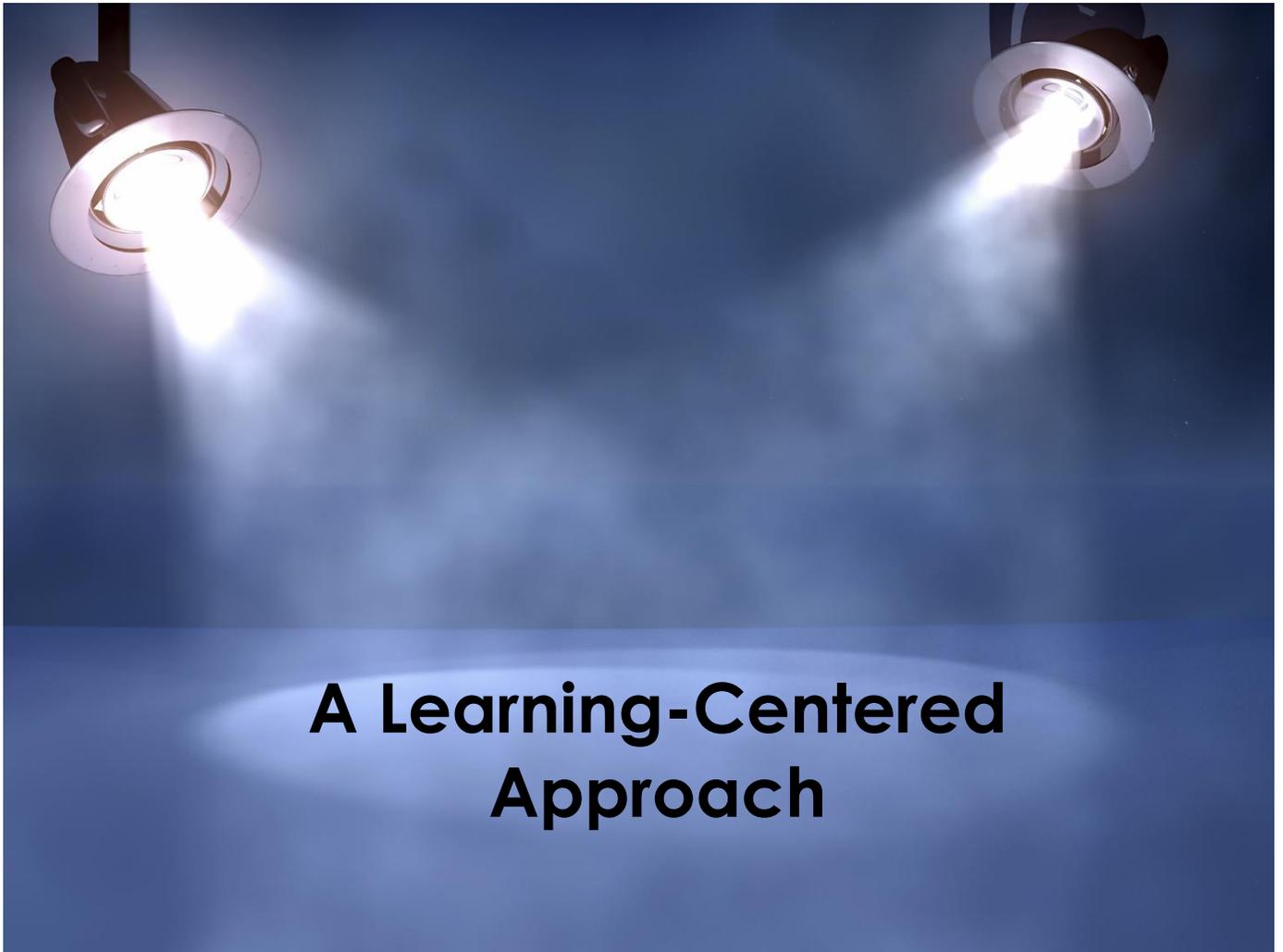


## *Webinar Resource Packet*



# Before

## The People

The CORE Group consists of more than 70 member and associate organizations and partners with the mission of improving and expanding community health practices for underserved populations—especially women and children—through collaborative action and learning. Much of the group’s work is driven by its eight working groups. These virtually managed communities of practice are member-led and result in the creation of tools to assist development practitioners in their work to address the health needs of mothers, newborns and children, and help mitigate the impact of infectious diseases (including training curricula, case studies, and program guides).

