

Table 2

Learning By	Pros	Cons
Telling (Quadrant 1)	<ul style="list-style-type: none">• Suited to larger and smaller numbers• Good when time is very limited• Good when a lot of information must be conveyed• Good for presenting factual material in a logical manner• Good when safety is at stake	<ul style="list-style-type: none">• The speaker must be knowledgeable and skilled at communication• Communication is primarily one sided—speaker to learner• Difficult to adapt to the needs of the group• The information presented is not necessarily heard or understood• Learners quickly forget what they only hear• Hard to gauge effectiveness
Facilitating (Quadrant 2)	<ul style="list-style-type: none">• Ideally suited for smaller numbers• Easier to adapt as you go to meet the needs of the group• Learning is often long-term• Effectiveness can often be seen immediately• Excellent for addressing group and individual attitudes, skills and feelings	<ul style="list-style-type: none">• More difficult to use with larger numbers• Usually takes more time• The instructor must be skilled at facilitating• Not good to convey a lot of information
Thinking (Quadrant 3)	<ul style="list-style-type: none">• Not limited by numbers• Skilled teacher is not necessary• Learning is often long-term	<ul style="list-style-type: none">• Learners must be self-motivated• Role of teacher can be confusing• Results are difficult to control
Doing (Quadrant 4)	<ul style="list-style-type: none">• Engages those who learn best kinesthetically• Learning is often long-term	<ul style="list-style-type: none">• Numbers must be limited to match resources available• Usually takes more time• Learners must be self-motivated• Role of teacher can be confusing• Results are difficult to control• Not good to convey a lot of information