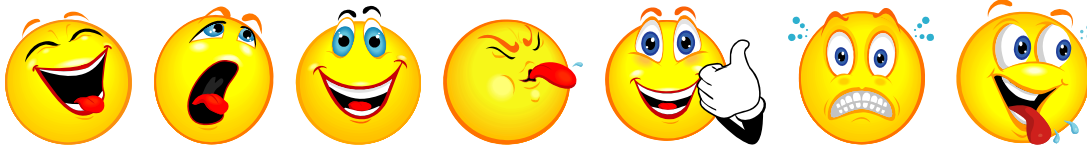


## Bad and Good Learning Experiences



1. Think back to a particularly bad learning experience - one you found to be boring, frightening, wasteful, or somehow unpleasant.

Jot down a few notes about why it was a bad learning experience.

2. Repeat the same procedure for a particularly good learning experience - one where you were successful or learned a lot.

3. Pair up and discuss:

- a. The experiences and your interpretations of why they were good and bad.

- b. Use the Venn diagram to record some of your similarities and differences.

What makes good learning for both persons?

What makes bad learning for both persons?

4. Form groups of four by combining pairs and discuss:

- a. Pool your experiences thus far to search for themes.  
What characterizes good and bad learning?

- b. Have a recorder note some of your conclusions under two columns:

What leads to unsatisfactory learning?

What leads to satisfactory learning?

5. Have each recorder read to the class items from the group's list. Record on board.

Source: Smith, R.M. (1982). *Learning how to learn - applied theory for adults*. New York, NY: Cambridge Book Company.

