most of the time)
- 6) ___ In an argument I tend to use put-downs or sarcasm
- 7) ___ I like talking and writing about my ideas
- 8) ___ If I have to memorize something I create a rhyme or saying to help me remember
- 9) ___ If something breaks and won't work, I read the instruction book first
- 10) ___ For a group presentation I prefer to do the writing and library research

B) Intelligence Style 2

Total for B: ____

- 1) ___ I really enjoy my math class
- 2) ___ I like logical math puzzles or brainteasers
- 3) ___ I find solving math problems to be fun
- 4) ___ If I have to memorize something I tend to place events in a logical order
- 5) ___ I like to find out how things work
- 6) ___ I enjoy computer and any math games
- 7) ___ I love playing chess, checkers or Monopoly
- 8) ___ In an argument, I try to find a fair and logical solution
- 9) ___ If something breaks and won't work, I look at the pieces and try to figure out how it works
- 10) ___ For a group presentation I prefer to create the charts and graphs

C) Intelligence Style 3

Total for C: ____

- 1) ___ I prefer a map to written directions
- 2) ___ I daydream a lot
- 3) ___ I enjoy hobbies such as photography
- 4) ___ I like to draw and create

- 5) ___ If I have to memorize something I draw a diagram to help me remember
- 6) ___ I like to doodle on paper whenever I can
- 7) ___ In a magazine, I prefer looking at the pictures rather than reading the text
- 8) ___ In an argument I try to keep my distance, keep silent or visualize some solution
- 9) ___ If something breaks and won't work I tend to study the diagram of how it works
- 10) ___ For a group presentation I prefer to draw all the pictures

D) Intelligence Style 4

Total for D: ___

- 1) ___ My favorite class is gym since I like sports
- 2) ___ I enjoy activities such as woodworking, sewing and building models
- 3) ___ When looking at things, I like touching them
- 4) ___ I have trouble sitting still for any length of time
- 5) ___ I use a lot of body movements when talking
- 6) ___ If I have to memorize something I write it out a number of times until I know it
- 7) ___ I tend to tap my fingers or play with my pencil during class
- 8) ___ In an argument I tend to strike out and hit or run away
- 9) ___ If something breaks and won't work I tend to play with the pieces to try to fit them together
- 10) ___ For a group presentation I prefer to move the props around, hold things up or build a model

E) Intelligence Style 5

Total for E: ___

- 1) ___ I enjoy listening to CD's and the radio
- 2) ___ I tend to hum to myself when working
- 3) ___ I like to sing
- 4) ___ I play a musical instrument quite well
- 5) ___ I like to have music playing when doing homework or studying
- 6) ___ If I have to memorize something I try to create a rhyme about the event
- 7) ___ In an argument I tend to shout or punch or move in some sort of rhythm
- 8) ___ I can remember the melodies of many songs
- 9) ___ If something breaks and won't work I tend to tap my fingers to a beat while I figure it out
- 10) ___ For a group presentation I prefer to put new words to a popular tune or use music

F) Intelligence Style 6

Total for F: ___

- 1) ___ I get along well with others
- 2) ___ I like to belong to clubs and organizations
- 3) ___ I have several very close friends
- 4) ___ I like helping teach other students
- 5) ___ I like working with others in groups
- 6) ___ Friends ask my advice because I seem to be a natural leader
- 7) ___ If I have to memorize something I ask someone to quiz me to see if I know it
- 8) ___ In an argument I tend ask a friend or some person in authority for help
- 9) ___ If something breaks and won't work I try to find someone who can help me
- 10) ___ For a group presentation I like to help organize the group's efforts

