

Dimensions of learning

This table shows the 6 key dimensions of learning, with short descriptions and ideas for the types of activities they apply to. It is good practice to start any course design with a discussion of the types of learning dimensions that might be best suited to delivering each of its components.

Dimensions of Learning	Description	Application examples
Acquisition	<p>Knowledge sharing / transfer from one actor to another actor or actors. Learners receive new learning which they internalise and adapt based on pre-existing knowledge and skills, so that the knowledge becomes unique to them.</p> <p>Educators may need to help adult learners to create meaning for new knowledge in the context of knowledge / skills the learner already possesses.</p>	<p>Lectures, educator instruction, peer to peer instruction, knowledge test / check, peer learning (learners as experts), Reading and Writing.</p>
Collaboration	<p>Actors work together in groups or teams to address a specific question, problem or task. Educators can take the role of supervisors and coaches, helping to direct groups' activities and objectives.</p> <p>Groups can select their own task, or be assigned a task by the educator, peers, mentors or relevant others.</p>	<p>Role play, project work, problem-solving, group discussion, gameplay, Code groups, brainstorming sessions, creative activities, presentations.</p>
Discussion	<p>Two or more actors (educators and learners, or learners) engage in equal discussion focusing on issues, problems, topics and themes with the intention of reaching consensus agreement. Can be structured, semi-structured or unstructured.</p>	<p>Group problem-solving, participatory learning, awareness raising / exploration of cultural, diversity and inclusivity issues. Critical debate. Peer learning (learners as experts), identifying coping</p>

		strategies, project work, creative activities.
Investigation	Either individually or in groups, actors design and carry through their own investigations of specific questions, issues, themes or problems. Educators can act as guides and coaches, while mentors can also provide expert support and guidance.	Research learning, role play, project work, problem-solving, creative activities, game-play, reading and writing.
Practice	Actors rehearse or practice newly learned skills in appropriate contexts, with space to practice skills in unfamiliar contexts, work-related (e.g., vocational workshops) and familiar contexts. Through practice, actors learn how to adapt new skills and apply in multiple different contexts.	Problem-solving, creative activities, Code Clubs, Puzzle cards, Phrase cards, Writing, Memory games, Word search.
Production	Either as individuals or in groups, actors engage in producing something tangible as part of a set task, to practice skills, or in response to an identified need, interest, or to solve a problem. Educators may act in the role of coaches and guides.	Creative activities, Writing, Producing presentations, Making things or experiences (such as dramatisations). Actors are able to try out, experiment with and practice new skills, and build on skills, increasing confidence and adaptability.