2018 Learning Convening

Ensuring Learning for Greater Impact

October 30, 2018

Presenter:
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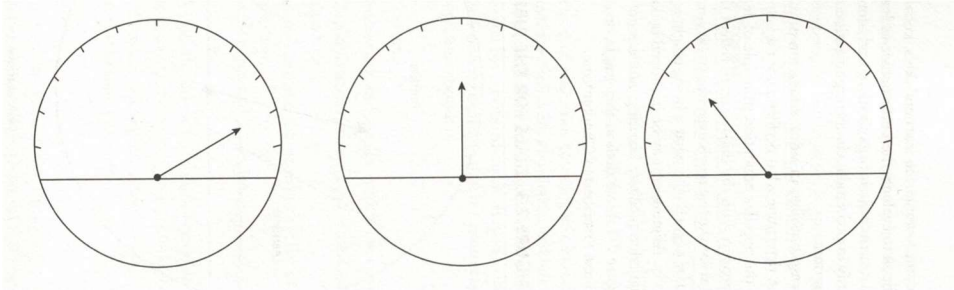www.globallearningpartners.com

Welcome and Overview

A Story to Share

What are We Talking About: Learning or Impact?

It is important to pause here and clarify what we are talking about in these stories you just shared. Let's **review** these images:

Maximizing Learning to Ensure Change

Learning   **Transfer**   **Impact**

Learning is a growth process that happens during a learning event.

Transfer is the voyage of that new learning out into the "real world" – beyond the workshop or learning event.

Impact is the longer term or larger scale change that happens as a result of the transfer.

Impact cannot happen without transfer. Transfer cannot happen without learning. So… *we need to maximize learning to ensure the possibility of impact and positive change.*
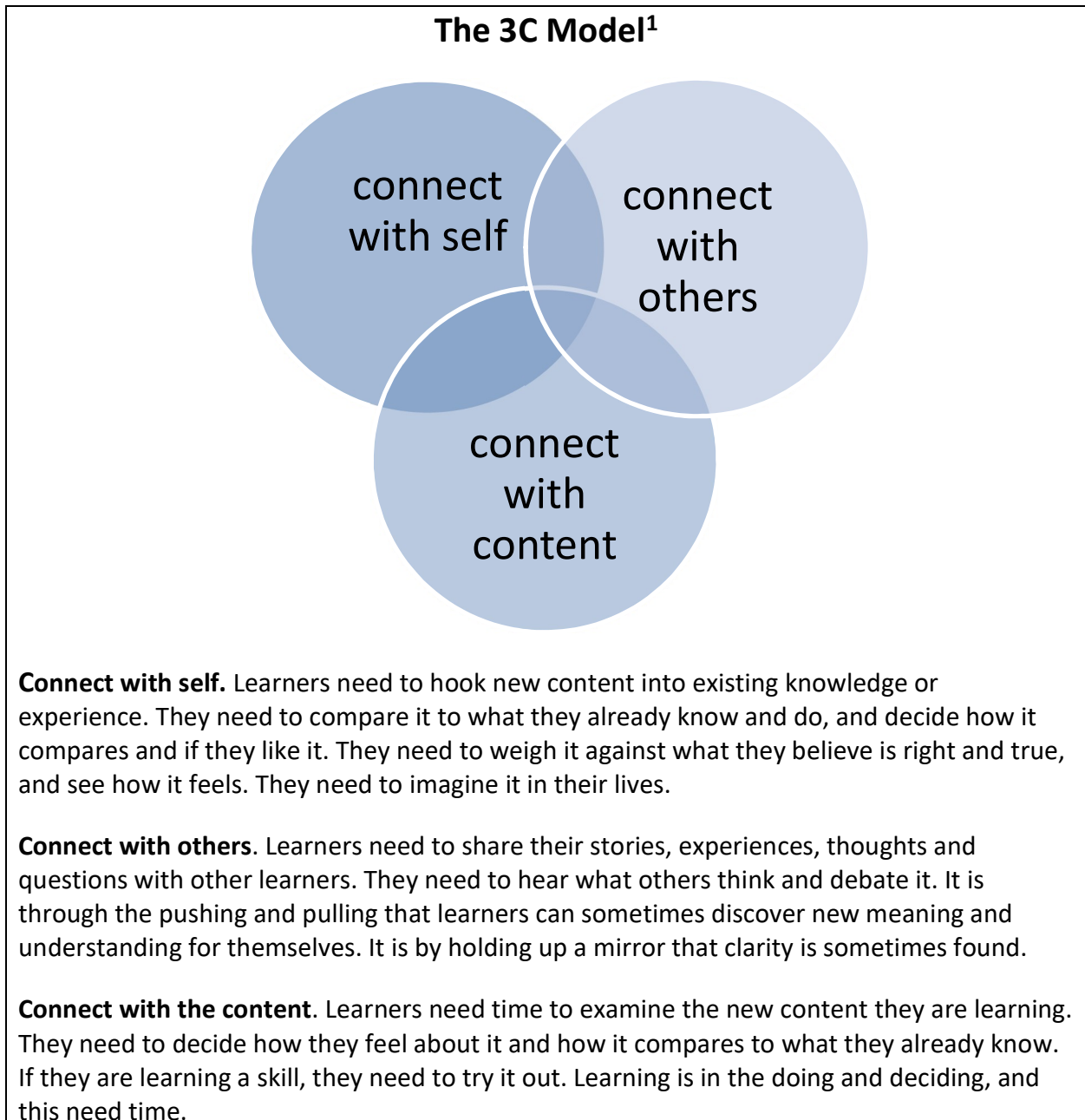
At your table, **discuss**:

