

Introduction

Of the three learning modes, the linguistic mode is perhaps the one that receives the most attention from a learning perspective. This is because content is often presented linguistically and in turn, learners are often expected to respond linguistically. However, learning is often negatively impacted because we rely on it too much by failing to account for the nonlinguistic and affective learning modes.

Credit: http://www.nwlink.com/~donclark/hrd/learning/theories/linguistic_learning_mode.html#sthash.Q71E2rZF.dpuf

1. Setting Objectives and Providing Feedback

Provide learning objectives that improve performance, which in turn, has a positive impact upon the organization. In addition, provide timely feedback and assessments that correlate with the learning objectives and correct non-performance..

2. Reinforcing Effort and Providing Recognition

Reinforce the learners' efforts to show appreciation for their newly learned skills in order to build self-esteem. This will help to give them the belief that effort pays off.

3. Collaborative Learning

This is quite similar to cooperative learning in that the learners work together in small teams to increase their chance of deeper learning. However, collaborative learning is a more radical departure from cooperative learning in that there is not necessarily a known answer, which better reflects the needs of the organization. For example, the question "how effective is elearning?" provokes a wide range of possible answers, depending upon the learners' perspectives. Because the collaboration sometimes results from less purposeful and focused activities, some of the learning will be unintentional or serendipitous. Beside cooperative and collaborative learning, you can use other group activities, such as fishbowls, case studies, action learning, etc. that provide similar benefits..

4. Questions, Cues, and Advance Organizers

Questions give the learners a chance to retrieve their newly learned knowledge, which provides reinforcement of their newly acquired skills and knowledge.

Cues can be thought of as a brief preview of a skill, action, or information that will later be presented in the learning process. For example, it can be as simple as saying, "I wonder what will happen if I push this button?" This simple statement can raise the learners' curiosity levels so that the importance of pushing that button remains in their memory. Marzano (1998, p.89) reported that achievement can be raised by 37 percentile points when cueing is used.

An advance organizer is information that is presented prior to learning a new concept or idea that allows the learners to organize and interpret new incoming information (Mayer, 2007). Learning is more difficult when we have to learn completely new concepts that have no relationship to our previous knowledge. Examples are flow charts that illustrate processes, outlines or bullets to show how content is organized, and mind maps that show how concepts are related. An advanced organizer is part of scaffolding..

5. Non-Linguistic Representations

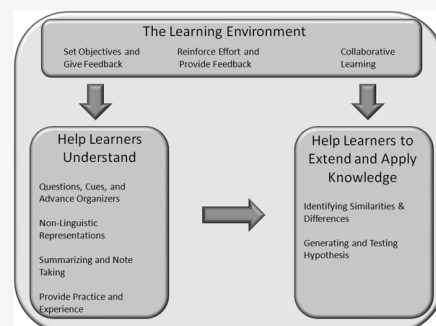
The use of visuals, such as graphs, demonstrations, charts, pictures, and models help to reinforce the understanding of concepts.

Models (as in people, drawings, or three-dimensional) help to reinforce both the declarative and procedural network by giving them a visual cue. Marzano (1998, p.91) reported an effect size of 1.48 (which indicates that achievement can be raised by 43 percentile points) when graphic representations are used to support linguistic learning modes.

modeling

The combined use of drawings, flowcharts, mappings, instructions, etc. can be combined to produce knowledge maps, rather than linear readings.

The Learning Environment



6. Summarizing and Note Taking

Note taking has a positive impact since it involves the learners in the subject matter, it cause us to reflect on the subject and then record our thoughts, it helps us in interpreting the subject matter, and it provides an additional linguistic reinforcement. These techniques require students to generate personal linguistic representations of the information being presented.

Pascarella and Terenzini (1991, p.98) reported that the greater the learner's involvement or engagement (which includes note-taking) in the learning process, the greater the knowledge acquisition.

7. Providing Practice and Experience

Activities (manipulatives — hands-on learning) engage learners. While we can learn the basics of such activities as football, chess, PowerPoint, or leading by observing or hearing about it, we do not really understand it until we actually do it.

Pascarella & Terenzini (1991, p.98) reported that the greater the learner's involvement or engagement is in the learning process, the greater the knowledge acquisition.

Marzano 1998, p.91) reported an effect size of 0.89 (which indicates that achievement can be raised by 31 percentile points) when manipulatives (engaging the learners) are used. In addition, he reported (p.93) an effect size of 1.14 (which indicates that achievement can be raised by 37 percentile points) when experimental learning is used and an effect size of .54 (a percentile gain of 21 points) by using problem solving processes.

Providing experience helps to ensure the learners can use their newly acquired skills and knowledge to improve their performance on the job. Of all of the strategies discussed here, this is the only one that actually shows that the learning processes actually pays off with real performance, while the other ones help you to create better learning processes.

8. Identifying Similarities and Differences

This helps the learners to gain insight, draw inferences, make generalizations, and develop schemas. There are four process for accomplishing this:

Comparing and Contrasting - Comparing items, such as concepts, ideas, things, etc. in order to identify important characteristics that are similar. Contrasting concepts, ideas, things, etc. in order to identify important characteristics that are different.

Classifying items, such as concepts, ideas, things, etc. into groups and labeling them.

Creating Metaphors in order to understand and define how two items are similar or related in an abstract way.

8. Identifying Similarities and Differences (cont)

Creating Analogies to think about the relationship between two items and extend that relationship to another set of items. This is the most complex format as the learners must think about "relationships between relationships."

An activity similar to Comparing and Contrasting is matching example/non-example pairs.

When presenting information to the learners it is helpful to use different approaches.

9. Generating and Testing Hypothesis

Encouraging prediction and explanation around these predictions forces learners to think about the content in terms of outcomes.