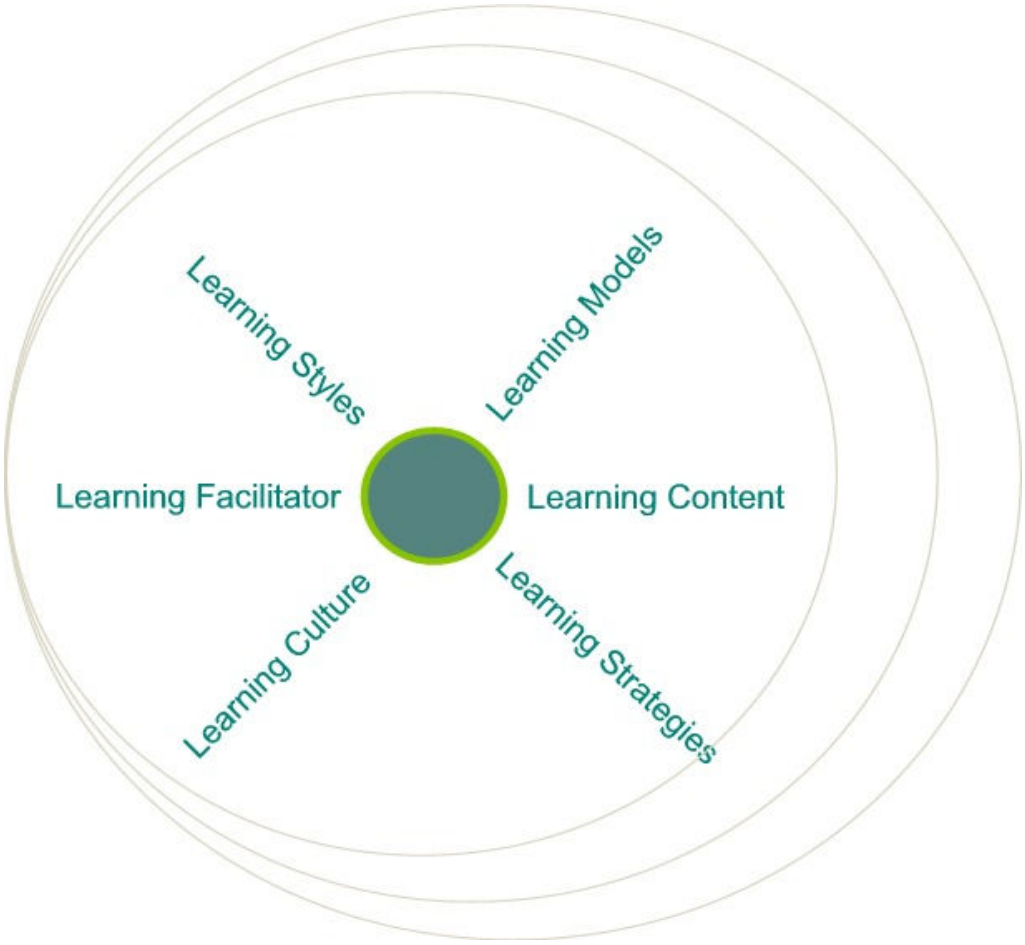
Becoming a Learning Facilitator



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Introduction

Welcome to “Becoming a Learning Facilitator.” This learning guide is designed for trainers, teachers, coaches, facilitators, and anyone in approaching teaching and learning from a collaborative standpoint. By collaborative, I mean that in my experience, the most effective learning occurs when the “teacher” and “learner” form a partnership to support the learner in reaching his or her learning goals. What emerges from this partnership I call *Learning Facilitation.*

So then, what is a *Learning Facilitato*r? To answer that question let’s first agree on the definition of teaching and learning. I prefer a practical definition. That is, the primary purpose of teaching is to help someone, not so much learn *about* something, but to actually learn to *do* something they couldn’t do before.

And what is *Facilitation*? Facilitation is the act of making something easier.

So it follows that a Learning Facilitator (LF) is a teacher who makes learning easy. Nice image isn’t it? Sounds easy right? Not always. We’ll seek to unravel this challenge in the pages that follow.