- *What do these models say about your work? Your organization?*
- *Where does our focus need to be? Why?*

Ensuring Learning through Inviting Connections

One thing that a learning-centred approach helps learners do, is *connect*. It is with this connecting that learners learn. It is with this type of connecting that we can maximize the possibility of real change.

A   Below are three types of connections to keep in mind to help ensure a learning-centred approach. **Read** the definition below and highlight what is important for you.

The 3C Model[1]

Connect with self. Learners need to hook new content into existing knowledge or experience. They need to compare it to what they already know and do, and decide how it compares and if they like it. They need to weigh it against what they believe is right and true, and see how it feels. They need to imagine it in their lives.

Connect with others. Learners need to share their stories, experiences, thoughts and questions with other learners. They need to hear what others think and debate it. It is through the pushing and pulling that learners can sometimes discover new meaning and understanding for themselves. It is by holding up a mirror that clarity is sometimes found.

Connect with the content. Learners need time to examine the new content they are learning. They need to decide how they feel about it and how it compares to what they already know. If they are learning a skill, they need to try it out. Learning is in the doing and deciding, and this need time.

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[1] Used with permission from Global Learning Partners www.globallearningpartners.com

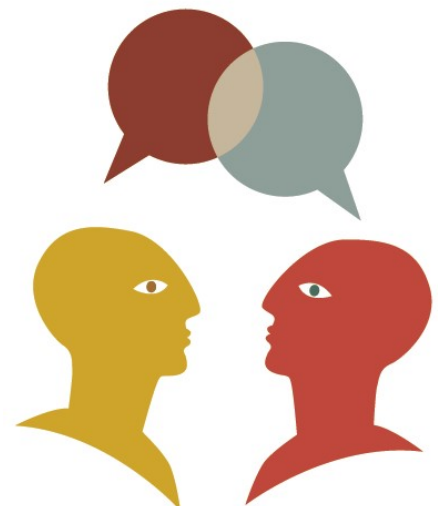**B** In pairs, **discuss** the model.

- *Which of these Cs do you know and attend to well?*
- *Which of these types of connections have you found especially helpful for learning and learners?*
- *Which one of these have you <u>not</u> made as much time for or thought much about? What may the impact be?*

Let's hear a few of your thoughts in the large group.

