Learning Unit 2
Learning resources and the occupational learning materials and context

After completing this Learning Unit, you will be able to access, use and manage suitable learning resources; manage occupational learning materials; and reflect on how characteristics of the workplace and occupational context affect learning, by successfully completing the following:

- Identify relevant learning resources.

- Use learning resources effectively and manage it through appropriate selection and cross-referencing of information and acknowledgement of sources.

- Organise and use occupational learning materials for optimum learning.

- Understand and use layout, presentation and organisational features of learning materials effectively.

- Engage technical language/terminology with and clarification sought if needed.

- Identify the sector and organisation type.

- Describe and discuss the workplace features.

- Describe and discuss the ways in which these features affect learning processes and/or application of learning.

Learning resources and occupational learning materials and context

Throughout your learning, you will discover and use a variety of learning materials,

Which training materials you use will depend partly on yourself and partly on the organisation or person who is facilitating (making possible) your learning. For example, you may be attending a course that includes a training manual; however, if you decide to add some further research on the internet, you will be using two types of learning materials.

2.1 Identify relevant learning resources

It is important to identify learning resources:

- resource centres
- a wide range of media
- internet
- other people

For each of the occupational learning materials we consider, we give a description and describe its use, benefits, and layout as well as how it is presented. We have brought all this information together in a table starting on the next page. Later we will look at organisational features and their benefits.

Learning materials	Description
Videos	Usually found in learning resource centres; can be purchased or hired from video learning organisations.
Internet	Accessed from a computer that has a modem. Search engines are used to search for information. Information can be printed out on paper.
Text– electronic or paper	Electronic versions of documentation accessed via a computer.
Handouts	Pieces of paper with written information usually given out at a training course, easy reference as they do not form part of a textbook.
Textbooks	A book with written information, usually given out a learning institution to support learning.
Charts, maps, plans and diagrams (See next table for more details)	Diagrammatic representations of information; produced either on paper or electronically.
Electronic texts such as menus, screens and links	There are two types: - text in a form that a computer can store and display on a computer screen - machine readable text is text that is stored as strings of characters and that can be displayed in a variety of formats such as MSWord documents Both types of text can be displayed in a word processing packages such as MSWord or on the internet in the format of HTML documents.

2.2 Use and manage learning resources

If you use resources in the ECD arena effectively and correctly, it may help you a lot to manage an ECD centre better. This is an ongoing exercise that needs to be updated according to new developments in technology and learning areas.

Use	Benefit	Layout	Presentation
Videos are best suited to demonstrating a new skill.	Practical demonstration of how to perform a task or skill.	Videos have an introduction, main body and conclusion, which is usually a summary of the learning points. Learning videos come with supporting documentation, which may be notes, handouts or exercises.	Videos are presented either by a person or a group of people (presenters). Often they include role plays, which are demonstration of skills or processes.
The internet is best suited for searching for information. Up-to-date information is available.	Up to date information; access to information from across the world.	Web page with graphics and hyperlinks.	Presented as a page with scroll bars to scroll across or up and down a web page. Information is presented on the page using words and diagrams, with hyperlinks to additional information or web page.
Texts are best suited for reading up information.	Easily stored and referred to as and when required; electronic texts can be used as guide for future use.	Text formatted using organisational features such as headings, sub-headings and paragraphs.	Presented on paper or electronically.
Handouts are suited for use as supporting documentation, exercises or instructions.	Easily stored and referred to as and when required.	Text formatted using organisational features such as headings, sub-headings and paragraphs.	Written on a particular topic; presented on paper; can also be presented electronically either in text or on web pages; electronic versions can be printed.
Textbooks are suited for transferring information to a learner.	Easily stored and referred to as and when required; comprehensive set of information contained in one book.	Pages of text laid out. Using organisational features such as titles, chapters, paragraphs and glossary.	Pages of text are presented bound with either a soft or hard cover; can also be presented electronically either in text or on web pages; electronic versions can be printed.
These materials are best suited for visual representation of information.	Often make a topic or process easier to understand, since they are visual representations of information; not just words.	Diagrammatic representations of information.	Presented either on paper or electronically in text or on web pages; electronic versions can be printed.

