Examples of Learning Strategies
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Experiential Learning
"Learning from experience requires four types of abilities: 1) openness to new experiences (concrete experiences), 2) observational skills to view the experience from many different points of view (reflective observation), 3) analytical skills to integrate the ideas and observations from the experience (abstract conceptualization) and, 4) decision-making and problem solving skills to accurately put the new ideas and concepts into practice (active experimentation)." (Merriam, et al. 2007:164)   See Sharan B. Merriam, Rosemary S. Caffarella, and Lisa M. Baumgartner. 2007. *Learning in Adulthood: a Comprehensive Guide*. San Francisco, CA: Jossey-Bass.

Embedded Learning
Embedded learning (EL) presumes that the more contextually situated the learning is to one's task, the greater the motivation to learn. Embedded learning makes critical learning available at point of need. EL is more immediate, relies on collaboration and the tools that foster collaboration. Knowledge management becomes an issue because of the need to sort and present knowledge to the learner at the right time.

Competency-Based Education (CBE)
Competency-based education is concerned with identification of specific capacities and ways to assess them precisely. Competences are typically real life abilities required for effective practice. The design of teaching and learning in relation to CBE has the following characteristics: (1) It sets up experiences that are in alignment with the required or expected competencies. (2) It is shaped by explicit criteria (how do you know a competency when you see one?) that are directional—they take the learner to a benchmark. (3) It is grounded in as close to real life experience as possible. (4) The learner must develop skill and capacity in self-reflection, self-assessment, self-correction. (5) It contains individualized elements—opportunity for the learner to study independently.

Case Studies in Education
Honan and Rule describe the character of good cases for use in education. They should be complex and ambiguous enough to allow "multiple levels of analysis" (13). A good case should "introduce tension between alternative courses of action and end with more questions than answers" (14). Honan and Rule suggest that "an effective case is likely to have at least a few of the following characteristics: (1) it is clearly written; (2) it has a well-laid out chronology; 3) it is focused on one or two core issues; (4) it has a compelling story line; (5) it addresses problems or dilemmas which are important to the field; (6) it sustains discussion; (7) it represents a puzzle that lingers with participants long after case discussion is over; and (8) it links to broader problems of practice and a wider educational context. . . . A 'classic' case is one that has at least a few of the following characteristics: (1) it focuses on a fundamental core problem or dilemma that transcends time and institutional categories . . . ; (2) it is reflective of challenges and problems faced by a large number of institutions; (3) its story line is not only compelling but dramatic; and (4) it generates enthusiastic discussion." (Honan and Rule 2002, 15) See Honan, James P. and Cheryl Sternman Rule. 2002. *Using Cases in Higher Education: A Guide for Faculty and Administrators*. San Francisco, Calif.: Jossey-Bass.

Problem Based Learning (PBL) (in some contexts better as Project-Based Learning)
Genuine problems are those where the outcome is not pre-determined. This involves the use of judgment and the ability to handle ambiguity. Real-life problems are ill-structured. In PBL students become part of the conversation rather than simply being required to learn what has already been decided or outlined. In PBL we pose problems that require knowledge—but that knowledge is discovered as the students work on the problem. Students in PBL ask such questions as, What do we know? What don't we know? What do we need to find out? What do we do next?

In traditional education, teacher and textbook typically present information. In PBL, the course (or even an entire curriculum) is organized around an 'ill-structured' problem that students may be involved with for weeks if not months. The problem is considered to be not just another way to apply knowledge, but a way to learn the content. The learning arises typically from the need to know something in order to deal with the problem. The problems are crafted in such a way that students have to use knowledge from several disciplines and along several dimensions (e.g., ethical, economic, biblical, historical). Just as in real world problem solving, not all the relevant information is readily available and the problem frequently alters its shape as the students work on it. However, students must ultimately make a decision based on the analysis of the evidence.

The choice of the problem is, of course, central to PBL and is its greatest vulnerability. The effective problem not only challenges students to think critically but also initiates learning. For example, choose problems that appear most often in the real setting, represent urgent situations requiring skillful handling, present a potentially serious outcome where intervention will make a difference, are most often poorly handled by practitioners, and that emphasize important concepts necessary to give the student an adequate foundation for student performance.

If students need help understanding the problems solving process, analysis of mystery stories can provide an interesting way to learn the art of observation, identification of resources, searching information for clues, giving attention to details, categorization and classification, application of ideas to the situation, deduction, determining the significant questions or issues, hypothesis generation, testing hypotheses and so on.

Evaluation of PBL activities is sometimes difficult. Areas of evaluation will typically include both content and process dimensions—since learning both the content and the real life skills of working on problems with others are important learning outcomes. Evaluative criteria can relate to peer support, participation in the group, communication skills, evidence of reasoning skills, use of resources and information, appropriate knowledge acquisition (the solution to a genuine problem is most often not pre-determined), written critiques of the problem (does the student understand the problem?), quality of hypotheses generated, quality of the final analysis of the problem, quality of presentation.

In an Information Age where knowledge is exploding beyond our capacity to master it, it is critical that persons learn how to make choices, discern, discriminate, and apply knowledge appropriately. PBL is one tool that can help students develop these capacities in the context of learning.