Your notes:

C In groups of 3, **review** the ideas offered for connecting in three ways – with content, others, self – and do the following:

- **circle** the ideas you like
- **add** 2-3 ideas of your own
- **discuss** what the impact would be to work in this way and try to invite learners to connect in 3 ways.

Ideas for Using the 3C Model		
Connecting to CONTENT	**Connecting to OTHERS**	**Connecting to SELF**
-create …. with the new model -use World Café -"Compare this new model to how you normally work and create a chart that show the differences." -"Read the tip sheet and select the one you want to keep in mind this afternoon when we …" -"Let's try it out! After we will hear how it went." -"Circle the part of the model you feel you are strong at. Share your selection and why at your table." -	-purposeful pair or small group work -share personal stories and experience related to the topic -"With a partner, read the scenario and give advice to the person (using the model we just learned)." -"With your team, use this new tool to develop…." -"In groups of three, use the new tool to create a new way to…" -start your learning events with a warm-up using pair-share -	-solo work -"On your own, take a few minutes to decide…" -"Find a place to sit on your own for 30 minutes. Consider all you have learned in this training and decide what you want to use right away in your work. Create a plan and write it on the card given to you." -"On your own, select the one step from the model you want to work on first. Write it down and share your plan with a colleague in the room." -

Let's hear from a few people in the large group.

D   On your own, **circle** 2 ideas you want to try right away.

Maximizing Impact through Holistic Teaching

A   Acclaimed adult educator and author Dr. Jane Vella encourages us to work *intentionally*, and to see each group as unique and with their own needs and wants. Learners need to be
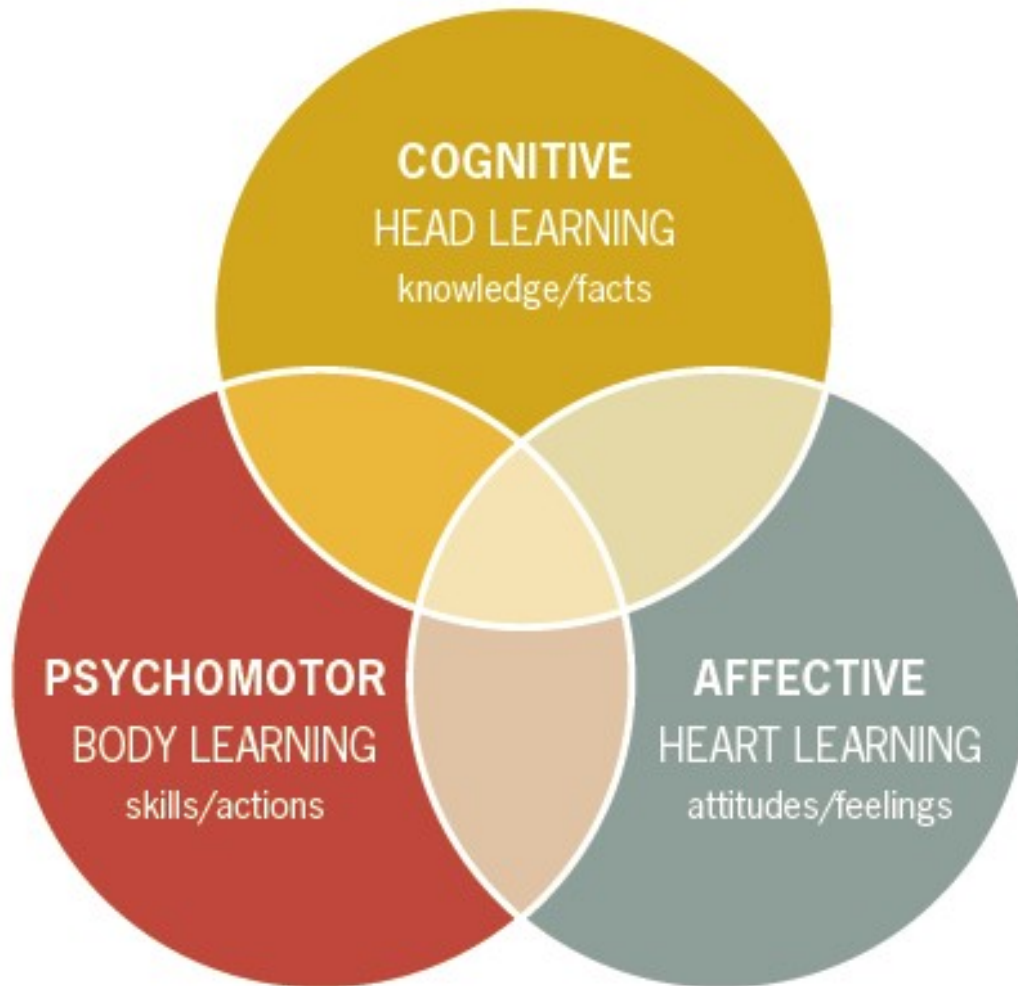
Remember a group you taught when they actually did not get from you want they needed or wanted. There was somehow no change as result of your work. Write the name below, if you wish.

