TEACHING AND LEARNING FOR IMPACT:

ADULT EDUCATION AND FACILITATION

Development Associates International
P.O. Box 49278
Colorado Springs, CO 80949
USA
E-mail: info@daintl.org

Version 2.3

Teaching and Learning for Impact

Introduction to the Course

Development Associates International

© Development Associates International, 2011

Version 2.3

DAI
P.O. Box 49278
Colorado Springs, CO 80949-9278
USA
Tel. +1-719-598-7970 / Fax +1-719-884-0668
www.daintl.org / E-Mail: info@daintl.org

Teaching and Learning for Impact

Introduction to the Course

The purpose of this course is to prepare Christian leaders to facilitate training like DAI's course material in their own context so that it results in changed hearts and practice that is consistent with an adult learning methodology. Part of the job of a leader is to enable others and to help them grow. Teaching adults is not simply about passing on the information and knowledge that we have but primarily about enabling and empowering others.

Learning Outcomes

By the end of this course you should be able to:

1. Plan, prepare and facilitate a learning experience for a group of at least 8 learners

2. State what we can learn about teaching methods from Jesus and describe how we can apply them in our own facilitation of learning

3. Identify and describe the five key factors that make learning happen and demonstrate how as a facilitator of learning you can help your learners address each of these factors

4. Describe why selecting learning outcomes is important in the learning process and how to express effective learning outcomes

5. List a variety of different methods which are available to the facilitator of learning and assess when it is appropriate to use which method

6. Describe a variety of different settings for the learning environment and be able to select an appropriate set-up for the learning outcomes which have been selected

Required Reading:

Phil Race, *Making Learning Happen*, Sage Publications, London, Second Edition 2010.

Table of Contents

This course is made up of Ten Units that are designed for self-study together with a Residency with which the course begins.

Course Information:

You are about to begin working through a course on Adult Learning that will help you help others learn. This is a subject that should be of interest to all leaders, because part of the job of a leader is to enable others, to empower them and to help them grow. Some people think that teaching adults is about passing on the information and knowledge that *we* have, however, as I hope you will understand by the end of this course, teaching adults isn't about passing on information. It is about enabling and empowering others. Helping them to grow and develop. Our hope is that, as a leader, you are passionate about helping others grow and develop in the most effective way.

Course Structure

The Self-Study Units are designed for you to work through the material over a period of about 12 – 14 weeks. Each Unit consists of material that we want you to read through and respond to, because there are a number of exercises that will help you to reflect on the material you are studying. Some of the units will also have some additional reading material for you to work through and there is a supplementary textbook which you will also be expected to read. As you work through the material and respond to exercises that you will find in the "***Think About It***" boxes, it is important that you resist the temptation to read ahead. It is important that you stop, reflect on the questions that you are asked, and respond to them by writing your answers in the boxes provided.

The course begins with a short Residency, which is designed to be an integral part of the course. At various points in the self-study part of the course, you will be asked to review notes you made during the Residency and to reflect on experiences you had during that time. Therefore keep the Course Book for the Residency with you as you study the units because you will need to refer to it during the remainder of the course.

As you work through the course material, you may find it helpful whenever you read something that is new to you, to mark the passage or idea in some special way, perhaps with an exclamation mark (!) in the margin next to the text. And whenever you read something you initially disagree with, mark that passage or idea in a different way, perhaps with a question mark (?) in the margin. You may also find it helpful to make comments and additional notes in the margin. These will leave a visible trail for you to follow in identifying what you are learning and help you identify what you may want to return to for further analysis and study.

Expectations for the Course

Our expectation is that this course will help you in your understanding of what it means to be effective in helping other people learn. You are expected to work through the course material and the exercises and also complete the required Assignments and send them to your facilitator/professor. If for any reason you are not able to meet the due dates for Assignments, you should let your facilitator/professor know as soon as possible. May the Lord give you understanding of the material and the ability to apply it to your particular setting and ministry.

Author

This course has been prepared by John Rogers, who has wide and lengthy international experience in training trainers. John worked in adult education in UK for several years before serving in a Christian radio ministry in Seychelles and Pakistan. In 1991, he joined Interdev (an international partnership advocacy and training ministry) and served as International Director of Training until 2003, creating and delivering partnership training courses and training of trainers courses in 26 countries. Following the close of Interdev in 2003, John served as Executive Director of the Langham Partnership in UK until 2006 when he joined Development Associates International (DAI) as Senior Consultant for Non-Formal Training and Adult Education. John and his wife Kathryn are members of a large evangelical Anglican Church in the UK, where he has served on the lay leadership team. He also serves as Chair of the Board of Feba Radio. John holds a post-graduate diploma in adult education from the University of London.

Acknowledgements

In preparing for this latest revision of the course material, I would like to thank Amy Pitter, who read through several units as they were prepared and made many helpful suggestions and Selah Woody, who formatted the text and ensured consistency throughout the units. I would also like to thank the thousands of learners, who, over the years have taught me so much about adult learning. Much of what they have helped me learn is found within the pages of this manual!

Selected Bibliography:

Barnes, L. B., Christensen, C. R., & Hansen, A. J. (1994). *Teaching and the Case Method, Third Edition* (Hardback ed.). Cambridge: Harvard Business School Press.

Bash, Lee (2005). *Best Practices in Adult Learning*. San Francisco: Jossey-Bass.

Brookfield, Stephen (1991) *Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices*. San Francisco: Jossey-Bass.

Brookfield, Stephen (2004) *The Power of Critical Theory: Liberating Adult Learning and Teaching*. San Francisco: Jossey-Bass.

Brookfield, Stephen, S. Preskill (2005). *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*, 2nd Edition

Chilisa, B. & Preece, J. (2005) *Research Methods for Adult Educators in Africa,* Cape Town: Pearson Education

Conrad, R.-M., & Donaldson, J. A. (2004). *Engaging the Online Learner: Activities and Resources for Creative Instruction*. San Francisco: Jossey-Bass.

Cross, K. Patricia (1992) *Adults as Learners: Increasing Participation and Facilitating Learning*. San Francisco: Jossey-Bass.

Easterby-Smith, Mark. (1994) *Evaluating, management, development, training & education*. Aldershot: Gower.

Fasokun, T., Katahoire, A. & Oduaran A. (2005) *The Psychology of Adult Learning in Africa,* Cape Town: Pearson Education

Fleming N.D. (2001) *Teaching and Learning Styles: VARK Strategie,* Honolulu Community College

Gboku, M. & Lekoko, R. L. (2007) *Developing Programmes for Adult Learners in Africa: African Perspectives on Adult Learning,* Cape Town: Pearson Education

Honan, J.P., & Rule, C.S. (2002). *Using Cases in Higher Education: A Guide for Faculty and Administrators* (Paperback ed.). San Francisco: Jossey-Bass.

Indabawa, S. & Mpofu, S. (2006) *The Social Context of Adult Learning in Africa*, Cape Town: Pearson Education

Kirkpatrick, D. & Kirkpatrick J, (2006) *Evaluating Training Programs* (3rd Edition), San Fransisco, Berrett-Koehler

Knowles, Malcolm (1980) *The Modern Practice of Adult Education: from pedagogy to andragogy*, Chicago: Follet Pub Co

LeFever, Marlene (2004) *Learning Styles* Colorado Springs: Cook Communications Ministries, 2004)

Lingenfelter, Judith E. & Sherwood G (2003) *Teaching Cross-Culturally: an incarnational model for learning and teaching*, Grand Rapids: Baker Academic

Mumford, Alan (1995) *Effective Learning*, London: Institute of Personnel & Development UK

Nafukhu, F., Amutabi, M., & Otunga, R. (2005) *Foundations of Adult education in Africa,* Cape Town: Pearson Education

Pont, Tony (1996) *Developing Effective Training Skills*, London: McGraw Hill

Race, P. (2010). *Making Learning Happen: A Guide for Post-Compulsory Education, Second Edition* (Paperback ed.). London: Sage.

Race, P. (2007), *The Lecturer's Toolkit, a Practical Guide to Assessment, Learning and Teaching,* London: Routledge

Romanowski, Michael H. & McCarthy, Terri, (2009) *Teaching in a Distant Classroom: Crossing Borders for Global Transformation*, Downers Grove: InterVarsity Press

Rogers, Alan (1986) *Teaching Adults*, Buckingham: Open University Press

Rogers, Jenny (2001) *Adults Learning*, Fourth Edition, Maidenhead: Open University Press

Schon, D. (1983) *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books.

Schon, D. (1987) *Educating the Reflective Practitioner*. San Francisco: Jossey-Bass.

Taylor, K., C. Marienau, M. Fiddler (2005). *Developing Adult Learners: Strategies for Teachers and Trainers*. San Francisco: Jossey-Bass.

Vella, J. (1994). *Learning to Listen Learning to Teach: The Power of Dialogue in Educating Adults*. San Francisco: Jossey-Bass. (revised edition: 2002)

Vella, J. (2000). *Taking Learning to Task: Creative Strategies for Teaching Adults*. San Francisco: Jossey-Bass.

Vella, J. (2007). *On Teaching and Learning: Putting the Principles and Practices of Dialogue Education into Action*. San Francisco: Jossey-Bass.

Vella, J., Berardinelli, P., & Burrow, J. (1998). *How Do They Know They Know: Evaluating Adult Learning*. San Francisco: Jossey-Bass.

Wolterstorff, N. (2002). *Educating for Life: Reflections on Christian Teaching and Learning*. Grand Rapids: Baker Academic.

Teaching and Learning for Impact
Unit 1

Introducing Teaching and Learning

Development Associates International

Version 2.3

Unit 1 - Introducing Teaching and Learning

Table of Contents

Learning Outcomes:

By the end of this unit you should be able to:

- Describe the purposes of a learning log;

- Describe at least three different teaching methods Jesus used;

- State at least three different Learning Outcomes Jesus had when he was teaching;

- Reflect on your own past experiences, explain how these have resulted in your own learning in the past, compare your experience with that of that of other people and assess how your experience can help you understand how other people learn.

Introducing Learning Logs

Before we get into the main content for this course, we want to introduce you to the concept of Learning Logs. Every course or workshop that you attend should be a learning event, with the objective of attending it being to learn something you can use. Most learning events will contain a number of ideas, concepts and activities, and it can be difficult, particularly over an extended period, to remember everything that the course included. The purpose of introducing you to the idea of Learning Logs at this time is so that you can use the Learning Log throughout this course on "Teaching and Learning for Impact" and also introduce the idea to people you may be teaching in the future. You may also find it helpful to use it with the other courses you will be studying during this MA Course in Leadership.

The value of a Learning Log is that it
- gives you a permanent document in which you can record ideas and concepts, etc. as they occur;
- is a record of your progress and development during the course;
- is a permanent record of what you have learned during the course;
- enables you to identify the key points of the learning which you need to remember long term;
- reinforces your learning through review and the identifying of key elements of learning at different points in the course.

When the other notes you may have taken and the materials from the course are combined with your Learning Log, you have a full record of the training, which you can refer to at any time.

There are four different parts to a Learning Log:
1. A place for you to record the ***Key Points*** that strike you as you work through each unit. You may find it is helpful to note down any points that you think you would particularly like to remember or any questions that occur to you that you would like to discuss with your tutor or professor or in your Learning Groups. A good place to do this would be in the margins of this workbook, and then to review those notes and transfer the main ones to your Learning Log.
2. At the end of the unit you need to ***Review*** the interesting, useful or significant **learning** points from the unit. It can be helpful to select and expand the ideas and concepts you have noted from the key points you listed, describing them in as much detail as is necessary and sort them into priority order based on the following two questions:
   - What new things did I learn from this unit or session?
   - What things did I already know and have been reinforced for me as a result of this unit or session?
3. You should then list any **Action Points** that you need to take as a result of what you have learned in this unit; and remember to not only list the action Points but to actively work on the points you have listed for action
4. You should then check the **Learning Outcomes** to see if at the end of the unit you are personally able to meet the learning outcomes that were set for the unit.

For this course, we recommend that at the end of each unit you review the notes you have made in the margin of each page and then complete the Learning Log Review, which you will find at the end of this manual on pages 176-185.

At the end of the course, you should complete the ***Course Review*** on page 185. You can also check the learning outcomes for the course to see if you are able to do what the course learning outcomes state that you should be able to do.

In this Course Manual, all the Learning Logs for each of the units can be found at the end of the Manual. This is so that you can easily return to the Learning Logs at any time, review what you have written in them and refresh your memory (and therefore your learning) about what you have learned in each unit and the action steps you have committed to taking to ensure you continue to build on your learning.

You may be asked to submit a copy of your Learning Log for one or more of the units at the end of the course, so be diligent in completing the Learning Log at the end of each unit.

In some contexts where Learning Logs are used, you may find that course members are provided with a special handout on which they can record the **Key Points** for each day, together with a handout on which they can **Review** the main learning points from each day and a page on which they can complete a **Course Review**.

Think About It

Answer Box # 1

What is the purpose of a Learning Log?

So, how did you respond to the question: "What is the purpose of a Learning Log?" I hope you haven't just skipped past the box without writing anything in it to see what I might have written here! If you have, I want you to go back, think about what we've said already about Learning Logs and write your response to the question in Answer Box 1 now.

OK, so by now I hope you have responded to the question: "What is the purpose of a Learning Log?" Now have a look at what I say here and check your answer against my list.

A Learning Log
- gives you a permanent document in which you can record ideas and concepts, etc. as they occur;
- is a record of your progress and development during the course;
- is a permanent record of what you have learned during the course;
- enables you to identify the key points of the learning that you need to remember for the longer term;
- reinforces your learning through review and the identifying of key elements of learning at different points in the course.

You may not have expressed these reasons in the same way that I have expressed them here, but if you have expressed them in your own words and have listed the main points, that's fine.

We've now given you an example of a Learning Log so you can see what I have recorded as my learning and what I plan to do as a result of what I've learned so far in this unit.

LEARNING LOG: AN EXAMPLE

Dates:	
Key Points (Note any that are significant for you as your work through the unit)	**What did you learn?** (Note new and/or reinforced learning – complete at the end of the unit)
Using a Learning Log will help me be more effective in my learning. *I need to use the Learning Log to make a note of anything significant I pick up from reading through each unit*	*A Learning Log gives me:* • *a permanent place in which I can record ideas as they occur to me;* • *a permanent record of my progress through the course;* • *a permanent record of what I've learned in the course;* • *helps me to remember the key points of my learning.*
How will you use this? Action Points? (Note what you will do as a result of your learning)	**Are you able to exhibit the learning outcomes?** (Complete at the end of the unit by checking which outcomes you are able to exhibit)
• *Make sure I complete the Learning Log at the end of each unit.* • *Regularly return to the Learning Log to refresh my memory about the main things I have learned.* • *Use a Learning Log to help me with my learning in the Leadership Course and with all the other courses I study.* • *Start a general log of learning to record useful points outside of the course, like key learnings from a sermon that I hear or important points from a book I read.*	

Having introduced the concept of a Learning Log, we're going to move on to one of the greatest teachers the world has ever known! But don't forget to come back to your own Learning Log when you get to the end of this unit.

Introducing Jesus – the Teacher

We're going to begin our exploration of Adult Learning by studying the methods of one of the greatest teachers of all time, Jesus Christ. We're doing this because we believe that we can learn a lot from how Jesus taught the people with whom he interacted during his ministry. In the Residential Workshop, you read part of one of the Gospels and noted the various teaching methods that Jesus used.

Turn to your Residential Course Workbook and review the list of different teaching methods which Jesus used and which you should have listed in Activity 1:2.

Think About It

Answer Box # 2

List the different teaching methods Jesus used that you identified in the section of the Gospel you read in the Residential Workshop, beginning with the methods he used most and then listing them in descending order of use.

You might find it helpful to stop at this point and read through the whole of that Gospel with the teaching methods of Jesus in mind. Whenever you find an example of a teaching method that Jesus used, stop and make a record of it in the Answer Box below.

Think About It

Answer Box # 3

What Gospel did you read through?

Record the teaching methods that Jesus used in this Gospels, as well as those that are additional to the ones noted in Answer Box 2 above.

You may remember that other groups read sections of other Gospels. Refer again to your Residential Course Workbook and review what you listed there (in Activity 1:3) from the reports the other groups gave about the teaching methods which Jesus used.

Think About It

Answer Box # 4

List any additional teaching methods that Jesus used in other Gospels and that were not included in your list of methods in Answer Boxes 2 and 3 above.

Think About It

Answer Box # 5

What do you notice about the methods Jesus used?

I hope you noticed that Jesus used lots of different methods when he was teaching people. Below you will find some of the examples (in no particular order) of how he taught, which I have pulled together from the four Gospels:

a. He taught large crowds on mountainsides. (Matthew 5:1-2)
b. He taught by demonstration. (Luke 9:13-17 / John 9:1-7)
c. He sent his disciples out on practical learning experiences. (Luke 9:2)
d. He encouraged his disciples to learn from what they had done. (Luke 9:10 / Mark 6:30-31)
e. He taught by correcting mistakes and misunderstandings. (Luke 9:52-56)
f. He taught by example. (Luke 11:1-2 / John 3:27) (
g. He taught by using illustrations from everyday examples. (Matthew 13:24 / Matthew 13:31)
h. He taught by using repetition. (Matthew 13:44-47)
i. He taught by answering questions. (Matthew 13:10-11 / Mark 8:27-29)
j. When he was teaching he made sure he had an appropriate environment. (Matthew 13:1-3)
k. He taught by explaining in greater detail. (Matthew 13:18)
l. He taught by using multimedia. (Matthew 13:1-9)
m. He taught them by using the Scriptures with which they were familiar. (Matthew 13:14-15)
n. He taught by telling stories. (Matthew 7: 24-27)
o. He taught by using contemporary events. (Luke 13:1-3)

Now, let's look at some of the examples of Jesus' teaching in more detail, and there's some work we want you to do to analyze his teaching. Tony Buzan is a well-known expert on thinking visually and is famously known for creating a technique call Mind Maps. Mind Maps can be used for all sorts of things like planning, problem solving, note taking in meetings, creating and presenting.

We would like you to try using Mind Maps to look at Jesus' teaching in more detail. Mind Maps can be personalised to suit your own style and way of remembering or creating thoughts.

We have designed this example to start where the picture of the 'starting gun' ( ) is and to end where the picture of the cartoon figure running through a finish line ( ) is. The blank box with a line in the middle of the picture is for you to write the verse from which you found the example.

here is a completed example of Mind Map that I've created based on Matthew 13:24 as an example for you. Notice that it begins in the centre of the box, and there are a series of questions listed around the centre – and then the responses to those questions in the oval shapes at the next level.
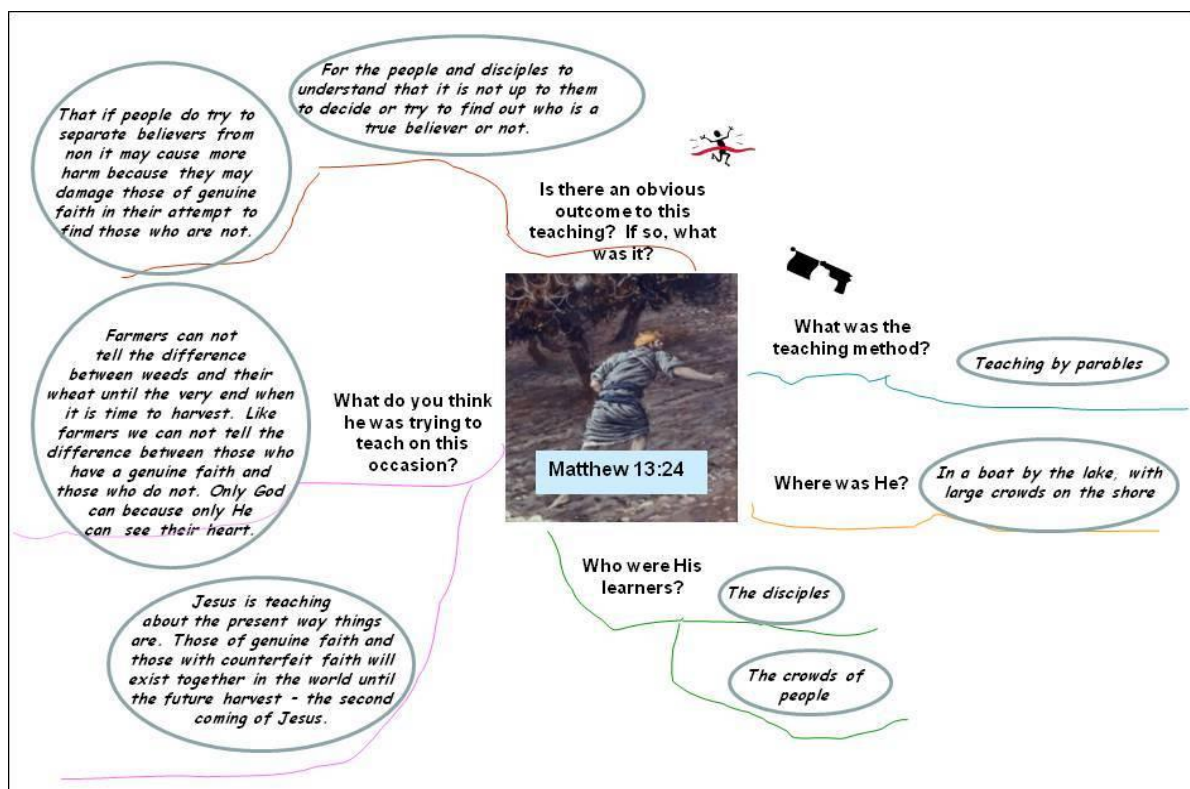
Go back to one of the examples of Jesus' teaching methods that you listed in Answer Box 2, 3 or 4 and which you identified from your reading of the Gospels and create a Mind Map using the outline below:

Think About It

Answer Box # 6

Create a Mind Map listing the verse reference in the central box:

Is there an obvious outcome to this teaching? If so, what was it?

What was the teaching method?

What do you think he was trying to teach on this occasion?

Where was He?

Who were His learners?

Now think about one of the other examples that you listed from your reading of the Gospels. Try to look at a very different situation from the one you've just described and create another Mind Map.

Think About It

Answer Box # 7

Create another Mind Map listing the verse reference in the central box:

Is there an obvious outcome to this teaching? If so, what was it?

What was the teaching method?

What do you think he was trying to teach on this occasion?

Where was He?

Who were His learners?

Now think about a third example that you listed from your reading of one of the Gospels. Again, try to look at a very different situation from either of the ones you've just described, and create another Mind Map.

Think About It

Answer Box # 8

Create a third Mind Map listing the verse reference in the central box:

As you've thought about these three different occasions when Jesus was teaching, I hope you noticed that he taught in a number of different locations. Some of the places he taught included synagogues, hillsides, boats, in homes, outdoors and indoors, and as he was traveling.

He also had different "learners". Sometime it was large groups of "ordinary" people, sometimes it was the Jewish establishment, sometimes it was his disciples, and sometimes it was just one or two people.

During his ministry, Jesus taught in many different ways, and he also taught many different people. But he always had a reason for what he was trying to teach any specific audience at any one time. He always had an objective (or a learning outcome) for what he wanted his audience to learn.

Think About It

Answer Box # 9

Read Luke 11:5-11.
Who was Jesus teaching here?

What did he want them to learn (i.e., what was the learning outcome)?

As I read this passage, I see Jesus teaching his disciples (the context is in Luke 11:1-2), and the learning objective was that the disciples would be able to demonstrate persistence in prayer.

I want you to look at a couple of other sections from the New Testament and identify the learning outcome that Jesus had in mind.

Think About It

Answer Box # 10

Read Matthew 18:21-35.
Who was Jesus teaching here?

What was his learning outcome?

Read John 8:1-11.
Who was Jesus teaching here?

What was his learning outcome?

You may like to check out your responses to these questions with others in your group.

We will be returning to the whole discussion about Learning Outcomes in a later module.

Before we move on, I want you to spend a few minutes reflecting on what you have learned about Jesus and his teaching methods. Then, in a few sentences, describe what you have learned as we've worked through this section so far.

Think About It

Answer Box # 11

Describe what you have learned about Jesus and his teaching methods.

In what ways does what you have learned about Jesus and his teaching methods change the way that you think about teaching and learning?

Thinking about your own learning

We've spent some time thinking about how Jesus taught his disciples and the crowds that came to hear him, and hopefully it will have given you some things to think about in terms of how you teach others. But now we want to turn to thinking about your own learning, because we think that when we reflect on what has been successful (and unsuccessful) in our own learning experience, it can help us understand how other people learn too.

We began to think about your own learning and the learning of other members of your group during the Residency.

Turn to your Residential Course Workbook and review your responses to the Four Questions where you were asked about your own learning and to which you should have responded in Activity 2:1

The first question asked you to think about something that you are good at, something which you do well. You were then asked to write down a few words about HOW you became good at this. Reflect on what you wrote then about HOW you became good at this, and now give some more thought to how you became good at this thing.

Think About It

Answer Box # 12

Write down your thoughts about HOW you became good at this. (You may write exactly what you wrote before, or you may have thought further about the question and have some additional thoughts about how you became good at this, which would be helpful to record.)

I've asked this question to lots of other people in Uganda, Nigeria, Nepal, Sri Lanka and India, and Phil Race, the author of the supplementary textbook for this course, has asked learners in the UK and throughout Europe.

Here are some things learners in **Uganda** said about how they became good at things:
- through practice and more practice
- because of trail and error
- through hands-on experience
- failing and trying again

Here are some of the responses from learners in **Nepal**:
- by practising
- by trial and error
- by asking questions
- by making mistakes

And here are some of the responses from learners in **Nigeria**:
- constant practice
- by making mistakes

Think About It

Answer Box # 13

What do you observe about the various responses from Uganda, Nepal and Nigeria?

In what ways was your response different from these responses?

There doesn't seem to be much difference in the types of responses between the different cultures! They all comment about the importance of both practice and making mistakes (because that's what trial and error is).

The Greek Philosopher, Sophocles, who lived between 495 and 406 BC, made an interesting comment about learning. He said, "One must learn by doing the thing; though you think you know it, you have no certainty until you try."

One interesting observation to make is that when asked this question about how they became good at something, very few people actually responded by saying "I was taught it."

However, there have been some other types of responses to this first question. Although some people did respond by talking about practice, making mistakes and experimenting, some commented on other things that helped them become good at something.

Our learners in **Uganda** said:
- I was passionate about the subject
- I naturally liked the subject
- I developed a positive attitude

Our learners **Nepal** said:
- I had a passion
- I had a desire
- I was interested

And learners in **Nigeria** responded by saying:
- It was something I was interested in
- I was convinced about its importance
- I liked it

Think About It

Answer Box # 14	What do you observe about these responses from Uganda, Nepal and Nigeria?

I hope you noticed that the reason why some people became good at some learning was because of their passion for the subject, because they had a natural interest in it, or because they became convinced of its purpose. Maybe some of your responses were similar to these.

The second question you were asked to think about during the Residency that you would have recorded in Activity 2.1 of your Workbook, was to think about something you feel positive about, something you like about yourself or something about yourself of which you are proud. You were then asked to write down a few words about how you KNOW that you can feel positive about this. In other words, you were asked to write down the evidence on which this positive feeling is based.

Reflect on what you wrote then, and now give some more thought to how you ***know*** you can feel positive about this.

Think About It

Answer Box # 15	Write down some thoughts about how you KNOW that you can feel positive about this. (You may write exactly what you wrote before, or you may have thought further about the question and have some further thoughts about how you know you can be positive about this.)

Here are some examples of what our learners in **Uganda** said about how they can tell that they can feel positive about something:
- from feedback from my friends
- when I'm asked to do something many times
- people tell me I'm good
- I could see the results from the work I've done

Our learners in **India** commented on:
- the remarks and comments of others
- what others have said
- by listening to others

And learners in **Sri Lanka** commented about:
- feedback from others
- requests to do it again
- good results

Think About It

> **Answer Box # 16**
>
> What do you observe about the various responses from Uganda, India and Sri Lanka?
>
> In what ways do these responses vary from your responses to this question?

A key element of the responses from Uganda, India and Sri Lanka is the importance of feedback. What other people say about our performance clearly has an impact on how we feel about what we can do. Although most of the comments refer to feedback from other people, some of the responses also refer to self-evaluation, such as "I could see the results."

The third question you were asked to think about during the Residency that you would have recorded in Activity 2.1 of your Workbook was to think about something you DON'T do well, which could be the result of an unsuccessful learning experience, maybe long ago or maybe recently. You were then asked to write down a few words about what you thought went wrong in your learning relating to this thing and who, if anyone, might have been to blame for this.

Reflect on what you wrote then and now give some more thought to what might have gone wrong in your learning and who might have been to blame.

Think About It

> **Answer Box # 17**
>
> Write down some thoughts about what might have gone wrong in your learning. (You may write exactly what you wrote before, or you may have thought further about the question and have some further thoughts about what went wrong.)

Some examples of what learners in **Uganda** said about what went wrong in their learning:
- I convinced myself I didn't have the aptitude for the subject
- I didn't like it
- I found it too difficult
- I didn't think it was necessary
- I wasn't given the chance to practice

Our learners in **Sri Lanka** said this:
- I kept making the same mistakes
- I wasn't willing to change
- I didn't see any results

And the learners from **Nepal** said:
- I wasn't given enough time to understand it
- I didn't get enough practice
- It was difficult to understand
- There was no feedback
- It wasn't contextualised

When it came to identifying who was to blame for what went wrong in the learning, our learners from **Uganda** said the blame was on:
- me – because I didn't work hard enough
- the teacher who wasn't interested in me
- the teacher, because I was afraid of him
- the teacher who didn't check that I was understanding
- my parents

From **Sri Lanka**, our learners said the fault was:
- myself
- everyone
- my teacher

And when it comes to **Nepal**, the blame was on
- me
- the teacher
- my friends

Think About It

Answer Box # 18	What do you observe about the various responses from Uganda, Sri Lanka and Nepal? In what ways was your response different from these responses? What do you make of the fact that everyone blamed the teacher?

The fourth and final question you were asked to think about during the Residency and that you recorded in Activity 2.1 of your Workbook asked you to write down a few words about something you can do well, but that you didn't WANT to learn at the time you learned it, and that you might be pleased NOW that you succeeded with it, because it's likely to be useful to you now. You were then asked to write down some words about what kept you going, so that you DID succeed in this particular episode of learning.

Reflect on what you wrote then and now give some more thought to what it is that kept you going, so that you DID succeed in this particular episode of learning.

Think About It

Write down some thoughts about what kept you going working at something you didn't want to learn, so that you DID succeed in this particular episode of learning. (You may write exactly what you wrote before, or you may have thought further about the question and have some further thoughts about what kept you going so that you did succeed in this learning.)

Here's what our learners in **Uganda** said about what kept them going:
- it was something I needed to do badly
- I worked hard to succeed
- a teacher kept encouraging me even though I found it difficult at first
- others believed in me
- others kept encouraging me
- because of prayer

From **Nepal**, our learners commented:
- financial motivation
- my career prospects
- encouragement from others

And from **Nigeria**, the learners said:
- my desire to succeed
- it was necessary
- I needed the money

Think About It

What do you observe about the various responses from Uganda, Nepal and Nigeria?

In what ways was your response different from these responses?

When we review the responses from each of these cultures, what comes through clearly is a very strong need to learn something, but in addition to this, the encouragement and support of others was also very important.

The questions we asked were based on a set of four questions that the author of our supplementary text, *Making Learning Happen*, often asks groups of learners. In the book, Phil Race comments on the responses he has had to these questions. Read what he has to say in *Making Learning Happen*, pages 15-20.

We've spent some time thinking about these four questions that Phil Race asked learners to help him understand how to make learning happen. You've thought about your own responses to these questions and you've seen some of the responses from other learners in different parts of Africa and Asia, and you've read Phil Race's thoughts on the responses he has received to these questions.

Think About It

Reflect on your responses to these questions that got you thinking about your own learning and on the responses that others have given to these same questions.

What does this tell you about your own learning?

What does it tell you about how learning happens for other people?

From the answers that Phil Race had to these four questions we have been discussing, he has identified five factors, which he argues are involved in effective learning. These are:

- Wanting to learn
- Needing to learn
- Learning by doing
- Learning through feedback
- Making sense of the things

We'll come back to these ideas later in the course and explore them further there.

In conclusion, in this unit we've introduced you to Learning Logs, explored the teaching approaches that Jesus used and begun to think about your own experience of learning and drawn some conclusions from your experience. In the next unit (Unit 2), we will explore the difference between "teaching" and "learning," look at what some people have said about learning retention and find out about some of the important characteristics of adult learners.

Reviewing your Learning

As we come to the end of this first unit, you need to review your own notes and complete the Learning Log for Unit 1. Please turn now to the Learning Log, for this unit that you can find on Page 178, and complete the boxes you find there.

Teaching and Learning for Impact
Unit 2

What We Know About Adult Learners

Unit 2 – What We Know About Adult Learners

Table of Contents

Learning Outcomes:

By the end of this unit you should be able to:

- Define the terms "teaching" and "learning"

- Distinguish between what is "teaching" and what is "learning"

- Explain why teaching does not always result in learning

- List seven characteristics which are common to adult learners and be able to describe how each one relates to your personal experience

Reviewing Unit 1

In our last unit we spent some time focusing on the way in which Jesus taught others, and also on your own learning in the past – helping you to draw some lessons from that experience.

Before we move on I want you to think about the last unit you worked through.

Think About It

Answer Box # 1	What were the two or three most important things you learned in Unit 1? Why are these important to you?

What do we mean by the terms "Teaching" and "Learning"?

Language can cause us problems! This course is called "Teaching and Learning for Impact." So, before we go any further we probably ought to explore what these words "teaching" and "learning" actually mean.

The former British Prime Minister, Sir Winston Churchill, is supposed to have once said, "I am always willing to learn, though I do not always like being taught." Although we often talk about "teaching" and "learning" in the same breath, it's important to understand that the two activities are very different, and it's important for us to understand the differences, because our approach to learning will be very different, depending on whether we focus mainly on "teaching" or we focus mainly on "learning".

Let's think a bit about these two words – and let's start with the word "teaching."

Think About It

Answer Box # 2	What words come to mind when you think of the word "teaching"? List them in Column 1 (do not complete Column 2 until you are instructed to later in the module:

Column 1: Your own words to describe teaching	Column 2: Your own words to describe learning

I wonder what words you came up with when you were asked to suggest words that come to mind when you think of the word "teaching." When I've asked various groups what words come to mind when they think of the word "teaching" some of the words that they've used include some of the following words:

Instructing	Lecturing
Passing on information	Passing on knowledge
Equipping	Simplifying
Explaining	Informing
Drilling	Preaching

Think About It

Answer Box # 3

Review the words that you used when you think of the word "teaching," and compare your words with the list of words above to:
   a. see if there's anything in the list I've given you that you haven't included and
   b. expand my list to include those words that I didn't include and that you had in your list.

It might be an idea to add any of your words that weren't included in the list above to that list now!

It can be helpful to have a working definition of these two words. So, what I'd like you to do is to try to draft a definition of the word "teaching" using some of the words that together we've come up with in Answer Boxes 2 and 3.

Think About It

Answer Box # 4

Draft your working definition of the word "teaching"

Having formulated a working definition of the word "teaching, let's think about the word "learning."

Go back to Answer Box 2 and in Column 2 list the words that come to mind when you think of the word "learning.

Again, I wonder what words you came up with when you were asked about the word "learning." When I've asked various groups what words they think of when given the word "learning," these are some of the words that they've used:

Understanding	Growing
Listening	Applying
Absorbing	Widening my horizons
Applying knowledge I've acquired	Discovering
Changing behavior	Changing attitudes

Think About It

Answer Box # 5	Review the words that you used in Column 2 of Answer Box 2 to describe the word "learning," and compare your words with the list of words above to see if there's anything in the list I've given you to: a. see if there's anything in the list I've given you that you haven't included and b. expand my list to include those words that I didn't include and which are on your list. It might be an idea to add any of your words that weren't included in my list.

In the same way that you tried to draft a definition of the word "teaching" based on the words we came up with, what I'd like you to do now is to draft a definition of the word "learning" using some of the words that together we came up with in Answer Boxes 2 and 5.

Think About It

Answer Box # 6	Draft your working definition of the word "learning."

It'll come as no surprise to you that lots of people have tried to define these words!

I've done a search of the Internet – looking for definitions of the word "teaching" – and this is some of the suggested definitions I got:

- Teaching is the action of a person who teaches.
- Teaching includes classroom and individualized instruction.
- Teaching is the imparting of knowledge or a skill.
- Teaching is to give someone knowledge or to instruct or train someone.
- Teaching is providing information to someone.
- Teaching is the giving of information to a person about a subject or a skill.
- Teaching is that which results in learning.
- Teaching is undertaking certain tasks or activities, the intention of which is to induce learning.
- Teaching may best be described as the organization of learning.

As I review these definitions, I see different elements of focus here. For some the whole concept of teaching is about instructing – about giving other people information, knowledge or a skill. The focus of whatever activity is undertaken is the teacher – and it assumes that by teaching, those we are teaching will be given information, or will be given knowledge or will acquire a skill.

However, for others, the definition is more about the outcomes. For them, teaching is about undertaking certain tasks or activities which result in learning.

Jenny Rogers (who, by the way is no relation!) has written extensively in UK about adult learning, and she writes, *"Teaching is about learning … you cannot do the learning for someone else … Therefore your task as a teacher of adults is to become a designer of learning."* (*Adults Learning*, Fourth Edition, 2001, pg 7)

So, if teaching is about learning, perhaps at this point, we should begin to think a bit more about the word "learning." And let's begin by going back to the working definition of "learning" that you drafted in Answer Box 6. Go back to Answer Box 6 and review for yourself what you wrote there before reading on.

In my search of the Internet I also looked for words which defined "learning." And here are some of the results I got as definitions of the word "learning":

- Learning is the process of acquiring knowledge or skill through study, experience or teaching. It is a process that depends on experience and leads to long-term changes in behavior potential.
- Learning is a relatively permanent change in understanding, resulting from experience and directly influencing behavior.
- Learning is an increase in the capability for effective action. Individual, team, and organizational learning can all be measured by the outcomes that result from effective action. This definition emphasizes the importance of taking actions and achieving results as opposed to intellectual knowledge without application.
- Learning is the process by which experience brings about a relatively permanent change in behavior.
- Learning results in a change in the behavior of the learner as a result of experience. The behavior can be physical and overt, or it can be intellectual or attitudinal.
- Learning results in a change in behavior that results from experience and practice.
- Learning creates a relative permanent change in a person's knowledge or behavior due to experience.
- Learning is the gaining of knowledge or skills, or developing a behavior, through study, instruction, or experience.

Think About It

Answer Box # 7	What are some of the common threads that you see in these statements about "learning"?

Some of the common threads that I see include the fact that there is an outcome of learning – it results in new knowledge or skills, that learning often is a result of experience, and above all that it results in a change in behavior. I have often commented that you will change as a result of learning, but you won't necessarily change when you are taught – because the teaching may not have any impact!

It is very important to distinguish between teaching and learning.

Go back to Answer Box 2 and compare the words that you used to describe "teaching" and the words you used to describe "learning." What do you notice about the difference between the words you have used?

Think About It

Answer Box # 8	What do you notice about the difference between the words you used to describe "teaching" and the words you used to describe "learning"?

Jenny Rogers observes (and quotes from an adult student): *"You can be teaching away vigorously but your students are not necessarily learning: 'I have never in my life had such terrible teaching as on the course I did on industrial law. I swear the lecturer would never have noticed if the whole class had played noughts and crosses because once he'd started it would have taken an earthquake to stop him. His method was to introduce the topic, say "Any questions?" and then before anyone could answer, he would plod on in a deadpan way non-stop for an hour and a half. The content was so dense that it was impossible to remember. He gave out some notes but these weren't much help because they seemed to cover different ground.' Here was a tutor who had prepared conscientiously, who probably left his classroom drained by the effort of talking for an hour and a half, but whose students had learnt nothing."* (*Adults Learning*, Fourth Edition, 2001, pg 21-22)

What this comment underlines is that we can prepare the most brilliant lectures, we can be great story-tellers, we can be charismatic speakers, but if no learning takes place, we're wasting our time as teachers!

I've spent many years of my working life teaching others about ministry partnerships. In my work, I could have spent a lot of time in class talking all day about partnerships. Although my students might have heard a lot of words about partnering, they probably wouldn't have remembered much of what I said – and they probably wouldn't have "learned" very much at all!

In our teaching we need to do everything we can to help our learners "learn." Too often in our teaching we give our students a lot of information. But the key question is this: "What is it that our students **do** with the information?" Unless they **do** something with the information they are given, it will stay as information – and what will happen to it is exactly the same as happens to a lot of the information we are given – we forget it! What we, as teachers, need to do is to help people turn the information we give them into ***knowledge*** and ***understanding***. And the way to do that is to get them to DO things with the information, to help them make sense of it and also to give them feedback. We can also help our learners learn by helping them apply their learning to their work, ministry and lives.

What do we know about Learning Retention?