Within these eight working groups there are two that are cross-cutting groups that go across areas—one of these is Social and Behavior Change (SBC). The SBC group focuses on strengthening the capacity of health practitioners to design and implement effective social and behavioral change strategies that respond to individual, family, community, institutional and policy factors, while documenting and disseminating valuable experiences. Member co-chairs for this group are Jennifer Weiss with Concern Worldwide and Amelia Brandt with Medicines for Humanity. This virtual learning opportunity will be available to any member of the SBC working group and taskforce of the Food Security and Nutrition Network. This learning opportunity will be designed especially for experienced development practitioners who are familiar with adult learning principles and seek to further integrate them into their daily work. Assisting with the organization and planning of this opportunity are CORE Group Executive Director Karen LeBan (who has a deep well of Dialogue Education knowledge and practice and is interested in supporting members to integrate DE principles into their work even further), Community Health Program Manager Shannon Downey (who has a firm grasp on members’ needs and desires) and Office & Membership Manager Alli Dean (who will be integral in the promotion of the learning opportunity and in supporting participants and facilitators in the registration and use of the virtual learning platform).

The session designers and facilitators for this webinar are [Valerie Uccellani](#) and [Kate Larose](#) of Global Learning Partners.

Mini-consults will be available between webinars with Dr. Jane Vella, founder of Dialogue Education and Global Learning Partners and CORE Group’s 2012 Dory Storms award recipient. Read more about Jane [here](#).

## The Current Situation

In a time of shrinking resources and increased demands on members' time, SBC co-chairs have much success to report when it comes to utilization of participatory and adult learning methodologies. At the same time, they are also seeing a culture shift taking place in which field staff are moving away from "tell and teach" to "dialogue and learn".

CORE has studied and used adult learning principles in their work for many years so most veteran CORE members are intimately familiar with them; within the SBC work group there is a solid understanding of, and commitment to, Dialogue Education (even if known by other names such as the "Vella approach"). It is also true that 1) newer members lack such a solid foundation, and may not have ever studied adult learning principles; 2) even veteran members sometimes struggle putting principles into practice; and, 3) it is easy to sometimes revert back to less effective approaches.

Questions that SBC/CORE group members are asking include:

- *How can we include review material in a way that doesn't seem patronizing while ensuring that people recall details (not just overall concepts)?*
- *How can we support our colleagues to "replicate" DE approaches after experiencing it?*
- *How can we design a "participatory" training for a partner to facilitate when that partner has typically preferred lecture-based trainings?*
- *What practical ideas are there for my colleagues who teach highly technical information?*
- *How can we build confidence and encourage dialogue among field staff?*
- *What can we help learners develop and nourish a profound sense of curiosity?*
- *How can we strengthen the critical-thinking skills of staff in field offices?*
- *What would an insanely great training-of-trainers delivery system look like/ feel like to everyone involved?*
- *What kind of framework will help us to bring learning principles into all that we do?*
- *What different teaching/ learning strategies are being tested and how do they compare?*
- *How do adult learning principles help us to support sustainable behavior change?*
- *How can I continually infuse my work with some new approaches?*

- *How can we apply learning principles with quality in large meetings/ conferences?*
- *How can this approach enhance cross-learning with my colleagues (HQ and field)?*
- *How can I easily share this approach with others in my organization?*

Together we will explore some of these questions directly and others less directly. But, all have informed the design of this webinar series.

CORE Group hosts webinars and online learning sessions on a variety of topics related to community-focused international health on a monthly basis. These events seem to be well attended, and participants have shared that they enjoy these learning events as they connect them with relevant information. Our observation is that they could be even more effective with built-in opportunities to apply the information during and beyond the learning event.

The design and facilitation of this webinar package model the very adult learning principles we are talking about.

#### The Time and Timing

Two, 1.5 hour webinars, with time in between for reflection, application, and coaching conversations with GLP. The webinars are structured as a sequential learning event and only those who participate in part one will be invited to part two.