B   Allow me to present a model for holistic teaching and learning – see the next page. As you listen and read along, **consider** these questions:

- *How does this help explain some of why the group you named above didn't experience much change?*
- *How can this model help you maximize the possibility of real change?*

Teaching Holistically: Using Three Learning Domains[2]

Benjamin Bloom described three overlapping domains for learning:

Cognitive domain (knowledge)—head learning – THE WHAT
Psychomotor domain (skills)—body learning – THE HOW
Affective domain (attitudes/beliefs)—heart learning – THE WHY

Teaching holistically requires more than the study of ideas and the sharing of information (cognitive). It also involves how we feel (affective) about the ideas and concepts we are learning and what skills we need (psychomotor) to be able to use those ideas. For learners to change something in their work or lives, they need the key *information*, the *skills* to do it, and the *conviction* that it is important to do.

*(Adapted from Jane Vella's work on how adults learn
and Benjamin Bloom's work on taxonomy of learning domains.)*

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[2] Used with permission from Global Learning Partners www.globallearningpartners.com

C   In groups of three, **discuss**:

- *Which of these do <u>you</u> attend to most with your learners? Why might this be?*
- *Which does <u>your organization or team</u> attend to most (in their learning programs, events, experience, etc.)? Why might this be?*
- *Which of these do you often overlook? What may the impact be?*

D   Considering that heart engagement is key to deep and long-lasting learning, **read** the below ideas for doing this.

Ways to Engage the Heart

- ✓ Use drama and role play
- ✓ Ask "how did it *feel*" rather than "what do you *think*"
- ✓ <u>Personalize</u> as much as possible
- ✓ Invite shories, especially in pairs
- ✓ Share stories
- ✓ Invite a guest speaker
- ✓ Show video clips
- ✓ Use examples from learners' lives and reality
- ✓ Use songs or music
- ✓ Envision and describe the future with this new content in it
- ✓ Use the arts

In your group of three, **share** your thoughts about engaging <u>the heart</u>.

- *Which of these ideas excites you or do you already use?*
- *How might this change your learning events?*
- *How is this pushing your thinking about learning?*

E   On your own, **reflect** on your work with groups or individuals.

- *Which of the three learning domains do you want to engage with <u>more</u>?*
- *What will you have to do <u>more or less of</u> in order to work more holistically to increase the possibility of greater impact in your work?*

Your notes:

Sharing My Learning with Others

You have now learned two models and spent time considering how to use these in your work and with the people you work with. Now it's time to share it with others.

On your own, think of <u>1 person you work with</u> you would like to share something you have learned in this session.

What will you share?	Who with?	When?

Know, we are all encouraging you in your plans!

Thank you.

**Like ripples in the water,
so is the impact of your work in the world.**