Use	Benefit	Layout	Presentation
Electronic texts are well suited for transferring knowledge; formatting, information, and transmitting information electronically.	Unlike hard copy text (text that is typed or printed on paper), electronic text can be edited (changed), formatted, printed and sent electronically via e-mail.	In the case of word processing documents such as those prepared using MSWord, text is formatted using organisational features such as headings, sub-headings and paragraphs.	Presented either in an electronic document format such as MSWord or in HTML format on web pages, via the internet HTML stands for "hypertext mark-up language'. It is used to structure text and multimedia documents and to set up hypertext links between documents, used extensively on the World Wide Web. A hypertext link (hyperlink or simply a link) is a reference in a hypertext document to another document or other resource. You can click on it to fetch, or displayed the linked resource as document.

2.3 Manage language features and conventions for learning purposes

Good language skills result in effective communication skills. All young children arrive at your centre with a basic foundation in knowledge and learning that they acquired at home. Development and learning begins in the first language, and it is in this language that children begin to construct their knowledge and form meaningful communicative relationships. The various stages that we mention below will give a better picture into how important this skill is for effective development.

Stages of language development

The baby's first word is an exciting event in a parent's life. It is an important milestone that usually occurs around 10–18 months.

The first words are usually verbs and nouns and often refer to the mother or father, toys, food, body parts, animals and household items.

At **around 13 months**, a baby may string two words together in sequences that resemble sentences.

Syntax, the set of rules for combining words, is learned during the early phases of this stage; this syntax, however, is very basic.

Comments/sentences that we may hear during this stage are:

- cat go
- me want
- give mummy

From two word strings, the child moves on to more complicated sentences that, although they are not always grammatically correct, have very clear meaning.

Examples:

- Daddy get toy

- I eat soup

- Lebo fall down

Knowledge of grammar and semantics (meaning of words and word endings and pre-fixes to form plurals and past tense) develops quickly as the child uses language to express mental processes.

By the third year, children may have acquired nearly 900 words in their vocabulary.

Young children are very competent talkers and often enjoy talking in front of groups. Sharing time gives children an opportunity to practise their speaking and listening. Some children are naturally talkative, others are quieter.

If you work with this age group, less confident children may need your help to come up with a "sharing" topic such as a new pet or a special outing. You will also come across children who talk about inappropriate things, such as private details of family life, or who try to outdo other children.

Also, remember that children at this age may have their own grammatical rules that are not easily changed, for example they might use *gived* for *gave* or mousses for mice. Do not correct these mistakes too much at this stage: the child may not pay attention to your efforts and you may inhibit them from speaking spontaneously.

Listening, speaking, reading or writing should be taught in a relevant and meaningful ways and should not be separated from the context in which the language is used.

Age	Nature of development
3–6 months	Cooing
6–10 months	Babbling
10–18 months	One word
18–24 months	Two word string
2–3 years	Sentences of three words or more

Additional language acquisition: Home language first

The term "additional language" means an extra language that the child learns in addition to the main language that is spoken at home.

Example:

If a child speaks isiZulu at home, but Sesotho at the ECD centre, the Sesotho is an additional language for the child. If a child speaks isiZulu at home, but during school holidays she/he visits grandparents in Mafikeng, then Setswana is an additional language for the child.

The process of acquiring an additional language is in many ways similar to the process of acquiring a main (first) language. This is because the same mental processes take place. When you acquire language, it is a subconscious process. You are so focused on getting the message across that you are not even aware that you are learning the language.

Language learning, on the other hand, is a conscious process during which you study new vocabulary, grammar and sentence construction.

It is a good idea to expose the child to a variety of familiar and unfamiliar language materials such as picture books, educational games, or flash cards with words.

Simple repetition does not necessarily help the child to acquire an additional language; however, it is essential to use and hear the language in context.

Language is acquired as a whole – not part by part. It is multi-sensory learning process that involves both the left and the right hemispheres (halves) of the brain.

The starting point for acquiring new concepts should be in the main language, or home language.

Once the child is confident in the home or main language, then learning and understanding an additional language will not be a problem.

As an ECD practitioner, you should arrange activities such as singing or reading poems and stories in the children's main language as far as possible.