Proposed dates:

- Webinar Part 1: **Thursday, September 11<sup>th</sup> 1:00-2:30pm EST**
- Coaching Conversations: Tuesdays and Thursdays weeks of September 15<sup>th</sup> and 22<sup>nd</sup>
- Webinar Part 2: **Tuesday, September 30<sup>th</sup> 1:00-2:30pm EST** (Note: part 2 is only for those who participated in part 1 as an optional continuation of that learning.)

#### The Place and Space

The CORE Group utilizes Fuze and many members are already accustomed to this webinar platform.

## The Anticipated Change

SBC work, internationally, will be more deeply informed by proven principles of adult learning. SBC colleagues will have a broader view of how adult learning principles apply to the various aspects of their work, and how to consistently model these principles (when doing assessment, design, facilitation, and evaluation). We will all leave this webinar series with a heightened sense of energy around the use of learning-centered principles, and the power that they have to bring about change.

## The Content and Objectives

### **By the start of webinar 1, you will have:**

- Described adult learning principles and practices that have strongly influenced your work (via survey monkey)
- Identified a colleague with whom to exchange thoughts during this webinar series.

### **By the end of each webinar, you will have accomplished the following.**

#### **Part 1: A Learning-Centered Approach**

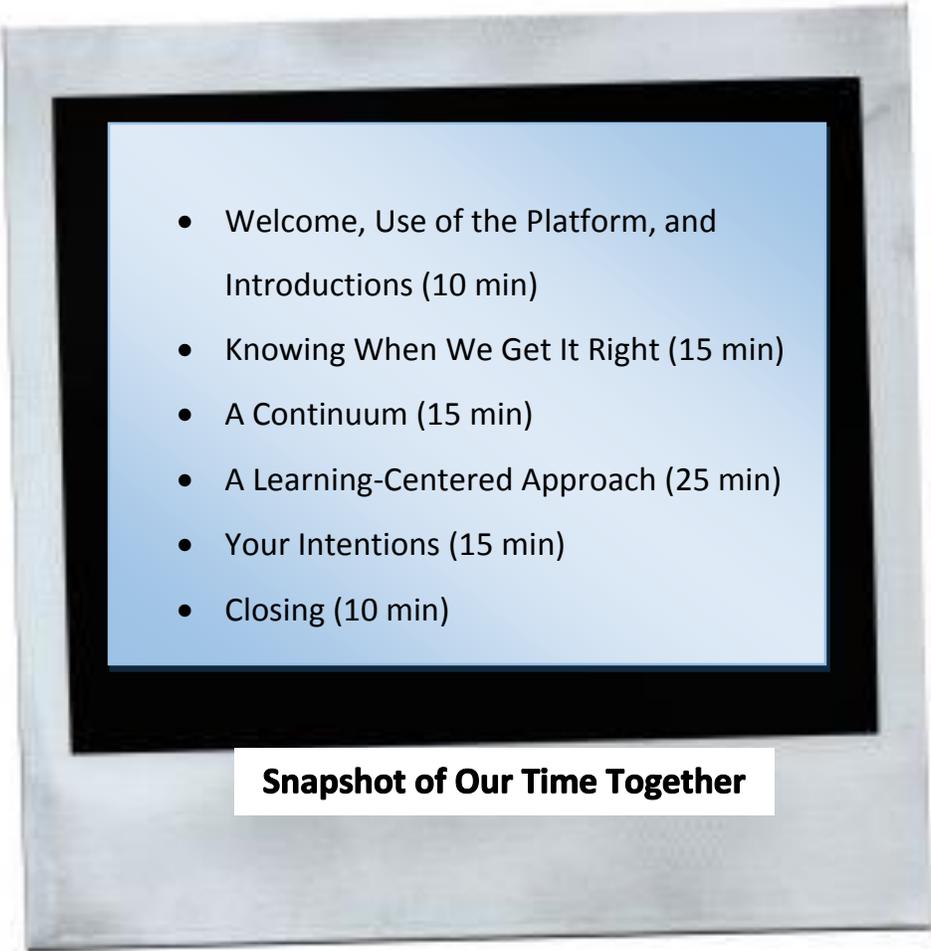
*Thursday, September 11 | 1:00 - 2:30pm EDT*

- Compared a "learning-centered" approach to one that is "learner" or "teacher" centered
- Explored an example of a learning-centered program and cited examples of your own
- Proposed ways to apply this approach to the most challenging situations
- Decided what elements of a learning-centered approach might be helpful in your own work.

