**A literature based justification for atomised learning**

**Criteria**

* Should work for serialists and holists. (Pask)
* Should work for VARK learning styles. (Fleming)
* Should work for Activist-Reflector and Theorist-Pragmatist learning styles. (Honey and Mumford)
* Should allow for experiential learning/active learning. (Kolb) (Lave and Wenger) (Engstrom) (Montessori)
* Should allow for differences in learning speeds. (Vygotsy)
* Should encourage spiral learning. (Bruner)
* Should allow tracking by both the student and staff. (Hattie)
* Should encourage metacognition. (Son)
* Should enable connective learning. (Siemens and Dawes)
* Should encourage constructive alignment of teaching and assessment. (Biggs)
* Should cater for shallow, strategic and deep learning. (Entwistle)
* Should be learning stage appropriate. (Piaget)

**Corollaries**

* The syllabus has to be broken down so that serialists and holists can attack from their preferred direction.
* The material should be presented in a variety of formats to cater for different learning styles.
	+ Text
	+ Video
	+ Audio
* The material should be attached to a scenario for experiential learners.
* There should be an easy to access tracking system to allow learners and educators to gauge progress and plan the next steps.
* The VLE should allow students to increase complexity at their own speed.
* Students should have the facility to test their understanding.
* Students should be allowed to input explanations, ideas, links and comments to clarify the learning.
* Students should be encouraged to set goals, monitor progress and evaluate performance.
* Students should be allowed to dip into a subject area and have that learning certified.
* Students should be shown clear paths of progression.
* Educators should be able to link their scenario to the material.