



The *MTS* Learning System is based on four concepts:

- FUNCTIONAL TRAINING
- GESTALT STRUCTURE
- INDUCTIVE LEARNING
- BEHAVIORAL OBJECTIVES

This fact sheet overviews these concepts.

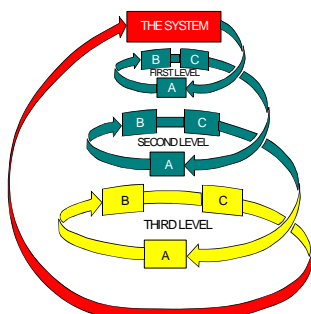
FUNCTIONAL TRAINING

This is defined a *Selected, Structured, Documented, Controlled Experience*.

- *Selected*: based on the learners real needs (determined by gap analysis) and also selected depending on the learning styles.
- *Structured* in patterns that align with the adult learning (see also Gestalt Structure, below).
- *Documented* in manuals and procedures allowing the learner to continue learning after the training.
- *Controlled* by measuring results against objectives (see Behavioral Objectives, below).
- *Experience*: Functional training addresses functions – jobs, not just subjects. This type of training is very hands-on and integrates the relevant theory if, when and as needed.

GESTALT STRUCTURE

Based on the time-tested gestalt psychology, gestalt structure is the way *MTS* organizes learning materials in patterns (as opposed to isolated and arbitrary data). The gestalt structuring of any process, equipment or system progresses from the 'crude' whole to its main parts and their relationship to each other and to the whole, continues adding details and relationships, and finally closes the loop returning to the detailed, integrated whole. This is depicted in the following 'gestalt spiral'.



INDUCTIVE LEARNING

Inductive learning is a way of learning more than is taught. It is based on reflecting and reasoning following an experience. The role of the instructor, unlike the traditional deductive training, is not to blurt out all the facts and answers, but to guide the learners into the discovery of what is to be learned. For that reason inductive learning is also known as "guided discovery". It is a powerful and motivating approach to adult learning.

BEHAVIORAL OBJECTIVES

Simply put, Behavioral Objectives represent the upfront definition of what is supposed to happen after the learning. They define how the training should progress and how the results will be measured. If the objectives are properly selected on the basis if the learners' real job-related learning needs, achieving the objectives will insure a successful learning event. Following is a sampling of properly stated Behavioral Objectives:

The learner will be able to...

1. *Using the corresponding flow diagram, describe how the process works emphasizing what happens inside the equipment.*
2. *In the field and using the Normal Operating Conditions Checklist, determine if the process is in control. If not...*
3. *Troubleshoot the process to its cause and propose the corrective and preventive solutions.*
4. *Using the Standard Operating Procedures, demonstrate in the field how to:*
 - 4.1 *Prepare the unit for start up*
 - 4.2 *Start up*
 - 4.3 *Normal shut down*
 - 4.4 *Emergency shut down (simulated)*
5. *In each of the above activities indicate any associated risk and the corresponding safeguard. Demonstrate the safeguards.*

A SUMMARY: WHY THESE CONCEPTS?

MTS uses these concepts in its projects because the combined use of the concepts addresses four universal principles of learning known as the Laws of Learning:

- READY
- IMPACT
- RELEVANCE
- PRACTICE

MTS courses such as Learning-How-To-Learn and Training Industrial Instructors are based on a deeper experiential understanding of these concepts and laws, and their practical application.