



Cannabis
Learning Series

THE LEARNING THEORY

BEHIND THE CANNABIS LEARNING SERIES

Introduction

At CLS, we follow a combination of learning theories to create and develop our training and engagement content. They are pulled together into what we call the **Blended Visual Learning** approach to design and development of learning content.

Blended Visual Learning

Blended Visual Learning is an approach which calls for calculated visual design based on our unique blend of communications, marketing, and educational expertise. It recognizes that we are all evolving in the way we imbibe content and that training and education need to keep up (and sadly have not). This method relies heavily on the creation of marketing caliber messaging, visuals, and designs to capture, engage, and keep learner attention. It then couples that with sound instructional design based on learning theory to ensure we deliver learning objectives, once we have the learner engaged.

Bloom's Taxonomy of Learning

Bloom's Taxonomy of Learning helps us to set realistic objectives, but also to use the tools we have to try and reach into some of the domains that can be considered more difficult to reach via online learning.

- **Cognitive (Think):** Course content is thoughtfully instructionally designed to flow logically and build the user gradually from topic to topic. The flow of every course has been calculated and messaging has been boiled down to make it simple, understandable, and focused on the content itself. Defined learning objectives guide the outline of each course, article, video, or engagement piece so the goal of every product is the driving force behind the development.
- **Affective (Feel):** Choices made within course development have been made to try to reach a deeper connection with the audience where appropriate. An on-screen host talks directly to the user themselves in relatively conversational speak. Where possible language is simplified to ensure it will resonate with the audience and connect. And examples are used where warranted to try and bridge the gap between content and practice.
- **Kinesthetic (Act):** Though the content does not lend itself to a practical online application setting from an interactivity standpoint. We have taken steps to ensure that simple interactions are in place where it makes sense and where it doesn't affect the flow of the user through the content itself. We appreciate and respect the power interacting with a course can have on the user, re-engaging them in the content and ensuring they connect, while at the same time we limit this to ensure the path through the content is efficient for the user and respectful of their time and commitment.

Gardner's Theory of Multiple Intelligences

Gardner's Theory of Multiple Intelligences then helps guide us in the actual development itself. We try to ensure we can touch on the different intelligences as much as possible to cater to the diverse needs of the audiences who will use the content.

- Visual-spatial learners are treated to a variety of approaches. Carefully designed graphics are coupled with professionally shot video content to ensure dynamic content creates an interactive feel even when there is no interactivity. Design also guides the messaging on screen and ensures that the messages shown are not overwhelming to the audience and are focused on achieving the learning objectives.
- The musical-rhythmic is addressed through the stripped-down use of musical intros to welcome users to the lessons, always queuing them to the content to begin the lesson at hand.dried or fresh cannabis and cannabis oil from a provincially-licensed retailer
- Verbal-linguistic learners will find that all course materials and videos are voiced and have been written to be as conversational as possible for educational narrative.
- The logical-mathematical will find that there are alternatives to course materials if so desired, such as white papers, guides, PPTs and other self-guided content (which this group tends to have an affinity for). In addition, practical and fact-based information has been used where necessary to convey the course content and objectives.
- Bodily-kinesthetic learners are certainly harder to appeal to in an online learning and engagement setting, but the materials created to approach this group several ways: The presence of an onscreen narrator adds a sense of kinesthetic connection, visual body representations also do this where appropriate, and finally, interactivity is used where appropriate to provide an opportunity to engage with content.
- Interpersonal learners will appreciate the conversational and casual on-screen host who is written in a manner so they will appear to be having a conversation with the user themselves.dried or fresh cannabis and cannabis oil from a provincially-licensed retailer
- Intrapersonal learners on the other hand will also appreciate the elements of the course that are purely graphical or word driven, and the ability to learn at their own pace.
- Finally, naturalistic learners will appreciate the colour scheme of the course itself which is guided by nature with predominantly browns, greens, whites, and greys.