

Information learning activities

Acquisition



Learning by listening, reading or watching

Learners read, watch or listen to an explanation or demonstration by the teacher. This does not require any observable action from them.

E.g.: (Online) reading, (Guest) lecture, Demonstration, Examples, Knowledge clips (kennisclips), videos, webcasts, animations, Audio, podcasts, ...

Inquiry



Learning by finding out

Learners explore, compare and critique resources that reflect the concepts and ideas being taught. They modify their conceptual organization by questioning, investigating, analyzing, interpreting, synthesizing, ...

E.g.: (Online) reading assignment with guiding questions, Searching for & evaluating information and ideas, Collect & analyse data, Field/lab observations, Analysing case (studies)

Discussion



Learning by discussing

Learners articulate their ideas and questions, and challenge and respond to the ideas and questions from the teacher and their peers.

E.g.: Debate or role-play, Small group discussions, Whole class discussions, Online discussion forums or chat rooms, Audience polls or surveys, ...

Practice



Learning by doing

Learners apply their conceptual understanding to the task at hand, put the theory into practice, and improve their understanding.

E.g.: Practice or draft-oriented exercises, Interactive practice exercises (with automated feedback), Online quizzes, Lab practice, Short writing assignments

Production



Learning by creating

Learners consolidate what they have learned by producing an output, which generates a representation of this learning.

E.g.: Papers, essays, Blogs, wikis, websites, Student generated video, Learning portfolio (online), Presentations, Reports, ...

Collaboration



$1 + 1 = 3$

Building on inquiry and acquisition, learners create joint reference and take part in the process of knowledge building itself. Therefore they collaborate through discussion, practice or production.

E.g.: Group project (problem based learning, project work), Group presentation, Brainstorm, Discussing others' outputs, Building joint output (presentation, report, model, ...), ...

Information skills

Knowledge

Humanities students treat and manage information and knowledge in an expert way in a four-step process:

- (1) find the right information to solve a problem;
- (2) reflect on it distilling the abstract from the concrete;
- (3) synthesize it reducing large sets of information to the essence;
- (4) formulate findings in the most suitable way

Communication

Excellent communication skills enable Humanities students to collaborate and lead.

Language

Humanities students are proficient in language through their profound insight in the workings of languages.

Project

Excellent organisational skills enable Humanities students to complete projects successfully and timely.

Creativity

Humanities students have an artistic side and thus have a knack for coming up with new and innovative ideas.

Interculturality

Humanities students cultivate open-mindedness and empathy through in-depth reflection.