#### **Part 2: A System to Support Learning**

*Tuesday, September 30 | 1:00 - 2:30pm EDT*

- Examined core principles and practices of a learning-centered approach
- Explored the difference between designing a "learning event" vs. a "system to support learning"
- Practiced using a framework to design a learning system
- Named meaningful insights for your work and for CORE's vision of collaborative action/learning.

- 
- Welcome, Use of the Platform, and Introductions (10 min)
  - Knowing When We Get It Right (15 min)
  - A Continuum (15 min)
  - A Learning-Centered Approach (25 min)
  - Your Intentions (15 min)
  - Closing (10 min)

**Snapshot of Our Time Together**

Note: This webinar was planned using Global Learning Partners' **4 A Model**, a tool that helps structure the flow of a complete learning experience. If you are interested in another 4-A example and planning template, visit: <http://bit.ly/core4As> .

# During

*Anchor*

## **Knowing When We Get it Right**

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You have already used your insights into how adults learn in a variety of ways. Consider one example from your past of which you are especially proud – a workshop, a program, a broad initiative.

Jot down some highlights of a time when you applied learning principles and are proud of how it all turned out.

***Who wants to (briefly) share a proud example?***

## A Story from Val | In Case You Want One

I recently visited with Dr. Emma Ottolenghi, a stellar public health practitioner, OB-GYN, communication and international development specialist. Emma is now happily retiring in Waterbury Vermont from where she drove to have a tea with me after a recent workshop I led nearby. Emma and I had worked as a side-by-side consultant team for JHU SPH 20 years ago in Nicaragua on an intense project designed to significantly raise the effective use of family planning methods throughout the country. Over tea, Emma reminisced about how we tackled the challenges of that project together. To this day you could see how proud she was of it – and I as well – because we were sincere and holistic in our use of every adult learning principle we know to be true. And, we questioned everything we did – open to signs that it was, or wasn't, working. Baseline survey of knowledge and intent – T/F question which we reviewed together at the end of the data collection.

- A focus only on those methods that were truly available and affordable in the current system.
- Creation of materials with many visuals (including a set of “training” pants I painted that showed the women’s reproductive system in its actual size and location on the human body).
- A set of dialogue based guidelines for open, structured conversations that wove facts along with questions AND invited questions in return.
- A tiered approach in which principles of safety and respect and immediacy were modeled with all members of the network.
- A deep attention to the personal experiences and feelings of staff who were tasked with “teaching” others so that they looked, first and foremost, at their own family planning behaviors
- Practical, engaging exercises that all held significant content.
- A fight for policy and accessibility to shift in a way that would support the healthy decisions women and families would make for themselves.

When Emma and I parted ways we hugged, as we always have throughout the years, with a bond that comes from doing good work together. Work we can be proud of.

*Add*

## **A Continuum**

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Consider a continuum of approaches from what we might call a “teacher-centered” approach to what is often called a “learner-centered” approach. As you peruse the characteristics we put forth on the next page, consider what you see as strengths – the value – of each approach.

***What do you see as strengths of these approaches in your context?***

Make notes on the next page.

	Teacher-Centered	In your context, what do you see as the strengths of each approach? Make your notes here.	Learner-Centered
<b>Whose Knowledge Counts</b>	Teacher's knowledge		Participants' knowledge
<b>Monologue vs. Dialogue</b>	Primarily Monologue: Passive, one-way information-sharing. (Occasional end-of-session Q&A)		Dialogue among participants
<b>Accountability</b>	Hierarchical: Participants are accountable to the teacher		Needs-based: accountability is focused on what participants need from the session
<b>Content vs. Process</b>	Focus is on delivering content/information (passive, one-way method)		Focus is on process through participation
<b>Learning Styles</b>	Primarily auditory (passive listening); some visual (watching PowerPoint)		Visual, auditory, and kinesthetic
<b>Learning Domains</b>	Focus is on the Cognitive (ideas) domain		Mainly suited for affective (feelings) and psychomotor (actions) domains
<b>Types of Objectives</b>	Clear teaching objectives: teacher-focused		Clear learning objectives: participant-focused
<b>Learner's Experience</b>	Dynamic, or dull, often depending on teacher. Often rigorous (and even rigid); with variable retention of content.		This style tends to be enjoyable and energetic in the moment, but for some (especially introverts) it may not be.
<b>Typical Methods</b>	Lectures; PowerPoint; end-of-session Q&A		Participation via role playing, games, group work, discussion
<b>Evaluation Methods</b>	Usually done via academic tests to gauge rote memorization of material. (However, adult education/training often bypasses this.) After training presentations, learners may be asked for feedback, though this is more to evaluate the training/trainer than what participants actually learned.		Evaluation typically consists of participants sharing their impressions of the learning experience; in some cases, participants may also actively demonstrate certain skills or knowledge to gauge learning.