Before we go on however, it may become apparent to you that this guide is focused on what one might refer to as “adult education.” Let me say a few words about that, starting with a brief reflection of our days in the classroom.

As children moving through the public school system from Kindergarten through High School, we were ordered to sit in neat rows and tolerate totalitarian treatment from a long line of adult authorities. Few of us relished this time in the classroom, and for many good reasons. Most adults don’t have to tolerate this kind of treatment, so most of them don’t.

As a result, there’s been a huge growth in adult learning theory and practice that emphasizes experiential and collaborative learning, whose value has become apparent to organizations in the past 30 years or so. This is the primary focus and philosophy behind this course. I just want to note that there is little reason why most of the adult learning approaches shouldn’t also be applied to our children in the classroom. If I may be so bold, let me also suggest that the essential difference between adult learning and child teaching is a matter of respect. It’s a simple fact that we have to respect adults—what they know and what they want—because they are not a captive audience and unless they take away something of value by means of a process they enjoy, they won’t continue to pay to keep coming back.

Unfortunately, our children *are* a captive audience who don’t have the same privilege. But if you currently, or at some time in the near future, find yourself in the role of a teacher of children, please don’t let that stop you from granting them the benefit of your knowledge of learning facilitation.

With that cleared up, let’s move on!

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A Brief History of Teaching

I love what David Kiersey, a noted author and teacher of Jungian Typology, has to say about teaching:

"Teachers forget the information being conveyed. Information is forgotten. We teach information. We must teach doing rather than knowing. Only skills should be taught in school. Huge penalties should be leveled against teachers who teach only information. Teach skills and prove that they are learned."

Before 1957, education began to look at exercising intelligence; then sputnik was launched and the learning of fundamentals came back with a focus on information and testing.

When it comes to the development of intelligence, teaching and learning are the same. Is it possible the profession is still not ready for this truth?

An Integral Learning Model

I've been a big fan of Ken Wilber's for a number of years. His latest work revolves around an "Integral" model that can be applied to any field of endeavor. I recently adapted his model to a model of *Integral Learning Facilitation*. I find this model useful because its application requires one to consider all aspects of human experience--"I", "We", and "It," to put it simply.

Here's a snapshot and description of my take on a Four-Quadrant (Q) Integral Learning Facilitation Model around which this class is organized which dissects the subject into the following logical divisions:

1) Individual/Internal; Personal **(I)** + Learning Facilitator (temperament/style) + Learner (temperaments/styles.) + Values, biases, motivations + Levels of Development + Outcomes: self-awareness, discovery	***2) Individual/External; Behavioral*** **(It)** + Characteristics of a Learning Facilitator + Learning Content; ability "to do" + Environmental Design & Management + Outcomes: task completion or skill
3) Collective/Internal; Cultural (**We)** + Designing a Learning Culture + Maintenance Process—"How" we work together + Outcomes: learning culture, healthy relationships, shared values/purpose, synergy, buy-in	***4) Collective/External; Social*** **(Its)** + Learning Models and Strategies + Task Process—"What" we do to get the job done + Outcomes: cooperation, teamwork, group synergy

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Quadrant 1: Individual/Internal

The upper left quadrant is concerned with the individual's internal experience—how one processes their learning experience in terms of preferences, styles, aptitudes, etc. Here we deal with such things as the differences between auditory, visual, and kinesthetic learners, personality and temperament differences, individual interests, and motivation. This is the internal world where we explore the question, "Who is learning, why are they learning it, and how do they learn?"

This domain also concerns the inner workings of an effective Learning Facilitator. The most effective learning facilitators are also willing to look inside themselves, at their motivations, values, intentions, and agendas and weigh them against those of the students they are there to serve. This of course requires instructors to cultivate an honest interest and curiosity in their own inner lives, in the inner lives of their students, and in what and how their students prefer to learn. Alignment of these "interior," subjective dimensions of student and teacher make students feel better understood and valued, which makes the instructors job easier and a more pleasant experience for all concerned. How these translate into external behavior lie in the domain of Quadrant 2.