The Chinese philosopher, Confucius said something very profound about the whole learning process. He said:

I hear and I forget.
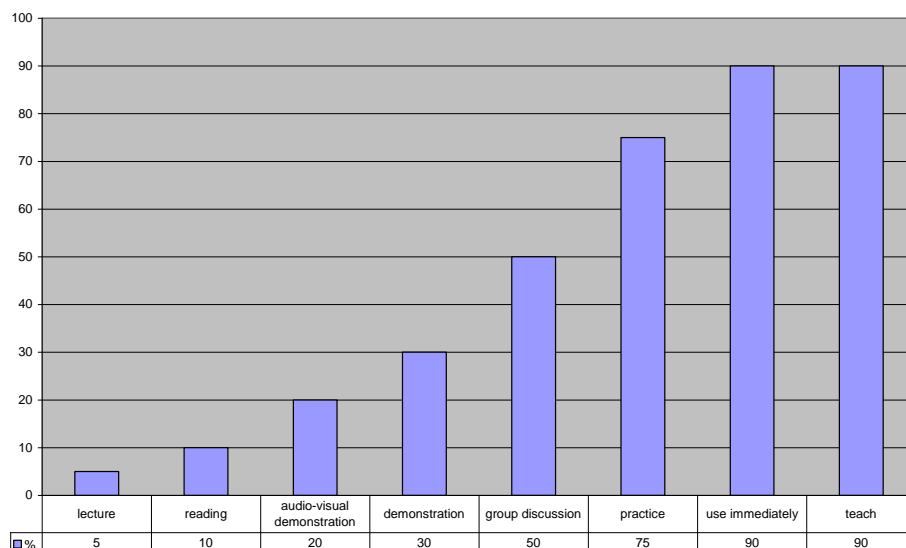
I see and I remember.

I do and I understand.

What Confucius said about the learning process was something he said hundreds of years ago, but that doesn't mean it's any less valid.

Various studies about learning retention have circulated around adult learning professionals over the last 50 years. However, it should be noted that such studies are not universally accepted, mainly because questions have been raised over the research methodology that was used, and some people have even doubted whether the findings are based on any research at all! And it seems that many, if not all, of the claims about learning retention were based on the theories of Edgar Dale who was doing research in the 1940s.

These findings were published in *Audio-Visual Methods in Teaching* by Edgar Dale and published by the Dryden Press in New York in 1946, and adapted by the NTL (The Institute for Applied Behavioral Sciences in Alexandria, Virginia) in the early sixties. Unfortunately the original research that supports the numbers appears to have been lost. However the NTL Institute has gone on record as saying that they believe the findings to be accurate.

| □%	lecture	reading	audio-visual demonstration	demonstration	group discussion	practice	use immediately	teach
	5	10	20	30	50	75	90	90

These findings suggest that learners retain approximately:
- 90% of what they learn when they teach someone else
- 90% of what they learn when they use it immediately
- 75% of what they learn when they practice what they learned
- 50% of what they learn when engaged in a group discussion
- 30% of what they learn when they see a demonstration
- 20% of what they learn from an audio-visual demonstration
- 10% of what they learn when they've learned from reading
- 5% of what they learn when they've learned from a lecture

The NTL Institute also refers to a learning pyramid, with somewhat different figures for the different elements of learning.

What makes these figures so suspicious is that they are so neat: 10%, 20%, 30%, 50% and 90%, so it is unlikely that these figures are statistically valid.

Professor Michael Molenda from the University of Indiana found evidence that the "data" was actually developed during World War II by Lieutenant Colonel Paul John Phillips, who prepared training materials for the Navy and the petroleum industry at the University of Texas. Documentary evidence of the research on which the data is based no longer exists, and Molenda concludes, based on his own searches and the research of others like him, that this data is more representative of a "rounded-off generalization based on Phillips's experience, and probably some tests conducted at the time than anything more substantial.

http://www.cofc.edu/bellsandwhistles/research/pyramid.pdf
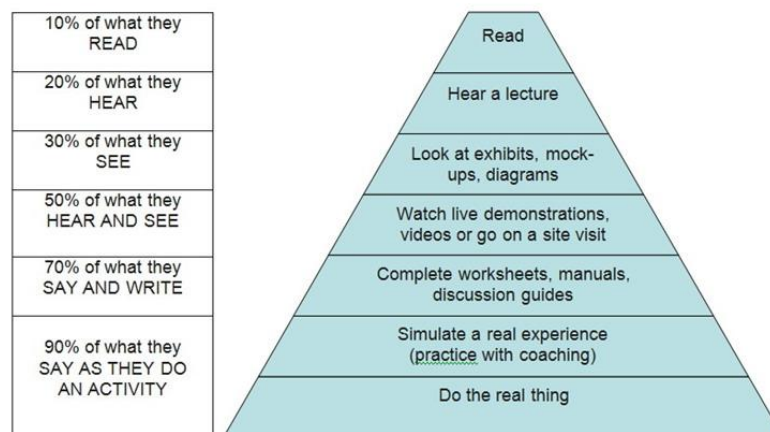
Some similar statistics were cited by R. Robinson in "Helping Adults Learn and Change" (1994), with less "convenient" figures. He claimed that after 1 month we remember

- 14% of what we hear
- 22% of what we see
- 30% of what we watch others do, demonstrate or model
- 42% of what we repeat through seeing, hearing, and doing
- 72% of what we can link with real or imagined life experiences
- 83% when we perform an activity that requires a new application, action or new meaning
- 92% of what we teach others

%	hear	see	watch others	what we repeat or do	link with experiences	apply	teach
	14	22	30	42	72	83	92
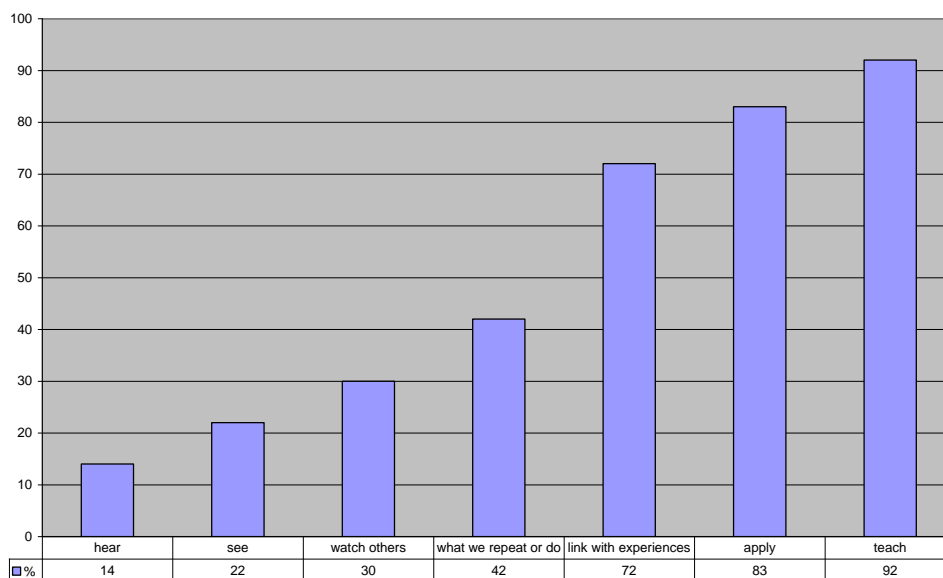
In the last five years or so, a number of attempts have been made to discredit these various findings about learning retention (Will Thalheimer 2006 and Lalley & Miller 2007), unfortunately none of the critics present any alternative statistical evidence to disprove these views about learning retention.

It is also important to remember that learning has many variables, but what many professionals in the educational field will attest to, is that when learners "do" something, they remember it far more effectively than if they simply "hear" something. And the more you interact with material you are learning, the more you will retain it.

Whether we accept the percentages, the experience of large numbers of professionals would suggest that:

- Our learning is not very effective when we are just told things.
- Our learning is more effective when we see things.
- Our learning is much more effective when we are involved in doing things.

Think About It

Answer Box # 9

Reflecting on your own learning, which of the following three statements in your experience has been:
   a. most effective?
   b. least effective?

- Being told things
- Seeing things
- Involved in doing things

Understanding Adult Learners

It's stating the obvious, but adult learners are very different to child learners. But sometimes when we are working with adults in learning situations we forget this fact – and we actually treat adults who are in learning groups in the same way we would treat children in their school classrooms.

Think About It

Answer Box # 10

Why is it inappropriate to treat adults who are attending a learning group in the same way as we would treat children in a school classroom?

I wonder how you responded to the question.

One of the reasons why I would suggest that we need to treat adult learners differently to children is that adults have already lived life and have a lot of experiences behind them! When adults are involved in learning, they bring with them to the class a breadth of knowledge and experience that children do not have. Of course, the knowledge and experience they have may not be relevant to the particular subject they are now studying – but they are usually able to apply the knowledge and experience they have in other areas to a new area of learning.

Another reason is that they are adults – and they need to be treated as such. If we treat adult learners as if they are children, we will most likely lose them from our classes (unless they are forced to be there!). And it's important to remember that even if they are forced to be there, we can still lose their engagement with the learning process.

A third reason is that most of the adults we are likely to find in our classes are volunteers in the learning process. Each adult in a class has made a voluntary decision to attend the class – whereas children have little choice in the matter of attending classes!

Alan Rogers, another writer on Adult Education (and not related either to me or to Jenny Rogers who I quoted from earlier on) in his book *Teaching Adults* (Published by the Open University Press, 1986) discusses seven characteristics that are common to adult learners and which as adult teachers we need to bear in mind.

The following diagram should give you a quick overview of the seven characteristics that Alan Rogers discusses.
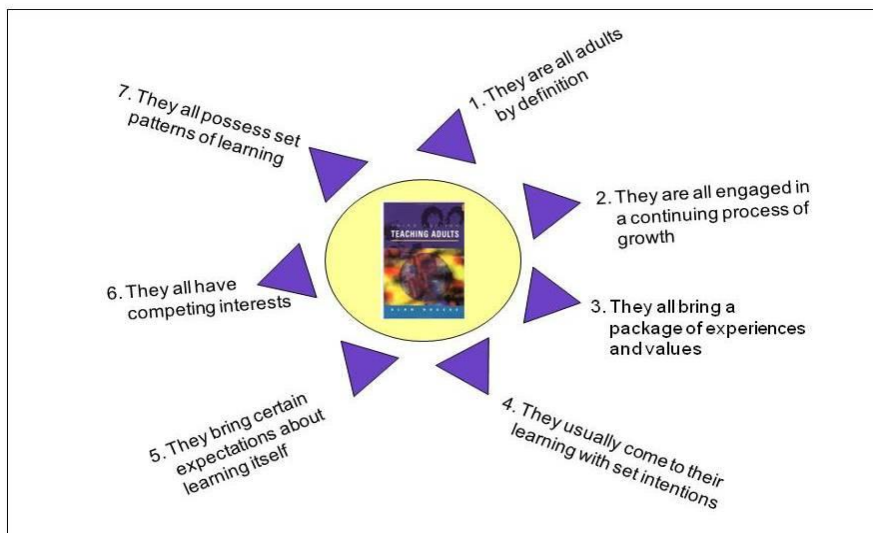
Alan Rogers: "Characteristics of Adult Learners" in Teaching Adults (OUP 1986)

Now read each of the following extracts from *Teaching Adults* by Alan Rogers and reflect on the questions after each of the characteristics.

1. They are all adults by definition:

"The most visible way in which the adult learners exercise their adulthood … is by voluntarily choosing to come to our classes. Adult student participants are not dependent in the way children are… Some people will feel more strongly than others in this compulsion, this urge to take control of their own lives, to be involved increasingly in the decision-making processes affecting their life choices. But it is there in virtually all adults none the less…. Treating the adult as a child, will find itself faced on most occasions with major blocks to learning. Our programme must adapt itself to this increasing sense of self-determination if it is to maximize learning.

Against this must be set the fact that some adults, are entering education after some time away from school, expect to be treated as children. The expectations of 'being taught' are sometimes strong, and if these expectations are not met in some way or other, once again learning is hindered. Experience suggests however that even the most docile group of adult students, happy for much of the time to be passive learners as if they were back in school again, will at the right time rebel against their teachers when the affront to their adulthood becomes too great. It can be a great help to provoke such a situation when we feel the time has come to break up the more formal atmosphere and secure greater participation by the students in their own learning process." *(Alan Rogers p. 24-25)*

Think About It

Answer Box # 11

In applying for the MA in Organizational Leadership course, what were your expectations of the teaching process you would experience?

Having read this extract from Alan Rogers what would you say are some of the key elements in the way an adult should experience a course of study?

2. They are all engaged in a continuing process of growth

"Growth and change are occurring in all aspects of our student participant's life – in the physical arena, in the intellectual sphere, in the emotions, in the world of relationships, in the patterns of cultural interests. This is true of all participants in all types of adult learning. The pace and direction of these changes vary from person to person; but that it is happening cannot be called into question.

The teacher should take this pattern of change seriously. The people we are trying to help to learn are not passive individuals; they are actively engaged in a dynamic process, with what may seem to some of them world-shaking consequences. And they are in the middle of this process, not at the start. They may be at the start of a new stage of the process, but this stage will draw upon past changes and will in turn contribute to the whole programme of development and growth. It is a process that, although continual, in not continuous; it usually proceeds in spurts, triggered off by new experiences (such as the adult class itself) or new perceptions." *(Alan Rogers p25)*

Think About It

Answer Box # 12

What changes are occurring in your life at the moment?

How might these changes affect they way you react to the learning process in this course?

3. They all bring a package of experience and values

"Each of the learners brings a range of experience and knowledge more or less relevant to the task in hand. New students are not new people; they possess a set of values, established prejudices and attitudes in which they have a great deal of emotional investment. They are based on their past experience…. When this experience is devalued or ignored by the teacher, this implies a rejection of the person, not just the experience.

This is true in all fields of teaching adults, even in the formal technical and higher educational programmes, but it becomes particularly important for the adult teacher in those contexts where personal growth forms the major objective of the educational programme." *(Alan Rogers p26)*

Think About It

Answer Box # 13

What experiences do you bring to the MA in Organizational Leadership course which might be relevant to the material you will be learning?

How might these experiences and values be helpful to you in your learning process?

Before you read what Alan Rogers has to say about the next characteristics, I want you to reflect on why you applied to attend the MA in Organizational Leadership.

Think About It

Answer Box # 14

What were your intentions in applying for the MA in Organizational Leadership?

Now read what Alan Rogers has to say about intentions.

4. They usually come to their learning with set intentions

"It is often argued that adult students come to adult education because of a sense of need. But … it is not always strictly true that the members of our classes are motivated by needs; some job-related programmes, for instance, contain participants who have little or no sense of need. Perhaps it is more useful to talk of all adult student participants as having a set of 'intentions', which for many of them can imply the meeting of a felt need.

At one end of the spectrum of student intentions then is the satisfying of some value and ill-articulated sense of need. At the other end are those who are present out of a desire to solve a clearly identified problem or to undertake a particular learning task, which they feel is required for the performance of their social or vocational roles…. In the course of their own continuing development, these people find that they need a specific skill or knowledge or understanding to enable them to fit more easily into some existing or new situation. Even those who come to adult education classes in search of 'a piece of paper,' a qualification, rather than new learning may be there for different motives. For some, it is the necessary preliminary to securing promotion; for others, it is part of their pursuit of self-affirmation, a need to achieve a goal for themselves. A number come to seek reassurance, confirmation of their ability to achieve the goal. There is a wide range of such needs, wants and intentions. These purposes, often perceived clearly, are almost always concrete and meaningful to life as it is lived today, though on occasion the learning is intended for longer-term future application.

These are the two extremes to this spectrum of adult intentions: those who come to achieve a particular piece of learning related to their present pattern of life, and those who come for social and/or personal reasons or out of some general, indeterminate sense of urgency. In the middle are the many who come to learn 'a subject.'… For them it is a matter of interest, of adding to the richness of their present way of life." *(Alan Rogers p28, 29-30)*

Think About It

Answer Box # 15	Having read these comments from Alan Rogers, reflect on the reasons you wanted to attend the MA in Organizational Leadership, and comment further on your intentions in applying to attend the course.

5. They bring certain expectations about learning itself

"Adult student participants come to their learning programmes with a range of expectations about the learning process, a series of attitudes towards education in general. These are usually based on their experience of schooling and of education since leaving school (if any). The conception of what education is and what it is for varies widely. Some people enjoyed their years in school; others did not. A number of our student participants assume that adult education will be like school. They expect to be taught everything by a teacher 'who knows everything'; they expect to be put back into the state of being pupils, which is what education and learning imply for them. On the other hand, some are more confident, willing to engage for themselves directly with the material being handled. For some of them the joy of the adult class is that it is unlike school. Even for many of those who enjoyed their school days, the value of adult education is often that the content and the methods employed are different from those experienced in the formal education system.

These expectations have different results in the attitudes of the participants towards the work of the group. Some … may feel that their ability to learn has declined since they were last in education. Some of those who have had experience of education over a longer time may look for a less formal structure or become impatient, wishing to push on faster; they feel able to deal with the material easily.

In particular, both kinds of student participant bring with them a set of self-horizons relating to the sort of material they can or cannot master. Most of us believe that there is some subject of other that we can never learn, it is just not compatible with our range of inherent abilities and interests… By contrast there will be those who see the entering of new areas as a challenge, difficult but not beyond the learning resources they can call upon." *(Alan Rogers p31-32)*

Think About It

Answer Box # 16	How do you feel about your previous experiences of learning (at school, in higher education and in any other experiences of learning you might have had)? Were they positive? negative? mixed? How do you think these previous experiences are likely to impact your learning on the MA in Organizational Leadership?

6. They all have competing interests

"Apart from those few adults who are for a relatively short period engaged in full-time courses, adult students are part-time. Education for them is a matter of secondary interest; it is not their prime concern. It is constantly overshadowed by the 'realities' of life: their job or lack of job, their family situation, their social life, other competing issues….

They all have relationships such as parents, partners, workmates and friends as well as being students. Adult learners should not be divorced from their background if their learning is to be relevant and thus effective. We need to take seriously the whole of the context within which our student participants live and where they use the new learning they have acquired. Students in other parts of the educational world may be taken out of their life situation to concentrate on their learning, but part-time adult learners continue to live within their world and to apply what they learn in that world…. We must not be surprised if our students' attention is at times distracted towards the more urgent problems of the family's health, or the omission to fulfill some promised errand, or problems at work." *(Alan Rogers p32-33)*

Think About It

Answer Box # 17

What are the "competing interests" that might impact your learning?

How might these "competing interests" impact your learning?

What might your teachers do to help minimize the impact of these "competing interests"?

7. They all possess set patterns of learning

"Adults are engaged in a continuing process of lifelong learning, and they have already acquired ways of coping with this ...

Over the years, each of our adult student participants has developed their own strategies and patterns of learning, which they have found help them to learn most easily, most quickly and most effectively. Learning changes are not brought about without effort, and the process can be painful; it takes an investment of time and emotions, and, once done, no one wants to do it again. We all thus seek ways to ease the pain, shorten the time taken to master the necessary new material, and make the gains acquired more permanent. Experience has taught us what strategies we can adopt to achieve these ends.

Each of us learns in our own way, according to our particular aptitudes and experience…. And we should not try to force any learner into adopting a particular style because we prefer it to any other. We must thus remember that our student participants all have their own ways of dealing with learning needs, and opportunities to exercise these have to be created if new learning is to take place.

The pace of learning of each student participant also varies. In general, in those areas where the participants can call upon a good deal of experience or where they may have direct experience of the subject matter, they tend to learn fast, a good deal faster than young people, provided that the new material does not conflict with existing knowledge. But where they have less experience on which to fasten the new material, especially if it calls for extensive memorizing, they tend to learn more slowly and have greater difficulty in mastering the material than their younger counterparts.

Such matters are central to our concerns as teachers. There is a wide range of learning styles within any group of adult learners, and we need to devise methods that give each of the participants full scope for exercising their own particular learning method, and as far as possible not impose our own upon them." *(Alan Rogers p33-34)*

Think About It

Answer Box # 18

What strategies and patterns of learning have you found helpful in your own learning in the past?

Why do you think they were helpful?

       These seven characteristics are critically important in our understanding of adult learners as we prepare to enable them in their learning.

Think About It

Answer Box # 19

If we want to be effective as facilitators of learning, why is it so important that we understand our learners?

How Adults Best Learn

       Finally, read the following paper about how people learn, which is taken from "Multimodal Learning through Media," from Cisco Systems (2007).

Research over the last two decades has revealed volumes on the subject of how people best learn. A 2001 publication from the National Academy of Sciences, "How People Learn", outlines important principles upon which schools should consider redesigning learning:

- *Student preconceptions of curriculum must be engaged in the learning process.*
  Students have preconceptions and prior experiences with many of the areas of study included in the academic standards. These are stored in long-term memory. Often some of those preconceptions turn out to be misconceptions. Student learning is greatly enhanced when each student's prior knowledge is made visible (that is, cued from long-term memory into working memory). It is at that point the student has the opportunity to correct misconceptions, build on prior knowledge, and create schemas of understanding around a topic. Learning is optimized when students can see where new concepts build on prior knowledge.

- *Expertise is developed through deep understanding.*
  Students learn more when the concepts are personally meaningful to them. In order to deeply understand a topic, learners not only need to know relevant facts, theories, and applications, they must also make sense of the topic through organization of those ideas into a framework (schema) of understanding. The development of schema requires that students learn topics in ways that are relevant and meaningful to them. This translates into a need for authentic learning in classrooms, (Note: Authentic learning is defined here to include three key concepts: depth of academic concept or deep learning, relevance to person(s) outside the classroom, and student use of the key ideas in a production.)

● *Learning is optimized when students develop "metacognitive" strategies.*

> *To be metacognitive is to be constantly "thinking about one's own thinking," in search of optimizing and deepening learning. Students who are metacognitive are students who approach problems by automatically trying to predict outcomes, explaining ideas to themselves, noting and learning from failures, and activating prior knowledge. Given appropriate scaffolding by educators and other adults, all students can learn metacognitive strategies.*

The real challenge before educators today is to establish learning environments, teaching practices, curricula, and resources that leverage what we now know about the limitations of human physiology and the capacity explained by the cognitive sciences to augment deep learning in students.

Think About It

Answer Box # 20

In what areas of learning does this article on "How people Learn – the Cognitive Sciences" support the views of Alan Rogers on how adults learn?

In conclusion, in this unit we have covered the differences between teaching and learning and why teaching may not always result in learning. We have looked some ideas on how different experiences impact learning retention. And finally we have discussed the seven characteristics of adult learning as put forward by Alan Rogers. In the next unit (Unit 3) we will be exploring a number of different theories about how adults learn and what these mean for us as facilitators of learning.

Reviewing Your Learning

As we come to the end of this second Unit, you need to review your own notes and complete the Learning Log for Unit 2. Please turn now to the Learning Log for this unit that you can find on Page 179, and complete the boxes you find there. Once you've done that you should work on Assignment 1.

Assignment 1

a. Describe what the teacher of adults knows about the characteristics of adult learners and the range of helps and hindrances the learners are likely to bring with them to a programme of study. In what ways should this knowledge and understanding impact the way the teacher of adults approaches the adult learning task?
b. Why is it important for the teacher of adults to understand the characteristics of adult learners?
c. Reflect on the specific characteristics you bring to your learning at this time and describe how you would want those teaching you to meet your specific needs. What challenges might this create for those teaching you?

Teaching and Learning for Impact
Unit 3

Understanding Learning Styles

Unit 3 – Understanding Learning Styles

Table of Contents

Learning Outcomes:

By the end of this unit you should be able to:

- State that there are a number of different theories about how adults prefer to learn;

- Describe a number of adult learning theories;

- Summarize the main elements in the Honey and Mumford Learning Cycle, McCarthy's 4MAT model and VAK Learning Styles;

- Explain why an understanding of learning styles is important for the facilitator of adult learning;

- Review a lesson outline and identify how the learning facilitator plans to engage the different learning styles in the learning experience.

Reviewing Unit 2

Before we begin our new learning in this unit, throughout this course I am asking you to spend a little time thinking about the previous unit you worked through. In Unit 2 we looked at how people describe "teaching" and "learning," and we discussed some of the important characteristics of adult learners.

Think About It

Answer Box # 1	What were the two or three most important things you learned in Unit 2?
	Why are these important to you?

Introducing Difference

It's stating the obvious, but we're all different. If we look around a room full of people, we will notice that there are differences that exist in almost everything about us. In a group of people, you are likely to find people with different builds (we can be thin or fat, we can be tall or short), with different hair styles, with different shaped faces, noses and mouths and in some countries we will find people with different colour skin, hair and eyes. And we're all likely to be dressed differently too!

In a classroom full of learners we will recognize the physical differences between the people who are in the room. But what we won't see are the less obvious differences. The emotions, the feelings, the hurts, the joys and (what is significant for this unit of the course) the fact that people learn in different ways too. When we're involved in a teaching situation, we need to realize that how each one of us takes in information and how we process it is very different for different people.

Think About It

Answer Box # 2	How do you find out about the news? Do you watch television, read a newspaper, chat with friends, check the internet or listen to the radio? Maybe you only have one or two of those methods of getting news available as an option, but if they were all available to you easily, and you had your first choice, which would you choose?

It would be interesting to do a survey on this question – because if we asked a group of 20 people we would discover that some people like to get their news by watching television, others like to listen to the radio and others really like to read a newspaper. Different people have different preferences. If we are visual people, we are more likely to prefer to watch the television to get the news; if we are aural listeners, then we will tend to prefer to listen to the radio; and others of us prefer the written word and prefer to get our news from a newspaper.

Just like we all prefer to take in information in different ways when we want to find out the news, each of us also has our own preferences when it comes to learning.

And we have similar preferences with books! Maybe you enjoy books written by certain authors, while other writers leave you cold. A colleague reports that on one occasion her cell group at church agreed to read a certain book together and then discuss it over several weeks on the evenings when they met. After the first two sessions, one of the ladies in the group complained that though she liked the content of the book, she thought the way the author wrote it in story form was just crazy. And she went on to say that she thought he should just say what he meant instead of putting it in a story!

Unit 3 – Understanding Learning Styles

She said she thought it was so childish! Meanwhile my colleague said that she thought how much she loved the way the author always made his points through a simple story! Was she just not as bright as the other lady and needed an illustration to understand, or was something else going on here?

All of us have had different experiences as far as school is concerned as well. Some of us loved school while others or us might have hated school and found ourselves less than successful throughout our formal educational experience.

Think About It

<table>
<tr>
<td rowspan="3">Answer Box # 3</td>
<td>Think about your experience of being at school as a child when you were growing up. Did you like school?</td>
</tr>
<tr>
<td>Can you explain why you liked it – or why you disliked it?</td>
</tr>
<tr>
<td>What is your worst memory of attending school? Explain what happened.</td>
</tr>
</table>

I know from talking with people that some people really enjoyed school, while others absolutely hated it. And some people have had good experiences and others have had bad experiences either with certain teachers, or with certain schools – or both!

There are probably many reasons for this, but part of those reasons has to do with the type of school you attended and whether or not the style of educating actually fitted you in the way that God designed you.

Think About It

<table>
<tr>
<td rowspan="2">Answer Box # 4</td>
<td>Stop and read Psalm 139:13 -16.
What might this passage have to do with the way in which we each learn?</td>
</tr>
<tr>
<td></td>
</tr>
</table>

In the same way that each of us is made differently when it comes to fingerprints, noses and the colour of our skin, it is also true that each of us are made differently when it comes to how we learn. When you were at school you might have enjoyed those occasions when the teacher lectured and the class took notes – or maybe you didn't! Some people find it almost impossible to take tests, memorize information, or read quickly. Some people think that they fell behind in school, that they were not very intelligent and they wonder what was wrong with them. Perhaps you felt like that too; maybe that's how you feel now. If you do, the truth is that nothing was – or is – wrong with you! God does not make mistakes, and God didn't make a mistake with the way God put your mind together. The important thing to remember is that we all learn in different ways.

Learning Styles

Most of us need to expand our understanding of how people learn. For a long time it was assumed that everybody learned in the same way. Traditionally it was thought that the best way to transfer information was to lecture or preach and fill the minds of those listening with all the facts they needed and then they would be "smarter." In fact if we could find a way to just slice open the heads of the students and pour in the information it would be so much easier!

We've learnt a lot about learning theory in the last 100 years – both about how children learn – and also about how adults learn. It might be stating the obvious but research in the last 60 years has shown that contrary to what had been thought, the reality is that adults actually learn differently to children! And that their past experience of life is important in the learning process for them.

Think About It

Answer Box # 5

If it is correct that learning for adults grows out of experience, what implications does this suggest for how we design adult learning experiences?

As you reflected on the question in Answer Box 5, I hope you made the point that a key element in designing adult learning activities should take account of the experience which adults bring to the learning situation.

It also follows that because adults have greater experience than children, then some of the theories of learning that have been applied to the teaching of children in the past may not be as effective if applied to the learning of adults. Because of our understanding that the adult learner is different from the child learner, we need to reflect that understanding of the difference in the design, methods and delivery of training courses (or learning opportunities which we provide) for adults.

As we move on, I want us to look at some of the developments in the thinking about adult learning over the past 60 years – because these have important implications for us in the way we provide learning opportunities for adults.

Malcolm Knowles and Andragogy

The first development in the thinking about adult learning that I want us to look at is the work of Malcolm Knowles, who studied the difference between traditional teaching methods and the needs of adult learners. He developed the term *andragogy* and defined it as "the art and science of helping adults learn" and contrasted it with *pedagogy*, which describes how children or young people learn.

Knowles published his thinking in *"The Modern Practice of Adult Education: from pedagogy to andragogy"* in 1980 and based his thinking around four key headings:

1. The Concept of the Learner:

Knowles argued that the adult learner is essentially self-directing—in other words—adult learners make decisions about their own learning needs. And he also argued that the role of the teacher of adults is to encourage and nurture this self-directed need. This is very different from the traditional theory of education, where the role of the learner is dependent and the teacher takes responsibility for the entire learning process.

2. The Role of Experience:

Knowles also argued that experience is an important element for adult learners. In traditional educational methods, he said, it is assumed that learners bring little experience to the learning situation and learning is dependent on input from the "expert." However with adults the experience that they have accumulated over a lifetime of experience is a great resource for learning—both for themselves and for others in the group.

Unit 3 – Understanding Learning Styles

Knowles also argued that adult learners give greater significance to what they experience rather than what they are told. Therefore, he suggested, the main techniques that are used in the teaching of adults need to be experiential rather than the more traditional transmittal techniques.

3. Readiness to Learn

Knowles argued that adult learners learn when they feel a need to learn. He claimed that they are "volunteers" in the learning process, and that therefore learning should be organized to meet their needs and that it should be organized to help them cope with the demands of their world – whether these are needs in the home, in their work or in ministry. He also argued that learning should be sequenced according to the individual's ability and readiness to learn.

4. Orientation to Learning

Knowles argued that although learning is traditionally subject-oriented with an emphasis on content, adults want to develop new competencies to cope with the demands of their world and therefore the learning needs to be relevant to them and immediately applicable to their specific needs.

You can see a summary of Knowles' approach in the table below (which is based on Malcolm S Knowles, *The Modern Practice of Adult Education: from pedagogy to androgogy* ©1980).

	Pedagogy (*traditional learning methods*)	Androgogy (*adult learning needs*)
Concept of the learner	Role of learner is dependent	Role of learner is essentially self-directing
	Teacher takes responsibility for the whole learning process	Role of teacher is to encourage and nurture this self-directed need
The role of the learners' experience	Learners bring little experience to the learning situation Learners depended on "expert" input	Learners' experience accumulated over a lifetime is a great resource for learning both for themselves and for others Learners attach greater significance to what they experience rather than what they are told
Readiness to learn	Main teaching techniques are transmittal techniques Learners learn what they are conditioned to learn to obtain parental and/or societal approval	Main teaching techniques are experiential techniques Learners learn when they feel a need to learn
Organization of learning	Fear of failure is a great motivator Learning is standardized and progressive because it is aimed at the same age group and every age group is similar in its learning needs and its readiness to learn	Learning should meet their needs to help them cope with the demands of their world – home, work, ministry etc Learning should be organized to meet learner needs and sequenced according to the individual's ability and readiness to learn
Orientation to learning	Learning is subject-oriented, with emphasis on content, most of which they may forget because it has no immediate gratification	Learners seek to acquire competence to come with demands of their world; they seek personal development and achievement of potential; they seek immediate gratification – learning most be relevant and immediately applicable

Knowles is also saying that the traditional methods of learning tend to focus on content, whereas more effective methods to help adults learn need to focus more on process. This doesn't mean that content isn't important, but it does mean that the emphasis in adult learning should be on providing procedures and resources for facilitating the learner's acquisition of information and skills. Where the learners are able to interact with the content, commitment is increased and this is a very powerful way of influencing changes in attitude and behavior. Therefore using appropriate methods, not only provides new knowledge and skills but it changes attitudes as well, which has the effect of ensuring that the new knowledge and skills will be used.

Unit 3 – Understanding Learning Styles

Think About It

Reflect on Malcolm Knowles' views on adult learning.

a. What is the importance of experience in adult learning?

b. In what ways should learning be focused on helping adults meet *their* needs?

c. Why does learning need to be relevant for adults?

These are my thoughts on the three questions we asked in Box 6.

We have to remember that adults bring a lifetime of experience to the learning environment. As those who are helping adults learn, we cannot and must not discount the experience they bring to the learning situation. The past experience that they bring to the learning environment can be a springboard for new learning. Knowles also argued that adult learners attach greater significance to what adults experience than what they are told. Therefore as adult learning facilitators we need to ensure that we keep **telling** to a minimum and maximize the **learning experience** we offer them. When they have an experience the learners not only gain knowledge and skill, but they have feelings and emotions which can be a very powerful way of changing attitudes.

We have to remember that adult learners are volunteer learners. We cannot force them to start—or even if they have started—or to continue the learning experience if they don't feel it is worthwhile. Adult learners learn when they feel a **need** to learn—and therefore learning should meet their needs—whatever those needs are. Quite simply, if adult learners do not feel the learning they are going through is not meeting their specific needs then they will opt out of the learning process.

We also need to remember that it is only when it is meeting their needs that the learning will seem relevant to an adult learner.

Not everyone is a fan of Knowles and his concept of andragogy. David Cotton, writing in "*Training Journal*" in May 2004 writes, "I believe that the concept of an adult learning style as distinct from a childlike learning style is fundamentally flawed … Children learn through play, repetition and experimentation supported by some guidance and occasional correction." I have some sympathy for what Cotton is saying here because he is arguing that both adults and children learn most effectively through experimentation. However, I think the point that Knowles is making is that the methods that are used almost universally for teaching children are very formal and limit the opportunity for them to learn through experience. Knowles is contrasting the traditional way that children are taught with a more appropriate way for adults to learn.

The point that Malcolm Knowles is making is that the term **pedagogy** describes a teaching style which is typically and has traditionally been used with children and young people. The fact that children and young people might prefer and learn more effectively if the methods outlined by Knowles and his concept of **andragogy** are utilized in their education, doesn't mean that what Knowles is saying about adult learning isn't true!

Think About It

In your own words, summarize the main points that Malcolm Knowles makes about adult learning.

David Kolb and Learning Styles

As Malcolm Knowles makes clear, we need to understand that adult learners are different from children or young people as learners and our approach to teaching adults needs to take that into consideration. We also need to understand that *Adult Learners learn in different ways.*

One of the major influences on the theories surrounding how adults learn has been David Kolb. The starting point for his thinking was his dissatisfaction with traditional methods of teaching management students, and this led him to experiment with experiential teaching techniques. As a result he observed that some students had definite preferences for some activities (such as exercises) but not others (such as formal lectures). He then developed an instrument – the Learning Style Inventory (LSI), which he claims identifies the learning preferences of different people by capturing individual learning differences.

Kolb argues that a learning style is not a fixed trait, but "a differential preference for learning, which changes slightly from situation to situation". (Kolb 2000, pg 8) However, he also claims that scores derived from the LSI are stable over very long periods of time, and he also claims that the learning style of a 60 year old will be very close to that individual's learning style when he or she was 20 years old! However, there appears to be no research to bear out this claim!

In his work Kolb identified four different types of experience through which people learn:

Abstract Conceptualization	learning through questioning assumptions and by making general rules from different experiences
Active Experimentation	learning through seeking new and better ways of doing things rather than repeating familiar patterns
Concrete Experience	learning by trial and error
Reflective Observation	learning by thinking about things before doing them

Based on different combinations of these experiences, Kolb developed four different learning styles (Converging, Diverging, Assimilating and Accommodating; and suggested that each of us has a preference for a particular Style of Learning.

Styles	Learning Preferences	Characteristics of Learners with this Learning Style
Converging	Abstract Conceptualisation & Active Experimentation	• Is good at problem solving, decision making and the practical application of ideas • Does best in situations like conventional intelligence tests • Is controlled in the expression of emotion • Prefers dealing with technical problems rather than inter-personal issues
Diverging	Concrete Experience & Reflective Observation	• Is imaginative and aware of meanings and values • Views concrete situations from many perspectives • Adapts by observation rather than by action • Is interested in people and tends to be feeling-oriented
Assimilating	Abstract Conceptualisation & Reflective Observation	• Likes to reason inductively and to be creative • Likes theoretical models • Is more concerned with ideas and abstract concepts than with people • Thinks it more important that ideas be logically sound than practical
Accommodating	Concrete Experience & Active Experimentation	• Likes doing things, carrying out plans and getting involved in new experiences • Is good at adapting to changing circumstances • Solves problems in an intuitive, trial-and error manner • Is at ease with people • Is sometimes seen as impatient and "pushy"

The table above provides the characteristics of each of the Styles together with the combinations of the Learning Preferences.

Think About It

Read through the characteristics of Kolb's Learning Styles again. From the description of the characteristics, which of the Learning Styles he describes do you think is most like you?

Peter Honey and Alan Mumford and the Learning Cycle

Kolb's theories have been enormously influential in education and also in medicine and management training, and his ideas have been a major inspiration for other educational theorists and practitioners who have used Kolb's original ideas as a basis for their own thinking.

Two of these – Peter Honey and Alan Mumford – who worked together, acknowledge their debt to David Kolb. However, they make it clear that they produced their own Learning Styles Questionnaire (LSQ) because they had problems with the validity of the Kolb's inventory and they also made changes to Kolb's description of the four stages in the learning process, because they found Kolb's terms quite unwieldy, and they also changed the terms he used as follows:

Kolb	*Honey & Mumford*
Abstract Conceptualisation	Theorist
Active Experimentation	Pragmatist
Concrete Experience	Activist
Reflective Observation	Reflector

Honey and Mumford also emphasized the learning cycle that they claim provides an ideal structure for reviewing experience, learning lessons and planning improvements. Peter Honey (2002, Pg 116) claims that the learning cycle is "*flexible and helps people to see how they can enter the cycle at any stage with information to ponder, with a hypothesis to test, with a plan in search of an opportunity to implement it, with a technique to experiment with and see how well it works out in practice.*"

For Honey and Mumford, learning begins with an experience, which leads to observation and reflection, which in turn leads to a conclusion, which in turn leads to planning for the future.

Developing the idea a bit, the learning process happens something like the following:

a. *experience*: something happens to the learner, *eg: a hammer falls off a shelf and lands on your foot – it hurts*.

b. *observation and reflection:* the learner collects data about the incident and thinks about the experience, e.g: *you look at the size and the location of the shelf in relation to the hammer and think about what happened*

c. *conclusion:* the learner works out a theory or modifies or reinforces an existing theory as a result of the experience and his/her reflection on it, *e.g: you realize the shelf is not wide enough safely to support the hammer.*

d. *planning*: the learner plans to change things (or decides not to) based on the experience and the thinking he has done as a result of the experience, *e.g: you look for a safer place to store the hammer.*

So, the learner learns from experience!

Unit 3 – Understanding Learning Styles

If the experience had not been followed by observation, a conclusion and planning, it is likely that the original experience would have been repeated with similar results.

This four stage process is cyclical in that the planning stage is likely to be followed by another experience. For example, I put the hammer in another place and observe what happens!

It's important to note that the learning process may begin anywhere on the cycle and that an experience is not always the trigger.

Eight hundred years ago, there was a Scottish leader called Robert the Bruce. He was fighting the English who were trying to conquer Scotland. He had been defeated in battle and was about to give up the fight. While he was hiding in a cave the story is told that he saw a spider trying to build a web. The spider kept going until it succeeded in achieving its task – despite encountering problems on the way.

So what does this ancient event tell us about the learning cycle?

Robert the Bruce studied the spider working hard to weave its web, failing, but keeping going until it eventually succeeded **(observation)**.

He says to himself: "success happens only if you persist" **(conclusion)**.
He decides to test this out against the English in battle **(plans to test practically)**.
He fights and wins **(experience)**.

Robert the Bruce probably wouldn't have been committed to keep on going in his fight against the English if his experience had not borne out his initial conclusions. The spider's experience was not yet his experience. After the first successful battle, he would again observe and reflect on the experience, his new attitudes would have been reinforced as a result of the experience, and he would make new plans.

So, the learning cycle can begin at any point and we each have our own preferred positions at which to start the cycle.