Add

## A Learning-Centered Approach

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Study the characteristics we assign to a learning-centered approach, on the following page.

*How is this useful to you? What questions do you have?*



**Note:** This webinar aims not only to give participants some new ways to think about adult learning in their own work but, also, to provide tools and concepts that they may find helpful with colleagues, both within and outside of their organizations. The learning-centered concept is one that we've found has truly helped to shift the way teachers, trainers, and decision-makers think about learning.

	Teacher-Centered	Learning-Centered	Learner-Centered
<b>Whose Knowledge Counts</b>	Teacher's knowledge	Participants' and Teacher's knowledge	Participants' knowledge
<b>Monologue vs. Dialogue</b>	Primarily Monologue: Passive, one-way information-sharing. (Occasional end-of-session Q&A)	Dialogue with substantive input and inspiration from "teacher" throughout	Dialogue among participants
<b>Accountability</b>	Hierarchical: Participants are accountable to the teacher	Mutual: Teacher and participants are accountable to one another; also, participants are accountable to each other (more collaborative/collegial)	Needs-based: accountability is focused on what participants need from the session
<b>Content vs. Process</b>	Focus is on delivering content/information (passive, one-way method)	Focus is on experiencing content through an active process	Focus is on process through participation
<b>Learning Styles</b>	Primarily auditory (passive listening); some visual (watching PowerPoint)	Visual, auditory, and kinesthetic – participants are mentally, physically and verbally engaged with the material	Visual, auditory, and kinesthetic
<b>Learning Domains</b>	Focus is on the Cognitive (ideas) domain	Engages the cognitive (ideas) domain, as well as affective (feelings) and psychomotor (actions)	Mainly suited for affective (feelings) and psychomotor (actions) domains
<b>Types of Objectives</b>	Clear teaching objectives: teacher-focused	Clear Achievement-Based Objectives (ABOs): What learners do immediately.	Clear learning objectives: participant-focused
<b>Learner's Experience</b>	Dynamic, or dull, often depending on teacher. Often rigorous (and even rigid); with variable retention of content.	Designed to be engaging AND rigorous, challenging, yet flexible; designed for "transfer" of skills and retention of content.	This style tends to be enjoyable and energetic in the moment, but for some (especially introverts) it may not be.
<b>Typical Methods</b>	Lectures; PowerPoint; end-of-session Q&A	Active learning tasks: participants (1) draw from their own experience; (2) engage with new information and skills; (3) work with the content; and (4) reflect on its relevance to their own lives (personal and professional)	Participation via role playing, games, group work, discussion
<b>Evaluation Methods</b>	Usually done via academic tests to gauge rote memorization of material. (However, adult education/training often bypasses this.) After training presentations, learners may be asked for feedback, though this is more to evaluate the training/trainer than what participants actually learned.	Evaluation is embedded into the learning process through the achievement of objectives. Intended transfer and impact named up front and kept present throughout. Learning and teachers track the potential for applying the new content in "real world" settings.	Evaluation typically consists of participants sharing their impressions of the learning experience; in some cases, participants may also actively demonstrate certain skills or knowledge to gauge learning.

*Apply*

## **A Learning-Centered Approach | Examples**

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To help this come alive, we offer you an example of a recent initiative by Neighborhood Trust Federal Credit Union in New York City. Listen to some of the ways in which we designed this initiative to be learning-centered. Study the horizontal snapshot of that Getting Ahead program (next page in this packet) only if it's of interest to you.

