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Teaching in

COLLUSION

RECHARGE

RENEW

REFLECT

COLLOPS

Designed by Natalie Davidson | University of Pretoria

A

Logical
Rational
Quantitative
Theoretical

WHAT?

- Fact-based lectures
- Research and research findings
- Higher-order reasoning
- Analytical and critical thinking
- Reference books, readings
- Electronic preference for support systems
- Technical approaches, processes
- Quantitative research
- Databases and spreadsheets
- Websites and wikis
- Case studies
- Use of experts
- Applied logic
- Theories

Ways of Facilitating Learning

Student Expectations

- Purpose
- Terminology
- Spreadsheets
- Challenging problems to solve
- Concrete information, presentations
- Expert sources, citations
- Clear objectives

Struggles with

- Vagueness
- Expressing emotions
- Imprecise concepts, ideas
- Lack of logic

Student Expectations

Struggles with

- Analysing
- Theorising
- Logic processing
- Quantifying

What motivates me?

Student Expectations

Struggles with

- Organising
- Sequencing
- Practising

- Taking risks
- Unclear concepts and instructions
- Ambiguity

Student Expectations

- Skills practice
- Well-structured activities
- Detailed agendas, outlines
- Clear instructions, expectations
- Practical concrete examples
- Step-by-step processes
- Repetition and review

HOW?

- Outlines
- Checklists, timelines
- Worksheets
- Sequential and self-paced learning
- Policies, procedures
- Organisation, summaries
- How, what, why, where, when?
- Exercises with steps
- Structured problem solving with steps
- Learning "laboratories" (practice)
- Pre- and post-tests, quizzes
- Clear examples
- Case studies

Organised
Sequential
Procedural
Methodical

B

D

Visual
Experimental
Simultaneous
Conceptual

WHY?

- Brainstorming
- Discovery learning
- Holistic exercises, synthesis
- Learning "laboratories" (exploring)
- Animation, playing games
- Virtual reality environments
- Mind mapping
- Visualisation, mental pictures, metaphors
- Active imagination, creativity
- Illustrations, pictures, photos
- Storyboarding
- Predicting
- Painting, drawing, designs
- Simulation

Ways of Facilitating Learning

Student Expectations

Struggles with

- Autocratic
- Excessive strictness
- Time management
- Lack of flexibility
- Too much detail

- Sharing
- Internalising
- Moving and feeling
- Involving

Student Expectations

Struggles with

- Too much data and analysis
- Lack of interaction
- Lack of time for relationships

- Group, team projects
- Hands-on activities
- Small group discussion
- Music, icebreakers
- Sharing of personal reactions
- Stories, human interest, narratives
- Physical activities
- Qualitative research

WHO?

- Chat, IM, SMS
- Storytelling
- Group discussions, forums, blogs
- Small group, team learning
- Drama, body language, role playing
- Learning "laboratories" (interacting)
- Sharing personal experiences
- Listening and sharing ideas
- Qualitative research
- Auditory, music and rhythm
- Interviews
- Physical, kinaesthetic activities
- Cooperative learning
- Intrareflection

Emotional
Expressive
Interpersonal
Kinaesthetic

C

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