Honey and Mumford developed their learning styles, and related each one to the four stages in the Learning Circle.
- If in your learning you prefer to learn from *experience*, Honey and Mumford would describe your learning style as being *Activist.*
- If in your learning you prefer to learn from *observation*, Honey and Mumford would describe your learning style as being *Reflector.*
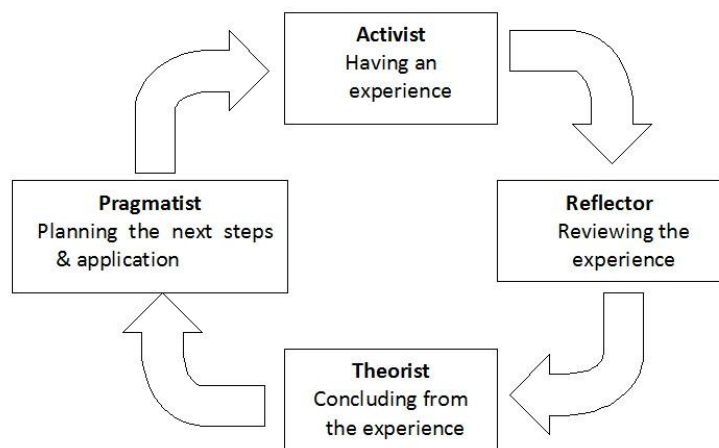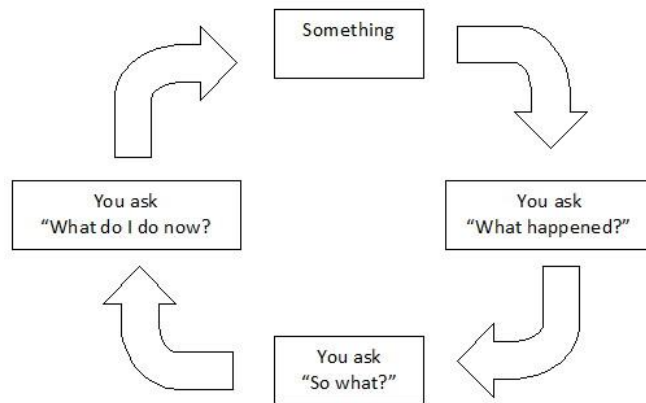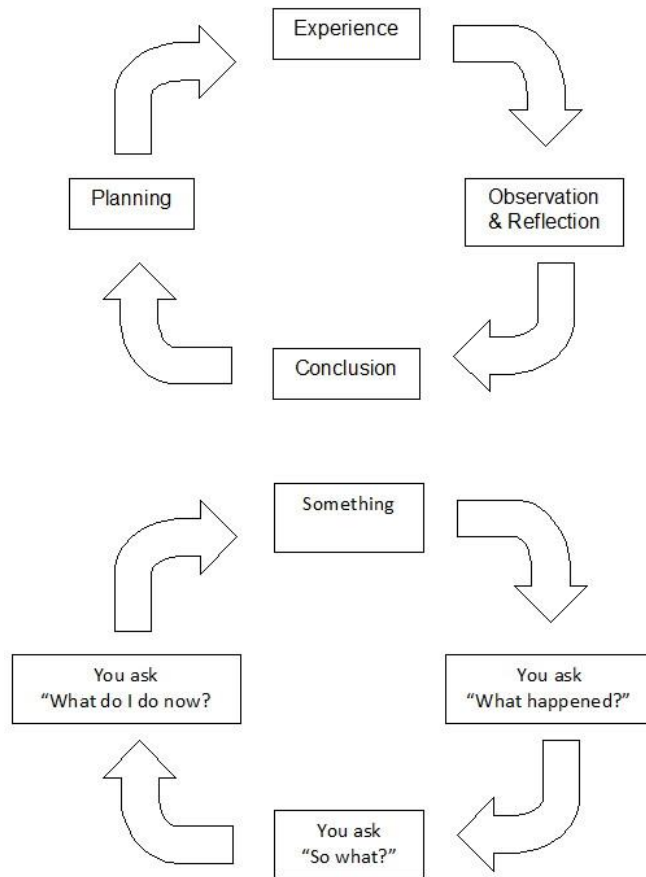
- If in your learning you prefer to learn from *drawing conclusions*, Honey and Mumford would describe your learning style as being a *Theorist.*
- If in your learning you prefer to learn from *planning and application*, Honey and Mumford would describe your learning style as being *Pragmatist.*

As we review these four different learning styles, although Honey and Mumford emphasize that the most effective learning takes us through each stage of the circle, many of us have a strong preference towards one or two of the different styles. Some of us are Activists, some are Reflectors, some are Theorists and some are Pragmatists. None of the styles are better than any of the others. They are simply different and describe how different people prefer to learn.

Let's look in a bit more detail about the learning preferences of these four different learning styles:

ACTIVISTS

Activists learn best by experiencing things – they learn from specific examples in which they can become involved and they benefit most from discussion with other members of the group. They don't like lectures!

They like to completely involve themselves in new experiences. They tend to be open-minded, and are not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: "I'll try anything once." They tend to act first and consider the consequences afterwards.

They tackle problems by brainstorming. They are active people and as soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with follow-through.

REFLECTORS

Reflectors learn best by watching things. They learn from lectures and from situations where they can observe situations objectively. They don't like discussions!

Reflectors like to stand back and think about experiences. They collect information and like to have the opportunity to think about the information they have collected. They really like to think about things thoroughly before coming to any conclusion, and they tend to put off reaching definitive conclusions for as long as possible. They are cautious, thoughtful people who like to consider all possible angles and implications before making a decision. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant, unruffled air about them. When they do decide to act, their decision is based on a wide picture which includes the past as well as the present and on other people's observations as well as their own.

They don't like tight deadlines.

THEORISTS

Theorists learn best by thinking things through. They like to review things in terms of a system, a concept, a model or a theory. They like to have someone in charge – someone who is a clear authoritative figure who provides an analytical and theoretical approach to the material.

They don't like unstructured "discovery" learning – such as exercises and simulations. They like to think through problems in a step-by-step logical way. They assimilate disparate facts into coherent theories.

They tend to be perfectionists who like things to be tidy and to fit into a rational scheme. Questions they frequently ask are: "Does it make sense?" "How does this fit with that?" "What are the basic assumptions?" They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. They prefer to maximize certainty and feel uncomfortable with subjective judgments, lateral thinking and anything flippant.

Unit 3 – Understanding Learning Styles

PRAGMATISTS

Pragmatists learn best by trying things out. They learn by being involved in projects, in small group discussion settings and in situations where they can apply the material to their immediate situations; they like to learn "on the job". They definitely don't like lectures!

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They enjoy exploring new ideas and enjoy experimenting with applications. They are the people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with lengthy and open-ended discussions which they feel don't get anywhere. They are practical people who like making practical decisions and solving problems. They respond to problems and opportunities "as a challenge".

Although Honey and Mumford have been used widely to help people understand learning styles, their thinking is not universally accepted. Criticisms include the charge of pigeon-holing people into boxes ("You're a Reflector" or "I'm a Theorist") whereas most people use a range of learning styles. There has also been criticism of the validation of the questionnaire. However, it is helpful as a description of how different people learn and can be helpful as a starting point for discussion about different learning styles.

Think About It

> **Answer Box #9**
>
> Read through the characteristics of the four styles described by Honey and Mumford in their Learning Circle again. From the description of the characteristics, which of the Learning Styles they describe do you think is most like you?

Bernice McCarthy and 4MAT

Like the Honey and Mumford Learning Cycle, Bernice McCarthy's 4MAT model is also based on David Kolb's work with learning styles. And according to the 4MAT website (www.aboutlearning.com) the model is based on differences in the ways people perceive and then process new experiences and information. These differences form the basis of a person's learning style.

McCarthy claims that on a continuum that represents how we perceive new experiences and information, we all have a preference between sensing/feeling and abstracting/thinking. Some of us tend to stay in the feeling zone and experience more, while others prefer to remain in the thinking zone and reflect on the experience.

Having perceived the experience, we then process it. And in the same way that we have preferences about how we perceive experiences, we also have preferences about how we process those experiences. For some of us our preference is for reflective processing, while for others the preference is for active processing.

McCarthy takes these preferences and describes learners in one of four types:

- Type One Learners perceive with sensing/feeling and process reflectively.
  They need to be engaged, and want an answer to the question, **"Why?"**
- Type Two Learners perceive with thinking and process reflectively.
  They need the facts, and want an answer to the question, **"What?"**
- Type Three Learners perceive with thinking and process actively.
  They need to see real-world relevance, and want an answer to the question, **"How?"**
- Type Four Learners perceive with sensing/feeling and process actively.
  They are dynamic learners, who need to answer the question, **"If?"**

Unit 3 – Understanding Learning Styles

Describing the four styles of learning as Type One, Two, Three and Four isn't particularly helpful – particularly in enabling us to understand the four different styles and Marlene LeFever in her book "Learning Styles" describes the four basic styles as:

Imaginative learners (Type 1 Learners who want to answer the question "Why?")
Factual Learners (Type 2 Learners who want to answer the question "What?")
Common Sense Learners (Type 3 Learners who want to answer the question "How?")
Dynamic Learners (Type 4 Learners who want to answer the question "If?")

McCarthy's Four Basic Learning Styles

4. Dynamic Learner
Asks: "What can this become?"
Philosophy: "Let me discover ways to use this to help others why this is important"

1. Imaginative Learner
Asks: "Why do I need to know this?"
Philosophy: "I like to use what I already know to help me understand

3. Common Sense Learner
Asks: "How does this work?"
Philosophy: "Let me use my hands & head to try this out"

2. Factual Learner
Asks: "What do I need to know?"
Philosophy: "Tell me the facts"

It's also important to note that although none of us fits exactly into one of these basic styles each of us will probably find we are more like one than the other three.

We can describe the different styles as follows:

Imaginative Learner

Imaginative Learners are "feeling" people who get involved with others and learn best in settings that allow interpersonal relationships to develop. They are curious, questioning people who learn by listening and sharing ideas. They see the broad overview or big picture much more easily than the small details. They learn by sensing, feeling and watching. They can see all sides of the issues presented.

Factual (Analytic) Learner

Factual Learners learn by watching and listening and thinking through experiences. They expect the teacher to be the primary information giver, while they sit and carefully assess the value of the information presented. They excel in traditional learning environments and thrive on stimulating lectures and readings. They have clearly defined goals and aim for perfection. These learners want all the data before they make a decision.

Common Sense Learner

Common Sense learners like to think through their experiences, judging the usefulness of each of their experiences to see if they are rational and workable. These students want to test theory in the real world, to apply what has been learned. They love to get the job done. They are hands-on people who, using their own ideas, can analyze problems and solve or fix them. Common Sense Learners, as the name suggests, excel when dealing with what is practical and of immediate importance to them. They learn best when learning is combined with doing.

Dynamic Learner

Dynamic Learners also enjoy action as part of the learning process, but rather than thinking projects through to their rational conclusion, Dynamic Learners excel in following hunches and sensing new directions and possibilities. They are risk takers who thrive on chaotic situations and where there is a need for flexibility. They flourish in challenging situations and find real joy in starting something new, or putting their personal stamp of originality on an idea.

Unit 3 – Understanding Learning Styles

Think About It

Read through the characteristics of Bernice McCarthy's Learning Styles described in her 4MAT model again. From the description of the characteristics, which of the Learning Styles she describes do you think is most like you?

Bernice McCarthy's 4MAT model has become very popular as a model in North America and is used widely to assess the learning styles of learners from pre-schoolers to adults. She claims that when teachers begin to use the 4MAT system, it becomes an agent of change for them as teachers for several reasons:

First, teachers change their attitudes towards diversity among students and see it as a means of enhancing the learning of all types of student and not just the analytic learners who are said to thrive in traditional classrooms.

Teachers then begin to realize that teaching involves more than the mere imparting of information and so they begin to use more dialogue and less monologue.

Finally, teachers begin to talk to their peers about their teaching and start coaching and mentoring one another.

Visual-Auditory-Kinesthetic (VAK) Learning Styles

Neil Fleming (in "*Teaching and Learning Styles*", 2001) popularized the concept that some learners prefer to see (visual), others prefer to listen (auditory), and yet others prefer to learn through experience (kinesthetic). Although it is often referred to as a Learning Style, this theory is probably more of a preference rather than a style.

Although all learners all three senses to receive and learn new information and skills. However, according to the VAK theory, one or two of these styles or preferences is normally dominant, and the dominant style defines the best way for a person to learn new information. However, it is possible that a learner will use different styles or preferences for different tasks.

According to VAK theorists, as teachers we need to present information using all three styles, so that the learner has the opportunity to become involved, no matter what their preferred style might be.

Visual Learners, as the term suggests, have a preference for seeing what they are learning – so reading is important for them, as is writing things down. They enjoy reading books and making notes on what they have read. In fact, a Visual Learner is likely to remember something that he/she has written down even if he/she only reads it once. Pictures, visual aids, diagrams and handouts are also important to the Visual Learner.

Auditory Learners learn best through hearing. They enjoy listening to lectures, taking part in discussions, reporting on what they have learned, listening to the radio and listening to pre-recorded tapes.

Kinesthetic Learners prefer to learn through experience – so activity is important for them. They find it difficult to sit still without doing something, so even in a lecture they are likely to want to take notes, and might even doodle in their notebook while they are listening. They like to have a go at things, so will be one of the first to volunteer if a group is asked to demonstrate something.

Unit 3 – Understanding Learning Styles

As a rough and ready guide to assess your preferred VAK Style, answer the questions in the next couple of Answer Boxes:

Think About It

<table>
<tr>
<td>**Answer Box #11**</td>
<td>You go to the store and buy something, maybe a piece of furniture or something that comes in a kit that you have to assemble when you get it home. When you get the kit back home which of the following options would you do? Select/Check one of the following:

a. open the packaging and try to put the item together without reading the instructions?

b. read all of the instructions before you attempt to put the item together?

c. hand the instructions to someone else to read them to you, or if no one is around to read them to you, you read them aloud to yourself?</td>
</tr>
</table>

Now here is the explanation as to which type of learner you are likely to be. If you selected:
a. you are a Kinesthetic Learner
b. you are a Visual Learner
c. you are an Auditory Learner

Now answer this next question:

Think About It

<table>
<tr>
<td>**Answer Box #12**</td>
<td>You go to the store and buy a new cell phone. Which of the following options would you take when you get it home? Select/Check one of the following:

a. read all of the instructions before you attempt to press any buttons?

b. take it out of the box and fiddle with the pieces before you read any instructions?

c. ask someone else to read the instructions and explain it to you or read the instructions out to yourself aloud?</td>
</tr>
</table>

In the above example, if you selected
a. you are a Visual Learner
b. you are a Kinesthetic Learner
c. you are an Auditory Learner

The point of the VAK model is that we should aim to design learning methods that match different people's preferences. However, as we are likely to have all three learning preferences represented in a class of learners, it is often not practical to design totally different learning experiences for each of the styles. However, what we can and should do, is try to design our learning activities so that we engage all three of the Learning Styles and ensure we are communicating with our Visual Learners, as well as our Auditory Learners and our Kinesthetic Learners.

The Significance of Learning Styles

This unit has been quite heavy in terms of input and probably appeals more to Honey and Mumford's Reflectors and Theorists and McCarthy's Factual Learners that to other learners! However, there are a number of reasons why it has been important to explore these theories and models:

- there are several different theories about learning styles (we've only looked at a representative few of the dozens of different theories and models)
- none of the theories present us with the ideal answer to learning styles
- educational theorists disagree about the different learning styles and some of them are unconvinced by the research which supports some of the theories
- people DO learn in different ways, and as teachers we need to constantly bear that in mind

- it can be dangerous to put people in boxes – if someone is labeled as an Activist or as a Dynamic Learner, they can switch off when they have to listen to a lecture because they "know" they react negatively to such a teaching technique
- you have your own learning style
- you should not neglect the learning styles of those in your classes who have learning styles which are different to yours! It's very easy to assume that everyone else will benefit from the same things that you get the most benefit from! Teachers who enjoy lectures tend to think that everyone else enjoys lectures – and only uses the lecture method in their teaching – thereby alienating all those who have different learning styles!
- it's important to use a variety of methods in your own teaching – because people DO learn in different ways, and we need to help all the learners in our classes and workshops

What is most important about learning styles is that it helps us recognize the different types of learning experience we need to include in each teaching session if we are going to help all learners get the most from the session. Whether we like the Honey and Mumford Model or the McCarthy one, we need to teach to all four styles and be careful not to fall into the common mistake of designing the curriculum and the teaching sessions that only fits our own preferred style. It's just as important, too, that we don't only teach according to the model we've always known and seen modeled. As a teacher helping to develop others we must realize that we are trying to help each person in our class or workshop grow and therefore we need to modify our styles to fit theirs. In other words we have to be responsive in the way we facilitate the learning process.

Think About It

Answer Box #13	Think about the different learning styles of the McCarthy models. Now, imagine that you have to teach a group of students (which has the four different learning styles within it) about planting rice. Can you think of creative ways of teaching that would help all four types of learning style learn about planting rice? List as many different activities that you could use and indicate which learning style would most benefit from each of the activities you listed.

I'm sure you thought of some creative ideas about how to teach about planting rice. As we think about teaching and learning it is important to think about different ways to help different types of learners to understand the entire lesson.

Let's think together a little more about this from a different angle.

The amazing thing about understanding the different learning styles is that for both Honey and Mumford and for McCarthy, teaching to the four learning styles is needed to really help people grow and change. You see most of us have spent a lot of our educational time being lectured to about the facts and then being asked to memorize that material and write it back down as a test. This means that we have a lot of information in our heads. It also means that this information rarely makes any difference in the way we live our lives each day. Similarly it tends to have little impact on the way in which we lead others or the way in which we teach.

Think About It

Answer Box #14	***Stop and think about the following statement and respond to the questions.*** Many pastors or leaders can preach a good message on "servant leadership" but many of these same pastors or leaders are some of the greatest tyrants, or big boss leaders out there! Do you agree with this statement? If you agree, why might this be the case?

A Practical Use of Learning Styles: Developing a Lesson Plan

Thinking about servant leadership, we're now going to look at a lesson plan about servant leadership. It is designed so that people with each Learning Style as described in Bernice McCarthy's 4MAT model can participate and learn effectively. Read through the plan and at the end of each section of the lesson state which of the Learning Styles that section is particularly seeking to help in their learning approach:

Section 1

Set up the class in one large group with a white board at the front. Ask the group to call out words that they think about when they hear the word "leader". List the words you are given in two columns, one positive and the other negative - but don't write positive or negative on the board yet.

(Positive words)	(Negative words)
Servant	Big boss
Shepherd	Controlling
Friend	Power

When the group has finished listing several words ask them to tell you the difference between the two columns. They will describe how one has several of the positive attributes of leadership and one has the more negative attributes. There may be some discussion about this.

Next ask them to think about the leaders they have worked under. Point to the first column and ask how many in the group have had a majority of the leaders they have worked for described by these terms. Do the same for the second column. If the majority raise their hands for the second column spend some time talking about how common "big boss" leadership is in the culture and ask them to share why they think this might be the case.

Think About It

Answer Box #15

Which of the learning styles will this section of the lesson plan most appeal to?

This first section was answering the "why" question by taking what people already know and helping them think about why the subject of the lesson might be helpful or at least of interest to them. So far the teacher has only used the knowledge the learners already have. He/she hasn't "taught" them anything new, but what has happened is that their knowledge has been arranged in a new way.

Section 2

Break the class up into small groups of no more than 5 and give each group several scriptures to read that describe servant leadership as practiced by Jesus. Have them answer questions related to each passage as a group and then have the groups come back together to share their answers.

Think About It

Answer Box #16

Which of the learning styles will this section of the lesson plan most appeal to?

Unit 3 – Understanding Learning Styles

This section has helped the group identify biblical qualities of servant leadership. The group now has the facts – and of course this is just what the factual learner wants. Many factual learners will still wish that you had just lectured them, telling them the information. But in this part of the lesson plan information has been given and this is okay for the factual learner.

Section 3

Now take a role-play or a case study about a leader who is a big boss, but is working so hard that he becomes ill because he is too afraid to delegate responsibility to anyone else and therefore tries to do everything himself. Make the story one that people in this setting would relate to easily and understand. Humour is a great tool to use to help people receive a point that otherwise would be too painful for them to accept. After it has been read or acted out, have a discussion question that leads to the participants thinking about how this applies to their own situation.

Think About It

Answer Box #17

Which of the learning styles will this section of the lesson plan most appeal to?

This section is helping the group move quickly from someone else's story to application in their lives. It is helping the learner understand how something works in practice and he/she is using his/her head to work this out. If they are involved in role-play it helps them in their understanding by acting out the parts.

Section 4

Ask everyone in the group to spend 15 minutes writing the answer to the following questions:

What is one thing that God might be asking me to change about my current leadership style?
What am I going to do about it?
What will be the hardest thing for me about making such a change?

Think About It

Answer Box #18

Which of the learning styles will this section of the lesson plan most appeal to?

This section is helping the learner think about how to apply the learning and how it could lead to change and making something or someone better.

In this lesson plan, not only have we answered the question each learning style has, but we've also used a variety of creative ways to allow each learning style to take in the information and process it.

Unit 3 – Understanding Learning Styles

Think About It

Stop and look back through the simple lesson plan we have just worked through. What are the different types of activities that made up the plans?

Can you think of one thing that we usually have in a class that did not take place in the plan outlined above?

We have a number of different activities, group interactions, small groups, time on your own to think and process, vision activities and on and on. Of course we did not have someone lecture or preach. Although we can all learn something from hearing a lecture one of the principles you will find to be true over and over is that talking "at" people is one of the least effective ways of helping them to learn. It always has a place, but learning is really much more of a process that uses the way God made us to grow, than anything else.

In this unit we have discussed a number of different learning styles, including the work of Malcolm Knowles and his theory of Andragogy, David Kolb and Learning Styles, Honey and Mumford and the Learning Cycle, Bernice McCarthy and the 4MAT model and the VAK model of learning styles. We have also discussed the significance of learning styles and put them to practical use in developing a lesson plan in which we have attempted to ensure that we meet the needs of learners with different learning styles in the same lesson. In the next unit (Unit 4) we will be going back to some of the work you did in Unit 1 about how you have experienced learning in the past, and drawing on that experience, to develop a series of factors that are needed if effective learning is going to happen.

Reviewing your Learning

As we come to the end of this Third Unit, you need to review your own notes and complete the Learning Log for Unit 3. Please turn now to the Learning Log, for this unit that you can find on Page 180, and complete the boxes you find there.

REFERENCES:
The material in this unit draws heavily on a number of sources, including:

Malcolm Knowles *"The Modern Practice of Adult Education: from pedagogy to andragogy"* 1980

Coffield, Moseley, Hall and Ecclestone *"Learning Styles and Pedagogy in Post 16 Learning: a Systematic and Critical Review"* (Learning & Skills Research Centre UK, 2004)

Peter Honey: "Why I am besotted with the learning cycle" in P Honey (ed.) *Peter Honey's articles on learning and this and that*, (Peter Honey Publications Ltd 2002)

Alan Mumford "Effective Learning" (Institute of Personnel & Development UK, 1995)

4MAT website (www.aboutlearning.com)

Tony Pont "Developing Effective Training Skills" (McGraw Hill, 1996)

Marlene LeFever "Learning Styles" (Cook Communications Ministries, 2004)

Teaching and Learning for Impact
Unit 4

Factors Underpinning Effective Learning

Development Associates International

© Development Associates International, 2011

Version 2.3

DAI
P.O. Box 49278
Colorado Springs, CO 80949-9278
USA
Tel. +1-719-598-7970 / Fax +1-719-884-0668
www.daintl.org

Unit 4 – Factors Underpinning Effective Learning

Table of Contents

Learning Outcomes:

By the end of this unit you should be able to:

- List the five key factors which underpin effective learning;

- Describe why each of the five key factors is an important factor in underpinning effective learning;

- Explain how the five key factors underpinning effective learning work together;

- Describe how you will apply the five factors to your own learning during the MA course you are working through;

- Name two additional factors that help effective learning take place;

- Describe the importance of "spacing" in the learning process;

- Design the outline of a 90-minute session in which you will facilitate learning on an aspect of leadership;

- Apply your understanding of the five key factors that underpin effective learning through developing an outline session in which you will facilitate learning.

Reviewing Unit 3

In our last unit we spent some time focusing on a number of different theories of adult learning and how these theories should impact the way we teach adult learners. Before we move on I want you to think about the last unit you worked through.

Think About It

Answer Box # 1	What were the two or three most important things you learned in Unit 3? Why are these important to you?

The Five Factors underpinning Effective Learning

In Unit 3, we explored a number of different theories about how people learn. Now in this unit, we are going to discuss some important and very practical thinking about some of the most important factors that underpin effective learning. This is important for us as we design learning experiences, so that we ensure we are including learning activities that will lead to successful learning for the learners we are working with.

I want you to think back to what we covered in Unit 1. At the end of that Unit 1, I referred you to some of the thinking of adult educationalist Phil Race as outlined in his book *Making Learning Happen*. We discussed the 4 questions that Phil Race often asks groups of learners and how from these questions he has identified five factors, which he argues are involved in effective learning. We listed those five factors as:

> **Wanting** to learn
> **Needing** to learn
> Learning by **doing**
> Learning through **feedback**
> **Making sense** of things

Since you completed Unit 1, we've examined some other key issues as foundations for understanding learning – but now it's time to come back to the five factors which Phil Race believes are involved in effective learning.

Before you continue with this workbook, you need to read what Phil Race says in the Supplementary Book for this module, so, please read pages 20-26 of *Making Learning Happen*. Only when you have read those pages should you continue reading here.

Wanting to Learn

Think About It

Answer Box # 2	Having read pages 20-26 of *Making Learning Happen*, describe in your own words why "Wanting to Learn" is an important factor in underpinning successful learning.

When we examine the feedback that you and others from Uganda, Nigeria and Nepal said in answer to that first question, some of the answers were "it was something I was interested in," "I was passionate about the subject" and "I naturally liked the subject." All these phrases describe a natural desire to learn – a **want** to learn.

In the words of Jenny Rogers: "Unless you are motivated you will not and cannot learn" (*Adult Learning*, pg 15). She goes on to state; "Lack of or wilting motivation is one of the main reasons that learning fails" (*Adult Learning*, pg 16). Phil Race is saying here that sometimes we discover that we simply **want** to learn something. It's a desire that comes from within us. Some people call this "intrinsic motivation," but that's a rather cold and clinical statement! We all know what a "want" is, and if we **want** to learn something, and if that **want** is powerful enough, success in our learning is very likely to follow. In fact the energy that is needed to start the learning process will often begin from someone **wanting to learn**.

We also need to realize that unless a person **wants** to learn, they will not learn, and one of the main reasons why learning can fail is because people don't **want** to learn or because they have lost their desire to learn. So, a **want to learn** or to put it another way, a desire to learn, is a critical factor in making learning happen.

Needing to Learn

Think About It

> **Answer Box # 3**
>
> Having read pages 20-26 in *Making Learning Happen* describe in your own words why "Needing to Learn" is an important factor in underpinning successful learning.

Here Phil Race is saying that what often kept learners going when they didn't want to learn something was that there was a very real and specific "**need**" to learn.

Do you remember in Unit 1 what people in Uganda, Nepal and Nigeria said in response to the question about what kept them going even when they didn't really want to learn something? We had responses like "it was something I needed to do badly," "financial motivation" and "it was necessary." Another response was "I kept going because I needed to become able to do it" (Unit 1 page 15). In fact, it is more than just **need**, people learn because they have taken the **ownership** of the **need**. Once learners have taken ownership of a particular "**need**" to learn they are not easily stopped! So, effective learning requires that learners take **ownership** of the **need to learn**.

Needing to learn and **wanting** to learn are two different things. **Wanting** to learn comes from within – it's something we WANT to do; **needing** to learn is something that comes from outside us. It may be that we need to develop new skills to develop in our career, or we may want to change careers – and that change depends on acquiring new qualifications. In fact, the energy that is needed to start learning happening can arise from both **wanting** to learn OR from **needing** to learn; or maybe both will be involved. When learners really **want** and **need** to learn, then it is more than likely that learning will take place.

Think About It

Answer Box # 4

In your own words describe why "Wanting to Learn" and "Needing to Learn" together form a powerful factor in underpinning successful learning

Check your response by reviewing the second paragraph on page 21 of *Making Learning Happen*.

Think About It

Answer Box # 5

Assuming we have learners who either "want to learn" or "need to learn" or both, what MUST happen next for there to be successful learning?

Check your response by reviewing the third paragraph on page 21 of *Making Learning Happen*.

Learning by Doing
Think About It

Answer Box # 6

What does "learning by doing" involve? List as many activities as you can.

Have a look back at Unit 1 page 11 where I shared with you what learners in Uganda, Nepal and Nigeria said when they were asked about how they became good at certain things. One phrase from each of the groups was virtually identical (and if I'd included the results from India, Sri Lanka and the UK as well, that same phrase would have been included, and it's very likely that it was used by some people when you did this exercise in your own Residency). It was something related to "practice." We had "through practice and more practice," we had "by practicing" and "by constant practice." Other phrases used included "hands-on experience," "by asking questions" and "by making mistakes." If learning is going to happen, we actually have to *do* something; we have to experience something. This might involve some hands-on experience, it might involve an activity of some sort, it might mean trying something out, or it might mean being involved in a discussion and reporting back

on that discussion. The key element in all this is that the learner is being active rather than being a passive learner.

Phil Race says that learning by **doing** can take many forms, and lists the following: practice, experience, having a go, repetition and trial and error (on page 20) and adds trying something out, experimenting, and application (on page 21).

I would add to his list the following: discussions, telling others what we've learned, devising skits, taking part in simulations and writing assignments.

Think About It

Answer Box # 7	In your response to the question: "What does learning by doing involve?" did you suggest activities which neither Phil Race nor I listed? What were they?
Answer Box # 8	Having read pages 20-26 in *Making Learning Happen*, what does Phil Race say that "Learning by doing" MUST be accompanied by?

Most people actually are far more successful in their learning when they learn by **doing.** Another word for this is "experiential learning, which means we learn by doing! So here we have another of the critical factors that underpin effective learning: Learning by **Doing.**

So far we've reviewed three of the five successful factors underpinning successful learning –
Wanting to learn
Needing to learn
Learning by **Doing**

Think About It

Making Sense of the Learning

Phil Race says that just **doing** something does not guarantee that learning is happening. Did you notice what he said about talking to learners coming out of other people's classes and asking them what they learned during the session (on pages 21 & 22)? From their replies it seems clear that they've listened to the information, they might even have written down some of the information, but they haven't really started converting it into their own knowledge. He says: "put bluntly, they've been wasting their time during the session. They may have been *taking notes*, but often without even thinking about what they were writing down… There has been precious little **making sense** going on" (Phil Race *Making Learning Happen* pages 21-22).

Now look back to Unit 1 pages 13-14 where I reported back on the responses from Uganda, Sri Lanka and Nepal on what had gone wrong with their learning. People said things like "I wasn't given enough time to understand it," "I kept making the same mistakes" and "it wasn't contextualized." These answers suggest that not enough time was given for the learners to really understand what they were learning. Effective learning is more than listening to what someone else is saying; it's also much more than learning something by rote; it's also much more than simply having an experience!

We need to give time for learners to internalize for themselves what they are learning or what they are doing; and if we take them too quickly from one piece of information to the next, or from one activity to the next, they will not remember the earlier elements of their learning.

For effective learning to take place, learning by **doing** needs to be accompanied by **making sense of the learning.** Other words that can be used to describe this would be "getting my head round it", or "the light began to dawn" or "gaining understanding" or even "digesting"!
Now, before we go any further we need to think more about this…

Think About It

Answer Box # 9	Another way of describing "Making Sense of the Learning" has been to describe it as "Digesting the learning". Why is the descriptive word "digesting" helpful here?

Check your response by reviewing the final paragraph on page 21 and the first two paragraphs on page 22 of *Making Learning Happen*. You should also check what Phil Race says under the bullet-point heading "Making sense of things" on page 20.

In the same way that when we have a meal, we can consume lots of food, but if we don't digest the food, it'll not do us any good at all, so with information we are told or which we read for ourselves, if we don't **digest** it – if we don't **make sense** of the material for ourselves – if we don't **process** the information in some way, we'll never turn it into knowledge. That's why it's important to MAKE notes rather than TAKE notes. When we MAKE notes, we are processing the information; when we TAKE notes we are simply writing down the information.

What learners have said that what often went wrong in their learning was that they couldn't understand it; or to put it another way, they couldn't (or didn't have the time to) **make sense** of what they were learning or doing. To **make sense** of what we are doing we need to have some time to think about it; to reflect on it. It might be quiet individual thinking time, or it might be something more structured. The important point here is that unless as facilitators of learning we give space for our learners to **make sense** of what they are doing, effective learning will not take place. So another critical factor for effective learning is **making sense of things**.

Learning through Feedback

And now we come to the fifth factor that underpins successful learning - which is **learning through feedback**.

Think About It

Answer Box # 10	Re-read the last paragraph on page 22 and first two paragraphs on page 23 of *Making Learning Happen* and explain in your own words why "Learning through Feedback" is such an important factor in underpinning successful learning.

The way that learners can know that they've **made sense** of the material they have been studying or which is being presented to them is through the **feedback** they receive. **Feedback** helps

the learner <u>know</u> that they've made sense of the material. If a learner gets a lot of feedback on their thinking during a teaching session, when they've been working through resource materials or when they've submitted a piece of work to their "teacher," they are in a much better position to know whether they've *made sense* of what they're trying to learn.

Look back at Unit 1 pages 12-13 where we reported on what people in Uganda, India and Sri Lanka said about how they can feel positive about things. Someone said, "when I'm asked to do something many times" and someone else said, "requests to do it again." What they have received here is positive feedback. Just by being asked to do something again means that the previous time you must have done it successfully! Others on reporting back about how they feel positive about things actually used the word "feedback." Others used the words "remarks and comments of others" and "by listening to others." Paraphrasing Phil Race's words on pages 22 and 23, if our learners have been getting a lot of feedback on their thinking and on what they've been doing in a learning lesson or on work they're produced, they are in a much better position to know whether they've been able to *make sense* of what they are doing. The *feedback* helps them to *make sense* of their own *learning by doing*. The feedback helps them to digest the information they have been processing, and begin the process of building their own knowledge from it. So the fifth factor underpinning effective learning is *Feedback*.

Think About It

Answer Box # 11

List all the ways you can think of in which a learner can get feedback.

We often think of *feedback* being the comments from the teacher on the work a learner has submitted as an assignment. But as you read the section in *Making Learning Happen*, I hope you have seen that there are many other ways in which a learner can get feedback.

Phil Race talks about getting *feedback* from other people's reaction, confirmation, praise, compliments and simply seeing the results (pg 20) and he also talks about getting feedback from each other and from comparing their own thinking with what's on handout materials and other learning resources associated with the session (p22). Unpacking this a bit –

As teachers we give *feedback* whenever
> we ask a question and someone answers it
> we hold a whole class discussion and we comment on people's input
> we are taking feedback from small group discussions and we comment on the feedback which is given
> we provide hand-out material and other learning resources for the students to work though
> we talk with members of the group outside the class
> we review and comment on written work

Learners also give *feedback*
> in whole class discussions, as they comment on input from others
> in small group discussions as they discuss issues and questions together
> in giving reports from small group discussions
> when they discuss the class together after the class is finished!

Phil Race talks about these five factors – not as being a learning circle, whereby the learner begins with wanting or needing to learn, then continues by some activity (doing), then by digesting and finally by getting feedback. He suggests that these elements work together like ripples in a pond.

Think About It

What happens when you throw a stone into a pond or a lake? (if you are able to – go and do just that now and see what happens!)

When you throw a stone into a pond, the ripples bounce outwards from where the stone hits the water – but then the ripples bounce inwards again towards the centre where the stone first hit the water.

Similarly with the five factors that underpin effective learning – it can be helpful to think of the learning process as ripples on a pond, bouncing outwards and inwards.

As we have been discussing, learning may begin with the motivation – the *wanting* to learn or *needing* to learn.
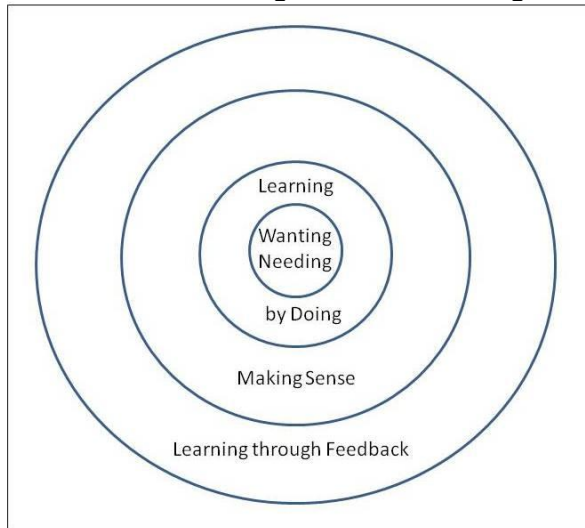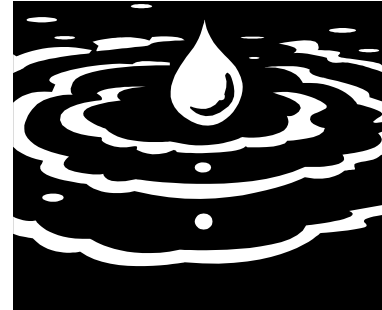
The ripples then bounce out towards the *doing* and then further out to the *digesting* or *making sense* of the learning, and then out to the *feedback* ripple. But then the ripples begin to move back towards the centre!

This is because *feedback* helps us make more *sense* of the learning, and this then leads to more *doing* to take place, which then clarifies the *need* and also the *want* or desire to continue learning! And so the ripples move outwards and inwards, each of the five factors influencing and developing the other factors to enhance the learning experience.

Learning

Wanting
Needing

by Doing

Making Sense

Learning through Feedback

Think About It

In your own words, explain what Phil Race says about how you can increase the "*Want*" and/or "*Need*" to learn in learners who are clearly unmotivated?

He suggests that when faced with one or more learners who clearly don't want to be in a class, we need to get them *doing* something (and he suggests it should be something that is interesting in its own right, which doesn't take long, which is linked to the relevant learning outcomes, which will be stretching but not intimidating and which may win them over to doing something more!). Having got them *doing*, we then need to help them to *make sense* of what they have been doing and

then we need to give them **feedback** on the learning episode. If they enjoyed the learning by doing and if they found they could make sense of it and liked receiving the feedback, THEN the ripple can bounce right back to the centre and help them understand the **need** they have just addressed. Then it is more likely that they will be willing to engage in more **doing**! And so the ripples continue!

Addressing the Five Factors underpinning successful learning

What is so important about these five factors is that as learning facilitators, we can intentionally set out to help our learners by ensuring we help them in their learning by

- enhancing or initiating a **want** to learn
- clarifying a **need** to learn and helping them take ownership of this **need**
- devising learning activities so that learners learn by **doing**
- helping learners **make sense** of what they are learning (rather than store information for later processing which may never happen)
- helping learners to receive **feedback** on what they do and think.

So the question now is this: "How can we practically design a learning experience which will help our learners learn?"

We want you to think about how you would teach a 90 minute introductory session on "Servant Leadership" to a new class in which you intentionally set out to use the five factors underpinning successful learning. As your next exercise we want you to develop an outline for this introductory session on "Servant Leadership". As you develop your outline, make a note as to which of the five factors you will be helping the learners to use in their learning against each of the learning activities you plan to use. You should ensure that you are using all five of the factors!

You can use the Answer Box on the next page.

Think About It

Answer Box # 14

Your outline of a 90-minute introductory session on "Servant Leadership" to a new class in which you intentionally set out to use the five factors underpinning successful learning:

It would be helpful if you could discuss your outline with other members of your learning group as soon as you are able.

The outline that you have developed in the above Answer Box will partly form the basis of the Assignment at the end of this unit.

The Five Factors and Distance Learning

You have embarked on an extended course of study which is principally delivered though distance learning. This course is largely a self-study programme as are the other modules in the MA course. To help you as you continue working on this module – and also to help you as you work though the entire MA course, I want you to explore your own learning through responding to the questions in the next 5 Answer Boxes. As you think about your own response to these questions, and as you articulate your responses, it might help you keep going when the going gets tough! There are no "correct" answers which I can provide for you to these questions. The only "correct" responses are those that are correct for you.

Think About It

Answer Box # 15

Think about your motivation for enrolling on the MA course – what are the ***wants*** you would like to achieve through this course of study?

Think About It

Answer Box # 16

Are there particular ***needs*** that you have which you hope to meet through your studies on this course? What are they?

Think About It

Answer Box # 17

What will you do to practically ensure that you enhance your learning by ***doing***?

Think About It

Answer Box # 18

How will you ensure you are ***making sense*** of the material and not just collecting information in a series of manuals?

Think About It

Answer Box # 19

How will you get *feedback* on your learning? How will you make the most of the *feedback* you receive?

Other Factors helping Successful Learning

The five factors we've been discussion so far in this session are the key factors that underpin successful learning. By now you should be able to list the five key factors!

Think About It

Answer Box # 20

List the five key factors that underpin successful learning (without checking back over this unit!) – you should be able to name them by now!

I hope you got them – and that you listed the following (or used words similar to those listed here):

> **Wanting** to learn
> **Needing** to learn
> Learning by **doing**
> **Making sense** of things
> Learning through **feedback**

However, there are other factors that help us learn effectively.