Quadrant 2: Individual/External

The upper right quadrant contains all discussions around the external "content" of learning--that which is to be learned, observed, and measured. It could be said that the focus of teaching and learning is to help individuals learn to "do" something they couldn't do before. Whether we're learning to serve a tennis ball or learning to make mathematical computations, we are still learning to do something new. Therefore, the end result of effective Learning Facilitation is your student's ability to behave in a new way. This quadrant also compels us to attend to the design and maintenance of a physical environment that supports the specific learning tasks at hand.

Also, if a Learning Facilitator is involved, this quadrant comprises the world of their external behavior and characteristics. In an effort to explore the "big picture" of learning facilitation, ask yourself and your students these questions. Which of my behaviors work to effectively facilitate learning in this classroom? Which behaviors have the opposite effect?

Quadrant 3: Collective/Internal

The lower left quadrant deals with the collective/internal world. In other words, the Learning Culture. Here we explore what it takes to design an environment that inspires an atmosphere that helps learning in groups occur.

Looking at learning facilitation through the lens of this quadrant might compel us to ask questions like these. What are the elements of a learning culture and how do we create them? What's showing up now in my classroom culture that impedes learning? How can we improve this situation? How can we build a culture among our students that allows us to take advantage of the synergy available to them as a group? How do we help to cultivate and leverage the relationships students have with one another to their

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advantage as learners? What role do I play as the learning facilitator in creating and maintain the current learning culture? What's working? What isn't?

Quadrant 4: Collective/External

Finally, the lower right quadrant, the collective/external domain deals with the application of learning models and strategies. One might refer to the elements here as the "mechanics" of teaching or Learning Facilitation. Both of the lower quadrants, being "group-oriented" will involve discussions around the application of facilitation in the learning process. Looking at your approach through the eyes of this quadrant, ask yourself these questions. Am I too attached to one or two specific teaching models or strategies? How is this working? Do I need to add new approaches to better accommodate my students' diverse learning styles? Are my approaches empowering and motivating my students to become lifelong learners? Or do my approaches tend to keep my students dependent on my perpetual presence in the classroom.

Become an Integral Learning Facilitator.

Here's a summary of the perspective an Integral Learning Facilitator might adopt. Effective learning requires that you look not only at the content and outcomes of your training, but also at the behaviors you employ to achieve them (Q2); the inner values, beliefs and feelings you have for your task and your students, and the individual styles, desires, and preferences that make up every new group you work with (Q1); the culture you create that builds and supports student relationships in the spirit of a community that inspires learning (Q3); as well as the tools, strategies, and processes you employ to teach (Q4).

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Learning Content

We all know about taking *subjects* in school and that a class is really about its *content*. Right? From a very young age, we also began making the distinction between what we learned in school and the "real" world. Perhaps then we should take a closer look at this thing we call "content" in terms of learning and facilitation. Let's first explore some basic definitions.

Learning: The act, process, or experience of gaining knowledge or skill; behavioral modification especially through the experience or conditioning…this last piece is definitely a K-12 reality.

Content: The subject matter of a written work, such as a book or magazine. Often used in the plural. The substantive or meaningful part: "The brain is hungry not for method but for content, especially content which contains generalizations that are powerful, precise, and explicit" (Frederick Turner).

Process: A series of actions, changes, or functions bringing about a result: *the process of digestion; the process of obtaining a driver's license.* A series of operations performed in the making or treatment of a product: *a manufacturing process; leather dyed during the tanning process.*

The medium is the message

Let's reflect for a moment on the thinking of two famous and progressive educational theorists John Dewey and Marshall McLuhan. One postulate they proposed was the idea that "we learn what we do." Another is this, the most important impressions made on a human nervous system come from the character and structure of the environment within which the system functions.

Speaking of environment, according to the theory of evolution, complex life forms have evolved as a result of their increasingly complex adaptations to their environments. The environment contains both content and processes. I would wager that it's the dynamic processes that inspire evolution more than anything. For example, a live tiger will inspire the rapid growth in speed of a gazelle far more effectively than a ceramic one. The "process" of evolution is a learning process if there ever was one! And it marches forward without conscious effort on our part.

Dewey and McLuhan go on to suggest that the environment conveys the critical and dominant messages by **controlling the perceptions and attitudes** of those who participate in it. Dewey stresses that the role an individual is assigned in an environment is what the individual learns.