***How is this example of interest to you?***

***What questions do you have about a learning-centered approach at this point?***

## Getting Ahead: A Snapshot

developed by Neighborhood Trust <http://www.neighborhoodtrust.org> with Global Learning Partners <http://www.globallearningpartners.com>



SESSION 1 Financial Lives and Goals	SESSION 2 Using Financial Services Wisely	SESSION 3 Save by Spending Less	SESSION 4 Managing Debt and Building Credit	SESSION 5 Stepping Out
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Describe how you feel about your financial reality</li> <li>• Examine how the system may keep you in a financial rut</li> <li>• Identify a long-term, wealth creation goal</li> <li>• Create a vision for yourself and describe actions you will take now to Get Ahead</li> </ul>	<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Examine your choices of financial services</li> <li>• Describe your use of financial services</li> <li>• Explore and Predict how smart choices for financial services and institutions can boost your savings</li> <li>• Discover more powerful features of the Gateway Banking Package</li> <li>• Prioritize strategies for you to use financial services wisely</li> </ul>	<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Explore the power of saving to take control of your financial life.</li> <li>• Draft of your own personal budget and try to “find money “</li> <li>• Describe what motivates you to spend. Strategize on ways to spend less</li> <li>• Prepare yourself for financial emergencies</li> <li>• Name how a Super Saver CD might help you achieve your goals</li> </ul>	<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Explore your own debt and credit situation</li> <li>• Describe how debt affects you</li> <li>• Prioritize strategies to manage debt and build credit</li> <li>• Practice financial negotiation skills</li> <li>• Name ways to take control of your own financial future</li> </ul>	<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Review your personalized Financial Action Plan;</li> <li>• Access powerful Gateway Banking products</li> <li>• Compare financial products to reach long term goals;</li> <li>• Assess your understanding of what it really takes to Get Ahead;</li> <li>• Look back on your life and envision your future</li> </ul>

### FINANCIAL PRODUCTS INTRODUCED IN EACH SECTION

Gateway Banking Package: Savings and Checking Account	Gateway Banking Package: Direct Deposit	Gateway Banking Package: Super Saver CD	Credit Establishment Loan and Debt Consolidation Loan	Other Financial Products for Investment and Savings
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### PERSONAL FINANCIAL ACTION PLAN

Step 1: Work towards Long Term Wealth Creation Goals	Step 2: Using Financial Services Wisely	Step 3: Save by Spending Less	Step 4: Manage Debt and Build Credit	Step 5: Using a Financial Action Plan
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**MANDATORY ONE-ON-ONE SESSION with NT Financial Advisor**

## Proud Examples, revisited

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Take some time now to consider the proud example you named earlier. Using the table below, jot down ways it was indeed learning-centered and how it perhaps could have benefitted from being even more learning-centered. We'll hear a few ideas from some new folks.

Learning-Centered	Ideas
Participants' and teacher's knowledge	
Substantive input from "teacher" throughout, in dialogue	
Mutual accountability	
Experiencing content through an active process	
Words and images combine to maximize learning	
The mind, body, and heart are all engaged	
Objectives name what learners will do now	
Designed for "transfer" of skills and retention of content	
Learners (1) draw from their own experience; (2) engage with new information and skills; (3) work with the content; and (4) reflect on its relevance to their own lives	
Evaluation is embedded into the learning process	

*Away*

## **Your Intentions**

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Our hope is that this exploration sparked some ideas for you.

Choose one way you might want to more fully infuse your work now with a learning-centered approach.

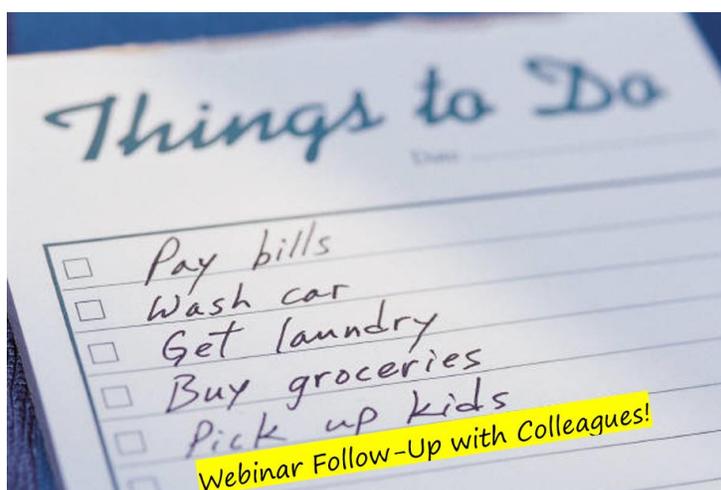


Before closing let's take a quick look at the next pages of this packet. Together, they serve as both an extension of the "away" stage for this webinar, and as an "anchor" our next webinar.

