

## Resource 11: Developing appropriate learning activities

If deep and profound learning are to become the norm in performance development activities, then there has to be a focus on activities which support the development of understanding and so help to create knowledge. A well-known but nevertheless powerful model that explains the relationship between learning activities and creating understanding is that of Joyce and Showers (in West-Burnham and O'Sullivan (1998) p51):

Training components and combinations	Impact on job performance		
	Knowledge	Skill	Transfer
Theory	Low	Low	Nil
Theory and demonstration	Medium	Medium	Nil
Theory, demonstration and practice	High	Medium	Nil
Theory, demonstration, practice and feedback	High	Medium	Low
Theory, demonstration, practice, feedback and coaching.	High	High	High

### Training components and impact on performance

What is powerfully demonstrated in this model is that the creation of knowledge, the development of skills to inform practice and, crucially, the ability to transfer training into actual practice, only occurs when the five elements are in place. Use of a limited range of the components will inhibit the potential impact of the training. It is important at this stage to define each of the five components:

- Theory: the presentation of the underlying principles and ideas, for example, a lecture or presentation or what you are doing now – reading a text.
- Demonstration: the opportunity to make sense of the theory; discussion, clarification, relating to personal experience, work with others to create shared understanding.
- Practice: taking the modified and adapted abstract theory and applying it in practice.
- Feedback: obtaining information on the extent to which practice is effective and reflects the original intentions.
- Coaching: systematic and personal support to improve performance against agreed standards.

(West-Burnham & Bradbury (2003, p114))

*Continued on next page*

RESOURCES

5 percent of learners will transfer a new skill into their practice as a result of theory.  
10 percent will transfer a new skill into their practice as a result of theory and demonstration.  
20 percent will transfer a new skill into their practice as a result of theory, demonstration and practice.  
25 percent will transfer a new skill into their practice as a result of theory, demonstration, practice and feedback.  
90 percent will transfer a new skill into their practice as a result of theory, demonstration, practice, feedback and coaching.

(Joyce, BR & Showers, B, 1983 p9)