The bottom line: ***The medium, i.e. the environment, is the message.*** This implies that **the critical content of any learning experience is the method or process through which the learning occurs**.

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Further, a discipline or subject is a "way of knowing" something, i.e. a process. Processes used to convey content should be considered "critical content."

So what are we teaching/learning as a result of the environments we create for our learners? What are they "doing" in your classes? Answer that question and you'll discover what they're learning.

Action: What are your thoughts on content and process when it comes to learning facilitation?

_____
_____
_____
_____
_____

"Ability to do" vs. Info delivery

We really learn very little by listening to others talk "about" some new idea or ability we're trying to acquire. Real learning has more to do with our ability to "do" something that we couldn't do before. Whether we're talking about cognitive subjects like learning to write, speak, use formulae or processes to solve problems or to build or construct something like building a house, fixing a car, mowing a lawn, planting a tree; or how to better listen, empathize, console, consult, or counsel another. Thinking, feeling, or acting in ways that are new or improvements to our prior abilities are really simply about "doing" things differently or better. It's really that simple.

Students remember and learn from their experiences far more than from information. In our learning facilitation, there will always be some aspects of learning that require sharing of information. But in reality, this should be minimized in favor of asking and experiencing, and ultimately encouraging your students to teach others to do what they're endeavoring to learn. The ultimate test of one's ability to "do" something is being able to convey their learning to others...to teach.

Covey Habit Model

In Steven Covey's popular book, "The Seven Habits of Highly Effective People," he defined a model that defines "habit" as the intersection of knowledge, skills, and desire. If you agree that developing a habit constitutes "learning," and further, that a habit is something you "do," then this simple model might effectively define a simple, yet comprehensive view of the key aspects of learning.

Have a look at the Venn diagram below and think about what it really takes to learn to do something new.

One of the elements that is critical to learning something new is the "desire" to learn it.

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This may seem obvious, but think of how many classes you've attended where the content was fixed throughout and based more on what was important to the instructor than to his students. Learning is tough when interest and desire is missing.

The element of "knowledge" should be a very familiar and comfortable aspect of learning. This is true because we were all exposed to this in major doses in our educational experiences growing up. We learned far more "about" things than how to do them.

Finally, the element of "skill" is about learning "to do" whatever it is you're seeking to learn. Practice makes perfect as they say. But you won't practice unless you want to, know what to do, and know how to do it.

Learning Elements Venn Diagram

Action: How will you cultivate the habit of Learning Facilitation using this model as a guide?

How will you develop Knowledge? _____

_____

_____

_____

How will you develop the Desire? _____

_____

_____

_____

How will you develop the Skill? _____

_____

_____

_____

From curriculum development to needs assessment

Many instructors, teachers, and trainers spend lots of time putting their favorite content together in consonance with the themes they teach. And sure, we do need content for our classes. But if we're not really tailoring it, shaping it, and adjusting it to meet the

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needs and desires of our students, we're doing a disservice, both to them and to us. If the "desire" piece of the equation is missing, it just isn't going to be that fun for anyone. Even if you have to take some of the time you'd use to prepare content to make these queries, it's worth it.

So why not take extra time to seek from your students what they're after, what they would like to leave your classes with, what being successful in your topic area would look like for them, etc.

It's sometimes hard to get this information from students. I think this is true for at least three reasons. One, if you're taking a class in something you may not know much about, you may not know that kinds of questions to ask. Second, as we've stated before, we've all been trained to sit back and be passive recipients on information in educational settings. Third, most of us are so busy, we put off doing anything that we don't consider urgent or essential

So how do we deal with the barriers above? Here are some tips that I've found to be effective:

- Develop some simple survey questions that students must fill out as part of their registration process or as a follow up to registration.

- Spend some time at the beginning of your session to query your students on what they want to get out of their training. Try having them complete the following sentence. "In the future, you're talking to friends/relatives and they ask you about the program/course that you just completed and you respond THAT WAS A MIRACLE EXPERIENCE BECAUSE _____. How do you finish that sentence?" Alternate language is "That was the best program/course ever, because ____."