In the first edition of the book *Making Learning Happen*, Phil Race only asked the five questions we've already explored. But in the second edition of the book, he added two further questions, which he suggested that those whose experience included teaching other people, explaining things to others, coaching others, and measuring (or assessing) the work of others.

If your experience includes teaching other people, explaining things to them or coaching them or if your work includes assessing the work of others, I want you to respond to the questions in the next Box. If your experience doesn't include these things, read through the questions in the next box and then continue working your way through this manual.

Think About It

> **Answer Box #21**
>
> Think of something that you've taught for some time. This could include helping people to learn, coaching them, training them and so on. Think back particularly to the first time you taught it (or explained it, or coached people in it and so on).
>
> To what extent did you find that you "had your own head around it" much better after teaching if for that first time? Choose one of the three options that follow:
> - Very much better
> - Somewhat better
> - No better
>
> Still thinking of the first time you taught (explained, coached, etc) that particular topic, think back to the first time you measured (or assessed or marked) your students' learning of the topic.
>
> To what extent did you find that after that first occasion of measuring or assessing their learning, you yourself had made sense of the topic even more deeply? Choose one of the three options which follow:
> - Very much better
> - Somewhat better
> - No better

One of the things that always amazes me is that I understand a subject a whole lot better AFTER I've taught it. So having to teach something to others helps us learn that subject more effectively. And I'm not the only one to testify to this. Thousands of other teachers would admit to the fact that they understand something much more effectively after they've taught it!

See what Phil Race says about this, by reading what he writes under the heading "*Learning through teaching, explaining, coaching*" on pages 26-29 before continuing reading this manual

Learning by Teaching

Think About It

> **Answer Box # 22**
>
> Using your own words explain why we learn so much when we teach or explain something, relating your answer to the five key factors that underpin successful learning.

Check your response by reviewing pages 27-29 of *Making Learning Happen*.

Phil Race talks about "the processes of teaching or explaining or coaching yielding a high **learning** pay-off for teachers" (the italics are mine!). The reason for this is that when we teach or explain something each of the factors that underpin effective learning come into play.

When we teach something we are helping the learners take ownership of both their **need** to learn and also their **want** to learn. We are helping the learners to see the point of why they are learning, helping them to see what the learning is for and how it fits into the bigger picture of their life and work.

When we teach something we are active in what we are teaching. We are actually ***doing*** something – and not only ***doing*** something ourselves, but we're learning by getting other people to do things for themselves as well. So, when we are teaching, it is full of experiential learning for ourselves!

When we teach we are also ***making sense*** of things all the time. When we have to explain things to others, we have to have thought about the thing, and we know that if we don't ***make sense*** of it, we won't be able to adequately explain what we need to help our learners learn. I've often discovered that when I've been asked a question in a class, that as I begin to answer it, and as I articulate my thinking on the issue, that I seem to have a greater understanding of what it is that I'm trying to explain. What has been happening is that I've been ***making sense*** of it as I've been explaining it to the learners!

And finally, when we teach, we're getting ***feedback*** from the learners all the time! In the classroom, the eyes of the learners are on us all the time, and if we're sensitive to our learners, we will be able to pick-up signals about how well they are engaged and how far they are understanding the material we are presenting. If we have got them into discussion groups, we can pick up signals regarding their involvement in the discussions. When they answer questions in class, we get ***feedback***. When they submit assignments, we get ***feedback*** because we see how well they have understood their learning. This is all ***feedback*** that helps us to deepen our own learning.

Because of the impact which teaching something has on the learner, we encourage you to take what you are learning in the various modules of this MA course and TEACH IT TO OTHERS. Teaching others will have a significant impact on your learning of the material.

Having added ***teaching*** to the ripples, Phil Race also adds one further ripple – this is A***ssessing***. To understand the importance of assessing in the learning process, you need to read the section under the heading "*Learning through assessing – making informed judgments*" on pages 29-32 before continuing here.

Learning through Assessing

Think About It

Answer Box # 23	Using your own words explain why we learn so much when we assess the work of our learners, relating your answer to the five key factors that underpin successful learning.

The importance of assessing is that when we review (or mark) the work of our learners, it also helps us understand a topic more effectively. In fact, when we review the work of our learners we find out a number of things:

>We discover all the mistakes that we never imagined anyone would make.
>We discover the many different ways in which individual learners have made sense of their learning.
>We are given feedback about how to teach the same thing the next time, to minimize the mistakes that learners might make and to maximize their learning.

In fact every time we assess the work of our learners, we are deepening our own learning. And our learning is particularly powerful the first few times we assess the work of our learners, because we find out a lot about their learning very quickly!

Because of the importance of assessing in our own learning process, it can be extremely helpful to encourage learners to assess their own work – this is something we call self-assessment. It can also be extremely helpful in the learning process for learners to assess each other's work. In this way they are giving feedback to each other; they discover things that other learners did better than

themselves and so that widens their learning opportunities; and they see errors and mistakes which they themselves avoided, it also reinforces positively what they did themselves and helps them to see what they should avoid doing in the future.

Spacing in Learning

So, Phil Race has added two further factors that underpin effective learning; teaching it and assessing it!

I want to suggest that there is an additional factor that underpins effective learning, which Phil Race doesn't discuss in his book. This is what is becoming known as the "Spacing Effect". When we talk about the "Spacing Effect" we mean that we intentionally space repetitions of learning points over time. The "Spacing Effect" occurs when we present learners with a concept or skill we want them to learn, wait some time and then present the same concept or skill again. Spacing can involve a few repetitions or many repetitions.

The Nineteenth Century author, Robert Louis Stephenson once said, "I've a grand memory for forgetting." And that's the problem, we so easily forget. And often when we design and deliver learning events we avoid confronting the fact that most of what learners are learning is quickly forgotten and in fact their learning is rarely applied. The "spacing effect" helps to retain what they are learning more effectively.

In 2001, the American Psychological Association published some interesting results (*Journal of Experimental Psychology: Learning, Memory and Cognition*, 2001, Vol 27, No 4) which concluded that practicing different skills in concentrated blocks of time was not the most effective way to learn. The researchers discovered that when learners focused on a particular skill in a learning workshop, they tended to over-estimate how well they learned the skill and it resulted in poorer long-term learning. They also discovered that for long-term retention, repeating the learning at different intervals of time was much more effective; and they also discovered that mixing the learning with other tasks resulted in even more effective learning.

A couple of other research projects also point to the importance of "spacing" in the learning process. An experiment conducted in the UK in the 1970s into staff being trained to operate new machines had one group completing their training in one continuous session, a second group completing their training in two sessions while a third group completed the same training over four sessions. This third group was the one that demonstrated the best recall and subsequent job performance.

In another piece of research into adult retention span (Pike, 1994), it was concluded that if people were exposed to an idea on a single occasion, at the end of 30 days they retained less than 10%. However, if they were exposed to the idea at six different times over the 30 days, they retained more than 90%.

The "spacing effect" suggests that that knowledge and learning presented once, and then reviewed perhaps ten minutes later, and then an hour later, a day later, three days later, and then a week later is assimilated in the brain in a more robust and usable manner, and thereby dramatically improves active recall of the learning.

Spacing repetitions do not need to be verbatim repetitions, although they can. Other repetitions of learning points can also include the following:

- Repetitions using different words
- Stories, examples, demonstrations, illustrations
- Case studies, role plays, simulations
- Discussions and debates
- Practice
- Testing
- Re-reading course content

Think About It

Answer Box # 24	What examples of spacing have you observed in the "Teaching and Learning for Impact" Course?

I wonder what you have observed as you have been going through this course.

I would suggest that we have used the following examples of "spacing" on this course:
- Learning during the Residency and then seeing some of the same concepts in the self-study part of the course
- The use of daily review sessions during the Residency when you were encouraged to think back over what you had learned the previous day and also the end of Residency review session when you were encouraged to think back over the whole week of learning
- Discussing learning points during your small group study groups
- The use of the Learning Log at the end of each of the units in this course
- The technique of asking you to reflect on the work you did in the previous unit before working on the new material we want to introduce you to.
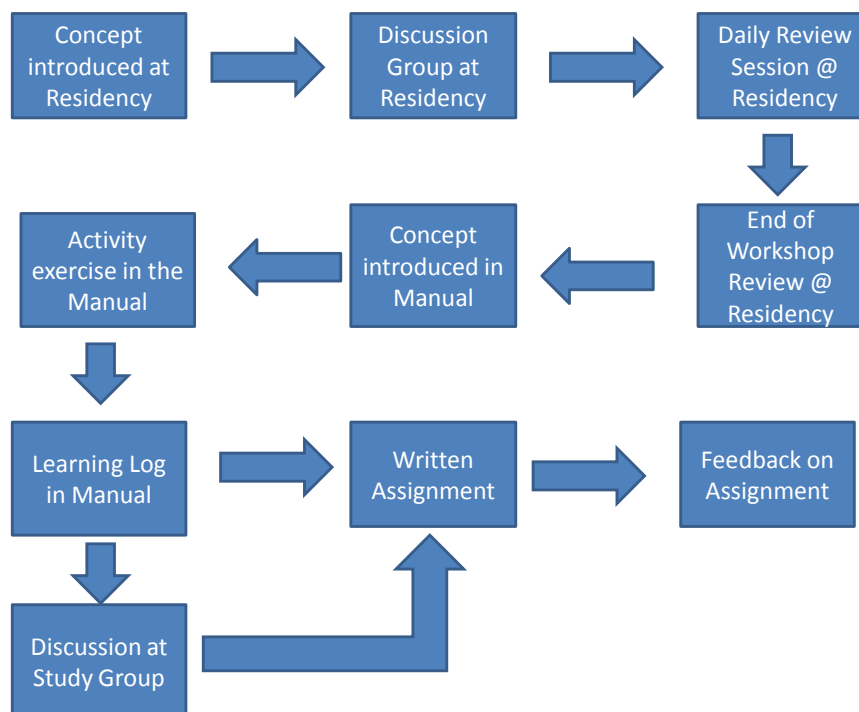
In this unit we have focused on a number of factors that need to be in place for effective learning to happen. These are the original five factors which come from Phil Race's original work: Wanting to Learning, Needing to Learn, Learning by Doing, Making Sense of what is being done, and Learning through Feedback.

To these five we have added a further two, which Phil Race discussed in the second edition of the text book: Learning through Teaching and Learning by Assessing.

And then we added a final factor, which is the importance of the Spacing Effect for effective learning to happen.

In the next unit, we will compare traditional teaching with interactive learning, identify some key principles for the facilitating of learning and discuss four stages of the process of facilitating learning.

Reviewing your Learning
As we come to the end of this Fourth Unit, you need to review your own notes and complete the Learning Log for Unit 4. Please turn now to the Learning Log for this unit that you can find on Page 181, and complete the boxes you find there.

Assignment 2
a. Describe the five key factors which underpin effective learning and explain why they are important to us as we facilitate learning
b. Submit an outline lesson for a teaching session in which you will teach a 90-minute introductory session on "Servant Leadership" to a new class in which you intentionally set out to use the five key factors underpinning successful learning. Note the following carefully:
   - The purpose of this outline is NOT to show what you know about servant leadership, but to show that you can plan a lesson that is a good learning experience. So do not bother to include all the content of your teaching because you will get no credit for that. All you need is a description of the process you will use and the main learning points
   - In the outline you must intentionally set out to use methods which address or use the five factors underpinning effective learning. Explain clearly how yo intend to help the learners address each of these five factors
   - This outline will be added to or adapted as part of assignment 4, so this is the first step in a process that will end in you actually facilitating the learning.

And finally a post-script to this unit…

Helping Learners to make Learning Happen
You might like to have a look at pages 37-40 of *Making Learning Happen*, in which Phil Race lists 24 suggestions which might help you make learning happen – and which you can use to share with your own learners.

Teaching and Learning for Impact
Unit 5

Facilitating Effective Learning

Development Associates International

© Development Associates International, 2011

Version 2.3

DAI
P.O. Box 49278
Colorado Springs, CO 80949-9278
USA
Tel. +1-719-598-7970 / Fax +1-719-884-0668
www.daintl.org / E-Mail: info@daintl.org

Unit 5 – Facilitating Effective Learning

Table of Contents

Learning Outcomes:

By the end of this unit you should be able to:

- Explain the difference between traditional teaching and interactive learning

- State why interactive learning is particularly effective in a number of learning situations

- List six principles for facilitating learning and explain why each principle is important

- Describe Jesus' approach to helping people learn

- State the four stages of the Facilitation of Learning Process and describe why each one is important

Reviewing Unit 4

In our last unit we spent some time focusing on the five key factors that underpin effective learning. We identified that these are:
- o wanting to learn
- o needing to learn
- o learning by doing
- o making sense of the learning and
- o learning through feedback

We also saw how these factors ripple out and in, building on one another. We also saw that the additional ripples of teaching something and assessing learning helps to consolidate our own learning! And finally we looked at the issue of the "Spacing Effect" in learning.

Before we move on I want you to think about the last unit you worked through.

Think About It

Answer Box # 1	What were the two or three most important things you learned in Unit 4?
	Why are these important to you?

Case Study: Emmanuel at Victory Bible School (1)

Emmanuel was quite excited when John Richards called him late one Saturday night and asked him if he would consider teaching a class at the Bible School this semester. His excitement dimmed a bit when John explained apologetically that he was calling on such short notice because Dr. Jones would not be able to do it. Dr. Jones had just notified John that day that because of his daughter's illness their family would have to be returning to the States for a few months and although he was very sorry, he would not be able to teach the class on Matthew's Gospel that he had committed to teach. John went on to explain that the class was due to begin Monday night, but that Emmanuel needn't worry about the class because he had been such a good student when he'd been studying at the Bible School and that he still remembered what an excellent result Emmanuel had had in the examination on Matthew's Gospel.

Now it was Tuesday morning and as Emmanuel sat down with a cup of tea to have a quiet time, he was seriously wondering if he had made the right decision when he said he'd be happy to take the class. Last night had been a disaster!

First of all it had taken him nearly two hours to drive across town to the bible school. Traffic at that hour was terrible, and because he didn't usually go in that direction at that time of day he had no idea how bad it was until he was on the road to the part of town where the bible school was located. As he sat sweating in the traffic he went over his notes more than once, and before arriving had felt pretty good about the lecture he had prepared at such short notice. Matthew was a gospel he loved, and he had done a sermon series just a few months before on it, so he had good notes from that.

When he finally arrived at the school he barely had time to find the classroom before it was time to begin. Rushing in order to get a timely start, he didn't bother to do much of an introduction and just plunged into the lecture. Looking back on it he realized that he didn't notice much about the students until after the class was over.

For instance, only at the end of the session had he realized that most of the students were older than he had expected, and they didn't seem to be as interested as he hoped. Most seemed very tired. Only later did he learn that this was a class for part-time students who had full-time jobs and had to rush themselves to get to the class on time.

Emmanuel was concentrating so hard on getting the most information possible to the students in the limited time, and he didn't stop for a break or give any opportunity for questions. In fact, when he looked up from his notes almost at the end of the session it seemed that most of the students were lost in their own thoughts and one was actually sound asleep!

On the way home Emmanuel found himself very confused over what had gone wrong. He knew his subject well but recognized that his preparation time had been limited. Maybe he just wasn't a good lecturer. Maybe he just wasn't cut out to be a teacher. Maybe he should have prayed more before he accepted the invitation.

Emmanuel had eleven more classes to go, one each week until the semester's end, but he found himself dreading going back to the school for session number two next Monday.

Think About It

Answer Box # 2	What mistakes did Emmanuel make on his first teaching experience?
	What do you think Emmanuel could have done differently? List as many practical things as you can think of that he might have done.

There are certainly people who are gifted lecturers and storytellers and who can hold enormous audiences spellbound for hours it seems. In some cultures being a gifted lecturer and storyteller is almost an art form that you have to learn in order to hold a leadership position. Leaders are known as people who can influence others in a number of ways and within Christian circles that usually means being able to preach or teach in such a way that you hold an audience's attention with ease.

Think About It

Answer Box # 3	From what you've learned so far in this course, how would you rate the description in the paragraph above as a method for effective learning?
	What are some of the shortcomings you would identify?

College and university professors are known for their ability to talk for hours on the most challenging subjects. Being a "lecturer" is equated with being the expert on a subject. Lecturing as the "expert" means that you know the most about the subject and are expected to share that expertise with those who attend the lecture. It is important for the lecturer to establish himself as the expert with his credentials, formal degrees, and titles. The Reverend, Doctor, Bishop, President is to whom someone we are expected to listen. He (or she) commands respect and we show respect by being quiet, sitting down, listening (or seeming to listen) and not raising any questions.

It's also worth noting that lecturing as a means of passing on information began about 700 years ago in Europe at the universities that were beginning to be formed in Italy, France, Germany, England and Scotland. At these new institutions, students would come to study (literally) at the feet of a learned man – a "professor" who was an expert in a particular subject. He was an expert because he had read the books on the subject – but books weren't as we know them today. This was a time before the printing press had been invented, and every book had to be painstakingly written out by hand by people who worked as scribes. This transcribing of books was usually done in the monasteries of Europe, where most of the books were kept. And monks would copy out, by hand, some of the books and pass these new copies on to other monasteries, or onto the newly developing university libraries. However, books were precious objects and few students could afford them. So, in order to be "educated" these students would go an listen to the lectures of the professors – because they had either acquired the knowledge through reading some of the books or by discussing the issues with their colleagues.

Today, there are many different places from where we can get information.

Think About It

Answer Box # 4	Where can we obtain information today? (List as many places as you are able.)

I wonder what you listed! Some ideas that I listed included books, newspapers, magazines, radio, television, the internet, e-mails, friends, colleagues. What have you listed that I didn't think about?

The important thing here is that the lecture was designed at a time and place where the dissemination of information was limited and in the hands of a few people. And yet today, we can still use a method that was appropriate for 700 years ago but is less appropriate for today when there are so many more methods of communication of information – many of them more effective in terms of enabling learning than is the lecture!

Traditional Teaching and Interactive Learning

We often call classes which use the lecture method, where the emphasis is on the teacher providing information to the students "*traditional teaching,*" and those classes that use methods that focus on helping the student learn through doing, through making sense of what they're learning and through various methods of feedback "*interactive learning*" or "*participative learning.*"

Think About It

Answer Box # 5	Think back to the first time you attended a workshop or class that used "*interactive learning*" methods. What were your first impressions? Did you like it or not? What did you enjoy? What did you not enjoy?

A first experience with interactive learning can be anything from exciting to frustrating. Someone recently told me about the first time she encountered a teacher who asked more questions than he answered. She said to me that she just kept thinking, "he knows the answers to this, why doesn't he just tell us so that I can write it down!" My friend said that she had no idea that the teacher was very intentionally trying to help her and the other participants think about what they already knew and that he was enabling them to learn from one other as well as from him. There are many reasons to use interactive learning. In a moment we will look at exactly what the differences are between traditional teaching and this different method that we are calling "interactive learning".

However, before we continue let me point out that throughout this course you will notice that we will use many terms to talk about these two types of learning. Part of the reason for this is that there aren't commonly accepted terms, and different people use different ones. We want you to get familiar with the various names so that you will recognize them when you run into them. *Interactive learning* may be called participatory, discovery, adult, non-formal, or some other terms. Traditional training may be called "formal", or lecturing or even "normal"!

Differences between Traditional Teaching and Interactive Learning

Let's look at the differences between traditional teaching and interactive learning and compare the learning processes between the two. To make the process easier, I've listed a number of important areas so we can compare the differences. In the Answer Box below, how would you fill in the empty boxes from what you already know?

Think About It

Answer Box # 6

Area	Traditional Teaching	Interactive Learning
Role of trainer		
Role of participants		
Methodology		
Outcomes Sought		
Evaluation		

I am sure you have produced a range of interesting and valid conclusions. You might like to compare your list with the one I've developed to see if there is anything I've included that you didn't include, and so that you can expand my list with the items I didn't include but which you did include.

Area	Traditional Teaching	Interactive Learning
Role of the teacher	Expert	Facilitates the learning A fellow learner Expert guide Role model Encourages the learning
Role of participants	Listen to trainer Passive Receive information	Involved in their learning Listen to the teacher and to other learners Discussing issues Thinking things through Apply to their lives
Methodology	Lecture Setting of essays	Interactive / Discovery Process – the facilitator uses questions, listening, stories, case studies and discussions to help the participants gain understanding and develop commitments
Outcomes Sought	Learning of the content – often to pass a test or an exam Being able to repeat exactly what the lecturer said	Changing behaviour – both heart and practice Practicing the principles in life and ministry
Evaluation	Passing of written exam	Informal, personal, Asking "how has this been valuable to me?" and/or "How have I changed as a result of this learning?

As you can see there are major differences between traditional teaching and interactive learning – although it must be said that in some settings there is a combination of both! Some courses that use interactive learning methods also have as the evaluation the passing of a written exam! An example being this MA Course in Organizational Leadership! However, this course is also using other evaluation methods such as the written work that you submit throughout the course.

I want you to reflect on the Residential Workshop with which this "*Teaching and Learning for Impact*" Course began and respond to the questions in the next box

Think About It

Answer Box # 7

What were some of the things that surprised you about the way the workshop was facilitated? List as many things as you can remember.

Now think about that list you have just made and also think about the differences between traditional teaching and interactive learning that we discussed in the chart above and suggest some reasons why you think each of these things was done in the way that it was done.

If we were all sitting together in a large class and listed all the things that each of you suggested was different, and if we then listed the reasons why you could think the workshop was run as it was, we would be very close to defining some of the most important principles of facilitating interactive learning.

You see we don't encourage interactive learning because it is more entertaining, or because it is the latest fad. We do it because of the results it has! It is much more effective for enabling adult learners to grow and change. The different ways of teaching, the way the participants are treated, the attitude of the facilitator, the setting, the kinds of activities, all of these contribute to enabling learners to really grow. Because building leaders is one of the greatest needs across the Church today, we need to use the methods that have been proven to be the most effective.

Principles for the Facilitation of Learning

So, what does this mean for the way in which we facilitate learning?
I want us to think about six important principles that we need to keep in mind as we facilitate learning – especially if we are seeking to facilitate interactive learning for our learners. We need to:

- understand and practice what we are teaching
- believe in the people whose learning we are facilitating
- build a safe environment that encourages learning
- focus on the fact that learning is about helping people grow and change
- establish clear learning outcomes which encourages behavioural change and growth
- build an active process of discovery learning that enables learners to achieve the learning outcomes

Let's think about each of these principles in more detail.

Understand and practice what we are teaching:

We need to be competent and confident in the material that we are seeking to help other people learn. Therefore we need to:

- personally understand the material we want our learners to learn so that we can help our learners explore the content for their personal growth
- understand the importance and relevance of the material for ourselves, so that we can have confidence in facilitating it
- practice what we are teaching in our own lives; if we are encouraging our learners to change behaviour when they can see that we haven't changed ours, we are not modeling well. Most people follow the example of what we **do** rather than what we **say.**

Think About It

Answer Box # 8	Using your own words explain why it is important for us as facilitators of learning to understand and practice what we are teaching.

Believe in the people whose learning we are facilitating

It is important that we have a positive attitude towards our learners. We need to believe that

- our learners are gifted competent individuals
- our learners are capable of thinking and doing for themselves and don't need us to do it for them
- our learners have the ability to grow in their understanding and skills
- each learner has something to "teach" others in the group
- each learner can "teach" us, as facilitators, something too as they draw from their own experience of the subject and of life

Think About It

Using your own words explain why it is important for us as facilitators of learning to believe in the people whose learning we are facilitating.

Build a safe environment that encourages learning

One of the greatest enemies of learning is fear! As facilitators of learning it is important that we minimize the element of fear that learners have – especially when they first attend a training workshop or course. Therefore, we need to establish a safe environment for learning to take place. This includes a place of safety as well as a safe relationship with us as facilitators of learning. Having a safe environment for learning enables learners to:

- confront the specific fears they have, which might be fear of change – but might involve other things they are afraid of as well
- admit (even privately) their weaknesses, ignorance or inadequacy
- acknowledge their needs and create hope for the future
- feel that they are protected as they open up and expose themselves to the learning facilitator and other learners; therefore it is important as facilitators of learning that we don't put them down or embarrass them, that we build on their strengths as they work on their weakness and that we challenge and encourage self-examination, but do not cause them to lose face or humiliate them

Think About It

Using your own words explain why it is important for us as facilitators of learning to build a safe environment that encourages learning.

Focus on the fact that that learning is about helping people grow and change.

As we facilitate learning groups we need to remember that the purpose of learning is not to provide people with more information, but to enable growth and change in the learner. It is therefore important to remember that:

- each learner has experiences that both help and hinder their own learning
- each learner has their own unique learning style
- each person's ministry and role is unique, so people in the same role can bring unique insights and challenges into the learning environment
- the learning group itself can help or hinder the individual learner from learning and growing
- each learner has unique changes that he or she needs to make to fulfill their calling

Think About It

Using your own words explain why it is important for us as facilitators of learning to help people grow and change.

Establish clear learning outcomes which encourages behavioural change and growth

Rather than focusing on what we want to teach, we need to focus on what we want the learner to learn, which means we need to establish clear learning outcomes which is focused on the learner and not on the teacher. Therefore, we need to:

- set very clear learning outcomes for each workshop or course and for each session within that course
- ensure that all the materials and exercises in the course help the learners to achieve the learning outcomes
- understand the needs of the learners and how we can help them relate the outcomes of the course to their needs, helping them to make it relevant and important for themselves and helping them to applying it to their personal needs so it can change behaviour
- realize that learners do not leap to changed lives; they usually follow a process of discovery, failure, growth and change; so we need to help the learner plan the process of change

Think About It

Using your own words explain why it is important for us as facilitators of learning to establish learning outcomes which encourage behavioural change and growth.

Build an active process of discovery that intentionally enables the learner to achieve the learning outcomes.

Turning the learning outcomes into actual learning needs a process that is designed to enable learning to take place. Therefore, we need to

- help the learners actively explore the subject and help them engage in finding answers to their own questions; this means that we need to focus on being facilitators of learning rather than being experts
- help learners understand that they absorb and apply much more when they discover new things for themselves instead of listening to an expert
- start with what they know and then lead them into the unknown when we are facilitating learning
- facilitate a process which will lead to change in the learners, understanding that this requires a clear understanding of the learning outcomes and how they can be applied individually
- listen effectively, seeking to understand the needs of the learner and adjust the learning process to their needs use questions to give "bite-size" learning to the learners, so that they can learn at an appropriate pace
- recognize that the answers with the learner gives to the learning facilitator provides feedback on the level of learning, understanding and change

Think About It

<table>
<tr>
<td>**Answer Box # 14**</td>
<td>Using your own words explain why it is important for us as facilitators of learning to build an active process of discovery that intentionally enables learners to achieve the learning outcomes.</td>
</tr>
</table>

Is this possible?

You may be thinking that this is all well and good, but that in your setting and culture it would be impossible to change the way you teach and train – or if you are new to teaching that it would be impossible for you to introduce a method which would be so different from that which most people expect in any educational setting.

I know it's easy to talk about different methods and about being a "facilitator" rather than being the expert. It's also easy to talk about making people think, answer many of their own questions and interact with others. However, I do understand that it can be quite difficult to implement this.

Think About It

<table>
<tr>
<td>**Answer Box # 14**</td>
<td>Thinking about the Principles of Facilitation we've just discussed, answer the following two questions:

• Which principles from the list above are easy for teachers in your country to follow?

• What principles from the list above are difficult for teachers in your country to follow?</td>
</tr>
</table>

Most of us would agree that it's not simple to change the style and method of teaching and training to which we have been accustomed since childhood. We have had teachers tell us from the time we were young that we have to be quiet, listen and remember what we are told. We may have had pastors who have told us that when they talk we need to quietly listen and not ask too many questions. We also may have had "experts" who have written books and have advanced degrees let us know that they have the knowledge and we need to pay attention as they tell us what they know.

All of these are common practices that may be a part of our culture. Often they are practiced with the best of motives – though sometimes they are just practiced! Many of us like power and we like to have complete power over a classroom or a congregation. We like to be looked up to as knowing more than others. All of these things are hard to break free from! It's easier to be an expert who tells others what they need to know than to be humble, to be a servant and to help people learn!

It would be interesting to stop and think about how Jesus taught. He was the Son of God, Ruler of the Universe, fully God while fully man. He came to this earth to introduce the Kingdom of God here on earth. He is the ultimate authority and the ultimate expert and was there when this earth and everything in it was created! So how did he choose to teach his followers?

Jesus and the Learning Process

At the Residential and also in Unit 1 we explored the subject of how Jesus taught his disciples and others. We're going to look at a couple of specific examples of how he taught and relate what we read in a couple of passages to the facilitation of effective learning.

Think About It

Answer Box # 15

Read Luke 7:36-50
In this passage, what do you see about the way that Jesus interacted with those around him which would be good examples of any of the principles of facilitation that we listed above?

This account in Luke 7 is just one of many examples that we find in the gospels of Jesus helping others come to some understanding that they did not have before and which deeply impacted their lives without him preaching to them. In this story Jesus is not in a school or synagogue. He is simply in a home having dinner. He is obviously accessible to others as this "sinful" woman comes to him and washes his feet with her tears and anoints them with the perfume.

Jesus then did an interesting thing. He answers the question that Simon only said to himself! He used the prophetic gift that he had which gave him understanding about what Simon was thinking. He then used a short parable followed by a question to let Simon discover a great truth that explained everything about what was happening in the room and that Simon hadn't seen before. Jesus didn't have to tell Simon; he let him discover it for himself.

Jesus also interacted directly with this "fallen" woman and shared with her; he talked with her and didn't send her away as if she was unimportant. He treated her kindly and gave her a beautiful blessing, which had to have been incredibly counter-cultural!

Just in terms of how Jesus demonstrated good facilitation here, I would have to point to the fact that throughout his ministry he practiced what he taught and clearly understood what he was teaching; he believed in the people he was helping to learn; it was clearly a safe environment for the women; he was also focused on the fact that he was helping both Simon and the woman grow and change.

Now look at another example of Jesus' approach to the facilitating of learning and read Mark 6:5–12 and then Mark 6:30.

Think About It

Answer Box # 16

What does this passage tell us about the methods Jesus used to teach his disciples?

There are several different approaches and methods Jesus is using here.

FIRSTLY Jesus showed the twelve how he did ministry
- he healed some sick people (v 5)
- he taught in the villages (v 6)
- then he gave them some instructions (v 8 – 11)

THEN Jesus sent them out and they went and got some experience in doing ministry themselves
- they preached (v 12)
- they drove out demons (v 13)
- they healed sick people (v 13)

THEN they reported back to Jesus (v 30)
- they were giving him feedback on their experiences that could enable further learning to take place (remember the ripples of learning in Unit 4?)

When Jesus was teaching, he often walked and talked with people, he asked them questions, he came into their settings where they were comfortable. He taught in parables, he asked a lot of questions, he spent a lot of his time with people one on one or in small groups rather than preaching to the masses. He gave his disciples experience of ministry – and then talked to them about it!

In so many ways Jesus modeled interactive learning although there were also times when he did preach and teach in the traditional ways. It seems that he chose the best method to accomplish the objectives he had in mind for each individual person or group. His interest was in taking them from where they were to the next step in their learning process. That was the way in which Jesus helped others to learn – and that is exactly what a good facilitator of learning should be doing today!

Facilitating Learning: the Stages in the Process

Realizing that there is a learning process is critical to helping people grow and develop. For a person to get interested in something, understand it, decide it is important enough to do something about and then really implement that change in his life is a process, not a one-time event or decision. This is part of the reason why many types of activities and tools are necessary to really help people develop, grow and build their capacity. Look at the diagram below and explore the four stages in the process that are laid out there.

The Stages of the Facilitation of Learning Process:

Stage 1	Stage 2	Stage 3	Stage 4
Connection	*Understanding*	*Commitment*	*Integration into Life*
… between the learner and	*… focus on the Content*	*… developing Action Plans*	*… turning plans into action*
⟩ the subject/topic ⟩ the facilitator ⟩ the current realities ⟩ the benefits ⟩ potential for the future	⟩ explore the issues ⟩ challenge the present ⟩ examine options ⟩ acceptance of importance ⟩ recognition of relevance ⟩	⟩ what's vital for me? ⟩ what am I going to do about it? ⟩ how am I going to do it?	⟩ trying ⟩ sometimes failing ⟩ trying again ⟩ being accountable ⟩ need for encouragement

1. Connection
It is critical to first of all establish a connection between the learner and several other aspects of the learning process that the learner needs to feel connected to. The learner must find that the topic is of interest and use to him or her. There must be a "need" or a "want" to learn. If there is no need or want to learn adults will rarely put the energy and time into studying and learning. They must feel that the subject is of interest to them and that it might meet a strongly felt need that they have.

There also needs to be a connection made between the learner and the facilitator. The learner needs to feel that the facilitator is someone who is interested in their needs, who can understand their situation, who has something relevant to say in their situation and who can help them with their learning.

The learner also must feel that what is being taught has to do with their current needs and realities. The learner is often asking, "is this something that I can use soon? Is this something that will make a difference in my day-to-day life and ministry? What is the connection between this and my current situation?"

The learner really needs to believe after the initial session(s) that there is something in the learning he or she has embarked on that could benefit him/her. The learner needs to believe that by putting energy into the effort of learning something may come of it that will meet his/her needs and that it offers potential for the future.

Only if these things are met is it possible for the learner to move to the next phase. The learner has to be engaged, connected and hopeful about this learning being useful to them. Then he or she will be able to move to the next stage in the learning process.

When Jesus entered Simon's home, reclined at table with him, engaged in his life and showed him how much he cared, Jesus connected with Simon. Sometimes there is more power in what you **do** than there is in what you **say** to successfully complete the connection phase.

Think About It

Answer Box # 17	Using your own words explain why it is important for there to be a "connection" between the learner and both the learning material and the facilitator.

2. Understanding

The stage of understanding begins once the learner is convinced that this subject is something that he/she is interested in and that the facilitator is someone that he/she can learn from and interact with. This is where the learner can begin to learn something new, where he/she gets a grasp of something not known or understood before (or only partially understood), or where he/she learns a new skill. In this stage the learner looks carefully at what he/she thinks they know or can do. Learners ask a lot of questions about things (not necessarily publicly – learners are usually asking most of their questions internally!) and challenge their own understanding.

As facilitators of learning, when we introduce something new – whether it be new information or a new skill – we help learners examine whether this could be important in their lives and ministry. We help them to do something which helps them to understand – and helps them to reflect (or "make sense") of what they have done. The "doing" might actually be listening to the facilitator – but for the learning to be effective the learner does need to be encouraged to "do" something with what he or she is learning.

A good example of the importance of the "understanding" stage would be a workshop thay a colleague taught recently to a group of pastors in a highly male dominated culture. The workshop was about the potential of women to serve actively in ministry and to be leaders. At the end of three challenging days together one of the older senior pastors said to her, "You know, if you really are right about the things you said here, we need to change!" That was the nicest compliment he could have given her at that point! He wasn't making any commitments yet, and he wasn't completely sure that she was right about what had been discussed, but the learner and the facilitator had definitely connected. He was convinced of the importance of the subject, and he definitely understood the content of what had been discussed! But he wasn't sure that he wanted to take this piece of learning to its logical conclusion!

In the story we explored earlier in Luke 7, the woman in the story clearly understood the depth of her sin and how much she needed forgiveness of her sin. Although we aren't told, it's clear that she must have understood the message Jesus was sharing as he traveled the countryside.

Think About It

Answer Box # 18	Using your own words explain why it is important for the learner to "understand" the material that is being shared with them.

3. Commitment

This third stage – of commitment – is absolutely critical if what a learner has understood is to make any difference in his/her life or ministry. Here is where the learner decides that what he/she has been learning is important. He/she has understood it and realized that he/she has to do something about it.

For this phase to be effective it is critical to help the learner develop a plan for what he/she is going to do about this new knowledge, understanding or skill he/she has acquired. Many of us hear great sermons in our churches on Sundays; we understand completely what the pastor is talking about; but how often do we decide that from then onwards we must live differently because of the sermons we have just listened to?

Commitment takes the learner from being an interested observer or even an engaged participant to something more. Commitment says, "I now need to change because of what I have understood and these are the steps I am ready to make to see that change take place".

Think About It

Answer Box # 19	Using your own words explain why it is important for us as facilitators of learning to ensure there are opportunities for learners to make a "commitment" as a result of what they have understood in their learning.

4. Integration into Life

The final stage, which is integration into life, really comes only after the learner goes back home or back to the office. It is here where the learner actually carries out the commitments he/she has made. This is where learners try to follow the plan they have made for themselves; they try to make the changes in the way they behave and operate, although it is possible that they may need help to successfully achieve the changes.

This is the phase that requires learners to try, maybe to fail, to try again, to improve and finally find that they are practicing their new understanding or skill and to discover that it has really become a part of who they are.

One of the courses we teach is a course on Spiritual Formation to Christian leaders. The course is all about the spiritual disciplines and how they help us grow in our faith. Recently one of the learners confessed to me that she was disappointed in the long-term outcomes of the course because of her own failures. She said that she was excited to learn about fasting. She had never really practiced that discipline in her life. When she tried it once she realized how deeply it impacted her

relationship with God. She committed herself to regularly fast one day a week every month because she understood the benefits and wanted those. Six months later she confessed that she had failed. Only once during that time had she fasted. She realized that she needed someone to hold her accountable, to ask her if she was fulfilling her own commitments and to reinforce to her how important this would be in her life. She had succeeded in the first three stages of the learning process, but had struggled with the implementation stage. And this is the most important stage – because if we don't make the changes we have learned about and committed to in our everyday lives and ministries, the learning has, in effect, been a waste of time!

Often that implementation stage is only achieved with the help of a mentor, an accountability partner, a coach or a friend.

Seeing changes really integrated into the lives of learners is challenging and doesn't happen all the time. It is something that happens over time and requires several stages. BUT, seeing lives change is the real and ultimate goal of all learning – and that includes leadership development!

Think About It

Answer Box # 20	Using your own words explain why it is important for learners to "integrate" their learning.

Think About It

Answer Box # 21	We talked about the four stages of the Facilitation Process – Connection, Understanding, Commitment and Integration into Life.
	Which of these different stages can you actually influence in the learning environment?
	Why do you say that?

There are many ways to look at this question and some experts would disagree, but since our goal is to see learners (and leaders) change and grow and be transformed it becomes an incredibly critical question to think about.

In any formal learning setting it is important to realize that Stage 1 (**Connection**) and Stage 2 (**Understanding**) will be where we spend the majority of our time when we are meeting together in the actual workshop or seminar. There are many creative ways to successfully take learners through these two stages helping them to connect and to grasp the understanding and skills that they need.

Most facilitators would agree that Stage 3 (**Commitment**) is the as far as you can get to in a workshop setting, and unless there is some intentionality it often doesn't happen there. Stage 4 (**Integration into Life**) by definition is impossible to reach except on the job or in the home. It's only after the workshop that learners can begin to integrate their learning into their lives and ministry.

Think About It

Answer Box # 22

Stop and think about your experience of the two DAI courses you have studied up to now, including the Residential Workshops, the self-study, the assignments and any other activities you have experienced. List the different activities you have experienced in this process.

Now state which stage in the facilitation of learning process that each of these activities relates to.

I hope you identified that there are case studies, role-plays, interactive questions and reflective questions, large group and small group discussions, assignments, lectures and readings. I also hope you saw that in the courses you have experienced there were elements of "***Connection***", of "***Understanding***", of "***Commitment***" and an encouragement for you to "***Integrate***" the learning into your life and work.

It is important when you facilitating learning that you are intentional about ensuring that there are opportunities for the learners to experience "***Connection***" and "***Understanding,***" that you give them opportunities to make the "***Commitments***" to make the changes which their learning has suggested and to encourage them to "***Integrate***" their learning into their life and ministry.

Each stage of the facilitation of learning process is critical to achieving DAI's purpose to see changed lives and leadership practices. And each stage of the learning process is important for you to remember as you facilitate learning in whatever setting that might be.

We're almost at the end of Unit 5. In this unit we've learnt from the experience of Emmanuel at Victory Bible School, looked at the difference between traditional teaching and interactive learning, explored various aspects of the facilitation of learning process, examined the approaches which Jesus took when facilitating learning and discussed the four stages of the facilitation process. In the next unit, we'll be thinking about effective communication and also about various methods we can use to facilitate effective learning.

Reviewing your Learning

As we come to the end of this Unit, you need to review your own notes and complete the Learning Log for Unit 5. Please turn now to the Learning Log for this unit, which you can find on Page 182 and complete the boxes you find there.

Teaching and Learning for Impact
Unit 6

Communication and Learning Methods

Development Associates International

Version 2.3

Unit 6 – Communication and Learning Methods

Table of Contents

Learning Outcomes

By the end of this unit you should be able to:

- Describe the importance of effective communication in the learning process;

- State why non-verbal communication is important in the learning process;

- Describe the benefits and limitations of lectures and explain how learners can be more active in such settings;

- Describe the benefits and limitations of facilitating discussion in large groups in the learning process;

- Describe the benefits and limitations of facilitating discussion in small groups in the learning process;

- Create a Case Study that could be used with a learning group and explain how it could be used.

Reviewing Unit 5

In our last unit we contrasted traditional teaching with interactive learning, explored various aspects of the facilitation of learning process, examined the approaches which Jesus took when facilitating learning and discussed the four stages of the facilitation process.