2.4 Organise and use occupational learning materials

Learning aids in a classroom and ECD centre are key tools to help children to develop optimally. The occupational learning materials could include:

- videos
- internet
- texts
- hand outs
- text books
- charts
- maps

- plans
- diagrams
- electronic texts (menus, screens, links, etc)

If these tools are organised and used effectively, it will help to ensure that the ECD programme is valuable to the practitioner.

Charts

A chart is a graphical representation of data. We often use charts to make large quantities of data easier for readers to understand at first glance.

Charts can represent data in several ways. Some of the different methods are listed below. The way a chart represents data depends on the type of data that is presented. For example, a customer satisfaction response may be measured in percentages – the percentage of customers satisfied, not satisfied, and unsure. In this instance, a pie chart may be most appropriate. A pie chart is visually attractive and makes it easy to compare data: the number of "satisfied' responses can be easily compared to the number of "dissatisfied" responses by simply comparing the size of each sector.

Let's look at five different types of chart, namely:

- bar chart
- pie chart
- histogram
- flowchart
- Gantt chart
- bar chart

A bar chart is a chart with rectangular bars. The length of each bar is normally in proportion to the size of the value it presents. If the scale on the chart doesn't start at zero, the bars are not proportional. In some cases, starting at zero will not show the differences between the bars clearly, so we rather focus on the relevant range of values.

- Pie charts

A pie chart is a circular chart that is divided into segments, and that illustrates relative sizes or frequencies.

In a pie chart, the area of each segment is proportional to the quantity it represents.

Together the wedges create a full disk. A chart with one or more wedges separated from the rest of the disk is called an exploded pie chart.
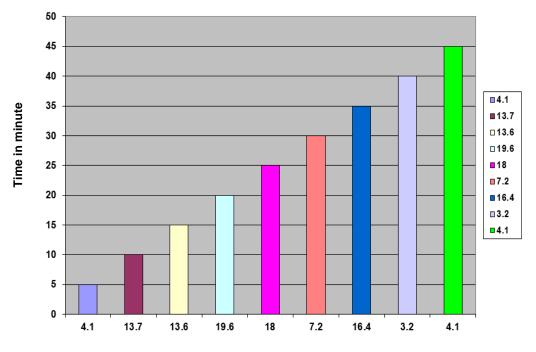
- Histogram

A histogram is similar to a bar chart and is used to display statistics. So a histogram is the graphical version of a table that shows what proportion of cases fall into each category. The categories are usually neighbouring intervals of some variable, for example the months of the year or increasing amounts.

As an example, look at the figures in the table below, which are adapted from data collected during a census. About 105 000 people were asked how long it took them to get to work, and their responses were divided into categories: less than five minutes, five to ten minutes, and so on. (Column 4 gives the same figures as column 3, but here they are expressed as a percentage and rounded off.)

Commuting Time Figures Taken From Census Data			
Time in minutes	No. in interval	(No. in interval) ÷ (total no.)	%
0-5	4 180	0. 039812	3,98%
5-10	13 687	0. 130361	13,04%
10-15	13 618	0. 177326	17,13%
15-20	19 634	0. 187003	18,70%
20-25	17 981	0. 171259	17,13%
25-30	7 190	0. 068481	6,85%
30-35	16 369	0. 155906	15,59%
35-40	3 212	0. 030593	3,06%
40-45	4 122	0. 03926	3,93%
Total:	104 993		100%

In the histogram figure below that shows travelled time, the area of each bar is equal to the total number of people in that category. So the total area of all bars is equal to the total number of people in the survey (104 993) (We plotted the figures in columns 1 and 2)
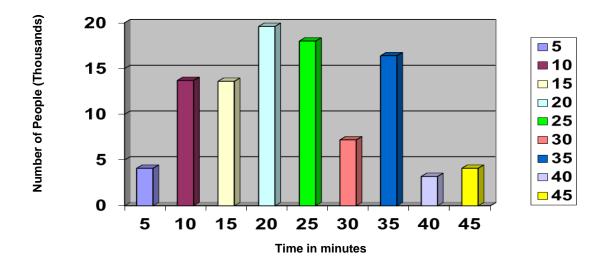

Number of People (Thousands)

An interesting feature of this histogram is the spike (sudden rise) in the 30 to 35 minutes category. This is probably just because half an hour is a common unit of informal time measurement, so people who travelled for times that were perhaps a little less than or a little greater than 30 minutes might answer "30 minutes".