# After

### Opportunity #1: With Your Partner...

There are two ways that we've arranged for you to take whatever inspiration you got from this webinar into your own day-to-day work. One way is through a partner who is also on this webinar. Over the next week, please arrange to contact that person for a short (15 min?) Skype or face-to-face conversation. Exchange your questions and ideas inspired by this webinar. Get their perspective on a challenging situation. Enjoy!



### Opportunity #2: With Dr. Jane Vella...

Another way we've arranged for you to carry on with this thinking is to schedule an optional session with Jane, our founder and creator of *Dialogue Education*. To sign up:

1. Reserve your timeslot here: <http://bit.ly/janesession>
2. Once you've chosen a time, pop an email to Jane ([jane@globallearningpartner.com](mailto:jane@globallearningpartner.com))
3. In the subject line, please note the following information:  
e.g. Jennifer Smith Core Group 10:00-10:30 September 16<sup>th</sup>  
Feel free to mention any particular aspect of your work you'd like to chat about with her in the body of your email.
4. At the scheduled day/ time, please Skype Jane at: [janevella0630](https://www.skype.com/people/janevella0630). She'll be waiting for your call!

**Note:** We'll be sending you an email next week as a gentle reminder for your after-webinar work. We'll also ask you to :

- 1) Send us a short reply naming a question you'd like to explore in our second webinar together;
- 2) Share what you especially liked about this webinar and your suggestions for our next 1.5 hours together.

Thanks!

## Learning Resources

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- You can access Global Learning Partners' list of free, downloadable resources tailored especially to learning and development professionals by clicking [here](#).
- Click [here](#) to check out our list of upcoming public courses providing learning-centered approaches to curricula design, evaluation, and meeting facilitation.
- Click [here](#) for a free sample chapter of *Dialogue Education Step by Step: A Guide for Designing Exceptional Learning Events* focused on learning needs assessment (the “before” aspect of training).
- A recent meta-analysis of over 50 research articles was recently presented in “The Science of Training and Development in Organizations: What Matters in Practice.” Click [here](#) to download the full research article.
- Drop us a line to let us know how it’s going or if there are additional resources you are looking for!

- **Valerie Uccellani**  
[valerie@globallearningpartners.com](mailto:valerie@globallearningpartners.com)  
504-232-2959
- **Kate Larose**  
[kate@globallearningpartners.com](mailto:kate@globallearningpartners.com)  
1-888-432-2763 x 5



## The 4-A Model

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The next page tells you a bit more about the 4A Model that we referred to in this box at the front of the packet.

Flip back through the packet now and notice how we moved through these four stages of learning: **anchor, add, apply, and away.**

**Note:** This webinar was planned using Global Learning Partners' **4 A Model**, a tool that helps structure the flow of a complete learning experience. If you are interested in another 4-A example and planning template, visit: <http://bit.ly/core4As> .

# The 4-A Learning Sequence

When you're designing any kind of learning event – a workshop, seminar, class, meeting – one of the most important components of your design is your learning tasks, those elements of the event in which the learners do something with the content they've set out to learn. For learning that lasts, use the 4-A Model, a foolproof tool.

1.

A

ANCHOR the content within the learner's experience:

ANCHOR—a task that has the learner access their own prior knowledge or experience with the topic/content/or similar experience.

2.

A

ADD new information

ADD- a task that has the learner hear / see / experience a substantive new piece of content: information, research, theory, skill.

3.

A

Invite the learner to APPLY the content in a new way or situation:

APPLY—a task that has the learner do something (there and then) with the new content.

4.

A

Ask the learner to decide what she will take AWAY and how she will use this learning in the future.

AWAY—a task that connects the new learning back to the life of the learner and its future use.