Before we move on I want you to think about the last unit you worked through.

Think About It

Answer Box # 1

What were the two or three most important things you learned in Unit 5?

Why are these important to you?

The Importance of Communication

To be an effective facilitator of learning one thing you must be able to do is to communicate. This doesn't mean that you have to be a charismatic speaker – in fact some charismatic speakers are actually not very good at facilitating learning.

So what do we mean by "***communication***"? A dictionary definition of "communication" defines it as "***the art of imparting a piece of information given a connection between places***". One of my students built on that definition by commenting that effective communication involves "imparting a piece of information in a manner that would yield results"!

An example of communication would be when a radio broadcaster sends a piece of information from a radio transmitter, and my radio receiver picks it up; that's when communication takes place. However, the radio broadcaster may be transmitting information, but if my radio receiver is not switched on, communication will not take place. For communication to occur there has to be some "connection" between the transmitter and the receiver. There is a further element in the communication process because even though my radio might be switched on and therefore there is a connection between the transmitter and my receiver, I might not be listening to my radio – I might be in another room or I might be distracted in some way. So although the communication that was sent by the transmitter has been received by my radio, it hasn't been "received" by me. I have not heard the information – I have not mentally acknowledged that information. It is only effective communication when I, the receiver, am in a situation where I can hear and comprehend the communication from the originator.

Similarly, I can be in a room with a colleague. If he speaks to me, he is sending me a message. However, the room might be crowded and noisy – and I might not hear what he is saying. In this situation I do not "receive" the message – so communication does not take place. Alternatively, I might hear what he says, but because I am engaged in a conversation with another person in the room, I may chose to ignore what he is saying to me, in which case communication still does not take place. It is only when he speaks to me, and I acknowledge in some way that I have heard what he says, that effective communication takes place!
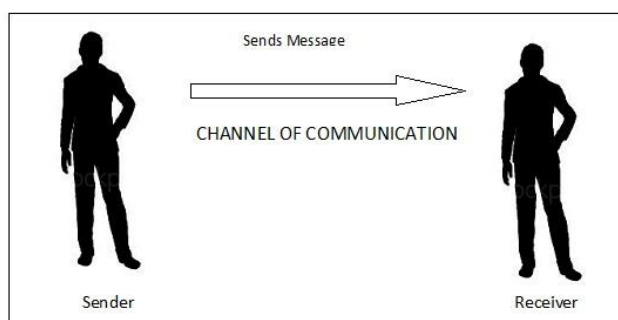
What I am trying to illustrate here is that communication is a two-way process, in which information is sent, received and acknowledged!

Communication begins with a SENDER who sends a message to the RECEIVER – who "receives" the message. The RECEIVER acknowledges receipt of the message and conveys that to the SENDER.
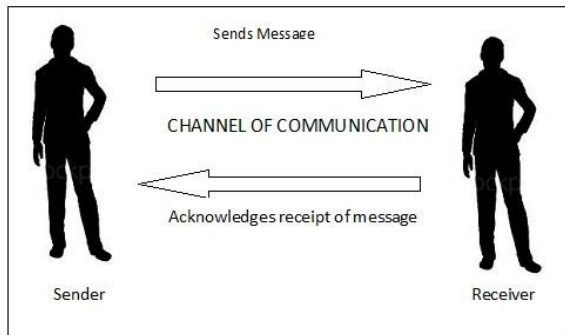
This might be by a nod, a smile or some other expression that the message has been received. In acknowledging receipt of the message, the RECEIVER is also sending a message to the SENDER.
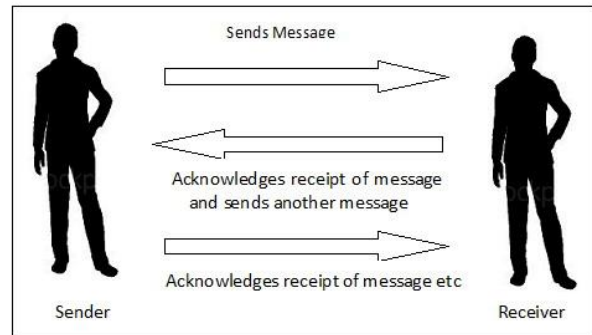
In fact, both the SENDER and the RECEIVER need to be able to send and acknowledge messages – and when they are effectively communicating they are changing their positions constantly, so that both parties are both SENDERS and RECEIVERS.

Think About It

Answer Box # 2

In a training setting, what types of communication might be "sent" by the trainer?

When we think about the types of communication that might be used by a trainer, it probably depends on the type of training course we are thinking about. If you were thinking about a traditional training course, you might have suggested verbal communication. For this course, which is a distance learning course, you might have suggested written communication. However, when you were at the Residency, there was a lot of verbal communication, and as learners you were both RECEIVERS and SENDERS!

I wonder if, in your response, you included non-verbal communication (such as body language) and visual communication. We'll think more about non-verbal communication later, but it's worth noting that with the use of pictures, digital projectors, PowerPoint presentations, flip-charts and even films (or movies), many trainers use a variety of visual communication these days.

We've thought about the types of communication that might be used by the trainer – now think about the learner!

Think About It

Answer Box # 3

In a training setting, what types of communication might be sent by the learner?

Now, asking about communication that might be sent by the learner is quite interesting, because we tend to think that in a training setting all the communication originates from the trainer. However, it's important to be aware that the learner responds to the communication from the trainer – and when the learner responds to the trainer, we (as trainers) can be given important clues as to how well they (the learners) are receiving the messages we are sending!

I wonder how you responded to that question. Some of the types of communication that might be sent by the learner could include the following:

- nodding
- smiling
- fidgeting
- writing in a notebook
- looking around the room
- concentrating on you
- yawning
- whispering to a neighbour
- raising a hand
- asking a question
- answering a question

Case Study: Another Teacher at Victory Bible School

It was the first session of the new evening course on the Old Testament at Victory Bible School. David Oloro, who had been asked to teach the course, was quite anxious about meeting his new students, but he had prepared well and had planned a variety of activities that he thought would keep his group of students engaged for the 90-minute session. He dressed carefully, deciding to wear an open-necked shirt and some smart trousers, got his teaching notes and other materials together and left for the School. Arriving early at the School, David was already in the classroom when the students began to arrive. As each one came through the door into the classroom – he went up to them, welcomed them to the class, introduced himself and chatted to them. As a new arrival came through the door, he excused himself and went up to the new arrival, welcoming them and introducing himself. He then introduced the new arrival to some of the students who were already present.

At 7:30 pm, David moved to the front of the classroom, smiled at the group, and asked them to take their seats as it was time for the class to begin.

Smiling at them again, David began to speak to the group. "Well good evening! My name is David Oloro, and I've just joined the staff here at Victory Bible School. For the past five years I've been teaching at St Paul's Bible School, which you probably know is attached to the cathedral in the capital. There I've been teaching the Old Testament, and I must admit that my special interest in the Old Testament is the Book of Isaiah! I've also taught some courses on doctrine, on missions and on ethics. I got married last year, and my wife is from this area, so we decided to see if we could settle here – and a post came up at this School – and for some reason the Board appointed me! I'm really looking forward to the next ten Tuesday evenings as we explore the Old Testament together. Now, before we get started, I'd love to find out who you are – and why you've decided to join this class."

David then asked the group to introduce themselves – and to briefly explain why they had joined the class. As each person explained why he or she had joined the class, David kept his eyes on the person who was speaking and then wrote up the reason for joining the class on a large piece of paper that he had taped to the wall. There were about 15 people in the class, so it took a bit of time. At the end of the introductions, David said:

"Well that took some time – but it's important for all of us to know everyone who is in the class – and why we're all here!" Looking around at the members of the group, he continued: "I want you to think about the Old Testament, particularly what you like about it – and what you find difficult about it – and I want you to get into groups of 3 and share with one another what you like about the Old Testament – and then what you find difficult about it. Does everybody understand what I'm asking?" He paused and then continued, "OK, let's get into groups of three!"

Once the group had got itself into five groups of three people, David said "Now remember, what I want you to do is to share with one another what you like about the Old Testament – and then what you find difficult about it. We'll take about 10 minutes in your groups, then I'd like each group to share with us all the answers to those two questions." There was a moment of silence in the room, David smiled, and very soon a buzz of animated conversation began to fill the room. As the groups discussed, David wandered around, listening in to the discussions, sometimes making a comment or saying something encouraging. Then when the groups had been "at it" for 10 minutes, he pulled the groups together and asked them to report back what they had shared together. As each group reported back, he focused on the person who was speaking – and then turned aside to write up the points that each group was making on their discussions. During the report-back sessions, he smiled at the reporter and occasionally nodded in agreement. When each group had reported back, he said:

"Well that was interesting! What I found really interesting was that many of the groups like the same things about the Old Testament – like the stories, the account of the Exodus, the Psalms; and it was interesting that many of you found the same things difficult – like the battles, the rebellion of the kings and the minor prophets. Although did you notice that some of you found the minor prophets difficult, but one group said that they really liked some of the minor prophets! We'll come back to some of these ideas later. But now, let's take a fifteen minute break. There's tea which is being served just at the end of the corridor for you to get something to drink – and just a bit further on down the corridor you'll find some toilets."

As the members of the group wandered down to pick up their cups of tea, some of them began to chat about the past 45 minutes. Some of the comments were, "I was surprised he didn't give us a lecture"; "I enjoyed talking about the Old Testament"; "He really spoke clearly!"; "The last lecturer I had just shouted at us and the more excited he got, the faster he spoke – I just couldn't keep up with him, but I really liked this guy's approach – he talked to us, he didn't speak in a monotone and he kept an steady pace right through the session"; "I was really worried about coming on this course because I thought it would be too advanced for me – but this teacher is really good – he seems interested in us – and I really feel that if I've got any questions I will be able to ask him – and he won't think I'm being stupid".

David joined the group for the tea, and as the 15-minute break was coming to an end, he said, "I think we should be going back to the room now – we've got a bit more work to do before the session finishes!"

Back in the room, David continued, "I want to talk a bit about the different sections of the Old Testament and the reason why the different parts of it were written…." He then began to talk for about 15 minutes, describing the different parts of the Old Testament. In turn he talked about the Law, the History, the Poetry and the Prophets – writing up the key headings on a large piece of paper that he had taped to the wall. Once he had described the different parts of the Old Testament, he began to ask the group some questions, helping them to think about the purpose of each element of the Old Testament. Sometimes when he received a response to a question, he would look around the group and say, "what does anyone else think? Do you agree? Do you disagree?" and very soon there was some very animated discussions going on in the room! As they concluded discussing each section, David would sum up the discussion and underline the key elements of why each part of the Old Testament was included – and then he would move onto the next section. Once the discussions on each section were concluded, David said, "Well, our time is almost up – and this is what we've talked about this evening…." – and he summed up the conclusions of the discussions. He then said, "next week we're going to explore the Message of Genesis – so it would be great if everyone could try and read it through before we meet next Tuesday. Now if anyone wants to talk to me privately about anything we've talked about this evening – I'll be around for a while this evening – so come and chat to me! See you next Tuesday! Goodnight!" And he smiled at the group again and began to pack his notes together.

Unpacking the Case Study

You've met David and read about how he worked with a group of learners. Although it's an interesting "story", it isn't much help for our learning unless we do some "unpacking" of the story and think about what happened. So, let's think about David as a communicator.

Think About It

What does this Case Study tell you about David's communication skills?

I wonder what you listed as you thought about the communication skills of David. Here's my list:
- He smiled at the group
- He introduced himself to the group
- He told them about himself
- He got the members of the group to introduce themselves
- He got them working in small groups
- He got the groups to report back on their discussions
- He encouraged the group with his body language (he nodded in agreement when they were reporting back)
- He summarized the work in the small groups
- He gave the group a break
- He spoke clearly
- He kept a steady pace right through the session
- He used variety in his speech (he didn't talk in a monotone)
- He chatted to members of the group as they arrived and at the tea break
- He talked to the group – but limited his talk to about 15 minutes
- He asked questions
- He encouraged discussion
- He summed up the evening's session
- He told them what they would be looking at next time
- He gave members of the group opportunity to talk to him privately

 I hope you also saw a number of other things about David's teaching:
- He was prepared
- He had planned a variety of activities
- He dressed comfortably – and appropriately
- He was anxious about meeting the new students

Think About It

Review your list in Answer Box 4 and compare it with my list above.

Put a check mark against each item on my list that was also on your list.

Add to my list those items that were on your list but not on my list.

If I had items on my list which weren't on yours, go back over the Case Study and identify the items you missed – perhaps by underlining them or highlighting them.

Being an Effective Communicator

Well it certainly seems as if David was an effective communicator with his group. He seems to have built a good rapport with them very quickly, and even by coffee time, members of the group seem to have grown to like him and were relating to him well.

One thing you might be a bit surprised about is that David was quite nervous before he met the group. He was an experienced teacher, so you would think that he would be totally relaxed about starting a new course. The reality is that many of us who have been teaching for many years are always quite anxious about meeting a new group! But also remember that nervousness is not as obvious to the learners as to the facilitator! If you are well prepared, there shouldn't be any major problems. And remember that in nearly every case the learners are actually on your side! They want you to be successful!

If you think about David's performance as a teacher, some of the things that helped him communicate effectively with his learning group included the following:

- He was well prepared and had planned a variety of activities for the session with the learners
- He was appropriately dressed. He didn't wear a tie, which in some settings might be expected, but he was smartly casual and not scruffy! It is important to be appropriately dressed because it gives you confidence, it projects a professional image to your learners and it demonstrates your respect for your learners as well
- He arrived early and was already in the classroom when the learners arrived. What this would have communicated to the learners was that here was a teacher who was well prepared and who was ready for the learning session with them. It would have given the learners confidence in their teacher
- He welcomed the learners as they arrived. Welcoming learners as they arrive, especially for the first time helps them to relax as they arrive in the teaching room. When most learners arrive to begin a new class they are very nervous. They are often not sure of their own ability to succeed in the learning they've committed to do and often have feelings of inadequacy. Giving them a warm welcome helps them to begin to feel comfortable in the new learning environment
- He introduced new arrivals to one another. This is something which helps the learners to feel comfortable in the learning environment
- He started on time! This communicates to the group that the teacher expects the class to start at the scheduled time each meeting. If you start late on the first session, learners will arrive late for the second session and you'll never be able to start on time!
- He smiled at the learners. Again this helps the learners feel comfortable, it helps to break the ice and it shows them that the teacher is human!
- He began the session by introducing himself to the group and told them something about his background. This helps him to establish his credibility with the group – it's essentially stating that the teacher is someone who is experienced and who has something to contribute to the learning of the group
- He asked the members of the group to introduce themselves to the group. This gives David some information about each member of the group – and also helps the members of the group to see who else is attending the course. It is also helpful to get each member of the group to talk early on in the workshop – it means when you want them to contribute to the class discussions they are more likely to be willing to contribute, as they've already talked to the group!
- He put them in small discussion groups to talk about something they already had some ideas about. It's a lot easier for learners to discuss things in a small group at first. It's also a lot easier for learners to speak in a whole group discussion if they've had some extended discussions in a smaller group
- When learners were speaking in the larger group, he focused his attention on the person speaking. It is important to maintain eye contact with your learners and to look at them as individuals. However, it's important that you don't to stare for long spells at one person – and it's equally important that you don't fix your gaze on the ceiling at the back of the teaching room!
- He gave the group a break – and joined them for the break. Learners find it difficult to concentrate for long periods of time, and breaks are good for the learning process. By

joining them for the break, David communicated that he is someone who is approachable and is someone the learners can relate to

- He gave the learners some information in a short lecture. But he kept the lecture section short – it was just 15 minutes. And he helped the learners turn this information into knowledge by asking them questions and getting them to think about the content of his "lecture"
- He asked questions to help the learners think about the information he had provided for them
- He brought other learners into the discussion – ensuring that everyone was engaged in the learning process
- He summed up the discussion before moving onto the next section of the discussion and then at the end of the evening he summed up all the discussions, thereby ensuring that the learners grasped the key points of each section of the lesson and the lesson as a whole
- He explained what they would be doing at the next learning session, which would hopefully encourage every one to be there for the next session
- He spoke clearly, so that the learners could hear him and understand him; he avoided a tendency we can have to speak too quickly – especially if we are nervous. If we speak too quickly it can be difficult for the learners to follow what we are saying!
- He was available to the learners after the session – so they could discuss any issues or problems that might have developed during the class, and which they didn't want to bring up at the time. It is important that as trainers we are available to our learners at the end of our classes – and not to be the first out of the classroom!

I want you to think about what David did in his first teaching session and to identify how he used the five factors that underpin effective learning in this session.

Think About It

> **Answer Box # 6**
>
> What did David Oloro do in his first teaching session to enable his learners to:
>
> a. recognize their want to learn
>
> b. recognize their need to learn
>
> c. learn by doing
>
> d. make sense of their learning
>
> e. receive feedback

I'd really enjoy seeing how you responded to those questions. In fact there are several ways in which David used each of these factors that underpin effective learning, and I've just selected one example for each of the factors:

a. ***recognize their want to learn:*** David asked the learners to explain why they had joined the class – this helps them articulate their motivation or their want to learn and helps them to "own" it

b. ***recognize their need to learn:*** David asks the learners to talk about what they find difficult about the Old Testament, this gets them to articulate what they find difficult about the subject and in the reporting back from the small groups they see that the class will help them understand those parts of the Old Testament that they find difficult

c. ***learn by doing:*** David got the learners into groups of three and asked them to talk about what they liked about the Old Testament and what they found difficult about the Old Testament

d. ***make sense of their learning:*** after he had given the learners some information about the different sections of the Old Testament, he asked them questions in the large group to get them thinking about what they had listened to, and thereby make sense of what he had told them for themselves

e. ***receive feedback***: when each group reported back on their discussions, David listened actively and smiled and nodded at the person who was giving the report back; in this way he was giving non-verbal feedback to the learner who was giving the report

Think About It

Answer Box # 7	Take the outline of the 90-minute introductory session on "Servant Leadership" which you developed in Unit 4 and list what you will do with that material to ensure you communicate it effectively to a group of learners.

The Importance of Non-Verbal Communication

It's not only WHAT we say which communicates to our learners – what we DON'T say to them communicates too. We call this element of communication "non-verbal communication" or "Body-Language."

Albert Mehrabian (formerly Professor of Psychology at the University College of Los Angeles) is best known for his work on the relative importance of verbal and non-verbal communication and for what has become known as the 7%-38%-55% Rule. He argues that in any face-to-face communication there are basically three elements – the words spoken, the tone of voice and the body language. According to Mehrabian, these three elements account differently for our liking for the person who originates the message, with words accounting for 7%, the tone of voice accounting for 38% and the body language for 55%. For effective and meaningful communication, the three parts of the message need to support each other. If they do not support each other, the receiver of the message will be confused by the message that the communicator is giving.

For example, if someone says to me "I don't have a problem with you," but avoids eye contact with me, looks anxious and folds her arms, I am unlikely to believe the spoken words and will assume that this person DOES have a problem with me! I will believe the non-verbal communication more than the actual words spoken!

Therefore in our communication with our learners we need to be aware of the very powerful influence of non-verbal communication. So as we communicate with our learners it is very important that we
- Have an open posture
- Smile
- Maintain eye contact with them
- Look at our learners
- Sit forward, if seated
- Have a relaxed appearance

Think About It

Answer Box # 8

Why should we seek to demonstrate these examples of non-verbal communication as we relate to learners?

These examples of non-verbal communication all encourage openness, trust and a relaxed, purposeful interaction. They are very important as we, as facilitators of learning, interact with our learners – because these demonstrations of non-verbal communication will encourage our learners to have an open, relaxed and trusting relationship with us – which will help them in their learning.

As we facilitate learning, we also need to avoid certain elements of body language. These include:

- Crossing our arms
- Frowning or scowling
- Looking at the back wall or ceiling
- Looking at one person all the time
- Pointing with one finger
- Slouching in a chair
- Placing our feet on desks/tables
- Having our hands in our pockets
- Fiddling with our keys or rattling the change in our pockets
- Chewing our pencil
- Bending paperclips while we're talking

Think About It

Answer Box # 9

Why should we try to avoid these actions?

The point is that when we frown at people, when we point a finger at them, when we look at one person all the time, when we talk to learners with our hands in our pockets, we are conveying anxiety, defensiveness, a negative attitude and mistrust. When we slouch in our chairs or when we put our feet on the table we are showing disrespect to the learners we are working with.

As well as watching our own body language, we also need to be aware of the body language of our learners! Here are some examples of body language we might find amongst our learners:

- One of the most basic and powerful body language signals is when a person crosses his or her arms across the chest. If this happens in a learning group it can indicate that the learner is putting up an unconscious barrier between him/herself and the teacher (or towards other learners). If the overall situation is amicable, it can mean that the learner is thinking deeply about what is being discussed. But in a serious or confrontational situation, it can mean that a learner is expressing opposition. This is especially so if the learner is leaning away from the teacher. A harsh or blank facial expression often indicates outright hostility to the teacher

- Consistent eye contact can indicate that the learner is thinking positively about what the teacher is saying. However it can also mean that the learner doesn't trust the teacher enough to "take his eyes off" the teacher. The actual meaning probably depends on the expression on the learner's face!

- Lack of eye contact can indicate negativity. If the learner is looking at the teacher but is making the arms-across-chest signal, the eye contact could be suggesting that something is bothering the learner, and that he wants to talk about it. If while making direct eye contact the learner is fiddling with something, even while directly looking at the teacher, it could indicate the attention is elsewhere.

- When a learner is not convinced by what the teacher is saying, the attention invariably wanders, and the eyes will stare away for an extended period.

- When a learner looks straight at the teacher but the eyes become slightly unfocused, or if the head tilts to one side, it probably indicates that the learner is bored! Of course, a tilting head might indicate a sore neck, and unfocused eyes might indicate sight problems in the listener!

Perhaps the most important element of body language we need to be aware of in our learners is BOREDOM!

Think About It

Answer Box # 10

What behavior in the learners might indicate that they are bored?

What might the facilitator of learning do to change the activity if he/she senses the learners are bored?

Your learners might be bored because you've been talking too long, or because they don't understand what you are saying; they might be bored because you've given them too long to complete an exercise.

If you sense that the majority of the learners are bored, it is important to do something to relieve that boredom. Practical things you can do, include
- Changing the activity;
- Asking a series of questions;
- Getting the learners into smaller discussion groups and for a related activity.

Lectures

"Training Conferences criticize them, research proves their inadequacies, yet lecturing and demonstrating are still probably the most widely used teaching methods of all in education. In many cases the reason is the sheer force of tradition. First, there can be tremendous pressure from learners for a method they already know – and everyone knows the lecture method, after all, because we have all been on the receiving end of it as children. Second, nothing is asked of learners other than the appearance of polite attention. This may particularly suit a group of nervous new learners, apprehensive about the demands that more obviously "active" methods may make on them. In groups where attendance is compulsory, lectures and demonstrations notoriously allow learners to daydream, write letters or even to gossip in whispers. Most respectably, many adult groups like a method where the teacher puts on a show of expertise because this is an assurance, at least at first, that they are being taught by someone 'really good'!" (Jenny Rogers, *Adults Learning*, Fourth Edition, 2001, pg 105)

Indeed, most people, when they think about the learning situation, immediately think about lecturing. And many people when they are asked to teach a subject immediately think that they will be expected to lecture.

Think About It

Answer Box # 11

Why does Jenny Rogers say that lectures are probably the most widely used teaching methods?

Some of the reasons why we immediately think about lectures when we think about teaching is because it's something which is familiar, it's something we are used to, it is also easy for learners to "hide" in a passive audience and we are rarely challenged or have to confront difficult issues in a lecture situation.

Phil Race talks about why the lecture is so ingrained in education. "The history of the lecture stems from times when there were very few books, and the most efficient way of communicating information was to read it out to people, who could take notes of their own, and store it. Although it was indeed possible to communicate *information* in this way, it was soon recognized that this did not amount to communicating *knowledge*. Despite the fact that this situation is long gone, most educational systems continue to place considerable value on the lecture situation, not least because it is something that is visible and accountable, and because many lecturers enjoy lecturing! Nowadays, quite a lot of doubt hangs over the effectiveness of lectures as a means of helping students to learn, but this is mainly because some lectures continue to regard lectures as occasions when they perform, and believe this is all that is necessary for their students to learn. Now that all kinds of information technology based on curriculum delivery approaches are available, the central role of lectures is even more in doubt." (*The Lecturer's Toolkit*, 3rd edition 2007, pg 96).

Now let's spend some time thinking about the benefits of lectures.

Think About It

Answer Box # 12

What would you say are some of the benefits of lectures?

I don't know what you said in response to the question about benefits of lectures – but some of the benefits that I thought of are:
- It's a familiar method in training and education;
- You can speak to a lot of people at the same time;
- You are able to present the same material to everyone in the group;
- You can convey a lot of information;
- You can provide a good overview of a subject;
- It can be motivational;
- It gives the lecturer the opportunity to express a point of view accurately and fully

OK – so we've thought of some benefits of a lecture – but what about the limitations of a lecture?

Think About It

Answer Box # 13	What would you say are some of the limitations of lectures?

I hope you came up with lots of ideas! Some of the things that people have said to me about limitations of lectures are:

- They are boring;
- They kill creativity;
- Lectures have to be given at a single pace – and the pace is determined by the person giving the lecture;
- The communication is one-way – it can be difficult to ask questions if the learner doesn't understand something the lecturer is saying;
- Lectures challenge our short-term memories – we remember only a small portion of what we hear;
- Everyone is looking at the lecturer – and any mannerisms he or she has can be a distraction!

There are often times in a learning situation that, despite the limitations of a lecture, we do need to use this technique – quite simply because this might be the best way to convey some information to a group in the shortest possible timescale. However, whenever we use this technique, we need to remember that there are limitations of a lecture, so we need to develop techniques to make any lecture we give as effective as possible – so that it does contribute to learning!

In our supplementary textbook, *Making Learning Happen*, Phil Race devotes a whole chapter to "Making Learning Happen in Large Groups." Read the section headed: ***"What do learners do that hinders learning?"*** on pages 154 and 155.

Think About It

Answer Box # 14	Phil Race says that "*Taking notes rather than making notes*" is something that hinders learning. Why does this hinder learning?
	As a facilitator of learning what can we do to help learners take notes?

Some people might well argue that when a learner is taking notes they are at least "doing" something! However, if a learner has been taking notes without even thinking about what they are writing down, they will probably have been wasting their time. If we think back to the "Ripples of Learning" we should remember the five factors that underpin successful learning. What were they?

Think About It

Answer Box # 15

List the five factors that underpin successful learning.

Check back with what you learned in Unit 4 that you have got the five factors correct!

If a learner is simply trying to write down verbatim what the teacher or lecturer is saying, or copying words down from a board or a screen, there is very little thinking going on. Most times the learners are far too busy trying to capture the information – so they haven't had time to "*make sense*" of the information. It is when you are making notes that you are making sense of the information in the lecture.

As a facilitator of learning you need to encourage your learners to make notes. Appendix 1 of this unit has some helpful notes on how you can take notes at a lecture – and how you can encourage your learners to take notes too.

Now let's think about the second thing that Phil Race says that learners do that hinders learning, which is that it is just sitting passively.

Think About It

Answer Box # 16

Phil Race says that "*Just sitting passively*" is something that hinders learning. Why does this hinder learning?

As a facilitator of learning what can we do to help learners be more active in a lecture?

I hope you remember that two of the five factors that encourage effective learning are "doing" and "making sense" of things. If our learners are just sitting passively, it means they are not doing anything. We need to encourage them, even in large groups, to be active in their learning – and some of the things we can do to encourage them to be active in their learning includes getting them to answer questions, discussing points with each other, making notes, giving them problems to solve and applying what they've just learned

And the final thing that Phil Race says that learners do to hinder learning is to "go to sleep and snore!"

Think About It

Answer Box # 17

Phil Race says that "*Going to sleep and snoring*" is something that hinders learning. Why does this hinder learning?

As a facilitator of learning what can we do to help learners to keep awake in a lecture?

If we've got sleeping learners, it probably means that the learners have been sitting passively for far too long! Sitting still for a long time in a warm, comfortable environment (and especially if the lights have been dimmed for a visual presentation) is an ideal environment for falling asleep!

As a facilitator of learning, we should never spend so much time just talking (perhaps droning on!!!) that we encourage people to fall asleep. Therefore, we need to change the activities regularly and make sure we keep the learners thinking – through asking questions or getting them into discussion groups. There are also some practical things we can do as well – such as making sure there is plenty of fresh air in the room and trying to avoid rooms where the chairs are too soft and comfortable!

Now read the section headed **_"What do lecturers do that hinders learning"_** on pages 155-157 of _Making Learning Happen_".

Phil Race lists many things that lecturers can do that will hinder learning. And you should compare this list with the list of items that I included in my list of limitations of a lecture, following Answer Box 13.

Think About It

Answer Box # 18

What do you suggest lecturers could do so that learning is enhanced rather than hindered?

I hope you came up with a lot of ideas. Some of the things that I suggest might be helpful are included in the list below.

- stand up and occasionally move around (never sit down and lecture because this is more likely to induce a sleepy feeling in your learners!);
- don't be glued to your notes;
- make sure you have thought through what you want to say – don't try to lecture without preparation, in fact it's best if you do some very good preparation. If you are well prepared you are less likely to go off the point;
- be aware of the attention span of the learners – so keep your lecture material short (research suggests that at most learners can keep attention in a lecture to 25 minutes at most);
- change the pitch, tempo and volume of your voice when you are speaking;
- make sure you don't present too much information without giving the learners the opportunity to do something with the information and to make sense of it;
- if you observe your learners are "switching off", then change the activity, give them an opportunity to ask questions, or give them something active to do;
- make appropriate use of audio-visual equipment (if you have it available).

Lecturing is normally a passive (or inactive) form of learning. If we are going to use it, we need to ensure that we make it as active as possible.

Read the following extract from a paper produced by Oxford Brookes University in the UK, titled "**_Twenty Terrible Reasons for Lecturing_**"

**"If I can stay awake for an hour, so can they,"** so said one lecturer in justifying his preferred method of teaching. However, giving a lecture isn't a very relaxing experience and one tends to stay relatively alert. But what happens to students' attention? Normally attention tends to drop off during any single task over a long period of time. Decrements in attention in lectures have been frequently reported and attention appears to fall off fairly steadily after an initial rise, until the last five minutes when it briefly rises again. (Interestingly lecturers' performance also declines over an hour). Mac Manaway (1970) reported that 84% of the students found 20-30 minutes to be the

maximum length of lecturing to which they could attend. There is something of a consensus that about 25 minutes is a reasonable maximum to expect attention during lectures.

This evidence on attention is supported by evidence on students' subsequent recall of information from different parts of lectures. Johnston and Calhoun (1969) found the middle of a talk less well remembered than the beginning and end. Trenaman (in McLeish, 1968) found students to assimilate appreciably less after the first fifteen minutes, and after thirty minutes either ceased to take in anything further or forgot what they had memorized earlier. Lloyd (1968) found the number of facts taken down by students in their notes to decline steadily until the last ten minutes. And Thomas found the proportion of correct answer to multiple-choice questions to decline steadily until near the end. There are obviously problems associated with generalizing from results of specific experiments involving particular lecturers but the general trend of the results seems relatively clear.

During much of the middle of hour-long lectures, little of significance is being learned and even note-taking does not compensate for this. This is such a commonplace observation in our own experience of attending lectures that it seems astonishing that we continue to lecture in 55-minute spells. (http://www.brookes.ac.uk/services/ocsld/resources/20reasons.html)

Facilitating Discussion in Large Groups

One way of making learning more active is through the use of discussion in our classes. This can be either whole group discussion or small group discussion times.

During discussion we are talking to each other, exploring ideas, exchanging views and learning from one another. It's not only the facilitator who is doing the "teaching", but in discussion the learners are often "teaching" one another too.

Often a whole group discussion can be woven into a lecture, so that a lengthy discourse can be broken up by getting the learners to be learning by doing and learning by making sense of what they are learning. As the facilitator you can introduce a discussion phase in the session by asking the question "what do you think about this?" or "has anyone any experience of what we're talking about?"

When you are facilitating a discussion, you need to ask questions which serve to provide a general exchange of ideas or facts.

Discussions can also be a very helpful way of drawing out conflicting opinions. Usually you will find that most adult learners are willing and keen to contribute their opinions, and this can result in an interesting and lively discussion that is likely to make more lasting impressions than merely lecturing and giving out facts.

There are a number of reasons why using discussion is such a helpful method in the facilitation of learning. These include:
- the whole group can participate
- it can be effective in helping learners think through issues
- it can enable learners to gain confidence in themselves and in their opinions
- it can be helpful in helping learners get a clearer understanding of a topic
- it provides variety in the session
- it generates ownership and participation
- it can be effective in modifying attitudes
- what we remember is often what we said

However there are limitations of using group discussions and these include:
- some people don't find it easy to join in an open group discussion – especially if it is in a large group
- it is not a good way of presenting information
- it can degenerate into "pooled ignorance"
- the discussion can be dominated by a few people
- it can be time consuming
- it can be unwieldy

Think About It

Answer Box # 19

As you think about the benefits and the limitations of group discussions in the facilitation of learning, write a paragraph in which you argue that the benefits of group discussions outweigh the limitations.

It is also important to remember that when you are using a discussion method that it is your responsibility as the facilitator of learning to keep it under control and on the subject. And you need to end the discussion at the right time. You need to make sure that the pertinent matters are emphasized and that any particular topic or individual does not monopolize the time. One of the dangers of discussions is that it can degenerate into a "free for all".

Facilitating Discussion in Small Groups

An alternative way of using discussion groups is to break the larger group into smaller groups of 5 or 6 people and giving these smaller groups a topic for discussion.

Some reasons why using small group discussions can be helpful include the following:
- it gets everyone participating
- it can feel "safe" in sharing ideas / views in a smaller group
- it allows constructive criticism of ideas before they are shared more widely
- it can be a help for those who are not working in their own language
- it gets the group handling the material and talking about it – which is good for remembering!
- it can reduce emotional and physical barriers
- it facilitates a more intimate interaction

But there are limitations of using small group discussions:
- they take time
- some groups don't understand the task they're given
- there can be "pooled ignorance"
- for some learners, being in small group can be more intimidating – they have no-where to "hide"!
- there can be a more narrow representation of ideas

One of the essentials if you are using small group discussions in your classes is that there must be feedback time when each of the groups report back on their discussions to the larger group. You should never have a small group discussion in your session and not have a reporting back session.

Think About It

Answer Box # 20

Why do you think it is important for each group to report back on their discussions to the larger group?

It is important to ensure that each group has the opportunity to report back following small group discussion times, because each of the groups has invested time, energy and emotions in the interactions in their small groups. They will have wrestled with concepts and ideas. Although that has value in itself, if there is no report back time when they can share the outcomes of their discussions with the rest of the group, it gives them the impression that their ideas and the discussion they had was of little real value.

It is equally important to ensure that *each* of the groups is given the opportunity to report back on their discussions. If you only select some of the groups to report on what they discussed, it will give the groups that don't have the opportunity to report back the impression that you feel that the discussion in their group had much value.

There are a number of issues that must be considered when handling reporting back from small group discussions:
- make sure everyone knows that each of the groups will be reporting back on their discussions – so they are prepared;
- if there are a lot of groups be prepared for the reporting back to take time;
- all the groups must have an opportunity to give report back on their discussions;
- it can be helpful to get each group to contribute one idea at a time, and then keep going around the groups until all the ideas have been exhausted – this ensures that all the groups have something to contribute and ensures that the final group to report back doesn't find that all its contributions have already been made;
- if you have several small-group times, begin the reporting back sessions with a different group each time;
- if someone reporting back says something which is obviously wrong or incorrect, it is important that you don't make them feel embarrassed or lose face, so it is important to correct gently. One way of doing this is to ask the group what anyone else feels or think about the issue; another is to say "I'm not sure I am entirely in agreement with you on this – maybe I'd put it this way….";
- sometimes you can't hear, or understand, what learners are saying when they are reporting back. If this is the case, go up to them and ask for clarification (make sure they understand the problem is your problem because you don't understand and that it's not their problem for being unclear).

I have known some facilitators of learning who have used small group discussions as one of their methods and then not to have a reporting back session claiming that there isn't time for a feedback time in the session. That has a significant impact on each of the groups, because they wonder why the facilitator doesn't want to hear what they discussed, it doesn't give the facilitator an opportunity to give feedback on the learning and the next time the facilitator uses this method, the learners are less likely to take the exercise so seriously.

Case Studies

Case Studies are descriptions of a real life experience, which are used to help learners to learn think through issues or general principles through being involved in a situation as similar to real life as possible. In a Case Study, the learner is presented with the specific details of a problem, usually in written form. The account usually follows a realistic scenario, such as a management problem, an issue concerning people or perhaps the description of a learning event.

Case Studies are often fictional in detail – they are a story – although they are often based around the writer's personal experience and knowledge. When developing a Case Study, there are good reasons for keeping the details of organizations and individuals confidential. This can be because the organization and/or the individuals might be known to some of the learners, and if they are, the learners will be reluctant to be critical of what they read in the Case Study, which might impact the amount of learning they experience from the method. For that reason, a Case Study should never be closely identified with the facilitator of the learning event, and should never be written from the personal perspective (by that I mean using "I"!).

When writing a Case Study it is important to set the scene – by providing details of the organization that is involved in the story, a description of the people involved, an outline of the particular challenge or problem and any additional information necessary to understand the scenario. Sometimes Case Studies will provide the solution or the answer to the problems described, but personally I think this limits the learning experience, because there is value in the learner grappling with the issues themselves, thinking through the problem and coming up with potential solutions to the issues presented.

The normal way of using a Case Study would be to present the Case Study to the learners. It is usually a written piece, so either the facilitator will read it, or he/she will ask the learners to read it themselves. A reading of the Case Study can be followed by the facilitator asking some questions to ensure the learners have understood the main points of the Study, and then there should be some discussion of the issues the Case Study presents and an opportunity for the learners to think through the challenges in the scenario and to come to some conclusion about ways of approaching and solving the problems presented. This can be done as a whole group discussion, but it is often better done in small groups, with the groups being given guided questions to structure their thinking and discussions.

As with small-group discussions it is important for the learners to report back on their suggested solutions in a plenary session, where they should be prepared to discuss their proposed solutions, the reasons why they reached their decision and sometimes to explain how they reached their decision too. Interesting and varied solutions to the problem or issue usually emerge, and if several groups have tackled the same problem, interesting comparisons can be made which can be shared in a plenary or reporting back session.

Other ways of using Case Studies is to get some of the learners to act out the scenario and then have a discussion based on the drama. Case Studies can also be used as the basis of individual and group assignments, with the learners being asked to write an analysis of the issue and to come up with recommendations that seem appropriate.

Case Studies can be help learners develop skills such as:
- identifying problems and challenges;
- understanding and interpreting information;
- analyzing information;
- thinking analytically and critically;
- taking and defending decisions;
- communicating their ideas and opinions.

Case Studies require:
- lengthy preparation time;
- a couple of "dry-runs" to "fine-tune" the case-study – but be prepared for the comment from the learners that they don't have enough information!
- that the facilitator is familiar with the material;
- clear and concise briefing to the participants;
- debriefing and summarizing skills on the part of the facilitator so that the main points are shared with everyone.

You should be familiar with Case Studies because both the DAI courses you are currently studying (including this one) use this method. Some examples of Case Studies are the stories of Victor and Ogulu in the Leadership Course and of Emmanuel and David in this course.

Think About It

	Using your experience of the Case Study method, what would you say are the benefits to the learner of this method?
Answer Box # 21	

Role-Play and Simulations

Role-Plays and Simulations can be used to bring together knowledge and experience and to show their inter-relationships. They are used widely in skills training (for example in interviewing and conducting meetings). Sometimes they are called "games," often by those who really don't like this method!

Learners are assigned certain roles and are required to work through a problem or situation by acting it out while in character. A Role-Play becomes a simulation if it is carried out continuously and intensively over a longer period of time using elaborate materials, with fresh problems and complications introduced periodically.

The advantages of role-plays and simulations are that they:
- are an enjoyable way to learn, especially if they are realistic;
- require active involvement from the learners;
- bring the subject alive so that any gap between theory and practice is bridged;
- give learners the opportunity to experiment in "low risk" situations, where there is no fear of making a mistake and where as much can be learned from mistakes as from successes;
- are very adaptable to groups of mixed ability;
- make it difficult for learners to remain aloof and uninvolved because the enthusiasm of group members is contagious and the levels of motivation rise;
- increases awareness of the learners own behaviours and the effect it has on others;
- improves interpersonal skills, team skills and the ability to process information to solve problems and to confront and handle conflict.

If you are using role-play and simulations you need to be aware that
- lengthy preparation time is needed, and ideally several "dry runs" are required;
- they need clear and concise briefing for participants if the process is going to be effective;
- you need to schedule plenty of time for the role-play or simulation to happen;
- it involves a high degree of risk; once the exercise is under way it will not proceed in an orderly, predictable way. Some facilitators feel very uncomfortable with the loss of control;
- the debriefing and/or process review is critically important. You need to ensure there is plenty of time for the review;
- facilitating the debriefing or review will place exhausting demands on the time and the skills of the facilitator;
- if the debriefing is done well, it can provide extremely powerful learning for the learners;
- learners can invest high levels of energy and emotion in the process. A high level of sensitivity on behalf of the facilitator is important in helping the learners move from the simulation into real life!