Now let's show the same data in a slightly different way. In the figure below, the area of each bar is equal to the proportion of all the people in the survey who fall into that category.
So the total of all the bars is equal to 1, or 100%. (Here we plotted the figures in columns 1 and 4 of the first table.)

This figure differs from the previous figure only in the vertical scale. The purpose of the histogram will determine which form one uses. If the absolute numbers are important, then the first form is more useful. The second form is more useful if proportions are important.

- Flowchart

A flowchart (also spelled flow-chart or flow chart) is a schematic representation of a process. Flowcharts are commonly used in business or economic presentations to give the audience an overview of a process or to find flaws and bottlenecks.

Flowcharts may be used to show e. g. instructions for assembling a bicycle, an attorney's timeline for a court case, a diagram in the work flow in a vehicle manufacturing plant, and the decisions you have to take when doing a tax calculation.

- Gantt chart

A Gantt chart is a popular type of bar chart that shows how projects, schedules, and other time-related systems progress over time. In project management, a Gantt chart shows how various parts of a project are interrelated and how each part is progressing.

- Maps

A map is a two-dimensional representation of a three-dimensional space. Most maps give a scale, which indicates the relationship between the distances on the map or model and the corresponding distances in reality or the original. For example, a map of scale 1: 50 000 shows a distance of 50 000 cm (=500 m) as 1 cm on a map, in other words a kilometre is shown as 2 cm. if an architect designs a building that is to be 30 m in height, and builds a model of it on the scale of 1: 25, the model will be 1. 2 m high.

- Plans

A plan prescribes proposed methods of how to move towards, or achieving one or more objectives, such as when completing a project or running a business.

There are many types of plans. Let's look at business plans and marketing plans in more detail.

A *marketing plan* is a written document that details the actions needed to achieve a specified marketing objective for a product or service. The marketing plan can cover one year (in which case it is an *annual marketing plan*), or up to five years. A marketing plan may be part of an overall business plan.

A *business plan* is a summary of how a business owner, manager, or entrepreneur plans to organise a commercial venture and implement the actions required for it to succeed. It is a written explanation of the company's business model.

Business plans are used internally (inside the organisation) for management and planning. They are also used to convince outsiders such as banks or investors to invest money in the venture. In general, a business plan must:

- describe and explain the current situation

- specify the expected results (objectives)

- identify the resources that will be needed (including financing, time and skills)

- describe the actions that will need to be taken to achieve the objectives

- describe a method of monitoring results and adjusting the plan where necessary

There are many formats for marketing and business plans, and every company does it a little differently. The example outline below is a very comprehensive format for a 30- to 40-page business plan. The sections would be as follows:

1. Title page
2. Executive summary
3. Current situation
4. Competition and market share
5. Current situation – Consumer analysis
6. Current situation – Internal
7. Summary of situation analysis
8. Marketing strategy
9. Financial summary
10. Appendix

- Diagrams

A diagram is a simplified and structured visual representation of concepts and ideas. Diagrams of networks are some of the common types of diagrams you may have come across.

2.5 Understand and use layout, presentation and organisational features of learning materials

Organisational layout features are parts of text (like heading and spacing) that help to organise the text to make it the attractive, more reader friendly and easier to explain what they are used for.

Features	Definition	Purpose
Appendices or addenda	Additional material that is collected and added at the back of a book or document.	To list information that complements or enhances, but is not part of, the topic
Caption	A brief description accompanying an illustration or picture	To give the details of the picture

Features	Definition	Purpose
Chapter	A subdivision of a written work, usually numbered and titled	To state the subject of the next that follows
Conclusion	An ending statement of a document	To indicate the end of a book or document
Contents (or table of contents)	A list of divisions (chapters, sections or articles) and the pages on which they start	To give the reader an overview of the divisions and their page numbers

