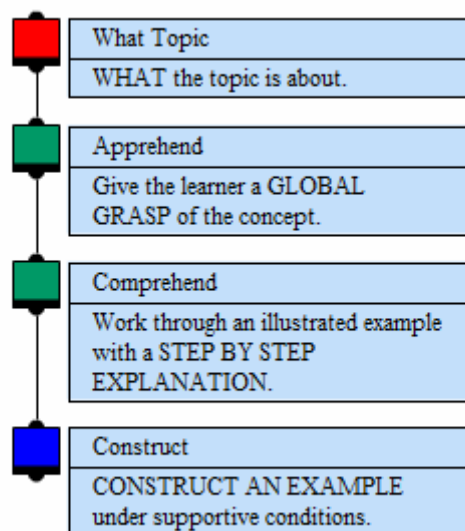


## The EASA pattern – Explain and Show Amplified

**Learning challenge:** this design was developed originally to help learners tackle skills or processes that they find abstract and often threatening. Failure can quickly undermine the student’s confidence in their ability to learn these skills, e.g. mathematics or programming. The pattern, however, has proved to be very flexible, and has been used to develop a wide range of learning objects.

**Key features:** a key aspect is the use of illustration and animation to explain concepts that would otherwise be very abstract and ‘alien’. It uses ‘scaffolding’ to make the abstract more concrete and approachable, e.g. using animation to illustrate what a piece of computer code does. The genius in applying this pattern is to find and embed such powerful and attractive illustrations.

The overall structure of the pattern is:

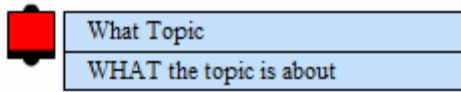


The initial orientation to the task is often followed by an ‘Apprehend’ screen. This provides a global overview before the explanation goes into details. This is followed by several ‘Comprehend’ screens which deal directly with the main details of the process to be learned. Again illustration is used where possible to make this accessible and attractive. The learning experience usually culminates with a ‘construction exercise’ where the learner demonstrates the new skill/knowledge under supportive conditions. This reflects the ‘holistic’ acquisition of a new skills or applied knowledge, as opposed to multiple choice questions that only test parts of fragments of knowledge. All these exercises are supported by screen layouts and components supplied with the pattern.

**First use:** this pattern is based on a set of learning objects that won a European Academic Software Award in 2004. These learning objects concerned learning introductory programming. They were developed to tackle high failure and dropout rates in this subject. For further information and examples, see website on original study at: <http://www.londonmet.ac.uk/ltri/learningobjects/>

# Pedagogical guidance for unfolding each part of the pattern

## What topic



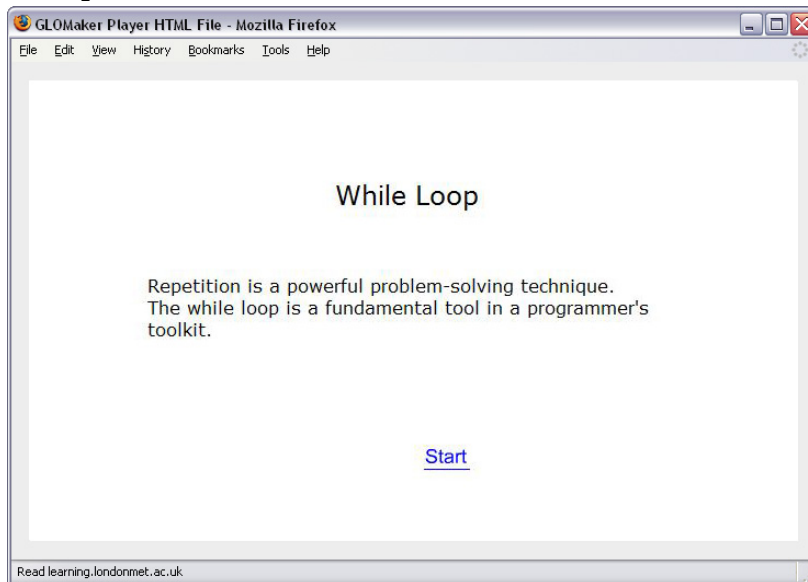
### What

The aim is to introduce the topic – to orient the learner to what is to come.

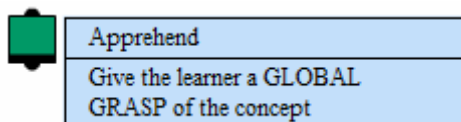
### How

Just give a title and a short introductory paragraph that says fairly informally what the learning is about.