I have spent many years as a trainer of leaders who are involved in developing partnerships. One of the workshops I occasionally run is for people who have been facilitating partnerships for a number of years – in which we explore some of the challenges they are facing in their ministry. As part of this workshop I include a simulation that runs over three afternoons of the workshop. For 90 minutes, participants are divided into smaller groups of 5 or 6 people, and they are introduced to an imaginary people group and they have to develop a partnership to reach these people with the gospel. During the sessions they are given a number of challenges that they have to solve, and some of their solutions mean further problems. Each evening, following these sessions, is given over to a 90 minute de-brief session, in which we discuss the problems and each group reports back on its solutions and we discuss the problems as a larger group. Even though these sessions take place in the evening, there is always a high level of energy in the group and the learning that is happening is very powerful!

Debriefing Role Plays and Simulations

When you are debriefing Role Plays and Simulations, it is often wise to let the learner have the first word; this helps the learners to step back from the role, begin to evaluate the experience, helps them to "make sense" of the experience and establishes a helpfully self-critical atmosphere. Questions to ask include:
- How do you think that went?
- What did you think of the way you handled X?
- How did it compare with the way you deal with this in real life?

Next, if there have been observers, ask them for their feedback. This process needs to be handled very sensitively and there must be no sense of negative criticism in the way that the learners performed.

Then you can make a transition into a general discussion about the underlying themes and issues which have been uncovered by the simulation. Questions to ask include:
- Has the role-play thrown up any general trends or difficulties that parallel problems in the real world?
- What are they?
- Has it revealed insights into how similar issues might be handled for real?
- What are they?
- What tends to get in the way of an "ideal" situation?
- How can we manage these problems or challenges in the future?

Finally it is very important to thank and praise the role-players for their efforts. People will have taken part vigorously and will have put a lot of effort and emotion into the process. Some people will wonder later on if they behaved stupidly and if they have lost face by the way they responded in the role-play. Forestall this reaction by making it clear that it is entirely thanks to their skill and commitment that such a valuable discussion was possible. You may also need to help the participants in the role play move out of their roles.

Using Role-Plays and Simulations isn't an easy method to use – however they can be extremely rewarding if they are used effectively.

Selecting Learning Methods

It is important when we are designing training that we select the most appropriate learning methods. In selecting the methods we will use, we need to bear in mind the factors that underpin successful learning. We have outlined a number of different methods that the facilitator of learning can select in this unit. We have discussed lectures, large group discussions, small group discussions, case-studies and role-plays and simulations. It is likely that as you develop plans for the training that you will do, that you will use a variety of these methods, with a view to keeping the learning inter-active, because that will help your learners learn!

Think About It

Take the outline session to teach a 90-minute introductory session on Servant Leadership which you developed in Unit 4 and submitted as the Assignment for Unit 4. Indicate what methods you will use at various points in the session outline.

In this unit we've discussed the importance of effective communication in the learning process, learnt from the example of David at Victory Bible School, explored how non-verbal communication can impact the learning process, examined the role of lectures, whole group discussion and small group discussions in learning and also discussed Case Studies and Role Play and Simulations. In the next unit, we'll be looking at some of the barriers to effective learning, at how to write good learning outcomes and the learning environment.

However, you haven't quite finished yet! There's Assignment 3 to work on and submit, you need to complete your Learning Log and there's some further reading for you to do at the end of this unit about Study Skills.

Assignment 3

a. Describe the teaching approach you have experienced in a training course or workshop that you have attended as a learner (*if at all possible discuss a course or workshop other than the two courses at your first Residency of the MA in Organizational Leadership*). Explain what was done well and why you think it was done well and also explain what was not done well and why and in what ways the "teacher" might have done a more effective job.
b. Evaluate the value of both whole group and small group discussions in learning situations, explain how the facilitator of learning can enhance the strengths and how he/she can minimize the drawbacks of each of these methods.
c. Create a one-page Case Study that will illustrate the challenges of facilitating effective learning in your setting (this could be your ministry, your city or your culture).
d. Explain how you would use this Case Study with a learning group.

Reviewing your Learning

As we come to the end of this sixth Unit, you need to review your own notes and complete the Learning Log for Unit 6. Please turn now to the Learning Log for this unit, which you can find on Page 183, and complete the boxes you find there.

Appendix A: Study Skills

Note Taking

There are basically two types of note taking that a learner will be faced with:

- Making notes in class
- Making notes as a result of private study and reading

There are many ways of writing notes, each with its own advantages and disadvantages, and it is best to try them all to see which method works for you. Certain subjects or topics may lend themselves to one particular method. The most important point is that they are useful later when you wish to re-use them.

Why make notes?

- Notes make you concentrate on what you are learning
- Notes make you put ideas into your own words and so aid understanding
- Notes help you remember things better
- Notes are excellent for revision

Taking notes in class - how to improve your technique

Thankfully, fewer and fewer teachers dictate notes these days, realizing that dictation goes from ears to hand without stopping in the brain in between! However, many adopt a lecture style where students are required to take notes. In such a situation the following may be helpful:

- Don't try to write down everything the trainer says
- Concentrate on picking out the relevant points only
- Write notes in point form with separate sub headings
- Develop your own shorthand
- Leave plenty of space between your notes for later additions
- Jot down any references given in class to read later
- Number any handouts issued with a corresponding number in the relevant place in your notes
- Underline key phrases in red, or with a highlighter pen
- It is always advisable to date and number each sheet of A4 as you use it
- Before your next lesson expand on your class notes from text books, etc. using the tips given below

Finally, always ask the teacher for a further explanation if there is something you do not understand - you can be sure there is someone else in the class who has difficulties too!

Some tips!

- Use titles, subtitles and bullet points
- Avoid lengthy prose
- Underline key points in red or with a highlighter
- Produce a summary list/table at the end of a section
- Don't be afraid to produce tables e.g. Advantages and Disadvantages of...
- Include topical examples and case study references in your notes as you go along but remember you would only have time to write a paragraph in an examination answer so this is how long it should be!
- Write memory jogs to yourself in the margin e.g. 'Good diagram p 146 in Book X'

Teaching and Learning for Impact
Unit 7

Designing and Delivering Learning

Development Associates International

Version 2.3

Unit 7 – Designing and Delivering Learning

Table of Contents

Learning Outcomes

By the end of this unit you should be able to:

- Identify barriers to the learning process and propose ways of removing or minimizing those barriers;

- Recognize well-stated learning outcomes;

- Write a series of well-stated learning outcomes for a specific learning session;

- Describe a number of potential different room settings for training sessions and assess the positive and negative elements of the different settings;

- Construct a diagram to illustrate how you would set up a training room for a specific learning session.

Reviewing Unit 6

In our last unit we discussed the importance of effective communication in the learning process, learnt from the example of David at Victory Bible School, explored how non-verbal communication can impact the learning process, examined the role of lectures, whole group discussion and small group discussions in learning and also discussed Case Studies and Role Play and Simulations.

Before we move on I want you to reflect for yourself on the last unit you worked through.

Think About It

Answer Box # 1

What were the two or three most important things you learned in Unit 6?

Why are these important to you?

Barriers to Learning

One of the key things we learned about in Unit 6 was the importance of effective communication as we help people learn. As we facilitate learning, we are communicating information, instructions, questions and encouragement to our learners – and in turn they are communicating their responses to us.

Communication is such an important element in the learning process, but sometimes the channels of communication can become blocked and barriers can be created.

There are two types of barriers to learning. There are the physical barriers to learning and there are the emotional barriers to learning.

Physical Barriers to Learning

We're going to begin by thinking about some of the physical barriers to learning.

Think About It

Answer Box # 2

What physical barriers to learning can be created that block channels of communication and therefore the learning process?

I hope you were able to think of several physical barriers to learning. As I was thinking about this question, I thought of the following barriers – many of which I've experienced myself as a learner:

- Not being able to see the trainer / teacher
- Not being able to hear the trainer / teacher
- The room was so cold I couldn't focus on what I was supposed to be learning
- The way the room was laid out meant I couldn't see most of the others in the group – and we were expected to discuss topics with each other
- There was too much noise coming from outside the room
- The room was too dark, I couldn't see the teacher very well – and certainly couldn't see what she was writing on the board

- The teacher was standing on a podium and there was a lot of space between where he was standing and the rest of the class
- I couldn't understand the accent of the teacher
- I didn't have enough space to take notes
- The chairs we were given to sit on were very uncomfortable
- The teacher was standing in front of a window and I couldn't see him properly

Now review your list with my list.

Think About It

Answer Box # 3

What was on your list that wasn't on mine?

What was on my list that wasn't on your list?

As facilitators of learning we need to be aware of the physical barriers to learning and seek to minimize them. Let's think about some of these physical barriers.

Think About It

Answer Box # 4

What would you do to minimize the impact of each of these barriers?
   a. Noise coming from outside the room

   b. The room being too cold

   c. Learners not being able to see the trainer

Sometimes there isn't anything we can do about a physical barrier, but the very minimum we can do is to acknowledge the problem with the group of learners. Let them know that you are aware of the problem – and what you might have already done in order to solve the problem and why you weren't able to have any success in solving it!

As far as the three examples I asked you to think about, if there is noise coming from outside the room, you can see if you can ask whoever is making the noise to stop for a while (explaining why the noise is a problem for you), you might close the windows (although that can create another physical problem), or you might try to find another quieter room where the class can continue. However, there are times when you can do none of these! I remember teaching a class once in a conference centre that was located at the end of a runway. Fortunately it wasn't the busiest airport in the world, but whenever an aircraft took off, it was impossible to hear myself – or any of the learners speak. So we just had to pause and wait until the plane was in the air! Another time, I was teaching and the grass was being cut immediately outside the classroom. No attempts to encourage the grass cutter to come back another time were effective, so I simply changed the activity – got the class into smaller groups and got them discussing some issues, and then once the grass outside our room had been cut, got the learners to report back on their discussions.

If the room is too cold (or too hot), you need to try to regulate the temperature – although that isn't always as easy as it sounds. I've taught in classrooms where we could either have a very noisy air conditioner or forgo the cool room in order to hear one another; I've also taught in rooms where we

could have the windows open and the breeze keeping the room cool, but have to suffer the noise from the market below! As a facilitator of learning, try to solve the problem. But if you can't solve the problem, acknowledge the challenge you (and the learners are facing) and ensure the learning activities are adapted so that learning can take place in the less than ideal conditions.

And what if some of the learners can't actually see the facilitator of learning? We often assume that we have to accept the way the training room is laid out, however inconvenient that might be. However, I would argue, that if we are to ensure an appropriate learning environment for our learners, we might need to change the layout of the room – so that:

      a.   The learners can see the teacher;
      b.   The room enhances the learning experience.

We'll come back to the whole issue of setting out the room so that it enhances the learning experience later in this unit.

Emotional Barriers to Learning

We're going to move on from the physical barriers to learning to the emotional barriers and I want you to read the following comments by learners about their experience of being in a learning environment.

- *For days before this training course started, I used to dream about being made to look stupid on it. I was really worried about being out of my depth.*
- *I dread going on a training course; I hate being put on the spot and have to say something. What if I say something silly?*
- *I was willing to go on the training course, but I really hoped that the teacher would spend all her time lecturing. I hate having to say anything because I'm desperately afraid I'll make a fool of myself; I just want to sit in my chair at my desk and not be expected to say anything.*
- *I have always felt self-conscious, and I feel certain that other people will be far more confident and better at everything than I will be.*
- *When I was at school I was labeled a constant failure. I had undiagnosed hearing problems, and because I couldn't always hear what the teacher was saying, I was seen as being troublesome and not very bright. Even now I see trainers and teachers as being hostile to me, and although deep down I know the trainers on the training courses I attend now are very supportive, it does take me a long time to trust them.*
- *I was very worried about going on the training course. Someone told me that it was very unstructured, and we would have to play silly games and do simulations. I just want to be given the information – not be expected to work the answers out for myself.*
- *I was anxious about attending the course. I really don't like sitting in long lectures and much prefer to discuss issues and work out the answers for myself.*
- *I was told I had to go on this training course. I really didn't want to go on it – because I just couldn't see the value and knew it would be a waste of my time.*

These all describe emotional barriers that people have towards learning, and because they are barriers, they can block the channels of communication and thereby limit the learning process.

Think About It

Answer Box # 5

What emotional barriers to learning did these learners have which had the potential of blocking channels of communication and therefore the learning process?

My list of emotional barriers which can block channels of communication include
- Feelings of anxiety
- Feeling threatened
- Insecurity
- Doubts about ability to cope
- Negative feelings about the learning activities which might be used
- Bad experiences in the past
- Lack of confidence
- Apathy towards the course

Think About It

Answer Box # 6

What would you do to minimize the impact of each of the emotional barriers to communication?

It can be quite difficult to know what emotional barriers adult learners bring to the learning environment, but you can be sure that there are some people in every group who are struggling in some way with a barrier that has the potential of blocking your communication channel with them.

So one way you can minimize these emotional barriers is to involve your learners in the learning process from the very beginning of the workshop.

Re-read the Case Study that you studied in Unit 6 on pages 91-92 and which gave an account of the first teaching session of David Oloro.

Think About It

Answer Box # 7

What did David Oloro do to minimize any potential emotional barriers to the learning process that his learners might have?

From the very beginning, David Oloro put his learners at ease. He talked to them as ***people***, he told them what to expect and he made them feel that he was approachable. Although it could have been a challenging experience for some in the group, he made them feel very much at home, and was clearly able to allay their fears of not being able to cope in the class. As we try to help our learners cope with the challenges they may have in being in the class, we need to work hard at putting them at ease, we need to have a personal connection with them, we need to encourage them and affirm them and their contributions to the learning process. We also need to be aware that some learners may not feel comfortable with the learning methods that we are using in the training. It is therefore important to explain why we use certain methods – and help them feel comfortable with them. Of course, some people just don't want to be in the class at all – and for them we need to help them go to the very beginning of the ripples of learning and be able to help them explore their need to learn – and build from that.

The important issue here is that there are barriers to effective communication – and as facilitators of learning it is our responsibility to minimize the barriers – so that learning can occur.

And this brings us back to what can be a major physical barrier – and that is the way the environment in which we are enabling learning is set up.

Case Study: Emmanuel at Victory Bible School (2)

Emmanuel was devastated! He knew his first session at Victory Bible School had been a disaster. He had been thrilled to have been asked to teach the class; he knew his subject but the students didn't seem to have been very interested in what he had to say – and the fact that one of them fell asleep – well! At first he thought it was the fault of the students, but as he thought more about the problem he began to think that maybe it was his fault after all! He really didn't want to go back and face the class the next Monday evening – but he knew that he'd be letting John Richard down if he backed out now. He was certain he would need to do a lot of praying before the next class. And he also began asking everyone he could think of for input on what to do differently. He decided to put aside all of his pride and admit frankly to others that he felt he had failed at his first night of teaching and ask for suggestions as to what to do differently.

Much to his surprise, his most helpful input came from his daughter Karin, who was just beginning her second year of teaching at the nearby primary school. He knew that she loved what she did and that her students seemed to love her even more. He hadn't even thought about asking for Karin's help, but when she overheard him on the phone talking with a friend about the problem on Friday evening she quietly waited until he had put down the phone. "Dad," she began hesitantly, "do you mind if I ask you a couple of questions about your class?"

Emmanuel glanced up in surprise, "Well, I guess not sweetie, but they aren't 6-year-olds you know!" Even as he said that, he realized he was becoming defensive, remembered again about putting away his pride and quickly repented. "I'm sorry, Karin, I shouldn't have said that," he said and continued. "What were you going to ask?"

"Well Dad, I was just going to ask you what your classroom looked like, where you taught the other night. What kind of a room was it? Where were the chairs? Where did you stand? Can you describe that for me?"

"I don't know really," began Emmanuel, "I don't remember a lot, it just seemed like a normal classroom to me, with desks and chairs, there was a chalkboard at the front – oh yes and there was a lectern on the platform for me to lecture from – so I just put my notes on the lectern and began to talk."

They began to talk. Karin asked lots of questions about the group of students, about their backgrounds and why they were at the class. She asked Emmanuel what he had hoped to achieve from the class, and he replied he had just wanted to get through the 90 minutes! And then she began to talk about things that she called learning outcomes so that the teacher knew what he or she wanted to be the result of the class. And she also began to talk about some different activities which Emmanuel might be able to use in his class – about asking questions, getting discussions going and she even suggested getting the students to discuss some of the issues in groups – which Emmanuel thought was going a bit too far! She even talked about the possibility of re-arranging the furniture in the room – to make the environment more learner-friendly! Two hours later they were still deeply engrossed in their conversation when Emmanuel glanced up at the clock. "Oh my goodness, it's getting late and I have to prepare a sermon tomorrow. I have to get to bed, but maybe we can talk a bit more tomorrow afternoon. I had no idea that it might be an idea to get the students thinking about the subject we are dealing with, I thought I had to tell them everything. And asking them questions to keep them engaged – and getting them into groups to talk about how they can apply Jesus' teaching in their lives – well that's a new thought to me. And actually getting them to sit in groups – do you think that's OK?"

Karin looked amused and gave her Dad a small hug before heading for her room. Emmanuel continued sitting for several more minutes lost in thought and determined to use some of the ideas Karin had just given him that seemed so simple, yet might make a lot of difference!

Think About It

> **Answer Box # 8**
>
> Karin gave Emmanuel lots of ideas that he could use with his class. Review the case study above and list the ideas which she gave her father.
>
>
>
> Why was Emmanuel sceptical about these ideas at first?

As I read the account of Karin and Emmanuel's conversation, I see that Karin suggested that Emmanuel should:

- think about what he wanted to happen as a result of the teaching;
- ask the students questions;
- use small discussion groups;
- help the students apply the teaching in their lives;
- re-arrange the classroom.

For someone who has always been used to "traditional" methods of teaching these ideas were very new. However, if we want to be effective facilitators of learning, then we need to adopt methods that will help our learners learn rather than have them sit and listen to information!

The Importance of Learning Outcomes

Often we begin our preparation to facilitate learning with the material we have. But there are some questions we should always ask as we begin our preparation for facilitating learning.

When you are designing a course of study, you need to begin with the overall aims or goal of the course. You need to ask "what do we hope the learners will achieve in broad terms by the end of this course of study". Turn back to the first unit of this course and on page 2 you will find the overall "Learning Outcomes" for this course listed.

Think About It

> **Answer Box # 9**
>
> Which of the overall Learning Outcomes for this course have we already achieved?
>
>
>
> Which of the overall Learning Outcomes for this course have we not yet achieved?

I hope you have been able to recognize that some of the overall Learning Outcomes have been achieved – but there are still some we have yet to achieve.

Having identified the overall Learning Outcomes we can then think about and define the Learning Outcomes for each Session or Unit of the Course. I hope you have noticed that we have listed the Learning Outcomes for each of these units at the beginning of each unit – and at the end of the unit we've asked you to check whether you've achieved those Learning Outcomes as part of your Learning Log.

It is important for you to note that in the literature, some people use different words to describe what I am calling "Learning Outcomes." Some people call them Objectives or Goals or Aims. The problem is that some people call the overall outcomes "Aims" and the session outcomes "Objectives" and others call the overall outcomes "Objectives" and the session outcomes "Aims"! So there can be confusion, which is why I prefer to use the term "Learning Outcomes" because the phrase describes exactly what we are looking for – it's "what are the outcomes of this piece of learning?" or "what do we want to see in the learners as a result of this learning?"

Learning Outcomes leads to a more learner-centered approach, because it shifts the focus from what the teacher teaches to what the learner is able to do on successful completion of the workshop, module or course. In other words, it focuses on the outcome of the learning.

Think About It

Answer Box # 10

What do you think was Emmanuel's goal as he went into his first teaching class?

When Emmanuel taught his first class, he had a simple goal – it was to get through the session without too much difficulty! He wasn't thinking about what he wanted the learners to know or to be able to do as a result of his teaching. And unfortunately he didn't succeed in achieving even the simple goal he had! When his daughter talked to him about learning outcomes, it was a completely new idea to Emmanuel.

However, when you or I have a class to teach or a workshop to run, it is important that we begin with defining the Learning Outcomes.

Learning Outcomes help:
- to guide the learners in their learning, in that learning outcomes explain very clearly what is expected of them and that helps them to succeed in their learning;
- learning facilitators (and teachers) to focus on exactly what they want the learners to achieve in terms of both knowledge and skills

Learning Outcomes should describe what a learner should know, understand or be able to do at the end of the program, session, class or unit. When you identify the Learning Outcomes as you begin your preparation, you are starting your planning of the learning with the end in mind – and in planning your Learning Outcomes you should be seeking to answer questions like:

- what do I expect my learners to be able to do?
- what do I expect my learners to know ?
- what do I expect my learners to be able to think?
- what do I expect my learners to be able to explain?
- how do I expect my learners to behave differently?

Learning Outcomes should be written using precise language and should be stated in terms that are measurable. In other words both the learner and the learning facilitator should be able to see – or measure – whether the Learning Outcome has been achieved.

Think About It

Answer Box # 11

Here are two possible "Learning Outcomes" for this section of this unit. Identify which is the better-stated "Learning Outcome" and explain why.

a. By the end of the unit the learners will understand how to write well defined Learning Outcomes for a training module.

b. By the end of the unit the learners will be able to write a series of well defined Learning Outcomes for a training module.

Which of these two Learning Outcomes did you think was better stated?

The first statement, "b*y the end of the unit the learners will understand how to write Learning Outcomes for a training module*" is a very general statement. My main problem with it is that as the learning facilitator I cannot know whether or not the learner has understood how to write a Learning Outcome or not.

The second statement, *"by the end of the unit the learners will be able to write a series of well defined Learning Outcomes for a training module*" is much better-stated, because both the learner and the learning facilitator should be able to see whether or not the learner is able to write well defined Learning Outcomes. The facilitator can test whether the learner have learnt how to do the task – and so can the learner!

So, Learning Outcomes should always start with a verb – and they should always be written in terms that are measurable – in other words describing what you expect your learners to be able to do with the material they are learning. Therefore, vague terms like "know" or "understand" are not very helpful when we are writing Learning Outcomes, because we can't observe whether or not they have been achieved.

Think About It

Answer Box # 12

Here are two more possible "Learning Outcomes" for this unit. Identify which is the better-stated "Learning Outcome" and explain why.

a. By the end of the unit the learners will know why physical barriers are a hindrance to learning.

b. By the end of the unit the learners will be able to look at a classroom, assess the potential barriers to learning which the classroom presents and propose a more effective layout for the class.

Which of these two Learning Outcomes did you think was better stated?

I hope you saw that the second of these two Learning Outcomes "*by the end of the unit the learners will be able to look at a classroom, assess the potential barriers to learning which the classroom presents and propose a more effective layout for the class*" was the better stated of the two. The first outcome "*by the end of the unit the learners will know why physical barriers are a hindrance to learning*" uses the vague term "*know*" and there is no way of *knowing* whether the learner actually knows why physical barriers are a hindrance to learning. A better way would have been to have phrased it as "*by the end of the unit the learners will be able to explain why physical barriers are a hindrance to learning*". However the second of the two Learning Outcomes we have in Answer Box 12 actually takes the statement to a different level – and will actually measure the ability of the learner to analyze and to apply the learning.

This brings us to another thing we need to understand about Learning Outcomes. We don't just want to increase the knowledge of our learners. We might also want to ensure that they understand (or comprehend) what they are learning, and also to apply it, analyse it, synthesise it and also evaluate it. In 1956, under the chairmanship of Benjamin Bloom a committee of educators developed a classification of different types of educational objectives and goals. Blooms Taxonomy,

as it is known, covers six categories of learning, and provided verbs that would help educators write appropriate Learning Outcomes. Although it's over 50 years old, Bloom's Taxonomy is still one of the best aids available to help us write good Learning Outcomes.

According to Bloom's Taxonomy, the six categories of learning that we should write Learning Outcomes for are:

Knowledge: is about recalling important information and shows that the learner is able to
- recall previously learned material
- know specific facts, methods or procedures
- know basic concepts or principles

Comprehension: is about explaining important information and shows that the learner is able to
- understand the meaning of material
- interpret material including charts or graphs

Application: is about solving closed-ended problems and shows that the learner is able to
- use things they've learned in new situations, or in problem solving
- demonstrate correct usage of procedures
- apply laws or theories to practical situations

Analysis: is about solving open-ended problems and shows that the learner is able to
- identify component parts of knowledge
- understand its structure and composition
- recognize logical fallacies in reasoning
- make distinctions between facts and inferences

Synthesis: is about creating unique answers to problems and shows that the learner is able to
- creatively apply knowledge to new areas
- integrate new knowledge
- write well argued papers or speeches
- propose research questions to test hypothesis

Evaluation: is about making critical judgments based on a sound knowledge base and shows that the learner is able to
- judge the value of evidence or material for a given purpose
- evaluate what they are learning
- compare different approaches

To help you with writing Learning Outcomes, here is a list of verbs that you can use with each of these areas of learning:

Areas of Learning	Selection of Active Verbs for Learning Outcomes
Knowledge:	define, repeat, record, recall, name, order, list, quote, match, state, recite
Comprehension:	describe, discuss, explain, restate, recognize, summarize, paraphrase, report, review,
Application:	apply, assess, demonstrate, examine, distinguish, establish, show, report, implement, determine, dramatize, illustrate, produce, solve, draw, interpret, provide, use, utilize, operate
Analysis:	analyze, illustrate, discriminate, differentiate, distinguish, examine, question, infer, support, prove, test, experiment, categorize, compare, contrast, criticize, question, solve
Synthesis:	compile, compose, formulate, construct, arrange, assemble, generate, negotiate, reconstruct, reorganize, revise, validate, organize, plan, propose, set up, design, create, build, devise, integrate
Evaluation:	evaluate, compare, appraise, criticize, assess, argue, justify, defend, interpret, support, estimate, evaluate, critique, review, judge, revise, rate

Think About It

Answer Box # 13

Take the outline for the introductory training session on Servant Leadership that you developed in Unit 4 and submitted as your assignment at the end of Unit 4. Define at least 4 and no more than 6 Learning Outcomes for this training session. Begin your statement with the words, "By the end of this training session the learners will be able to…"

Deciding the Content and Method

Having defined your Learning Outcomes, you can now move to the next stage in your planning. It is helpful to draft an outline of the content you need to provide the learners with the knowledge, skills and attitudes that you have identified in the Learning Outcomes.

At this stage you are actually deciding what you will do in the learning session and how it will be delivered. We discussed method in the last unit – and what you need to do now is to select the appropriate methods so that you achieve the Learning Outcomes that have been selected and so that effective learning occurs.

If the learning is going to be effective, it is important that:
- the *want to learn* is addressed: that learners know that they're attending the right workshop for them; they've read the workshop description and they know that by attending this workshop, that they will be gaining something they want to learn by attending this workshop.
- the *need to learn* is identified clearly and responded to: learners understand what they will learn from the workshop, why they need to learn it and how it will be helpful for them in their day-to-day lives or jobs.
- there is plenty of opportunity for the learners to *learn by doing*: the learners are actively involved for significant parts of the duration of the workshop; they're learning by doing, by practicing, by having a go at things, by making mistakes and finding out why they made the mistakes and how they can correct them.
- there is plenty of time for learners to *make sense* of what they're doing: the learners are encouraged to think about why things work, what actually happened when they tried something out.
- plenty of *feedback* is given: the learners get feedback on what they are doing from each other and from the facilitator.

On the next page you will find an example of a Workshop Outline that we hope you will find helpful:

WORKSHOPS THAT WORK

Victory Bible College: Wednesday 28th Month 20XX: 0830-1300

Half-Day Workshop facilitated by David Oloro

<u>Purpose:</u>

This half-day workshop is designed for the teaching staff of Victory Bible College to help you explore how best to design your own training workshops, based on sound principles of effective learning in a group context.

<u>Learning Outcomes:</u>

After taking part in this workshop, you should be better able to:

- design training workshops to be interactive and productive learning experiences for your learners;

- express intended learning outcomes for your workshops so that learners can clearly see what they may gain from such workshops;

- produce a workshop outline, which will be a useful yet flexible framework around which to design your own workshops.

<u>Outline Programme:</u>

0830   Arrivals, Registration and Coffee

0900   Introductory Post-it exercise: "designing training workshops would be much better for me if only I could…"

0910   Report back from the Post-it exercise

0920   Five factors underpinning successful learning in workshops: presentation and discussion

0950   Exercise in small groups: design activities for learners to do in a workshop about Christian leadership

1010   Report back and discussion on exercise

1030   Tea/coffee

1050   Writing good learning outcomes: presentation and discussion

1110   Exercise in pairs: drafting intended learning outcomes for a workshop about Christian leadership

1130   Report back: discussion of intended learning outcomes and agreeing 3-4 specific learning outcomes

1150   Exercise in groups: produce a workshop outline for a workshop about Christian leadership based on the agreed learning outcomes and activities discussed already – on flip-charts

1220   Exhibition: posters showing workshop outlines produced by the groups and discussion

1235   Individual work: take one of the workshops you lead; write 3-4 learning outcomes for it and produce a workshop outline for the workshop to include learning activities for the learners (to be given to the Workshop Facilitator for later individual feedback)

1250   Revisiting the learning outcomes for this workshop and discussion with the learners on whether they have been achieved or not

1255   Feedback from learners

1300   Close of workshop; buffet lunch

Think About It

Review the example given of a workshop outline above. Why is it a good example of an effective programme for the workshop?

Why do you think that the beginning of the workshop has been advertised as 8:30am, when the actual learning doesn't begin until 9:00 am?

Have another look at the Workshop Schedule, and mark on it where the facilitator will use each of the Five Factors that underpin effective learning.

Very clear timings are given in this workshop outline. Why is it important to manage time in a training workshop?

As you considered the workshop outline, I hope you noticed that there were very clear learning outcomes that were expressed and that the content of the workshop was very focused on achieving those outcomes. There was also a good mix of input from the facilitator and activities for the learners so that the five factors that underpin effective learning were actively included in the design of the learning. There was also a mixture of individual, pair and group work. There was also time given over to the learners being able to apply what they had learned to their own personal situation.

One of the most difficult things to manage in workshops is timing. This is partly because interactive workshops are not just a lecture or completely dominated by the trainer, where every aspect can be pre-planned and pre-timed. In an interactive workshop the facilitator has a lot less "control" than he/she would have in a more formal situation. This is because when planning you never can be certain how long whole group discussions will take, nor how long reporting back from small group discussion groups will take, and there other activities which you can time exactly beforehand. Therefore it is important that you have a certain amount of flexibility with timings in an interactive workshop.

The Learning Environment

The environment in which learning takes place is extremely important to help facilitate effective learning. However, it is often one to which very little time or thought is given.

Let's think about what Jesus did. Read the following passages from Matthew's Gospel:
- Matthew 5:1-2
- Matthew 4:18-22
- Matthew 8:14-9:1
- Matthew 13:1-3

Think About It

Answer Box # 15

Thinking about the culture of the time, from where did the teachers normally teach?

Why would Jesus have chosen to teach from where he did? Write down all the reasons of which you can think.

The teachers of Jesus' day usually taught in synagogues, although some of them had their own schools where they gathered students together and taught them.

Jesus occasionally taught in synagogues, but most of his teaching wasn't in the synagogues, but took place while he was walking through villages, or sitting on a hillside, or in someone's homes. In fact, Jesus taught wherever the people were. So why did he chose to teach in these places?

He never tells us specifically, so we have to guess at what his reasons were. Several things come to mind and you can probably think of some that I haven't. Certainly he wanted to be where the people were. He wanted to touch as many as possible, walk among them, hold the children on his lap and let the women come near. None of that was possible in the synagogue and it certainly isn't possible in most of our churches today.

There were strict rules about the seating in the synagogue so that the Jewish men sat near the front in one section and created the main audience. Jesus wanted to talk to and heal anyone that wanted to come. He didn't want to create distance between himself and them, but rather be as accessible as possible. It is a model we should consider more carefully when we teach His principles today.

Getting the physical setting right

The physical setting in which the learning takes place can either create a learning atmosphere or stifle it. So it is important that we get the physical setting right. In fact, the physical setting is never a neutral factor! Often as facilitators of learning we think we cannot influence the environment in which we are expected to teach. However, there are many cases when it is possible to rearrange the room. In fact I rearrange the room on almost every occasion when I'm facilitating a workshop so that the environment is conducive to making learning happen!

One reason why it's important to arrive early for a group you are facilitating is so that you have enough time, if necessary, to rearrange the room to create the best learning environment for what you are planning to accomplish.

When I am facilitating a learning event, I often walk into the room I've been given to find it arranged as follows:
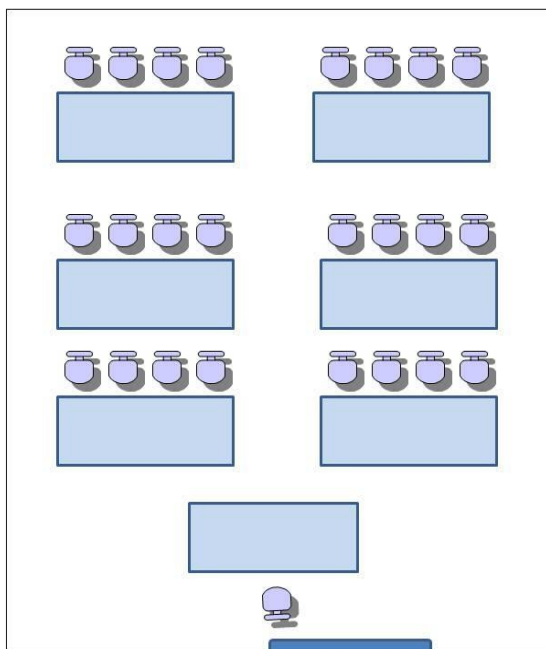
Think About It

What do you identify as some of the challenges of this room set-up?

Most traditional classrooms are set up like this, maybe they're arranged like this to intimidate the students and certainly one of the reasons is to reinforce the fact that the teacher is the most important person in the room. Sometimes this is taken to ridiculous extremes with a platform at the front of the room where the teacher is supposed to stand and a large lectern or table to stand behind. Often there will be a microphone for the teacher to use – even when everyone in the room can clearly hear what's being said!

So what did you say about the challenges of this room set up? Here are some of my comments:
- It isn't easy to break the learners into smaller discussion groups.

- It's not easy for the facilitator/teacher to move from behind the desk/lectern.

- The screen/flipchart will only be clearly visible from the front row, the middle row will have difficulty seeing it, while those in the back row will have their view of the flipchart obscured by the heads of the people in the front two rows (and think of how much more difficult it would be if there were more rows!).

- There is significant distance between the facilitator and those sitting in the back row, so they are likely to feel less involved in the workshop than those sitting in the front row.

- It's difficult for learners to see each other, and those in the front row would have to turn around if they wanted to see those behind them.

- It emphasizes the authority of the teacher and isn't conducive to interchange between the facilitator and the learners or between learners.

One way of solving some of these challenges is simply by changing the position of where the teacher/facilitator is situated in the room as in this example:
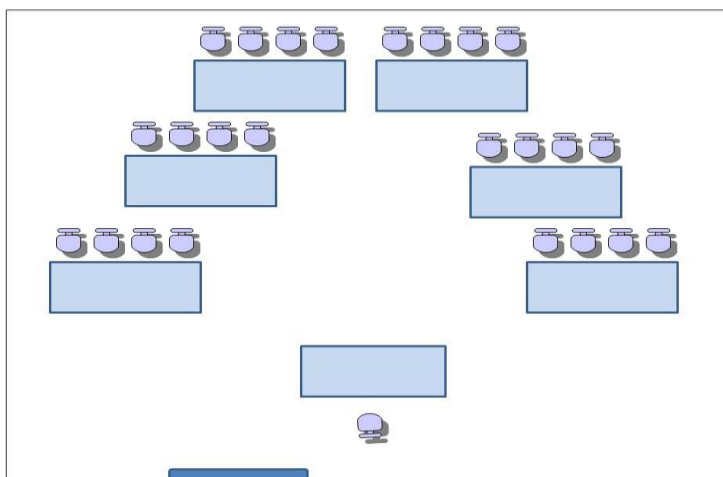
Think About It

Answer Box # 17

In what ways is this room setup preferable to the previous one?

What challenges still remain?

This is a better layout than the previous layout. The facilitator is closer to more of the learners and the lines of sight are much better. However, the learners are still seated in rows and it is difficult for them to see one another. It's also difficult to break the learners into smaller groups for discussion or small group activities.

This next layout shows what the same room could look like simply by turning some of the tables round at an angle, and getting a smaller table for the facilitator and putting it to the side:
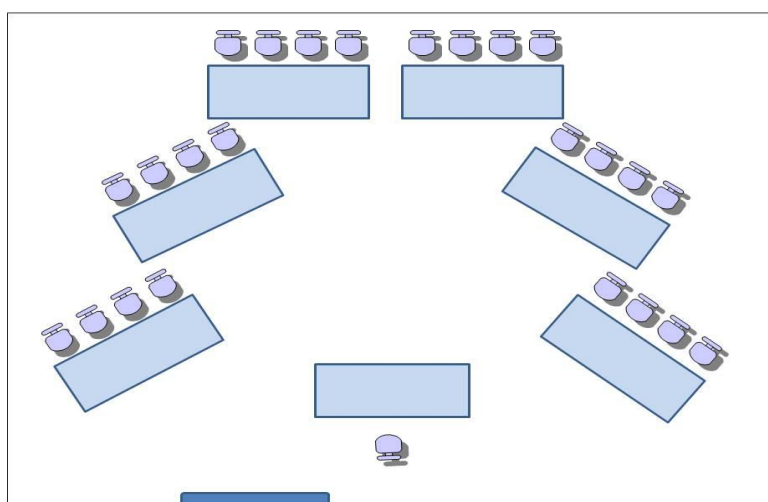
Think About It

Answer Box # 18

Why is this layout an improvement on the previous one?

Just by arranging some of the tables at an angle means that more of the learners can see each other, and by having a smaller table for the facilitator means it can be put to the side and makes it easier for him/her to move around the room. It also removes the barrier between the facilitator and the learners because there is now nothing directly between the facilitator and the learners, and it gives the message that "I am not here to tell you everything, but I am here to discuss with you something we both know a lot about; together and from each other we'll learn more".

If you can use square tables instead of rectangular tables, and angle each of the tables, you get even more flexibility and it makes the classroom much more informal
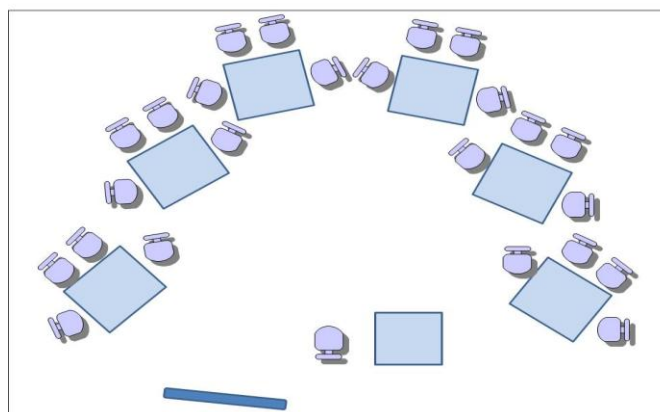
Think About It

Answer Box # 19

What are the benefits of this layout?

Ideas that come to my mind include flexibility, no barrier between the facilitator and the learners, good sightlines for everyone, and it's very easy for small groups to form.

When it comes to arranging a learning environment it is important to try to be as practical as possible. Make sure that everyone is able to hear you and each other. Often you want your learners to discuss questions and issues in small groups, similar to those you have seen in the Residential Workshop at the beginning of this course. Then you want them to be able to report back on some of the conclusions they have come to in their discussions. However, for this to happen effectively, our learners need to be able to hear each other. Just keep that in mind as you think about how to have chairs and/or tables arranged.

Sometimes when I get into the classroom, I find the room arranged as follows:
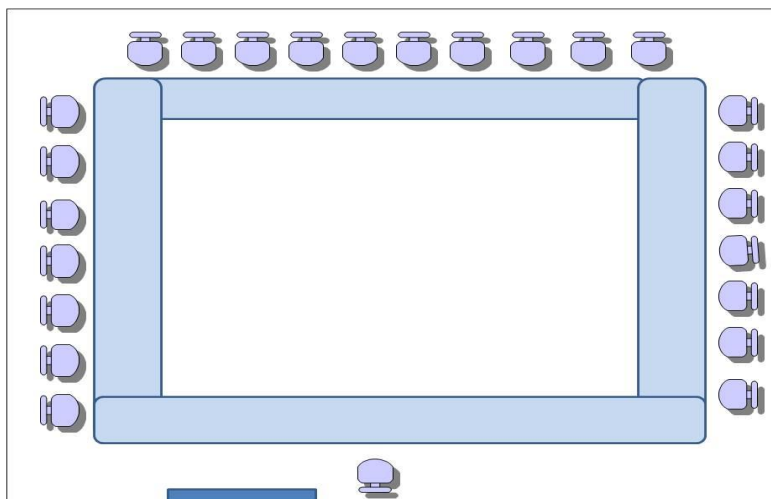
And not only is the room arranged in what is often described as "board meeting format", an added "enhancement" is that the tables are covered in table clothes and have an "apron" in front of the tables with everything pinned very carefully together!