Features	Definition	Purpose
Diagram	A drawing intended to explain how something works; a drawing showing the relation between the parts	To explain a process visually in order to help reader understands
Font size and type	A specific size and style of printed characters within a type family	To add visual appeal to text and draw attention to important parts
Foreword	A short introductory essay that comes before the text of a book	To introduce the book
Glossary	An alphabetical list of technical terms in a specialised field of knowledge usually published as an appendix to a text on that field	To explain the meaning of words
Graphics	Diagrams, photographs or other visual representations in a printed publication	To create interest in the text, aid understanding or add visual appeal for the reader
Heading	A line of text in an emphasised font to indicate what the passage below it is about	To indicate what the passage below it is about
Hyperlink	An electronic link from a hypertext file to another location or file, typically activated by clicking on a highlighted word or icon at a particular location on a computer screen	To link additional information to the text without actually including it
Icon	A graphic symbol (usually a simple picture) to represent a program, command, concept or other piece of information	To create visual appeal for the reader; and signpost important features
Index	An alphabetical listing of names and topics along with page numbers where they are mentioned; appears at the back of the book	To enable the reader to find discussions of concepts in the text easily
Introduction	The first section of text, which introduces the topic	To lead the reader into the rest of the document or book and draw them into the topic
Layout	The plan or design of the text and graphics	To present text and graphics in an attractive and reader-friendly way
Paragraph	A distinct subdivision of a text, usually covering only one main idea	To separate ideas or thoughts so that the reader can process the information more easily
Summary	A brief statement that presents the main points concisely	To sum up and conclude all major points discussed in the text
Table	A set of data arranged in rows and columns	To show information in a simple format that is easy to read; to enable the reader to pick out relevant information easily for comparison
Title	A general or descriptive heading for a section of a written work	To inform the reader of the topic or theme of the text
Visuals	Visual representations (photos, illustrations, cartoons, graphs, diagrams) in a printed publication	To make the document or book more visually appealing

2.6 Engage with technical language/terminology

As an ECD practitioner, you need to be aware of the constant changing world of technology that can help you to be successful in your career. You are well aware that development does not stop when you become an adult. Learn, engage (get involved), ask and empower yourself continuously within the learning environment.

The table below presents some of the more commonly used terms that relate to online and learning environments.

Language or terminology	Explanation
CD-ROM (Compact disc read-only memory)	A CD-ROM is a flat disc with digital information encoded on it in a spiral from the centre to the outside edge. It is used for strong digital data, although CDs were originally invented for digital audio. A CD-ROM drive, required to read information on the CD-ROM, is a standard component of most modern personal computer.
Computer-based training (CBT)	Courses developed for computer-based training provide simulation and multimedia interaction to achieve training goals. CBT is usually distributed on CD-ROMs, on the internet or as applications installed on a company's computer network
E-mail	A system of world-wide electronic communication in which a computer user can compose a message at one computer and send it electronically to the receiver's computer
HTML	A programming language (consisting of tags and rules)
Hypertext document	Machine-readable text that is organised so that related items of information are connected by electronic links
Instructor-led training	Training that requires an instructor to be present, in either a physical or a virtual classroom, to present the material and be available for questions and discussion
Internet	A world-wide network of computers that link to each other to enable users to communicate and exchange data
Intranet	A restricted computer network, a private or internal network found with organisations
Intranet-based training (IBT)	Training that is accessed via a company's internal network and (usually) viewed with web browsers
Machine-readable text	Electronic text that is stored as strings of characters and that can be displayed in a variety of formats
Multi-media	Different mediums of communication combined into one presentation (text and graphics and sound, etc.)
Virtual learning	The process of learning over the internet without face-to-face contact between trainers and students
Web-based training (WBT)	Training based on content that has been published to the internet. With current technology, this content can include multimedia and animation, online assessments, e-mail forums and chat rooms
Web browser	A computer program used to view HTML documents, like Web pages

How to find help with technical language and terminology
What can you do if you hear or read technical language or terminology that you do not understand? Here are some ways in which you can seek clarity.