G) Intelligence Style 7

Total for G: ____

- 1) ___ I like to work alone without anyone bothering me
- 2) ___ I like to keep a diary
- 3) ___ I like myself (most of the time)
- 4) ___ I don't like crowds
- 5) ___ I know what I am good at and what I am weak at
- 6) ___ I find that I am strong-willed, independent and don't follow the crowd
- 7) ___ If I have to memorize something I tend to close my eyes and feel the situation
- 8) ___ In an argument I will usually walk away until I calm down
- 9) ___ If something breaks and won't work, I wonder if it's worth fixing up
- 10) ___ For a group presentation I like to contribute something that is uniquely mine, often based on how I feel

H) Intelligence Style 8

Total for H: ____

- 1) ___ I am keenly aware of my surroundings and of what goes on around me
- 2) ___ I love to go walking in the woods and looking at the trees and flowers
- 3) ___ I enjoy gardening
- 4) ___ I like to collect things (e.g., rocks, sports cards, stamps, etc)
- 5) ___ As an adult, I think I would like to get away from the city and enjoy nature
- 6) ___ If I have to memorize something, I tend to organize it into categories
- 7) ___ I enjoy learning the names of living things in our environment, such as flowers and trees
- 8) ___ In an argument I tend to compare my opponent to someone or something I have read or heard about and react accordingly
- 9) ___ If something breaks down, I look around me to try and see what I can find to fix the problem
- 10) ___ For a group presentation I prefer to organize and classify the information into categories so it makes sense

TOTAL SCORE

Tally the check marks from each section and write the totals on the corresponding line below.

- _____ A) Verbal/Linguistic
- _____ B) Logical/Mathematical
- _____ C) Visual/Spatial
- _____ D) Bodily/Kinesthetic
- _____ E) Musical/Rhythmic
- _____ F) Interpersonal
- _____ G) Intrapersonal
- _____ H) Naturalist

Your highest score represents your most dominant intelligence style. Keep in mind that we utilize them all, yet tend to have a higher preference prefer one or two.

Multiple Intelligences Explained

Article Subgroup: Increasing Knowledge and Skills
Article Length: 1 Page
Source: Unknown

Explanations of Multiple Intelligence Categories

A. Verbal/Linguistic - the ability to use words. Learning through hearing, reading and using spoken and written word.

B. Logical/Mathematical - the ability to apply logic to systems and numbers. Learning through reasoning and problem-solving.

C. Visual/Spatial - the ability to see things in your mind. Learning through seeing things visually and organizing ideas spatially.

D. Bodily/Kinesthetic - the ability to use your body well. Learning through concrete experience and interaction with environment.

E. Musical - the ability to understand and use music. Learning through patterns (through all the senses), rhythm, music.

F. Interpersonal - the ability to relate well to others, “people smarts.” Learning through collaboration and cooperation.

G. Intra-personal - the ability to understand thoughts and feelings in yourself. Learning through, feelings, values, attitudes.

H. Naturalist - the ability to use nature as a reference point for understanding other concepts. Learning through classification, categories, hierarchies (not just in nature).

Using Adult Learning Principles Effectively Cognitive, Affective, and Psychomotor

Article Subgroup: Increasing Knowledge and Skills
Article Length: 3 Pages
Source: Prepared by Michael W. Runner, JD, Family Violence Prevention Fund, based in part on Curriculum, Program, and Faculty Development: Managing People, Process, and Product, Waldrop and Conner, 1994, JERITT. Provided to MECASA through the Resource Sharing Project, a national sexual assault coalition sexual assault provider.

Type	Best Uses	Audience Status	Special Aspects	For Best Results	Use of Audio-Visual
Lecture	<p>Mini-lecture (20 minutes or less) to convey information in short time</p> <p>Summarize group work</p> <p>Conclusion with learning points</p>	<p>Passive listening</p> <p>Reaches only one learning style</p>	<p>Implies superiority of speaker & ignores experience of learners</p> <p>May produce boredom</p> <p>Supports false notion that saying creates learning</p>	<p>Use only as a <i>mini-lecture</i>, with 20 minute maximum</p> <p>Allow questions</p> <p>Follow with a participatory activity unless using as brief closure/ transition</p>	<p>In large group (18+), use microphones.</p> <p>Use PowerPoint, overhead projector, videos, slides.</p> <p>In small group, can use any of above plus flip charts for visual support</p>