Think About It

Answer Box # 20

What do you think are some of the challenges of this room set-up?

Although the facilitator can see all the learners and the learners have an uninterrupted view of the facilitator, the way this classroom is set up significantly reduces flexibility. It's difficult to divide into smaller groups; there are barriers between the facilitator and the learners – and although the learners can easily see the ones on the other tables, it's very difficult for them to see the other learners who are alongside them.

In fact, whenever I am presented with this room layout, I almost always de-assemble it, much to everyone's surprise! But it gets in the way of the learning.

Sometimes you have a situation where you don't have tables – or where you decide not to use tables at all. Not having the furniture in the room does give added flexibility. Now think about the possibility of you being in a room where you don't have tables, how would you arrange the classroom?

Think About It

Answer Box # 21

You are about to teach a group of 24 learners, and you don't have any tables. Draw a diagram below to show how you would arrange the classroom, and explain why you would select this arrangement.

I wonder whether you drew the diagram showing the learners in a circle? Or maybe you decided to use a semi-circle? Both are perfectly good designs (although I would prefer a semi-circle rather than a complete circle, because of challenges of placing the flip-chart and the difficulties of sight-lines particularly for the learners sitting next to the facilitator.

My diagram of how I would design a classroom where I didn't have tables would look something like this:
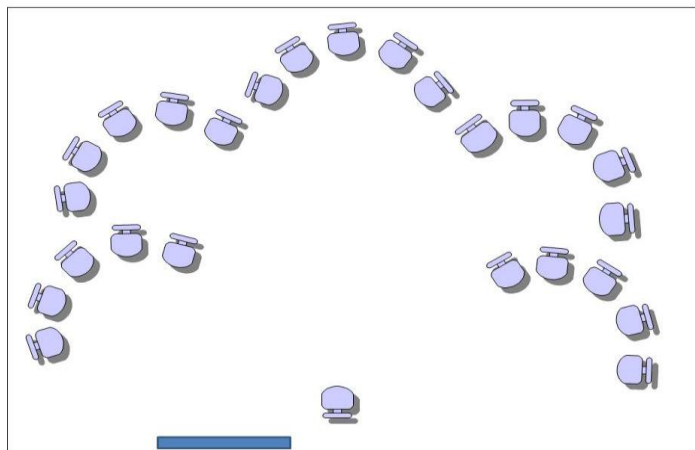
Note, that I have the learners sitting in clusters, which enables them quickly to be able to get into small discussion groups.

As you arrange the classroom always think about the purpose of the session you are leading and the Learning Outcomes. Then think about how the physical environment will either help you or hinder you in your facilitation of the learning.

Sometimes you will have a situation that makes it nearly impossible to do any of the things we have suggested here. I remember once getting ready to begin a 4-day workshop where having small group discussions was the key to getting the results we wanted. I walked into the building for the workshop to find it was a traditional church with pews or benches nailed to the floor. Everyone would have to be seated in rows facing the front no matter how creative I wanted to be! At times like that it is good to remember that the room arrangement is not as important as the quality of the people involved or of the discussion that will take place!

A colleague talks about a similar experience that she had – this was a women's workshop with very creative ladies. When she explained why she was concerned about the lack of flexibility that the room offered, the women said, "no problem, we'll just sit on the floor at the back!" In the empty space at the back of the church they arranged themselves in discussion groups and had a wonderful four days together—on the floor!

Think About It

Answer Box # 22

Think about the Assignment you submitted at the end of Unit 4. Take a few minutes and draw a diagram of the way you would set out the classroom you would use for your teaching of this session. What needs to be in the room? Where are the chairs? Where would you (the teacher) be?

As we come to the close of this unit, we've been thinking about some of the barriers to learning, how to write good learning outcomes, some thoughts about deciding content and method and the learning environment. In our next unit we'll be thinking about the importance of listening and also about the art of asking good questions when we are facilitating learning.

Reviewing your Learning

But that's next time, now you need to review your notes and complete the Learning Log for Unit 7. Please turn now to the Learning Log for this unit, which you can find on Page 184, and complete the boxes you find there

Teaching and Learning for Impact
Unit 8

Listening and Asking Questions

Unit 8 – Listening and Asking Questions

Table of Contents

Learning Outcomes:

By the end of this unit you should be able to:

- Describe why listening is important in the learning process;

- List different levels of listening, identify which levels the facilitator of learning should be focusing on and explain why these are important;

- State two barriers to listening which you experience and identify ways to overcome these barriers;

- Identify ways in which asking questions can help in the learning process;

- Describe the purpose of the six different types of questions and design an example of each type.

Reviewing Unit 7

In our last unit we spent some time focusing on barriers to learning, the importance of well-stated learning outcomes and discussing the physical environment in which learning takes place.

Before we move on I want you to think about the last unit you worked through.

Think About It

<table>
<tr><td rowspan="2">Answer Box # 1</td><td>What were the two or three most important things you learned in Unit 7?</td></tr>
<tr><td>Why are these important to you?</td></tr>
</table>

What is Listening?

Listening is one of the most useful tools that the facilitator of learning should have in his/her toolbox. Our ability to hear is one of our five primary senses, and as such is vitally important to the way in which we interact with the environment around us. Our hearing is always switched on – but most of the time we are mentally selecting from the enormous range of sounds those that we choose to pay attention to. This process of choice is what we mean by the word "listening." Unfortunately we don't always do very well at listening! And it can be a skill that many leaders find hard to do well!

Think About It

<table>
<tr><td>Answer Box # 2</td><td>Why do you think many leaders are poor listeners?</td></tr>
</table>

I am sure you came up with some good answers to that question, and we will continue to talk about this issue as we continue through this segment.

However, now I'd like you to respond to "Listening Questionnaire" which you can find on the next page. Just check the "True" or "False" box for each of the statements:

Listening Questionnaire

		True	False
1.	Speaking is a more important part of the communication process than listening.	☐	☐
2.	Since listening requires little energy, it is very easy.	☐	☐
3.	Speakers can demand that listening occurs in an audience.	☐	☐
4.	The speaker is primarily responsible for the success of communication.	☐	☐
5.	People listen every day. This daily practice eliminates the need for listening training.	☐	☐
6.	Listening is only a matter of understanding the words of the speaker.	☐	☐
7.	People remember most of what they hear.	☐	☐
8.	Attitudes are unrelated to listening.	☐	☐
9.	Memory and listening are the same thing.	☐	☐
10.	Listening habits cannot be changed.	☐	☐

Think About It

Answer Box # 3

1. Having thought about the questions in the Listening Questionnaire, how would you define listening?

2. Why is listening important in the learning process?

We can be surrounded by a babble of sounds – but when we are facilitating learning, we need to make some effort to pick out from all the sounds that surround us, those which interest us and which we need to focus on.

I can be in a classroom, and one of the learners is talking. There is a conversation going on outside the room that I can hear, there is an aircraft flying overhead. It can be easy to get distracted, and begin to try to hear what's being said in the conversation outside the room (especially if I hear my name mentioned) or focusing on the aircraft and mentally wondering where it's going. So although I hear the words that the learner is saying, I'm not listening – because I'm not processing what she is saying. So, when I need to respond, I have no idea what she has said – or how to respond to her. Therefore, as facilitators of learning, it is important that we learn to focus on what our learners are saying to us!

In the learning environment, there are probably three situations in which both learners and learning facilitators need to listen:

Monologue: one person talks, extensively and continuously, without any apparent interest in whether or not people are listening. This is often the situation in a lecture – or perhaps when a learner has a particular issue they want to talk at length about. As a learning facilitator, you need to listen for the underlying message or reason for the monologue and try to summarize what the person is saying.

Dialogue: this is the exchange of thoughts, feelings, ideas and opinions between two people. When you are in a dialogue, the key to listening is to grasp what the other person is saying so that a relevant response can be made.

Discussion: this is a focused conversation between several people in the class – and may or may not include the facilitator. It is an opportunity for people to offer their views. As the learning facilitator it is your role to pick out the various themes, notice where differences exist and summarize the discussion.

There are also three other situations where you as learning facilitator might have to listen:

Conversation: this is an informal opportunity for people to engage in sharing information and is likely to happen in your class before the formal start of the session, during the breaks and at the end of the session as well. As the facilitator of learning there will be times when you might join in the conversation and other times when you might not.

Debate: this is where particular views are being expressed for and against some particular theme. The debate might be one that you initiate, or it might be one that develops spontaneously from a discussion. Whichever happens, as the facilitator you need to be impartial and to attempt to see that everyone is able to speak if they wish (and not just the loudest!). You also need to try to bring the threads of the debate together, ensure there is harmony in the class after the debate and summarize the debate and the conclusions

Argument: this is where agreement in a discussion or debate is not reached. If it is important to the people engaged in the debate that their views hold sway, it is likely that the result will be an argument. In this situation, the facilitator needs to listen very carefully and clearly to what each person is saying and try to define some common ground. It is very important that as facilitator you do not take sides. You need to summarize what each person is saying and reflect back the relevant positions of the two sides. Your role is often critical, in that people will often not "hear" what their "opponent" in an argument is saying and you need to help them hear the other side by using words like *"what I am hearing X is saying is this…"*

Listening is more than Hearing

My wife came home from a meeting recently just shaking her head. "Something is really wrong with that group," she said, "nobody was really listening to each other today." "Couldn't they hear each other," I asked, trying to get the picture more clearly. "No," she said, "I'm sure they could hear each other, but they just weren't listening!"

She went on to describe a situation where about a group of 12 men and women sat around a small conference room. Most had their laptop computers with them, and while the speaker shared a report, most of the men stared at their computer screens. The speaker tried to make eye contact, get responses and hold their attention, but few interacted with him or even bothered to glance up when he asked a question.

Think About It

If you had been the speaker in the situation just described how would you have felt?

What do you think might have been actually happening in this meeting? List your ideas.

While it is unclear from the incident above what caused the group not to be truly listening, it is clear that listening requires more than just being present and not talking.

Levels of Listening

In the incident described above, there clearly wasn't much listening going on! In fact, within a group at any one time different people can be listening at different levels. There are eight different levels of listening:

- **Non-listening:** this occurs when people are engaged with something else that is happening in the immediate environment. It might be some distraction, or someone else talking, it can be listeners being concerned with their own thoughts or working out what they are going to say next. Whatever is happening, the end result is the same – the message is being delivered, but it isn't being received!

- **Passive Listening:** this is a frequent occurrence in almost all contact between people. It's when we hear the words but not the message. It occurs mainly in monologues, conversations and discussion, because the listeners do not need to respond and can choose to be passive rather than attentive to the speaker.

- **Judgmental Listening:** this happens when we interpret what we hear according to our own prejudices and biases and we want to "correct" what the other person is saying. When we are facilitating a class, we need to guard against judgmental listening and put our feelings and the responses we want to make aside.

- **Attentive Listening (sometimes called Active Listening):** this is the level at which as facilitators of learning we should try to operate at all times. It means being fully aware of the person speaking, what they are saying, how they are saying it (i.e. the tone and pitch of the voice); what they are doing (i.e. gestures, movements, posture etc). And we need to receive and interpret the message they are sending. It is demanding, and it can be very tiring to maintain a state of attentive listening for more than 30 minutes at a time, because for most people their attention span is probably no more than five or ten minutes!

- **Visual Listening:** this is linked to attentive listening, and in this type of listening we need to be using our eyes to pick up messages from the movement, expression, behaviour or gestures of both the speaker AND the other members of the group. In this way we pick up information about other people's reactions to what is being said and it also lets the person speaking know that they are being "heard."

- **Reflective Listening:** this helps both the speaker and the listener confirm that what is being said is being "heard" in the desired way. Listeners listen attentively and then ask the speakers to pause while they restate what they think they have "heard." This can then be confirmed or corrected by the speaker so that the message is fully understood. Reflective listening has to be done with care so that words are not being put into the speaker's mouth, but rather that the same words are reiterated in the way they are understood by the listener. A facilitator is using reflective listening when taking feedback from discussion groups – if you are noting the main points on a flip-chart it is very important that you use the words of the speaker rather than re-interpret what he /she has said.

- **Creative Listening:** involves attentive listening but also includes suggestions by the listener about what the speaker is trying to say. It actually does put words into the speaker's mouth. Listeners guess what the speaker is saying, and they suggest in their own words what they think the speaker means. Sometimes creative listeners give speakers space so that they can agree or disagree with the listener's suggestions. Sometimes no space or time is given and the creative listener's view is taken to be that of the speaker. As a facilitator in the classroom it is important to ensure this doesn't happen in the group and make sure that learners have the opportunity to agree or disagree when a facilitator repeats in his/her own words what he/she thinks was meant by the original speaker.

- **Directive Listening:** this is when the listener interrupts the speaker in order to get them to say what the listener wants to hear them say. Speakers are not given any opportunity to reply and directive listeners go on to add their own extra emphasis. Directive listeners' favorite tactic is to say "I agree with you that…" and then go on to add something that the speaker did not say or mean. As facilitators we need to be aware when this is happening and ensure that speakers have the opportunity to reply and/or repeat what they did say!

Think About It

Answer Box # 5	We have looked at 8 different levels of listening. As a facilitator of learning, on which levels should you be focusing in your learners? Why should you be focusing on these levels?

The most important level of listening for the facilitator of learning is Attentive Listening – because you need to be fully aware of the person who is speaking, what they are saying, how they are saying it and what they are doing as they are saying it.

It is also important for the facilitator of learning to be engaged in Visual Listening – making sure the speaker knows that he/she is being heard, and also being aware of the impact of the words on other members of the learning group.

There are also times when the facilitator of learning needs to be listening reflectively and reflecting back to the speaker what is being said so that the message is being fully understood. Sometimes we will need to do this if we feel that some members of the learning group haven't understood the point that the speaker is trying to make.

I link these three levels of listening together and call them Active Listening!

Active Listening

Active Listening (i.e. the combination of Attentive, Visual and Reflective Listening) requires at least three things on the part of the listener. These are:

1. A physical response that is appropriate

It is always important to keep as much eye contact as possible with a person who is talking to you. Of course staring is not particularly helpful, but it is necessary to look people in the eye and nod in agreement to statements that are made at times. This is an area where cultures vary wildly, so I hesitate to give very many specific suggestions, but the next time you are telling someone a story and you know they are listening carefully think about how you know they are listening. What did they do that made you feel you were being listened to?

2. Asking questions or giving encouraging statements.

Asking questions or giving encouraging statements helps you to make sure there is understanding and lets the other person know you are listening. These can be very simple questions or statements and often repeat a part of what the speaker just said. Here are a few examples:

What happened next?
How did you feel then?
What do you think was really going on?
Oh my!
I can't believe that.
You must have been surprised.
Go on…

3. Discipline your thinking to concentrate on what is being said

Discipline your thinking to concentrate on what is being said rather than planning your response, reacting emotionally, or drifting off into thinking about something else. This is probably the hardest part of listening and actually requires a lot of energy!

We can all think several times faster than we can speak, so when we are listening we have a tendency to be thinking about several other things at once. The most common one is that we are already thinking about our response and often don't actually hear the complete thoughts of the speaker.

Active Listening: a Case Study

This might have been the conversation between David Oloro and his wife Maria, the morning after his first class which we looked at in Unit 6. Maria is preoccupied, reading a letter that has just arrived.

David: Maria, the class went really well last evening

Maria (*not looking up*): Oh really?

David: Yes – there were about 15 people in the group – and they were really interested in what I said we would be doing in the class

Maria: um-um

David: And they were really engaged in the discussion and got into the issues really well.

Maria (*still not looking up*): Oh, really.

David (*suspects that Maria really isn't listening so decides to test her out*): But one of the students got really upset in the discussion group and he suddenly took a gun out of his pocket and shot one of the other students, so we decided to end the class then and there and left his body in the classroom.

Maria: That's nice.

Think About It

Answer Box # 6	What's been going on here?
	How does David know that Maria isn't really listening to him?

We can really tell if someone isn't really listening when we are talking to him/her. And other people can tell when we're not listening to them!

Think About It

How could Maria have shown David that she was listening to what he was saying?

Just some thoughts from me on how Maria could have shown David that she was listening:
- she could have put down the letter she was reading
- she could have engaged eye contact with David
- she could have used phrases like "you must have been pleased," "tell me more."

Think About It

Answer Box # 8

Find a partner to work with – this could be someone from your learning group, a family member, a friend or a colleague.

Ask your partner to tell you a story while you listen.

At the end of the story ask your partner to tell you how you could improve your listening skills. Write down the feedback you get here.

You might like to switch roles so that you tell your partner a story while he/she listens to you.

Listening in the Facilitation of Learning

According to Dr. Peter de Lisser, a management and leadership coach in the US, "Leaders listen 45% of each day and only 5% of them are trained to do it." The same is true for teachers, and it can apply to us as facilitators of learning too.

Listening is so incredibly important in the facilitation of learning because this interactive learning is really driven or directed by the learner. When you share a little information and then ask a question several different responses are possible. You as the facilitator have to adjust what you are going to talk about next to fit the response of the learner. You can't just plough ahead with what you had planned to say. You need to be responsive and directed by what the learner said in his/her response.

Being learner-driven or focused means you have to know your material really well. You have to be flexible and responsive to what the learners have said. First of all you have to be listening very carefully and understand what they are really saying or what they are asking. In other words you have to be able to follow where **they** take the discussion and then skillfully connect it and bring it back to the points that you know need to be made.

Being a facilitator of learning actually requires much more of you than lecturing does. You have to know what you are talking about so thoroughly that wherever the learner goes, you can follow. You also need to know how to bring him/her back to where you want to move on to next. When you lecture you can follow an outline or speech, you can use big words and sound impressive and then you can finish and sit down. No one has the opportunity to ask you more about what you said, or ask you for a further explanation. Instead, no matter how little you knew about your subject you might have been perceived has having known a lot.

As a facilitator of learning you have to be humble. You have to know a great deal more about your primary subject than most of your learners do, but you don't really get to act as is if you're an expert. You ask **them** questions, work from **their** responses and get **them** to answer many of their

own questions. You also have to be very "approachable," that is, someone with whom your learners feel they can interact, otherwise they will be too scared to answer your questions.

What the Bible says about Listening

We're now going to think about what the Bible says about the importance of listening.

Think About It

Answer Box # 9	Read the following passages and write down what each tells you about the importance of listening: Philippines 2:1-4 Nehemiah 1:1-2 Luke 9:18 – 20 John 4: 1-26 Mark 10:35, 36, 51

Because so much of the Bible includes records of the interaction of people with each other and with God, almost every other page would have excellent examples of the importance of listening.

However, what we can learn from these scriptures in particular is that:
- By listening you let people know in a very concrete way that you think they are important and that their interests are important to you.
- Listening is an act of humility that lets others know that you think they have something valuable and worthwhile to say.
- As in the case of Nehemiah, listening to the experiences of others and their needs often opens us up to a calling from God to meet that very need.
- Jesus demonstrated the art of asking questions and listening as a teaching tool with his disciples.
- The story of the Samaritan woman is one of the most incredible examples of interactive listening as a tool in evangelism.

Barriers to Good Listening

Of course, listening isn't easy – if it was – we'd all be experts in it!

Think About It

What are some of the reasons that people find it difficult to listen?

Firstly think about why it can be difficult to listen in a normal conversation

Now think about why it can be difficult to listen when you are sitting in a class or workshop situation.

Here are some of the typical barriers to good listening. Think of examples of each one as you read through the descriptions below – and write down *your* example in the space below each of the barriers that are listed:

- **Triggers – Positive or Negative**: Some words or phases elicit an immediate emotional response. These tend to turn off listening because they promote a preprogrammed interpretation and reaction. Often the speaker doesn't even realize that this is happening but the result is the same.

- **Word Definition Differences**: Variety of meanings lead to confusion, misunderstanding and a waste of time. This is especially important for international groups and when translation is required it means that an understanding of exactly what is being said becomes incredibly important. How often have you watched as a translator realizes that they misunderstood the meaning of the speaker and therefore mistranslated it, resulting in great confusion!

- **Personal Matters**: Often we walk into a meeting or a class preoccupied with events that happen to each of us that take a lot of energy and attention. This restricts our ability to listen.

- **Poor Physical Surroundings**: Noisy and distracting places make it hard for everyone to hear and pay attention to the task.

- **Fatigue:** It is very difficult to listen when we are tired.

- **Filters**: These are beliefs, assumptions, values, expectations, past experiences, or judgments with which we look at others and listen to them. Sometimes for example, it may be hard for us to hear teaching from someone of a particular nationality, tribe or gender.

- **Listening is not the Goal**: Some assertive leaders feel their job is to tell and not listen. This becomes primarily an issue of humility.

- **Fears**: It can become hard to listen if we are worried that we won't have the right answer when it is our turn to speak. In a way this becomes a "self-fulfilling prophecy." Because we have been so fearful we weren't able to listen and our responses are inappropriate or at least less than brilliant.

- **Attention not focused on the Speaker**: Sometimes we are simply not paying attention and our focus is on our own experience, our own replies, or something totally different.

- **Urgency to express yourself**: Some people struggle to focus on the speaker because they are so anxious to express their own thoughts or share their own ideas.

Overcoming Barriers to Listening

Think About It

Answer Box # 11

Of all the "barriers" to listening that we have discussed write down two that you think are the biggest barriers to listening that *you* experience:

1.

2.

What are some things you think *you* can do to overcome these barriers?

1.

2.

3.

4.

One thing you can do is to ask God to help you overcome your barriers to listening. Maybe some of the things that you identified involve attitudes, experiences or misconceptions about listening that you need help to correct. Pray that God would help you change and grow in this area. But as well as praying, it is important that you intentionally try to overcome the barriers yourself too!

Discuss with a close friend, family member or your mentor the things you think you can do to overcome your own listening barriers. Get them to help you to turn your ideas into a plan to overcome your own bad habits in listening. Often our problems with listening involve just exactly that, bad habits. These habits may be caused from several things but even as we solve the issues we still need help keeping our resolution to grow into being better listeners, to change our bad listening habits and become really good listeners in different areas of our lives.

Asking Questions

If listening is a one of the key skills in the facilitation of learning, another key skill is asking questions!

When you are facilitating learning, you should always keep in mind that rather than tell your learners everything they should know, that learning should be an interactive process which involves learning together, listening, asking questions, getting responses and then asking more questions.

The purpose of asking questions is to evoke responses from your learners – both mentally and verbally.

Think About It

Answer Box # 12

How can asking questions help people learn?

Here are some ideas that I have about how questions can help people learn:
◊ Stimulate interest
◊ Elicit knowledge for the benefit of others
◊ Check and assess levels of understanding
◊ Focus thinking
◊ Develop thoughts and feelings
◊ Involve learners in the session
◊ Encourage communication between learners
◊ Add variety

It is important to understand that different kinds of questions will produce different results. In facilitating learning, whenever you ask a question it should be clear in your mind what purpose – or purposes you want the question to serve. Remember that the overall purpose of asking a question is to facilitate learning – so we need to think about what questions we will use and how we phrase them.

Questions To Facilitate Learning:

We are going to look closely at several different types of questions and what they help us accomplish in a learning situation.

Closed Questions

Closed questions require brief, specific answers and are good to draw out specific facts or information. Quite simply they are designed to identify the right answer.

Examples of Closed Questions: How many books are there in the New Testament?
Where in the Bible does Jesus wash the feet of his disciples?
How do I get to the hospital from here?

Closed Questions can be very important questions to ask at specific times. If you want to discuss Servant Leadership using Jesus as an example, you might want to see if the learners know where to find the account in the Bible. When you want directions to the hospital because your mother has had an accident, you don't want to engage in a long discussion, you simply want the right answer!

A Closed Question can also be very helpful when you need to close down a discussion – for example, when you need to draw a discussion to a close you can ask: "can we move on now?"

Open Questions

Open Questions are questions that require more extended answers and which can be used to promote further discussion. Sometimes these are called "Open-Ended" Questions.

There are many different types of open-ended questions and each type is used for a specific purpose when you are facilitating a group.

1. Openers: These are a lot like their name would indicate. They are intended to open up a discussion, get general information that may lead to more specific questions or begin the process of thinking about a new subject.
>*Examples:*   What was your very best experience in school?
>What would you like to learn from this week together?
>When you hear the word "leadership" what picture comes to mind?

2. Follow-ups: Again, the name here is helpful because follow-ups are used to ask people to tell you more about something. They are not very specific and just ask for more information.
>*Examples:*   Would you tell me more about…?
>What do you think about her comment?

3. Clarifiers: These are used to gain a clearer understanding of what has just been said, especially when someone answers a question you asked in a class and you don't really understand what they mean by their response. Instead of saying, "No, that's wrong," you ask them to clarify and so get some idea of where they are coming from with the comment and how you can bring their thoughts into the discussion.
>*Examples:*   What do you mean by "critical"?
>Could you give me an example of that kind of situation?

4. Builders: These are used when you want to ask a question that builds on the comments or ideas of one learner or group. This is especially helpful if you think someone is on the right track with the response they've made to your question, but that they haven't got a complete understanding of what you want them to understand.
>*Examples:*   John, you said that you thought being a "big boss" leader was the right model at times, can you explain when you think it might be?
>After reading the article on page three of our workbook, did you find that you agreed with any of the author's points?

5. Probes—for evaluation: These are used to review actions or thoughts and gain an understanding of the assumptions which the learners are making. This allows you to dig more deeply (or probe) into a subject and find out exactly what the learner understands.
>*Examples:*   Do you think this model of servant leadership would work for you?
>Why?
>Why not?
>Do you know if others feel the same way you do about this and how would they respond?

Think About It

Answer Box # 13

Refer to the Assignment from Unit 4 in which you were asked to develop a 90-minute introductory session on "Servant Leadership." Taking this outline, create one example of each of the six kinds of questions that we have listed above. After you have designed your six questions, try to share them with at least one other member of your learning group and get feedback from them on the questions you designed.

Using Questions

When you are facilitating a learning group and using questions, there are several important things that you need to remember.

- Make the question clear and brief

- Ask one question at a time

- Avoid questions that require a long explanation in order to make them understandable

- If you intend to ask more than one question sequence them

- Avoid questions that require mind reading on the part of the group

- Ask questions to the group as a whole rather than ask specific individuals

- Look at the group as you ask your questions not at the ceiling

- Ask those who look ready to answer but try to avoid those who always know, and be sensitive with those who are normally rather quiet

- Be encouraging and sympathetic in the way you ask a question – don't be threatening because that will raise people's level of anxiety

- Pause to give the learners time to answer – sometimes they will need space to think about the question and work out what they are going to say. Learn to cope with thinking silences!

- Respond to answers given by your learners with warmth and enthusiasm. If you are encouraging in the way you react, they will be more likely to contribute again. Look at them, smile – and nod

- If learners are struggling to answer a question – rephrase it

- If the answer is wrong – be sensitive in the way you respond to the learner who gave the incorrect answer

Sometimes you ask a question in a learning group, and the person who gives the answer actually gives an answer that is very clearly incorrect. So how do you respond, without causing the person who has given the wrong answer to lose face? Well, there are a number of ways in which you can respond:

- You can say, "can I put it another way?"

- You can say, "I'm not sure that's quite right – let's just think about this some more!"

- You can ask others in the group if they would like to add anything

- Make sure you find an opportunity later in the session to show value for the person who gave the wrong answer

Sometimes you may ask a question and a learner answers your question but you find it difficult to understand what the learner is saying. In such cases be honest and ask the person to repeat, rephrase, or explain the answer further. If you haven't understood what is being said – the rest of the group probably doesn't understand either!

Of course, you may not be the only person who will ask questions in your sessions! There will be times when the learners ask you questions! The way you handle the whole process of questions from learners is an important one. Here are some suggestions on how you as a facilitator of learning can respond to questions from learners:

- ***Always repeat the question***
  This ensures that all the group members hears the question
  It also gives you extra time to think through your response

- ***Receive all questions positively***
  Even if you think it's a stupid question!

- ***Evaluate the relevance of the question***
  If it's relevant – respond accordingly – and give an answer
  If it's not relevant – you may want to give a brief explanation and suggest that you and the questioner talk about it after the session – and make sure you do!
  If it is a question which will be addressed later in the session – or in a future session – say that it will be addressed at a later time

- ***Always respond to every question***
  And if you don't know the answer – be honest – and promise to find out

- ***Turn the question back to the group***
  Ask "does anyone have a suggestion here?" – but you do need to make some comment, so that the questioner / group don't think you are avoiding an answer

- ***Be brief***
  Don't break the continuity of your session by a lengthy answer; be as brief as you can while still providing a complete answer which will be acceptable to the questioner

- ***Check that the questioner is happy with the answer***
  And if not, suggest you discuss it further during the next break

Think About It

Answer Box # 14

Review the suggestions about how to respond to questions from learners.
Which of these suggestions would *you* find most difficult to use in a learning situation?

Why?

What can you do so you don't find this particular suggestion difficult to use?

In this unit we have focused on the two skills of listening and asking questions. These are skills that you should keep practicing. You can always keep getting better and they are two of the most important tools that you will use as you help learners grow through facilitating non-formal, interactive education.

Using Questions with Small Group Discussions

When we are using interactive learning, one of the methods we often use is small group discussions, where we get the learners into group and give them an issue to discuss. When you are planning your lessons, always include a note of the specific question or questions that you are going to get your learners to discuss in smaller groups. If you phrase your question(s) in your preparation, you will almost always have designed a much better question than when you try to design a question in the actual class setting. Almost always, when you try to think of a question to ask for discussion, the question is badly thought through, is confusing and ends up being a barrier to learning rather than a help!

When you are designing questions for your discussion groups, make sure the questions you are asking are simple, clear and within the capabilities of the learners to discuss. Make sure it's also an "open" question and not a "closed" question.

It is usually helpful to repeat the question twice before getting the learners to move into their groups and also to tell the learners how long they have for their discussions. It is also helpful to check with each group that they understand the question and know what they are supposed to be doing.

Think About It

Think about the following questions that could be set for small groups to discuss. Which of the following questions are good ones and which are poorly expressed? Why have you evaluated them as you have?

a. Do you agree that Jesus is the best model for us as a servant leader?

b. It is claimed that of all the leaders the world has ever seen, that Jesus is by far and away the best leader of all. What would you say about such a claim and why do you think as you do?

c. Discuss Jesus' style of leadership.

d. Why do you think that Jesus is such a good model as a servant leader?

I wonder how you responded!

I hope you saw that question:
a. was a closed question and just requires a "yes" or "no" response – it actually doesn't create the environment for a discussion at all. It can all be over in 30 seconds!
b. was very complicated, and it's difficult to grasp exactly what the facilitator is asking the learners to discuss. The learners are more likely to spend more time trying to work out what the question means than actually addressing the issues.
c. was very vague, and could lead to different groups going in all sorts of different places, making the reporting back session much more difficult to manage.
d. was a good question: it is clear, it is simple, it keeps the discussion within manageable boundaries and it gives the learners a clear focus for their discussions.

We're almost at the end of Unit 8, in which we've thought about listening and asking questions. In the next unit, we'll be focusing on feedback, looking at issues like the importance of feedback, different types of feedback, when we should give feedback, and how to give feedback that is most helpful to the learner.

But before you move onto Unit 9, you have an Assignment to work on, and also don't forget to complete your learning log!

Assignment 4

a. Submit a revised plan for a 90-minute introductory session on "Servant Leadership," which should now include:
- clear learning outcomes and evidence illustrating how you intend to meet those learning outcomes
- a clear structure and timings for the 90-minute session
- a list of the questions you will use
- an explanation of the learning activities you intend to give the learners

b. Describe how you will arrange the class room for this teaching session and explain why you have chosen to arrange the room in this way.
   PLEASE NOTE: you will not receive feedback from your tutor on this assignment until you have submitted Assignment 5

Reviewing your Learning

As we come to the end of this eighth unit, you need to review your own notes and complete the Learning Log for the Unit. So please turn now to the Learning Log for the unit, which you can find on Page 185 and complete the boxes you find there.

Teaching and Learning for Impact
Unit 9

Learning Through Feedback

Development Associates International

Version 2.3

Unit 9 – Learning Through Feedback

Table of Contents

Learning Outcomes:

By the end of this unit you should be able to:

- Explain why the giving of feedback is so important in the learning process;

- Explain the importance of formative feedback and how it differs from summative feedback;

- State when giving feedback is at its most effective;

- Demonstrate you can give effective feedback on a written assignment using a set of specified criteria;

- Assess the impact of a given example of the giving of feedback and explain how it could have been more effective.

Reviewing Unit 8

In our last unit we spent some time focusing on barriers to learning, the importance of well-stated learning outcomes and discussing the physical environment in which learning takes place.

Before we move on I want you to think about the last unit you worked through.

Think About It

> **Answer Box # 1**
>
> What were the two or three most important things you learned in Unit 8?
>
>
>
> Why are these important to you?

Receiving Feedback: a Case Study

Read the following Case Study and then answer the questions in the Answer Box that follows:

> *I went to a two-day workshop on how to give presentations. I was one of only two women, so I felt conspicuous anyway and it was run by a management training consultant. We had all been asked to prepare for the workshop by preparing a 2-minute presentation – and the workshop began with us having to make our presentations in turn. The first two people gave their presentations, and they were really good. Then it was my turn to give my presentation; I knew it was bad! I was so nervous I could hardly speak. At the end of my presentation the trainer gave his feedback. He seemed to attack me, and was very negative about my whole presentation. He said that my presentation hadn't been prepared well enough, that I spoke too fast, that he couldn't understand my accent, that I was too tied to my notes, that I kept saying "um" and "er," that I looked nervous, that I didn't look at the group. His comments were devastating – they were all negative. I was utterly destroyed. I'm afraid I broke down and cried. I thought I was just hopeless at giving presentations and would never be able to improve. I just couldn't concentrate on what was going on around me for the rest of the morning, and I'm afraid that at lunchtime I couldn't face the rest of the group and I went out for a walk – and in fact I didn't go back for the afternoon session. The next day I just couldn't bring myself to go back to the workshop. The whole thing was so mortifying it makes me cringe now to think about it. I learnt nothing and my terror of speaking in public is worse now than it was before.*

(adapted from Jenny Rogers, *Adults Learning*, page 37)

Think About It

> **Answer Box # 2**
>
> How do you rate the feedback that this learner received from the tutor in this example?

I don't know about you, but I don't rate this trainer very highly. Clearly the learner didn't do a very good job and needed help to make good presentations. But there were several things that the tutor didn't do very well. Can you suggest what they might have been?

Think About It

Answer Box # 3	What was poor about this trainer's performance on this occasion?

Well, it seemed that in this example, the tutor immediately launched into getting the learners to give their prepared presentations – so it doesn't seem as if there was any time spent connecting with the group or putting them at ease.

This was a workshop on presentation skills – so presumably everyone who came wanted to learn how to do presentations more effectively. The trainer didn't give the learners any input on how to make effective presentations before he launched them into making their prepared presentations. He was actually setting them up to fail!

He was very negative with his feedback – it was almost like he was attacking this learner, telling her everything that had been wrong with what she had done.

Think About It

Answer Box # 4	What would you have done if you had been the trainer?

I hope you've learned enough in this course already to be able to state that one of the first things you would have done in the workshop on presentation skills would have been to have ensured there was a CONNECTION between you (the tutor) and the learners – and that you would have sought to encourage CONNECTION between the learners as well. It is important for the facilitator of learning to build trust within the group so that the learners are able to trust and feel a sense of relaxation within the group setting.

I also hope you would have given some input on how to make presentations before putting the learners in a position where they had to give a presentation. They were there to learn – not to give examples of uninformed presentations!

I would have done those things, and then, having given them some input on how to make effective presentations, I would have got them in pairs to do some peer-to-peer presentations – and get feedback in their pairs. In this way people are not being placed in a position where they might lose face. They also get an opportunity to practice making a presentation in a safer environment.

I would schedule the making of individual presentations to the whole group on the second day. This would enable the learners to take some time in the evening to prepare their presentations based on what they would have learned in the first day.

I would give the other learners an opportunity to comment on each presentation – and would have given them some guidance on how to do this, which would be:

> What was good about the presentation?
> What was not so good about the presentation?
> How could the presentation have been made more effective?

In my own feedback, I would have made sure there was something positive I could say about the presentation, identified some of the weaknesses (and if there were a lot – I wouldn't have listed them all!) and then engaged in a discussion about how to overcome the weaknesses.

If the learner was clearly upset, I would get to them at the next break and try to encourage them further. My feedback to the learner in the Case Study would probably have gone like this:

> "*Annie, you didn't seem very comfortable giving that presentation, but it was really brave of you to have a go! What I really liked was that you were willing to make an attempt at a presentation – even though you felt quite uncomfortable. You were clearly very nervous – and your nervousness came through because you really spoke too fast and you didn't look at any of us as you spoke. Now it's OK to be nervous in a situation like this, and when I'm making a presentation to a group I've never worked with before, I am often quite nervous too! Now there are a couple of things that would really have helped you. One is that it would have been a help if you'd practiced your presentation a few times – and another is that it might have helped if you'd made the presentation to someone else and asked them to give you feedback on how to present it more effectively. Does that help?*"

The Importance of Feedback

Think back to Unit 4 and to the five key factors that underpin effective learning.

Think About It

Answer Box # 5

What are the 5 factors that underpin effective learning?

You shouldn't need me to remind you of the five factors that underpin effective learning anymore – because we've been referring to them at several points during this course. But if you have forgotten what they are, check back with Unit 4.

Now turn to the Supplementary Text for this course, Phil Race's *Making Learning Happen* and read what he says on page 104.

Think About It

Answer Box # 6

How should feedback interact with the ***need*** to learn?

The important issue between feedback and the need to learn is that feedback should help learners clarify their need to learn and also to take ownership of the learning themselves.

Think About It

Answer Box # 7

> How should feedback interact with the ***want*** to learn?

The important issue between feedback and the want to learn is that the feedback should increase the self-esteem and confidence of the learners and also help them believe that they can achieve the intended learning outcomes as well as demonstrate the achievement of the learning outcomes in ways in which the feedback will give them credit for their achievements.

Think About It

Answer Box # 8

> How should feedback interact with ***learning by doing***?

The important issue between feedback and learning by doing is that the feedback should motivate learners to move forward in the next stages of their learning by doing.

Think About It

Answer Box # 9

> How should feedback interact with ***making sense*** of what a learner has "done"?

The important issue for the learner between feedback and making sense of what they've done is that feedback really does help the learner make greater sense of what they've already done and (although Phil Race doesn't state this) it does confirm with the learners that their making sense of what they were doing was the right thing!

When we think about feedback, we often use feedback to look backwards at what has (or has not) already been achieved by the learners. As learning facilitators we tend to give the learners information about what was good about a piece of work and we tell what was not so good about it. But less often do we suggest what the learners can do next – how they can improve their work and develop their understanding in the future.

The term that has been given to feedback that looks backwards and to what was achieved in the past is ***summative*** feedback.

This contrasts with feedback that looks to the future and points towards improving and developing future work, which is termed ***formative*** feedback.

Think About It

Answer Box # 10

Why is formative feedback more effective than summative feedback?

Briefly, summative feedback gives feedback on what we've done; formative feedback helps us improve in the future!

Turn to the textbook and read the section titled "*Feedback, achievement and failure*" which begins on page 106 and continues to page 109.

Think About It

Answer Box # 11

What does the literature on feedback tell us about the effectiveness of formative feedback?

As I read what Phil Race says in this section, it seems to me that formative feedback is helpful if:

- it is timely, helpful and supportive;
- the learner demonstrates having learned as a result of the feedback provided;
- the feedback is most appropriate to the learning needs of the learner;
- the feedback includes discussion on how to improve the next time;
- credit is given for what has been done well;
- there is correction for what is wrong so that the learner is helped to avoid repeating the mistake;
- the feedback alerts the learner to possibilities which they may not have realized before.

When to give feedback

There is a simple rule about the best time to give feedback on learning. And that is to give it as soon as possible. The reason is that if something is incorrect it is important to put it right straight away, because if there is a mistake, it's best to help the learner put it right as soon as possible. Similarly, if something has been done well, it is important to let the learner know that he/she has done well and why it's been successful, because that will enhance the learning experience.

The best time to give feedback is while the effort of doing the work is fresh in the memory. If we leave it until later, then the learner may have moved onto something else and the impact of the feedback we are giving will be minimized.

One of the challenges that we have in the various courses in this program is that it is distance learning. As a learner, you complete a unit of study, you do the assignment, you send it off to your tutor or professor, you move onto the next unit and maybe even the next assignment and you are already deep into the new unit and assignment when you receive the feedback from your tutor. I am not saying that you should wait until you receive the feedback on an assignment before you move onto the next assignment (if you were to do that – the course would probably stretch out for far too long!). What I am saying is that this is a challenge – for you and for us as tutors. I always try to give feedback as soon as possible after receiving an assignment – but for all sorts of reasons, it's sometimes difficult to get as quick a turn around of assignments as I would like.

Before moving on – just review what we've just been discussing.

Think About It

Answer Box # 12

When is the best time to give feedback?

Why is this the best time?

Check your responses by rereading the section "When to give feedback" on the previous page.