If you don't have internet access
Look up the meaning in a dictionary or visit your local library and find books on the subject.
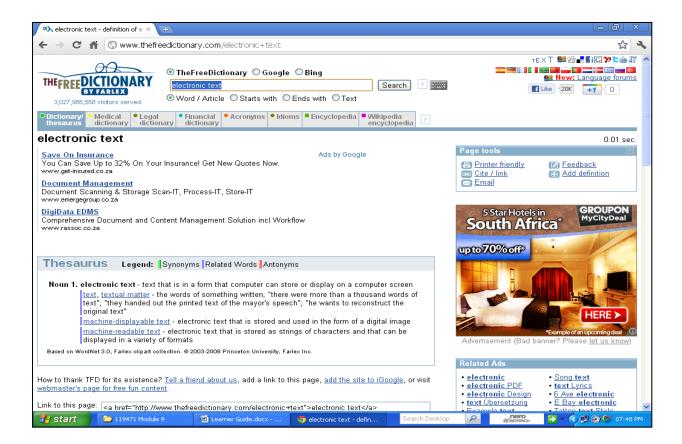
If you have internet access
Use an internet dictionary to search for a definition or meaning of the word or phrase.
You can find an excellent internet dictionary on the website:
http: //encyclopaedia. thefreedictionary. com.

Here are the steps to follow to search for a word:

- Log on the internet and go to the website:

  http: //encyclopedia. thefreedictionary. com.

- Type in the word on which you seek clarification in the word search box as shown below:

2.7 Reflect on the characteristics of the workplace and occupational context affecting learning

It is important to be able to reflect on (ponder, think about) how the following characteristics of the workplace and occupational context affect learning, e. g.:

- environmental features
- technological resources
- communication resources
- communication strategies
- multilingual needs in relation to client or colleague interaction

The table below looks at each type of business in turn – features of workplaces and their impact on learning. In column 2 you can see what products or services each type focuses on. Column 3 summarises the features of the particular environment and column 4 looks at how these features affect the learning processes needed in that workplace. The skills levy legislation referred to in the next two tables is:

- The Skills Development Act No. 97 of 1998
- The Skills Development Regulations 2001
- The related Guidelines

Occupational environment	Workplace or occupational focus	Features of the environment	Impact on learning processes and/or application
Services (Organisations that offer services to the public or other businesses) **Examples**: Lawyers, customer care divisions, accountants, municipalities	Delivery of services – Customer services face-to-face, electronically or telephonically	Technology Systems Procedures Service-oriented Clients	Learning is directed towards technology and soft skills, learning is both practical and theoretical.
Manufacturing (Organisations that manufacture a product to sell to the public or other businesses) **Examples**: Clothing and equipment manufacturers	Production Packaging Delivery	Technology Processes Machinery Sales and marketing Business focused	Learning is directed towards production or technology. Training is practical. Because of the nature of the skills, there are opportunities for on-the-job learning. Recognition of prior learning (RPL) means that "formal" qualifications are not essential.
Financial (Organisations offering financial services or products to the public or other businesses) **Examples**: Banks, insurance companies, medical companies	Financial procedures and systems Delivery of services and products Customer service: face-to-face, electronically and telephonically Regulations	Technology Systems Procedures Service oriented Sales and marketing Clients	Learning is directed towards product or service, soft skills and technology. Learning is practical and theoretical. The approach to learning is generally progressive, which creates new opportunities. Learning is affected by regulations and necessary accreditation of sales staff.

Occupational environment	Workplace or occupational focus	Features of the environment	Impact on learning processes and/or application
Educational (Institution offering education services) **Examples**: Schools, companies, universities	Learning Academic Delivery of services and products Skills levy legislation	Technology Outcomes-based Methodology Public Business	Learning is outcomes focused Learning is directed towards instruction Learning is practical and theoretical Skills levy legislation encourages training staff.

