ANNEX 6: DOWNLOAD 6- Hints for the definition of learning strategies

As to the identification of the proper Learning Strategies, a number theories, well -stablished practices and patterns have been formalized and shared by experts. Here is a very short list of hints which could be useful to this end:

- ✓ the more complex the cognitive tasks are (see for details Annex 2 and the six cognitive levels with increasing levels of complexity proposed by Bloom) the more active, situated and contextualized should be the activities performed to master them;
- ✓ competencies have been defined through 3 main dimensions: knowledge, skills and transversal/social/personal competences; each dimension can characterize the whole competence in different percentages, so sometimes a dimension can be prevalent or not present;
- ✓ when "knowledge" (theoretical and factual) dimension is prevalent, the most proper learning strategy is a "traditional" lesson or the individual fruition of effective learning materials; especially in adult learning, when time for learning is particularly precious, the individual fruition of materials (in e-learning for example) is often preferred to other strategies;
- ✓ when "skills" dimension is prevalent, active practice is fundamental and learners should be involved in activities which foster them to put in practice the addressed skill; learning strategies such as learning-by-doing, work based learning, problem-based learning, simulations, drill & practice and so on should be the proper strategy in this case;
- ✓ when the "transversal/social/personal" dimension is prevalent, learners should be actively involved in situated and contextualized activities, possibly in group, through collaborative or cooperative tasks; the learning strategy should provide a "scaffold" for the learner to play a specific role in an authentic context, possibly involving also informal or non-formal learning processes, fostering the sharing and internalizing of tacit knowledge;
- ✓ when, it frequently happens, a competence is articulated in many dimensions, different strategies can be integrated in order to address the different components of the competence.