



Relating 'learning types' to conventional and digital technologies

| Learning types | Conventional technology | Digital technology | Example tools |
|--------------------------------|---|---|---------------|
| Acquisition | Reading books, papers; Listening to teacher presentations face-to-face, lectures; Watching demonstrations, master classes. | Reading multimedia, websites, digital documents and resources; Listening to podcasts, webcasts; Watching animations, videos. | |
| Collaboration | Small group project, discussing others' outputs, building joint output. | Small group project, using online forums, wikis, chat rooms, etc. for discussing others' outputs, building a joint digital output. | |
| Discussion | Tutorials, seminars, email discussions, discussion groups, online discussion forums, class discussions, blog comments. | Online tutorials, seminars, email discussions, discussion groups, discussion forums, web-conferencing tools, synchronous and asynchronous. | |
| Inquiry / Investigation | Using text-based study guides Analysing the ideas and information in a range of materials and resources; Using conventional methods to collect and analyse data Comparing texts, searching and evaluating information and ideas. | Using online advice and guidance Analysing the ideas and information in a range of digital resources; Using digital tools to collect and analyse data Comparing digital texts, using digital tools for searching and evaluating information and ideas. | |
| Practice | Practising exercises; doing practice-based projects, labs, field trips, face-to-face role-play activities. | Using models, simulations, microworlds, virtual labs and field trips, online role play activities. | |
| Production | Producing articulations using statements, essays, reports, accounts, designs, performances, artefacts, animations, models, videos. | Producing and storing digital documents, representations of designs, performances, artefacts, animations, models, resources, slideshows, photos, videos, blogs, e-portfolios. | |

Definitions are taken from Chapters 6-11 in Laurillard, D. (2012). *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*. New York and London: Routledge.