2.8 Identify the sector and organisation type

Organisations are made of various groups of people who are using their particular industry skills and resources for a service or manufactured products. The various types are listed and explained below:

Type of environment	Workplace or occupational focus
Government (the ruling political party or coalition of political parties in a parliamentary system, who serve the public)	Development and delivery of social and economic policies Foreign investment Legislation
Parastatal (a business that is owned or controlled wholly or party, by the government) Examples: Telkom, Eskom	Delivery of social and economic policies. Delivery of service. Customer service: face-to-face, electronically Systems
Heavy or light industry (organisations that operate in an industrial environment) Examples: Machinery manufacturers	Production Packaging Delivery Skills levy legislation
Large organisation (large organisations that offer services on products to the public or other businesses) Examples: Woolworths, Pick "n Pay	Delivery of services and products. Customer service: face-to-face, electronically and telephonically. Systems Procedures Regulations Skills levy legislation
Small business (small businesses that offer services or products, on a small scale in terms of production numbers, to the public or other businesses) Examples: Home industries (like carpet cleaning), handymen, ink refilling businesses	Delivery of services and products Customer service: face-to-face, electronically and telephonically Production Delivery Department on number of employees: Skills levy legislation

2.9 Describe and discuss the workplace features and the ways in which these features affect learning processes and/or application of learning

If you work within a particular type of organisational arena will build upon certain skills that are only found within that sector. Some of the skills can be used across various sectors. In the table below we show how these are inter-related and how they are applied in the various types of environment.

Type of environment	Features of the environment	Impact on learning processes and/or application
Government (the ruling political party or coalition of political parties in a parliamentary system, who serve the public)	Technology Regulation Service delivery Procedures Public	Learning is directed towards technology, soft skills, policy and procedures. Learning is theoretical. The changing environment creates opportunities for learning.
Parastatal (a business that is owned or controlled wholly or partly, by the government) Examples: Telkom, Eskom	Technology Regulation Service delivery Systems Procedures Public	Learning is directed towards technology, soft skills, policy and procedures. Learning is theoretical. The changing environment creates opportunities for learning.
Heavy or light industry (organisations that operate in an industrial environment) Examples: Machinery manufacturers	Technology Processes Machinery Sales and marketing Business-focused	Learning is directed towards production or technology. Training is mainly practical. Because of the nature of the skills, there are opportunities for on-the-job learning. Prior learning is recognised, so "formal" qualification not essential. Skills levy legislation encourages training of staff.
Large organisation (large organisations that offer services on products to the public or other businesses). Examples: Woolworths, Pick "n Pay.	Technology Systems Procedures Service-oriented Sales and marketing Clients	Learning is directed towards product or service, soft skills and technology. Learning is practical and theoretical. The approach to learning is generally progressive, which creates new opportunities. Skills levy legislation encourages training of staff.

Type of environment	Features of the environment	Impact on learning processes and/or application
Small business (small businesses that offer services or products, on a small scale in terms of production numbers, to the public or other businesses) Examples: Home industries (like carpet cleaning), handymen, ink refilling businesses	Service-oriented Sales and marketing clients	Learning opportunities are on a smaller scale On-the-job training and mentoring. Learning is directed towards product or service, soft skills and technology. Learning is practical and theoretical. Skills levy legislation (if application) encourages training of staff.

Conclusion

Learning can be defined formally as the act, process, or experience of gaining knowledge or skills. In contrast, memory can be defined as the capacity of storing, retrieving, and acting on that knowledge.

Learning helps us to change from beginners to experts and enables us to gain new knowledge and abilities.

Learning strengthens the brain by building new nerve pathways and increasing connections that we can use when we want to learn more, (More complex definitions of learning include references to comprehension and mastery through experience or study.)

Learning is important because no one is born with the ability to function competently as an adult in society. Amazingly enough, people can learn from the moment of birth.

Learning can and should be a lifelong process and is certainly not limited to school, company or university activities.

We constantly try to make sense of our experiences and keep searching for information, knowledge and meaning. In essence, we continue to learn.

In order to learn effectively and successfully in the workplace, we need to:

- access, use and manage suitable learning resources
- formulate and use learning strategies
- manage occupational learning materials
- lead and function in a team
- understand how characteristics of the workplace and occupational context affect learning

In today's business environment, organisations that can find better ways for their staff to learn, will get ahead. Strong minds fuel strong organisations. Companies must make the most of the natural learning styles of their people and then build systems to satisfy those needs.

Education is a companion which no misfortune can depress; no crime can destroy, no Enemy can alienate, no repression can enslave.

Joseph Addison (1672-1719)

Class Activity 2: Learning resources and the occupational learning materials and context

Please follow the instructions from the facilitator to complete the formative activity in your Learner Workbook.