

How RSVP Design Ltd. creates optimal learning environments.

The Educational Technologies that combine to form an RSVP Design Learning Experience are technically known as **Rich Environments for Active Learning** or **REALs**

Rich Environments for Active Learning are based on constructivist ideas. Participants in rich active learning environments continuously shape and reshape the knowledge they construct through their learning experiences. For example, if a person works on a complex communication problem in a small-group setting they learn that efficient communication needs active management. On moving into a large group they may find that the skills needed to manage group communication are very different, so their concept of communications management needs to be revised to accommodate a broader range of experience.

REALs are a fusion of four different and complimentary learning technologies:

1. **cooperative learning,**
2. **generative learning,**
3. **student-centred learning,**
4. **problem-based learning.**

1. Cooperative Learning

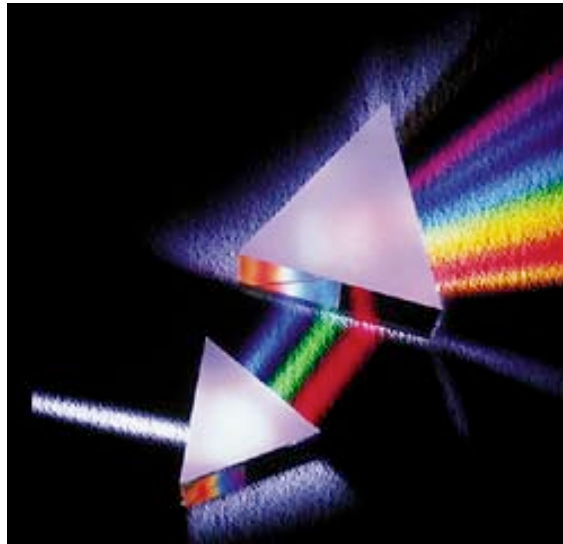


Cooperative learning brings together individuals to work in small groups to analyze, synthesize, collaborate, and agree on a solution to the issue they are resolving. Participants work together to build and refine knowledge with their peers. These workgroups develop self-regulation through the management, monitoring, and evaluation of the learning experience.

Cooperative learning demands that people learning together accept responsibility for their own learning.

At RSVP Design, the use of Cooperative Learning enables us to build the vital skills of working collaboratively to deal with new situations and new challenges. We believe that visionary leadership, facilitative management and knowledge management are core skills within every progressive organisation.

2. Generative Learning



Generative learning is the type of learning where students become investigators and 'teachers' become facilitators of knowledge. Generative activities are facilitated through workgroups where participants need to move between roles and collectively problem-solve by discussing their insights and opinions to the subject matter. Generative learning involves students in higher-level thinking processes and helps learners to integrate new knowledge within the structure of old knowledge. Facilitators raise work-related questions which the participants investigate and then apply the knowledge they have acquired through the production of a tangible output.

At RSVP Design, the use of Generative Learning enables us to build personal and team competencies that are applied to real workplace issues and sticking points. We believe that gearing learning experiences to directly address the issues that are the cause of workplace problems is a powerful demonstration of what training should be about.

3. Student Centred Learning



Student centred learning environments focus on the development of critical thinking and life-long learning skills such as: questioning, metacognition, and reflection.

- Questioning - when learners generate their own questions in response to a particular topic they are using a higher level of active participation in the learning process. They are generating the direction of their learning experience, giving them more ownership of the learning and making the learning more personally relevant.
- Metacognition - this is the process where the student takes conscious control of the learning. The learner thinks about how they are thinking in a cognitive sense. For example, the learner is using metacognition if they realise that the teamwork problem that they thought they had is in fact a problem of imprecise communication.
- Reflection - this is where the learner observes, interprets, and reflects upon their learning experience. This reflection would include the 'who, what, where and why' of the learning experience.

At RSVP Design, the use of Student Centred Learning enables us to develop within each individual a unique and personal set of learning skills that are fundamental to becoming an active member of a learning organisation. In business environments where things change fast we believe that every individual needs to be a skilled and compulsive learner.

4. Problem Based Learning



Problem based learning is the type of inquisitive and investigative education for which there is no clear answer or procedural rule. It is an environment where knowledge is constructed and not received. Problem based learning activates prior knowledge, transfers learning and integrates the new knowledge within the structure of the old knowledge. In addition, problem based learning involves students in real problems (often work-based), where they must analyse, synthesise, and hypothesize information to determine possible solutions to a situation, topic, or problem.

At RSVP Design, the use of Problem Based Learning enables us to rehearse the increasingly familiar business situations where unprecedented circumstances require new thinking to generate appropriate solutions. We believe that having well-programmed strategies for flexibly dealing with the unexpected is a capacity that few organisations can safely do without.

**active participation +
direct experience +
prior knowledge +
transference of learning =
Rich Environments for Active Learning**