<p>Small-Group Learning Activity (e.g., exercise, problem-solving, discussion)</p>	<p>To integrate: Personal experiences Individual knowledge Specific perspectives Consensus on issues Responses & reactions—evaluation</p>	<p>Every individual participates Creates shared ownership in educational outcome Potential to reach multiple learning styles</p>	<p>Learners can practice using information provided Practical framework better addresses adult education needs Can use in small-groups or large groups seated as small working groups Faculty & participants have greater equality</p>	<p>Write concrete learning objectives Prepare and give precise, written instructions Allocate time to specific activities and monitor Use optimal working groups of 8 (more than 5, less than 9) Conduct structured, large-group discussion with conclusions after the activity</p>	<p>In large group (18+) use work tables of 8 participants & mics. Use PowerPoint, overhead projector, video, slides. Flip charts acceptable in small groups Each small work group work table receives flip chart to record work & report back.</p>
<p>Demonstration (can incorporate in small-group activity)</p>	<p>To model new skills or best (promising) practices</p>	<p>Active interest Potential to draw participants into more active participation in program</p>	<p>Can reduce tension about attempting new methods</p>	<p>Set the context with audience & stay in role Provide, written, scripted roles for each faculty/ participant volunteer actor</p>	<p>Use microphones for actors and for participant/ faculty comments Additional visual aids needed for demo</p>

<p>Role Play or Other Experiential Activity (can incorporate as part of Small-Group Learning Activity)</p>	<p>To assess level of knowledge and experience of participants</p> <p>To appreciate experiences of different persons</p> <p>As issue spotting activity to begin 2-3+ day program</p> <p>See other Best Uses under Small-Group Learning Activity above.</p>	<p>Learners involved actively in program</p> <p>As initial activity, quickly builds relationships among previously unacquainted learners</p> <p>Builds trust between learners & faculty</p> <p>Potentially reaches multiple learning styles</p>	<p>Learners can apply new information with little risk</p> <p>Eases participation by more introverted participants</p>	<p>Write concrete learning objectives</p> <p>Prepare and give precise, written instructions for exercise and scripts for actors</p> <p>Allocate time to specific activities and monitor</p> <p>Conduct structured discussion & conclude with summary or mini-lecture when used as learning activity</p>	<p>In large group (18+) with work tables, use microphones.</p> <p>For visual support, use PowerPoint, overhead projector, videos, slides. Flip charts acceptable visual support for small groups</p> <p>Each small work group receives flip chart to record work & report back</p>
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Individual Activity	<p>To reflect on particular issues & their resolution</p> <p>To develop individual plans of action</p> <p>To apply new information</p>	<p>Learners are part of the program</p> <p>Individual ownership in program success</p>	<p>Reaches limited number of learning styles (reflective)</p>	<p>Give clear instructions for individual work</p> <p>Ask participants to share results of individual work for comments by faculty & other participants</p> <p>Conduct structured discussion & closure</p>	<p>Instructions on PowerPoint, overheads or flip charts (in small group)</p> <p>Use microphones for participant report back & faculty conclusion</p>
Debate & Discussion	<p>To show controversy and diversity</p> <p>To provoke discussion</p> <p>Use sparingly, only when it promotes learning objectives of program</p>	<p>Varies, from passive to active participant involvement, especially with questions</p> <p>Potential to reach multiple learning styles</p>	<p>Requires a moderator</p> <p>Moderator must carefully monitor time and always preserve time allotted for participant questions and comments</p>	<p>Inform panel and program participants about objectives</p> <p>Allow each panelist a set time for comments and monitor</p> <p>Actively engage each panelist in answering participants' questions</p>	<p>Microphones for panelists and in audience for participant questions & comments</p> <p>Use standard visual aids to illustrate panelists' points</p>