How to give feedback

Giving feedback is an important skill to develop as a facilitator of learning. In your role of facilitator you are an equal to your learners. You are their "superior" only in your knowledge and understanding of your subject, although with your help they may become equal to you as a result of them taking your course! Because of the superior knowledge and understanding you have a responsibility to comment on the efforts of your learners. The challenge is to do it effectively while leaving them with their dignity intact.

Some people say that "we learn by our mistakes." There is some truth in that statement – but we only learn through our mistakes if we know:
        a. that we made a mistake;
        b. why we made a mistake;
        c. how we can correct that mistake another time.

It is perhaps more accurate to say that we learn though our successes – as long as we know why we are being successful!

Sometimes we think that the only way of giving feedback is related to written assignments or projects that have been undertaken by our learners. But we should be giving feedback regularly in the face-to-face interactions we have with our students – both individually and as a group.

There are a number of key criteria that we need to bear in mind about *how* to give feedback.

The first is the need for praise and reassurance
The important thing about praise is that it makes our learners feel confident and secure. We all like to hear that we've done well! And when we have achieved success in one thing we are more confident with the next piece of work or our subsequent contribution in the class. Using the words "well done" or "that was a really helpful comment" will do wonders for the confidence of your learners.

The second is the need to know the reasons for our success or failure

Although we like to know that we have been successful, just knowing that we've been successful on its own is not going to necessarily help us improve and grow in our skill or understanding. Imagine you are learning archery, and you are shooting arrows at the bulls-eye. When you hit the bulls-eye, your tutor might say "well done," but unless he or she tells you what it was that helped the process you might never have success again! For feedback to be effective there needs to be a detailed comment on how the learner achieved a good result and it is important that in our comments we provide facts and description and not an opinion. If you think back to the Case Study at the beginning of this unit, when the student gave her second presentation, I would hope to be able to say "Well done – you looked confident, you had got your nerves under control, you looked around at the group as you spoke and your voice was at just the right level."

The third is to encourage dialogue

Getting the learner to engage with the tutor in the feedback helps them "make sense" of what they are hearing and therefore relates back to one of the five factors that underpin effective learning to which we keep referring! Dialogue makes the process two-way – as long as it is done well! So it is important to help the learners diagnose strengths and weaknesses for themselves, so that the responsibility for learning belongs with the learner and not the trainer.

The fourth is to focus our feedback

There is a limit to what most of us can absorb at any one time without a sense of overload or damaged self-esteem. Therefore it is best to concentrate on only a few aspects of the performance to comment on – whether it is good or bad! Pointing out every mistake every time is likely to be counter-productive. Instead, it is better to focus on about three of the most significant mistakes and help the learners understand how they can make progress by addressing those mistakes. Then you can focus on different mistakes the next time.

The fifth is to make our feedback unambiguous and clear

It is important that we affirm and support our learners. Therefore, in an attempt to avoid being "hurtful" or negative in any way, we can sometimes wrap up our comments in so many layers of qualification that the main points of the feedback are totally lost and we obscure the impact of what we are trying to say. It is better to say straightforwardly what the problem or mistake was, and then to explain how the problem or mistake could be put right.

The sixth is for the learner to take some action as a result of the feedback

Some trainers when they see a mistake will intervene and "put it right" by doing a large amount of the work themselves. This can be very easily done in a more practical class where learners are creating things. And it can happen too in more academic classes, where a learner submits a poor assignment, and the facilitator virtually rewrites the assignment for the learner. Prescriptive feedback only postpones the problem to another occasion, because you are giving the learner your solution, you are not allowing him or her to work out the solution for him or her-self. Once again we are back to the importance of "learning by doing" and "making sense of the learning"! Having given some feedback on the performance of a task or on a piece of work, we might ask the learner to do the task or the work again.

Think About It

Answer Box # 13

Reflect on Assignment 4, which you submitted at the end of Unit 8 and write a self-assessment of the Assignment as if you are the facilitator/tutor giving feedback on the piece of work. You should do this ensuring you meet each of the criteria outlined above about how to give feedback. This assignment is to be submitted to your tutor/facilitator.

Unhelpful feedback

The feedback we give is not always helpful! Feedback that is not helpful includes

Statements that are so generalized or vague that they don't give the learner any idea about how to improve his or her performance. "You should try to be a bit more assertive" or "your work lacks dynamism" or "I really liked this piece of work" are all vague statements which are capable of dozens of different interpretations and are unlikely to result in improved performance.

Statements that are completely subjective: "I don't like the way you set out your work" or "I don't like the font you use." Learners will be more likely to reject such comments as being personal prejudice. It is possible to rephrase such statements as "It would be more helpful if you set out your work this way, because..." Or "I really find the font you are using to be difficult to read, perhaps you could try another one, can I suggest…"

Aspects of performance that learners are simply unlikely to be able to improve because of circumstances or fundamental personality: "The room was set up in a way that was not helpful for the learning process" is a very unhelpful comment when the person had been told in no way was the room layout to be changed. Another example is "your accent is difficult to understand" – probably other people who come from the same geographical area have no problem understanding the accent – the problem is not that of the speaker, the problem is mine for not being able to understand!

When we criticize the person and not the performance: We need to be careful that our feedback isn't interpreted as commenting on the person. There must be no sense that we are saying "You are hopeless at this!" but that we are saying "your performance wasn't very good – these are the reasons – and this is how you can improve"!

The Difference between Feedback and Criticism

It is important to distinguish between feedback and criticism. Being on the receiving end of criticism is devastating. Here is what some people have commented on poorly delivered feedback:

- He made me feel like a 2-year old.
- I felt really frightened – and wondered what she was going to say next.
- I felt humiliated and hoped that the others couldn't hear the comments.
- I felt I had completely lost face!

You might find the following differences between feedback and criticism helpful:

Feedback	*Criticism*
Designed to improve performance positively	A way of unloading anger and disappointment
Calm	Angry, emotional, dismissive
Tough on the performance	Tough on the person
Specific – describes the facts	Vague and generalized; uses words like "you always" or "you never"
Focuses on the future and makes suggestions about positive alternatives	Looks backwards
Two way – involves dialogue and seeks the learner's opinions	One-way

This table is based on Adults Learning *by Jenny Rogers, page 45*

Final Thoughts on Feedback

Initially it is important to give feedback privately. Comments on assignments should be written for the individual learner's eyes only; thoughts on how to improve a skill are best delivered one-on-one and without other people listening. However, where a group has been together for some time and there is a friendly, supportive, non-competitive atmosphere, it can be possible for learners to begin to offer constructive feedback to each other and it may be possible to build such exercises into the learning experience, such as by working in pairs and offering feedback to each other.

A critical part of any verbal feedback session is agreeing what needs to be done to build on success and correct any mistakes. You can make your own suggestions but also ask the learner what he or she suggests and then agree some action points, which would include further practice in areas of weakness.

It is also important to make sure that the feedback which has been given has been heard, understood and that it will be acted on in the future.

"In giving feedback to learners your own skills as a tutor is severely tested: the possibilities for misunderstanding are endless, the risk of being hurtful or seeming personal ever-present, the temptation to say nothing, or to say too much, ever-looming. But without feedback, your learners cannot learn and as a tutor you cannot be said to be 'teaching'."

Adults Learning by Jenny Rogers, page 49

Finally, as a summary of this unit, refer to the Supplementary Text for this course, *Making Learning Happen* and read the section on "***Using feedback to make learning happen: 20 ways forward***" beginning on page 125 and ending on page 128.

You're almost at the end of the "Teaching and Learning for Impact" Course. Just Assignment 5 and the Learning Log for Unit 9 to complete and then one final Unit – which is focused on our own evaluation of our performance as facilitators of learning. But now complete Assignment 5 and send it to your tutor, so that you get the feedback on Assignment 4, and then complete the Learning Log for this unit.

Assignment 5

Reflect on Assignment 4, which YOU submitted at the end of Unit 8 and write a self-assessment of the Assignment, as if you are the facilitator/tutor giving feedback on the piece of work. This is not an opportunity for self-praise but to show that you understand each of the criteria that were given about how to give feedback. This should be a maximum length of half a page.

Reviewing your Learning

As we come to the end of this ninth unit, you need to review your own notes and complete the Learning Log for the Unit. So please turn now to the Learning Log for the unit, which you can find on Page 186 and complete the boxes you find there.

Teaching and Learning for Impact
Unit 10

Evaluating Learning

Development Associates International

© Development Associates International, 2011

Version 2.3

DAI
P.O. Box 49278
Colorado Springs, CO 80949-9278
USA
Tel. +1-719-598-7970 / Fax +1-719-884-0668
www.daintl.org / E-Mail: info@daintl.org

Unit 10 – Evaluating Learning

Table of Contents

Learning Outcomes:

By the end of this unit you should be able to:

- Describe the purpose of evaluation in a learning context

- State 3 reasons why evaluation is important for effective learning

- Describe the four levels of evaluation

- State why you as a learning facilitator should reflect on your own performance

- Explain the benefits of peer observation in learning settings

Reviewing Unit 9

In Unit 9 we focused on the importance of feedback in the learning process: why it's important, how to give it and when to give it. We also thought about feedback that isn't helpful and the difference between feedback and criticism. I hope that as a result of what you learned in that Unit that in the future you will always give constructive feedback!

Before we move on and work through this final unit of the course, I want you to think about the last unit you worked through.

Think About It

Answer Box # 1

What were the two or three most important things you learned in Unit 9?

Why are these important to you?

Evaluating Learning

In this final Unit, we're focusing on Evaluating Learning. You should have spent some time during the Residency talking about Evaluation and you will need to refer to your Residential Course Notebook as you work through this unit.

Think About It

Answer Box # 2

What were some of the words we used to define Evaluation during the Residency? List them here.

Phil Race, in the first edition of *Making Learning Happen* suggests that evaluation should include how well the learning gained at a training event has been able to be put into practice in day-to-day work contexts. (page 219)

In *Adult Learning*, Jenny Rogers describes evaluation as "a system of judging the benefit of teaching or training to participants" (page 204).

I often describe evaluation of learning in a Christian ministry context in the following way: "Evaluation is an attempt to obtain information on the effect, outcome or impact of the training or the ministry."

Think About It

Answer Box # 3

Reviewing the list of words which were created at the Residential and also considering the above three definitions, what is the key purpose of evaluation in a learning context?

I hope you included words like "the impact of the training" or "how the training has been put into practice" because these are the very reasons why we do training – it's why we encourage people to learn. If a leader attends a learning event to help him or her become more effective as a leader, we hope that the learning has some impact on his or her leadership style in the future. If it doesn't, then the learning (and thereby the teaching) has been a waste of time!

Evaluation is Biblical

Evaluation is not something that has just begun to happen. Evaluation was part of the creation of the heavens and the earth! Even God evaluated his work!

Think About It

Answer Box # 4	Read the following verses in Genesis 1: 10b, 12b, 18b, 21b, 25b. What did God say about His creation in each of these verses?

As He created the heavens and the earth, God regularly looked back at what he had done. And each time he reviewed what he had done he rated his work as "good"! But it's worth noting how God evaluated his work at the end of the <u>sixth</u> day.

Think About It

Answer Box # 5	Read Genesis 1:31. What was God's evaluation at the end of day six?

I hope you commented that at the end of day six, God's evaluation of what he had done was that it was ***very good***!

Now, read Luke 9:1-6.

Think About It

Answer Box # 6	What did Jesus send the twelve apostles out to do?

We are told that Jesus "*sent them out to preach the Kingdom of God and to heal the sick*".

Now read Luke 9:10a.

Think About It

Answer Box # 7	What are the apostles doing here?

Luke tells us that *"When the apostles returned, they reported to Jesus what they had done."*

Think About It

Answer Box # 8

What do you think was the purpose of the apostles reporting back to Jesus?

I wonder what you wrote in the box above. Personally I think it was for three reasons:

- so they could be ***encouraged*** by the success they had had;
- so that they could ***learn*** from the mistakes they had made;
- so they could ***improve*** the next time! (if you look ahead to Luke 10:1, the disciples are sent out again!)

Jesus was encouraging them to evaluate what they had done!

Why Evaluation is Important

In the same way that there were three reasons why the apostles reported back on their ministry to Jesus, I would suggest that there are three reasons why we should evaluate our training. They are:

- so we can be ***encouraged*** by what's been successful;
- so we can ***learn*** from the mistakes we have made;
- so we can ***improve*** the next time.

Mark Easterly-Smith in "Evaluating Management Development, Training and Education" suggests that three of the purposes of evaluating training are:

- Proving – that the training worked or had measurable impact in itself.
- Improving – the actual training, the course content and arrangements and the performance of the trainers.
- Reinforcing – actually using evaluation as an intentional contribution to the learning process itself.

Levels of Evaluation

Donald Kirkpatrick in "Evaluating Training Programs" talks about four different levels of evaluating learning. If we are serious about making learning happen, we should take these four levels seriously. The four levels of evaluation are:

Level 1: Reaction
which assesses what the learners thought about the experience, usually with the aid of a questionnaire.

Level 2: Learning
which assesses the actual learning which took place as a result of the workshop.

Level 3: Behaviour
which assess the degree to which the learners apply what they learned during the workshop when they are back at their job.

Level 4: Results
which relates the results of the learning to the outcomes or other criteria that the organization had when sending the learner to the workshop.

Often when we are evaluating, we focus on Level 1, sometimes on Level 2 but rarely on Levels 3 and 4!

Think About It

Why do we tend to focus our evaluations on Level 1 rather than on the other three levels?

I wonder what you wrote as your response. I find that it's a lot easier to evaluate what the learners thought about the learning experience than it is to evaluate what learning actually took place – and I think that a lot of other people think that too! It's much more difficulty to evaluate Levels 3 and 4 because they can only be evaluated after the learning event and needs to include things like what differences has the learning made to the knowledge, skills and behavior of the learner.

Levels 1 and 2: Evaluating Reaction and Learning

We don't have to wait until the end of the workshop to evaluate reactions. We should be evaluating reactions all the time! And we can do this by:

- Asking learners informally how they are doing and what they are learning;
- Asking learners informally about what they think and feel about the quality of the learning experience;
- Observing who is looking happy, unhappy, bored or tired in the class, and checking what's going on through informal discussion.

This is an informal approach to evaluation, although it should help us to adjust what we are doing as we enable learning throughout the workshop. However, as well getting an informal "feel" of the impact of the learning event, it is important to implement a more formal approach to evaluating the workshop, and this should be done with a formal "end of workshop evaluation."

End of Workshop Evaluations

In our "End of Workshop Evaluations" we should be looking at Levels 1 and 2 of the Levels of Evaluation, so we should be asking questions about learners' **reactions** and the amount of **learning** they have achieved.

With reference to Level 1 – Reactions – we are interested in getting input on the learning event itself. We need to ask questions about the event itself, how the learners enjoyed the learning experience and their immediate response as to how useful they found it. Essentially at this level you are asking the learners to evaluate the *teaching* and not the *learning;* in effect you are asking them to evaluate the environment and the facilitator of their learning. At this level in an evaluation questionnaire you are asking the learners for input on areas such as:

- Was the workshop enjoyable?
- Was it useful?
- What do you think you have learnt?
- What comments do you have on the learning facilitator?
- What do you think of the venue?
- What do you think of the resources you were given?
- How do you feel about the instructions you were given before the workshop?

Level 2 is about the learning and moves from whether or not the learners have enjoyed the event to whether they believe they have learnt from it. This can be done by applying some kind of achievement test. For some courses there is an end of course examination which tests whether the learners have learned anything or not. However, it's not always appropriate to set a test or an examination and you might chose not to set one. In fact my personal preference is not to set examinations but to check whether anything has been learned in other ways, especially as I am more interested in behavioral change than in an increase in information!

If we are going to evaluate the learning effectively, we need to begin by establishing a base-line against which we can do such an evaluation. That base-line should be the learning outcomes for

the course or workshop and a key element of our evaluation should be to evaluate whether the learning outcomes which had been set have been met.

Possible ways to evaluate the learning that has taken place is to, as part of the end of workshop evaluation questionnaire, to include things like:

- Restating the learning outcomes and asking learners to assess whether or not they have achieved them;
- Asking a simple question based on each of the learning outcomes and asking the learners to respond to that question as part of the end of workshop evaluation sheet;
- Asking the learners to complete the following phrases:

During this workshop I've learnt…
During this workshop I've discovered…
During this workshop I've understood…
Because of this workshop I can now do…
I'm puzzled about…
I'm disappointed we…

Questionnaires:

The most common way of evaluating reactions and learning is through an "Evaluation Questionnaire" which is usually given out at the end of a workshop. An "Evaluation Questionnaire" is likely to have a series of different types of questions, which are likely to be:

- Open-ended questions which will give an opportunity for descriptive answers
    These can give good detailed information, but some learners may give one-word, unhelpful responses and some may not take the time to complete the questions at all.

- Questions with a choice of responses (which are essentially multiple choice questions)
    These are quick to answer for the learners and quick to review for the trainers and can be very helpful in identifying trends, but it doesn't allow you to get the detailed information which open ended questions can provide

- Questions which ask you to respond with **numbers** (e.g. 1, 2, 3, 4) or **words** (e.g. excellent, good, average, poor, dreadful, never again!)
    These are good to get a quick overall impression of the response, but learners can select the middle points and if anything is scored low you may not understand the reason for any dissatisfaction which may mean it is difficult for you to make any change

- A mixture of the above types of questions

Think About It

Answer Box # 10	The most effective way of doing an end of workshop evaluation is by having a mixture of the different types of questions. Why do you think this is the case?

In the appendix at the end of this unit, you will find four examples of end of workshop evaluation questionnaires. Please review them now and then think about the examples we have given you.

Think About It

Answer Box # 11	What are the strengths and weaknesses of the end of workshop evaluation examples given in Appendix 1? Which of the examples do you prefer and why?

Levels 3 and 4: Evaluating Behavior and Results

This is where we come to Levels 3 and 4, which is about evaluating behaviors and results. Unfortunately we can't evaluate these two levels in an end of workshop evaluation questionnaire!

Think About It

Answer Box # 12	Why can't we evaluate behavior and results in an end-of-workshop evaluation questionnaire?

Levels 3 and 4, where we evaluate behavior and results cannot be tested at the end of a workshop, because Level 3 evaluates the effectiveness of the learning as it is applied in real life and work and Level 4 evaluates the impact on the ministry or organization. In fact, if the learning is to be really worthwhile it should be impacting the way the learners think about and do ministry in the months and years after the workshop has ended. Therefore we need to use some form of Post-Workshop Evaluation.

Post-Workshop Evaluations

One way to evaluate the longer-term impact of the learning is to return to the participants six months or so after the event and ask them questions such as

- What stays with you about the workshop?
- What are you doing differently as a result of what you learnt?
- If you are not doing anything differently, why is that?
- What is the impact of what you are doing differently on you / your colleagues / your family?

It can also be helpful to get some input from the people who are working with the person who attended the training workshop – and get their input about what they see as the benefits of their colleague attending the workshop.

The most difficult part of the evaluation process is the fourth level, which is about evaluating results. This involves determining what final results occurred because someone participated in a training event. However, there are so many other elements that are likely to affect final results that it can often be difficult to state what the impact of the training workshop was, and what was the impact of other factors. However, it can be helpful to try to evaluate the results.

There are a couple of ways you can do this, both by trying to get some descriptive analysis from two different sets of people.

You can ask the person who attended the training workshop what changes or growth in the ministry or church he works with he has seen and which he attributes all or in part to the training he/she received.

You can also ask members of the church or colleagues what changes or growth they can see in the ministry or the church and which they can attribute, at least in part, to the attendance at the training course.

Recently someone who had attended a series of workshops on leadership wrote the following: "*The people I work with recently told me that I'm more focused and organized, more mature, a better listener and a person of integrity. I was recently promoted and I largely attribute this to putting into practice the knowledge and skills I acquired on the course.*" What we are seeing here is an evaluation of the results of this leader attending some training.

Reflective Practice

We shouldn't just rely on the comments of our learners in our evaluation of the learning events we are facilitating. They can tell us a lot, but our own reflections on the learning event both during and after the event are really important.

The concept of Reflective Practice originated with the work of Donald Schon (1930-1997), who argued that if we spend time reflecting on what we are doing, our ability to improve our performance will increase.

Joseph Raelin, (in an article published "Reflections", the Journal of the Society of Organizational Learning in 2002), talks about Reflective Practice as the practice of periodically stepping back to ponder the meaning of what has recently transpired to ourselves and to others in our immediate environment.

Whenever you come to the end of a workshop it is important that you, as a learning facilitator, step back and reflect on what has transpired in the workshop.

Think About It

Answer Box # 13

Why is it important to step back and reflect on what has occurred in the workshop?

I hope you said something like "because it's an important part of the evaluation process" or "because I will be able to identify what I did well, and what wasn't so good, and so I can improve the next time"!

In some ways it is helpful to step back and reflect after each session, however important that is, at the end of a session your responsibility is to the learners you have just been working with. And if any of them want to discuss any issue with you, it's much more important to give your time to them – but don't forget to reflect on the experience at some time!

So what should you be reflecting on? In some ways it's easiest to focus on answering some questions – such as:
- What worked?
- Why did it work?
- What didn't work?
- Why didn't it work?
- How can this be improved next time?

However, if you simply reflect on these questions informally, much of the learning from them will be lost. So it is extremely helpful to be more intentional in your reflections – and to record your reflections in some way – maybe by recording them on a form.

An example of a Reflective Practice Form that you could use for yourself:

Topic/Subject:	Date:	Time:
Place:	Number of Learners:	
Overall, how I felt this session went: One of my best / Fine / OK / could have been better / not at all happy about this one!		
	My Responses, Reflections and Future Planning	
What is the thing about this session that is at the top of my mind at this moment?		
What did I most like about the way this session went? Why is this?		
What else worked really well in this session?		
What worked least well at this session? Why was this? What can I do in the future to minimize the chance that similar things will happen again?		
What surprised me most at this particular session? Why was this unexpected? What would I now do with hindsight to address this if it were to happen again at a future session?		
What, with hindsight, would I now miss out of the session? Why should I now choose to miss this out of similar sessions in the future?		
What else, with hindsight, do I wish had been able to include in this particular session? How can I make time to include something along these lines in future similar sessions?		
What is the most important thing I have learned from this particular experience? How will I put this learning to good use at future sessions?		
Any other thoughts?		

You might find it helpful to use this form to reflect on the experience of facilitating learning that you are expected to report on as part of your final assignment.

Peer Observation

We shouldn't just rely on the comments of our learners or even on our own reflective practices when we are doing evaluation. Sometimes we may be teaching in a team situation where we are working with one or more facilitators who are sharing the facilitating of the learning with us. If we are working with others, getting their feedback on our performance is really helpful in terms of developing our skills as a learning facilitator. Similarly, when we give feedback to our co-facilitators it can be extremely helpful for them too.

Even if we don't normally work in team situations, there can be value in occasionally asking someone to come and observe our facilitation of learning. This is because the person observing us can give us an unbiased appraisal of our performance in working with a group of learners. Sometimes we may be asked to observe someone else's teaching too.

As part of this course, you are required to deliver a 90-minute learning session to a group of learners AND to take with you one of the other learners on this course, to evaluate your facilitation of the learning. So you will experience a peer observation! You may also be asked by one of your co-learners to observe him/her facilitating some learning.

Think About It

Answer Box # 14

What are you looking forward to in your delivery of a learning session being evaluated by one of your co-learners?

What are you anxious about in being evaluated by one of your co-learners?

I hope you are looking forward to learning something from being evaluated. It is when we receive feedback from other people that we can grow in our understanding and skills. The feedback you receive from one of your co-learners will help you to see your performance with a group of learners from a different perspective, and that can be extremely helpful.

However, it's quite daunting being observed by someone else. Too often we see peer observations in a negative light – perhaps that's because we haven't had a very good experience of such activities in the past. Perhaps our faults have been the focus, rather than on what we've done well and how to help do better in the future.

It's important, whether you are receiving feedback – or giving it – that the feedback given is positive, constructive, focused, supportive and developmental. By "developmental" I mean that the feedback will seek to help the person being observed to develop him/herself as a facilitator of learning. It is always helpful with peer observations for there to be a record of the observations, and a pre-prepared questionnaire can help in that process. At the Residency for this course, you probably began to develop a questionnaire to use by your group in the observations, and you then had to submit it to your tutor for approval. It's this questionnaire that you should use for the observations of the learning events as part of this course – and they can also be used subsequently when you are observing someone else – or when you are being observed.

It's also important for the learning facilitator and the observer to meet following the learning session that has been observed. This can be immediately after the session, or can be intentionally planned for a bit later, which would allow both of you to reflect informally on the session and the observation. I would advise that such a meeting takes place within two days of the actual event, before some of the details are forgotten. This meeting is important because it gives the person who was observed an opportunity to discuss the actual learning event with someone who was there and who was focused on observing the event, rather than someone who was present as a learner. A face-to-face meeting is better than receiving written feedback by e-mail. When you are in a face-to-face

meeting you've got the tone of voice, the eye contact, the chance for question and answer until you know exactly what your observer means. You also have the chance to clarify things, the opportunity to explain why you did what you did. The language of written feedback can sometimes look formal and cold on paper, but face-to-face explanation and discussion can be so much more natural and informal – and that's often where the real learning and development takes place!

Finally, reflecting on our own teaching performance and getting feedback on it from observers are two of the best tools we have for improving our performance. They help us to understand our strengths and our weaknesses as facilitators. They help us to grow as facilitators of learning and give us some criteria to assess whether new ideas we want to try out will work or not!

A couple of years ago, when facilitating the residency that goes with this course, I completely changed the approach I take on the session that is focused on the learning environment. My own reflection on the impact and the energy in the classroom during that session suggested that I had improved on the previous way I facilitated this session; the observations of a colleague who was facilitating the Leadership Course confirmed my assessment, and whenever I'm facilitating the Residency for this course, I facilitate it using the approach I did those few years ago. What I did was reflect on the impact of the approach, I heard the evaluation of a colleague, and I changed my approach to that particular session. And that's how we continue to innovate and keep our training events fresh and impactful for our learners!

Conclusion to the Course

You are almost at the end of this course! Well done for getting to the end! There are four things you now need to do!

- Complete the Learning Log for Unit 10
- Complete the final assignment and send it by e-mail to your tutor/facilitator
- Complete the End of Course Evaluation, which will include a final check against the learning outcomes which were stated for the course, and send it to your tutor/facilitator

Reviewing Your Learning

As we come to the end of this final Unit, you need to review your own notes and complete the Learning Log for Unit 10. Please turn now to the Learning Log for this unit, which you can find on Page 187, and complete the boxes you find there.

Once you've done that you should work on preparation for and submit the final Assignment.

Final Assignment:

a. Take your plan for the 90-minute introductory session on "Servant Leadership" which you submitted as your assignment for Unit 8 and teach it to a group of at least 8 learners. You should take one of the other members of your smaller learning group with you to give you feedback on your performance and ensure he/she has a copy of the evaluation form you created together in the residency as this should be used as a basis to give you feedback on your performance

b. Write a 3 to 5 page paper about your experience. This should include
   - a full description of what you did in the session
   - the responses of the learners to the learning experience
   - what you thought you did well and what was not so good and give reasons for your evaluation
   - comments on any new insights that you have gained as a result of the experience.
   - as an appendix to your paper, attach the evaluation form that was completed for you by one of your peers and ask him/her to add a few paragraphs in writing about how he/she thought you did as a facilitator of learning
   - you can also submit a copy of the form on which you recorded your "Reflections" on the experience.

End of Course Review

These were the Learning Outcomes for the entire module "Teaching and Learning for Impact" module. You may like to check the Learning Outcomes and see whether you have achieved each of them!

By the end of this course you should be able to:

1. Plan, prepare and facilitate a learning experience for a group of at least 8 learners.
2. State *what we can lea*rn about teaching methods from Jesus and describe how we can apply them in our own facilitation of learning.
3. Identify and describe the five key factors that make learning happen and demonstrate how as a facilitator of learning you can help your learners address each of these factors.
4. Describe why selecting learning outcomes are important in the learning process and how to express effective learning outcomes.
5. List a variety of different methods that are available to the facilitator of learning and assess when it is appropriate to use which method.
6. Describe a variety of different settings for the learning environment and be able to select an appropriate set-up for the learning outcomes which have been selected.

There are now two activities I would like you to do.

The first is to turn to your Learning Logs and complete the ***Learning Log Course Review*** which you can find on page 188 of this manual.

The second is to complete the end of course review which is included in the document you will have received at the Residential and which is headed "Teaching and Learning for Impact: Assignments and Module Schedule" and which will also be sent to you by e-mail. When you have completed this review, please send it to your tutor / facilitator.

Appendix 1: Examples of Evaluation Questionnaires:

Example 1

Please answer the follow questions. Please use reverse side of this form if needed.

1. What 1 to 2 topics or activities in the workshop were of special help to you? What changes will this help you make?

2. What was helpful to you in the workshop?

3. What parts of the workshop could be improved? Please give suggestions.

4. Comments: On the facilities and any other topic.

Example 2:

Please answer the following questions. Please use reverse side of this form if needed.

A. What 3 things would you want to change in this learning experience?
      1.

      2.

      3.

B. How would you make these changes?
      1.

      2.

      3.

C What 3 things did you most enjoy or benefit from in this learning experience?
      1.

      2.

      3.

Example 3:

Training Event .... Date ....

Name .... Organisation ....

Please complete the questionnaire by **circling the most appropriate numbers** on the scales, adding any comments you wish. Thank you for your assistance.

1. How relevant was the course to you

Not at all	1	2	3	4	5	6	Very relevant

   Comments:

2. Was the level of information provided

Not satisfactory	1	2	3	4	5	6	About right

   Comments:

3. Was the content of the programme

Poor	1	2	3	4	5	6	Very good

   Comments:

4. Was the length of the course satisfactory to cover the programme

Not Satisfactory	1	2	3	4	5	6	About right

   Comments:

5. Was the presentation

Dull	1	2	3	4	5	6	Very interesting

   Comments:

6. To what extent do you think the learning outcomes of the course were met

Not at all	1	2	3	4	5	6	Completely

   And please comment on any factors that might have affected the achievement of the learning outcomes:

7. Was the adequacy and quality of the training facilities

Poor	1	2	3	4	5	6	Very good

   Was the adequacy and quality of the general accommodation and catering

Poor	1	2	3	4	5	6	Very good

   Was the quality of the administration both before and during the course

Poor	1	2	3	4	5	6	Very good

   Comments

8. Please add any comments that may help to improve the quality of the training experience i.e. In terms of meeting the participants expectations and needs, making the program more relevant to the job, providing a high quality of training and facilities.

Example 4:

Name: _____   Date: _____

Please rate the venue:

	Poor	Fair	Good	V. Good
1. The Meeting Room				
2. Accommodation				
3. Catering				

Please rate the Facilitators of the Workshop:

Please rate the media used:

1. Flipchart				
2. Handouts				
3. Small group discussion				
4. Large group discussion				

To what degree did the workshop reach the stated learning outcomes?

Not at all	Some	Mostly	Fully

What new skills did you acquire?

What new understanding do you have as a result of the workshop? Please give details:

Did you enjoy the Workshop?

Yes		No	

Please add any further comments:

Teaching and Learning for Impact

Learning Logs

Your Personal Learning Log

On the following pages you will find the Learning Logs for each of the 10 Units of this course. As you complete each unit, you should:

1. record the Key Points that struck you as you worked through the unit

2. note what you specifically learned – or were reminded of – from the unit

3. record the Action Points which you intend to take as a result of the unit

4. check that you are able to exhibit each of the Learning Outcomes that were set for the unit. If you are unable to check any of the Learning Outcomes, you should go back over the unit again.

At the end of the course, you should complete the ***Course Review*** in which you list the most significant learning points for you. You can also check the learning outcomes for the course to see if you are able to do what the course learning outcomes state that you should be able to do.

LEARNING LOG: UNIT 1: INTRODUCING TEACHING AND LEARNING

Dates:	
Key Points (note any that are significant for you as your work through the unit)	**Review: What did you learn?** (note new and/or reinforced learning – complete at the end of the unit
How will you use this? **Action Points?** (note what you will do as a result of your learning)	**Are you able to exhibit the learning outcomes?** (complete at the end of the unit by checking which outcomes you are able to exhibit)
	☐ Describe the purposes of a learning log ☐ Describe at least three different teaching methods which Jesus used ☐ State at least three different Learning Outcomes which Jesus had when he was teaching ☐ Reflect on your own past experiences, explain how these have resulted in your own learning in the past, compare your experience with that of that of other people and assess how your experience can help you understand how other people learn *If there are any Learning Outcomes you are not able to exhibit, review the relevant sections of this unit before going on to the next one.*

LEARNING LOG: UNIT 2: WHAT WE KNOW ABOUT ADULT LEARNERS

Dates:	
Key Points (note any that are significant for you as your work through the unit)	**What did you learn?** (note new and/or reinforced learning – complete at the end of the unit
How will you use this? **Action Points?** (note what you will do as a result of your learning)	**Are you able to exhibit the learning outcomes?** (complete at the end of the unit by checking which outcomes you are able to exhibit)
	☐ Define the terms "teaching" and "learning" ☐ Distinguish between what is "teaching" and what is "learning" ☐ Explain why teaching does not always result in learning ☐ List seven characteristics which are common to adult learners and be able to describe how each one relates to your personal experience *If there are any Learning Outcomes you are not able to exhibit, review the relevant sections of this unit before going on to the next one.*

LEARNING LOG: UNIT 3: UNDERSTANDING LEARNING STYLES

Dates:	
Key Points (note any that are significant for you as your work through the unit)	**What did you learn?** (note new and/or reinforced learning – complete at the end of the unit

How will you use this? **Action Points?** (note what you will do as a result of your learning)	**Are you able to exhibit the learning outcomes?** (complete at the end of the unit by checking which outcomes you are able to exhibit)
	☐ State that there are a number of different theories about how adults prefer to learn ☐ Describe a number of adult learning theories ☐ Summarize the main elements in the Honey and Mumford Learning Cycle, McCarthy's 4MAT model and VAK Learning Styles ☐ Explain why an understanding of learning styles is important for the facilitator of adult learning ☐ Review a lesson outline and identify how the learning facilitator plans to engage the different learning styles in the learning experience *If there are any Learning Outcomes you are not able to exhibit, review the relevant sections of this unit before going on to the next one.*

LEARNING LOG: UNIT 4: FACTORS UNDERPINNING EFFECTIVE LEARNING

Dates:	
Key Points (note any that are significant for you as your work through the unit)	**What did you learn?** (note new and/or reinforced learning – complete at the end of the unit

How will you use this? **Action Points?** (note what you will do as a result of your learning)	**Are you able to exhibit the learning outcomes?** (complete at the end of the unit by checking which outcomes you are able to exhibit)
	☐ List the five key factors which underpin effective learning ☐ Describe why each of the five key factors is an important factor in underpinning effective learning ☐ Explain how the five key factors underpinning effective learning work together ☐ Describe how you will apply the five factors to your own learning during the MA course you are working through ☐ Name two additional factors which help effective learning take place ☐ Describe the importance of "spacing" in the learning process ☐ Design the outline of a 90 minute session in which you will facilitate learning on an aspect of leadership ☐ Apply your understanding of the five key factors which underpin effective learning through developing an outline session in which you will facilitate learning *If there are any Learning Outcomes you are not able to exhibit, review the relevant sections of this unit before going on to the next one.*

LEARNING LOG: UNIT 5: FACILITATING EFFECTIVE LEARNING

Dates:	
Key Points (note any that are significant for you as your work through the unit)	**What did you learn?** (note new and/or reinforced learning – complete at the end of the unit

How will you use this? **Action Points?** (note what you will do as a result of your learning)	**Are you able to exhibit the learning outcomes?** (complete at the end of the unit by checking which outcomes you are able to exhibit)
	☐ Explain the difference between traditional teaching and interactive learning ☐ State why interactive learning is particularly effective in a number of learning situations ☐ List six principles for facilitating learning and explain why each principle is important ☐ Describe Jesus' approach to helping people learn ☐ State the four stages of the Facilitation of Learning Process and describe why each one is important *If there are any Learning Outcomes you are not able to exhibit, review the relevant sections of this unit before going on to the next one.*

LEARNING LOG: UNIT 6: COMMUNICATION AND LEARNING METHODS

Dates:	
Key Points (note any that are significant for you as your work through the unit)	**What did you learn?** (note new and/or reinforced learning – complete at the end of the unit

How will you use this? **Action Points?** (note what you will do as a result of your learning)	**Are you able to exhibit the learning outcomes?** (complete at the end of the unit by checking which outcomes you are able to exhibit)
	☐ Describe the importance of effective communication in the learning process ☐ State why non-verbal communication is important in the learning process ☐ Describe the benefits and limitations of lectures and explain how learners can be more active in such settings ☐ Describe the benefits and limitations of facilitating discussion in large groups in the learning process ☐ Describe the benefits and limitations of facilitating discussion in small groups in the learning process ☐ Create a Case-Study which could be used with a learning group and explain how it could be used *If there are any Learning Outcomes you are not able to exhibit, review the relevant sections of this unit before going on to the next one.*

LEARNING LOG: UNIT 7: DESIGNING AND DELIVERING LEARNING

Dates:	
Key Points (note any that are significant for you as your work through the unit)	**What did you learn?** (note new and/or reinforced learning – complete at the end of the unit
How will you use this? **Action Points?** (note what you will do as a result of your learning)	**Are you able to exhibit the learning outcomes?** (complete at the end of the unit by checking which outcomes you are able to exhibit)
	☐ Identify barriers to the learning process and propose ways of removing or minimizing those barriers ☐ Recognize well-stated learning outcomes ☐ Write a series of well-stated learning outcomes for a specific learning session ☐ Describe a number of potential different room settings for training sessions and assess the positive and negative elements of the different settings ☐ Construct a diagram to illustrate how you would set up a training room for a specific learning session *If there are any Learning Outcomes you are not able to exhibit, review the relevant sections of this unit before going on to the next one.*

LEARNING LOG: UNIT 8: LISTENING AND ASKING QUESTIONS

Dates:	
Key Points (note any that are significant for you as your work through the unit)	**What did you learn?** (note new and/or reinforced learning – complete at the end of the unit

How will you use this? **Action Points?** (note what you will do as a result of your learning)	**Are you able to exhibit the learning outcomes?** (complete at the end of the unit by checking which outcomes you are able to exhibit)
	☐ Describe why listening is important in the learning process ☐ List different levels of listening, identify which levels the facilitator of learning should be focusing on and explain why these are important ☐ State two barriers to listening which you experience and identify ways to overcome these barriers ☐ Identify ways in which asking questions can help in the learning process ☐ Describe the purpose of the six different types of questions and design an example of each type *If there are any Learning Outcomes you are not able to exhibit, review the relevant sections of this unit before going on to the next one.*

LEARNING LOG: UNIT 9: LEARNING THROUGH FEEDBACK

Dates:	
Key Points (note any that are significant for you as your work through the unit)	**What did you learn?** (note new and/or reinforced learning – complete at the end of the unit
How will you use this? **Action Points?** (note what you will do as a result of your learning)	**Are you able to exhibit the learning outcomes?** (complete at the end of the unit by checking which outcomes you are able to exhibit)
	☐ Explain why the giving of feedback is so important in the learning process ☐ Explain the importance of formative feedback and how it differs from summative feedback ☐ State when giving feedback is at its most effective ☐ Demonstrate you can give effective feedback on a written assignment using a set of specified criteria ☐ Assess the impact of a given example of the giving of feedback and explain how it could have been more effective *If there are any Learning Outcomes you are not able to exhibit, review the relevant sections of this unit before going on to the next one.*

LEARNING LOG: UNIT 10: EVALUATING LEARNING

Dates:	
Key Points (note any that are significant for you as your work through the unit)	**What did you learn?** (note new and/or reinforced learning – complete at the end of the unit
How will you use this? **Action Points?** (note what you will do as a result of your learning)	**Are you able to exhibit the learning outcomes?** (complete at the end of the unit by checking which outcomes you are able to exhibit)
	☐ Describe the purpose of evaluation in a learning context ☐ State 3 reasons why evaluation is important for effective learning ☐ Describe the four levels of evaluation ☐ State why you as a learning facilitator should reflect on your own performance ☐ Explain the benefits of peer observation in learning settings *If there are any Learning Outcomes you are not able to exhibit, review the relevant sections of this unit before going on to the next one.*

LEARNING LOG: COURSE REVIEW

Dates:	
Key Points (note the Key Points that were most significant for you as you worked through the course)	**What did you learn?** (note the main learnings for you from the entire course)

How will you use this? **Action Points?** (note what you will do as a result of your learning)	**Are you able to exhibit the learning outcomes?** (these are the learning outcomes for the whole course; check those that you are able to exhibit)
	☐ Plan, prepare and facilitate a learning ☐ State what we can learn about teaching methods from Jesus and describe how we can apply them in our own facilitation of learning ☐ Identify and describe the five key factors that make learning happen and demonstrate how as a facilitator of learning you experience for a group of at least 8 learners can help your learners address each of these factors ☐ Describe why selecting learning outcomes is important in the learning process and how to express effective learning outcomes ☐ List a variety of different methods which are available to the facilitator of learning and assess when it is appropriate to use which method ☐ Describe a variety of different settings for the learning environment and be able to select an appropriate set-up for the learning outcomes which have been selected