### Diana Laurilliard's Six Learning Types

*A task sheet for students to work through several times and hopefully then internalise.*

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|  | **Type** | **Example** | **Why?** |
| 1 | Acquisition |  | Learners acquire understanding by engaging with lecturer’s prescribed content. |
| 2 | Inquiry |  | Learner develops their understanding through activities that are close to the authentic practice |
| 3 | Production |  | Learners produce a tangible output (for assessment) based on their understanding |
| 4 | Practice |  | Learners adapt their actions to the task goal, and use the feedback to improve their next action |
| 5 | Discussion |  | Learners undertake a reciprocal critique of ideas for the development of a more conceptual understanding |
| 6 | Collaboration |  | Learners produce something with peers, which involves participation and negotiation |

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|  | **Type** | **Example** | **Why?** |
| 1 | Acquisition | Lecturer asks learners to listen to a lecture or podcast, read from books or websites, or watch demos or videos | Learners acquire understanding by engaging with lecturer’s prescribed content. |
| 2 | Inquiry | Lecturer asks learners to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught | Learner develops their understanding through activities that are close to the authentic practice |
| 3 | Production | Lecturer asks learners to develop a presentation, performance, design, plan, or other artefact | Learners produce a tangible output (for assessment) based on their understanding |
| 4 | Practice | Lecturer asks learners to document and reflect on feedback from self-reflection, from peers, from the lecturer, or from the activity itself | Learners adapt their actions to the task goal, and use the feedback to improve their next action |
| 5 | Discussion | Lecturer asks learners to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the lecturer, and/or from their peers. | Learners undertake a reciprocal critique of ideas for the development of a more conceptual understanding |
| 6 | Collaboration | Lecturer asks learners to collaborate embracing discussion, practice, and production, to build new understanding. | Learners produce something with peers, which involves participation and negotiation |