## Example



## Apprehend



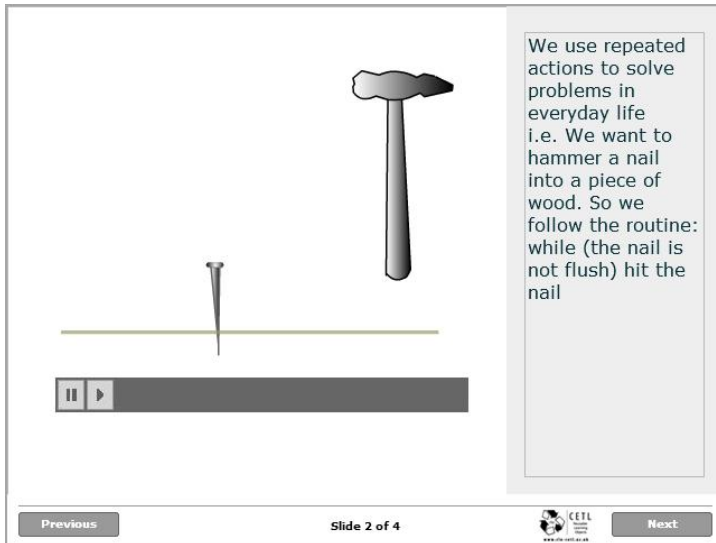
### What

The purpose is to help the learner to gain an overall apprehension of the topic without worrying about details at this stage.

### How

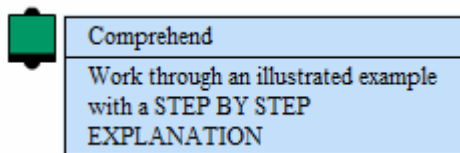
A holistic representation of the concept is given together with brief explanatory commentary. This representation will often be based on a familiar example. If this is not available, then just provide a strong visual representation.

## Example



This example uses an animation. When you click on the play button, the hammer knocks the nail into the wood.

## Comprehend



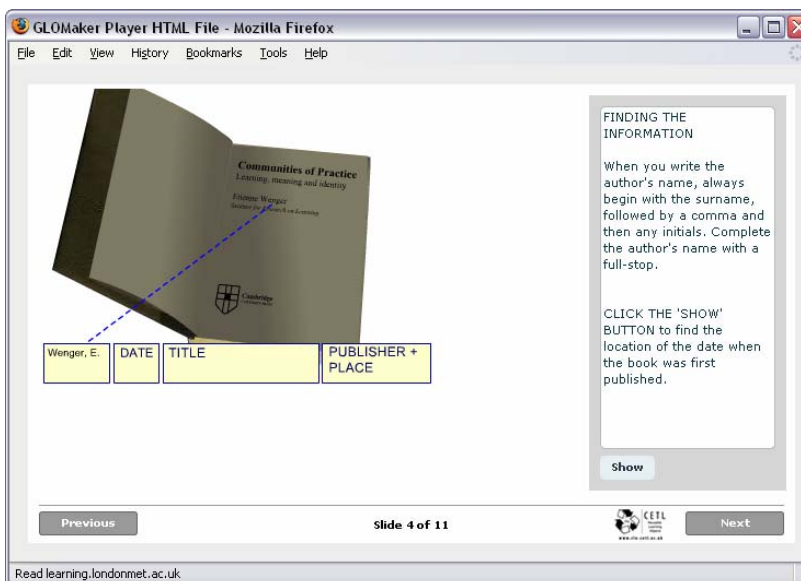
## What

The aim is to enable the learner to examine and understand the key aspects of the topic.

## How

Step through each of the key parts of the concept or construct, and show how they work together. The learner should be allowed to move through the learning sequence at their own pace

## Example

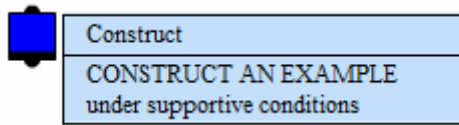


In this example, clicking on the 'Show' button takes the learner through each step in the process of taking a reference from a book.

This GLO 'Referencing Books' can be seen and downloaded from the GLO Maker website:

<http://www.glomaker.org/samples.htm>

## Construct



### What

The learner needs to constructively apply the newly acquired knowledge. To use it straight away in the normal environment may be too big a jump. The learner needs to constructively apply their knowledge and test their understanding under supportive conditions.

### How

The learner does a 'scaffolded' construction task. The learner selects components and assembles them in the right order. Feedback is provided at appropriate points in this construction exercise.

### Example

GLOMaker Player HTML File (LTRIGM2+) - Mozilla Firefox

File Edit View History Bookmarks Tools Help

GLO Maker: GLO samples GLOMaker Player HTML File (LTRI...

**TEST YOUR UNDERSTANDING**  
Click on the sections of text to assemble the reference for a list in the correct order:

Wenger E. (1998)

(1998) Wenger E. Cambridge: Cambridge University Press  
Communities of practice: learning meaning and identity

Test my answer Reset

Previous Slide 11 of 11 Next

Transferring data from learning.londonmet.ac.uk...

For more guidance and tutorials on using GLO Maker go to:  
<http://www.glomaker.org/guides>