  Answers to the miracle question tell you (the facilitator) what clients/participants need in order to be fully satisfied. Asking the miracle question in conjunction with simple items like a name and role downplay its intensity and allow people to concentrate on its importance, since the other items are easily answered. Include their desires in the outcomes of your event or let them know right away if you won't be able to meet their particular need in this event.

- Check in periodically with your students to make sure they're getting what they came for and get their feedback about the learning process. Then make any adjustments necessary to align your content and approach to their needs.

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The Learning Facilitator

Role distinctions

- **Teaching.** To impart knowledge or skill; to provide knowledge of; to condition to a certain action or frame of mind; to cause to learn by example or experience; to advocate or preach.

- **Mentoring.** To serve as a trusted counselor or teacher, especially in occupational settings. Tends to be one on one. Mentor tends to teach what they've been successful doing.

- **Training.** To facilitate learning around certain subject areas, therefore, trainers have to be content experts as well. So they are concerned and involved in both process and content. Some trainers teach, i.e. lecture content. This approach tends to be more "teacher-centered."

- **Coaching.** Typically a one-on-one relationship where the coach helps the client focus on and achieve their objectives faster than if they worked alone. A Coach is adept at facilitating goal-realization or personal growth processes but isn't necessarily expert on content.

- **Facilitating.** A facilitator is concerned with creating and managing effective "processes" that help a group get the results they want. A great facilitator can be completely ignorant about the content her group is working with.

- **Learning Facilitation.** Learning facilitation creates an environment that optimizes learning. A learning facilitator designs effective processes that engage all learners in the content and help learners "create" the content. They therefore tend to be more "learner-centered," and as facilitators, help learners co-create the learning experience such that they get what they need from it.

Shift from Director to Guide

The table below contrasts the characteristics between the old and the new paradigms in teaching and learning. We define the "Old" paradigm to be that of the didactic teacher or instructor of the old days in which most of us were raised. We refer to the "New" paradigm as describing the attributes of the "Facilitative" approach to learning and teaching. How well do you feel you're tracking with the paradigm of the Learning Facilitator? Are there times when the old paradigm is appropriate?

Old--Didactic	**New--Facilitative**
Authority	Guide
Sees learner as passive recipient	Sees self as resource
Presents abstract, theoretical principles	Applies learning to real life experiences
Never makes mistakes	Willing to make mistakes

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Old—Didactic (Continued)	**New—Facilitative (Continued)**
Lectures Sees self above students Knows all the answers Interrupts Autocratic Controller Seeks ego gratification Defensive when challenged Doesn't share personal examples and experiences Dispenser of knowledge Leader Intolerant of differences Squelches resistance Dominates discussions Stresses a pass/fail approach to learning One-way communication Criticizes Final authority	Coaches Helper Good listener Sense of humor Enthusiastic Good communication skills Open to new ideas and differing opinions Employs frequent gesturing Shares personal examples and experiences Models Involves all participants Tries new ideas Uses precise examples and illustrations Shows openness to new ideas and differing opinions Concentrates on learner Conversational Creates successful outcomes for participants Democratic

Core Values of the Learning Facilitator

Let's see if we can paint a picture of the attitudes and behaviors of an effective Learning Facilitator. Can you add to the list below?

Prepared. Comes to students with information, processes, and resources necessary to stimulate, engage, and empower students in the learning process.

Trust. Engenders trust by telling the truth and following through on commitments to students.

Respect. Accepting and respectful of students and self.

Relationships. Connects well with students and attempts to get to know them individually; has a sense of humor, and is committed to clear and clean communication.

Humility. Committed to course and students. Willing to learn and grow. As a lifelong learner, is engaged and involved in the learning process with students. Willing to risk, make mistakes, and to be wrong.

Objective. Attempts to be clear about personal interests and biases, and communicates those to students when necessary to keep the door open to all relevant perspectives, data, and ideas.

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Adaptability. Adapts to changing situations, student needs, and interests. Accommodates different learning styles, is flexible with regard to agenda, and embraces diversity at all levels.

Possibility. Believes in the brilliance of her students and encourages them to stretch.

Results. Helps students get the results they want in a way that honors mutual interests, relationships, and values.

Action: What other values should Learning Facilitator possess?

_____
_____
_____
_____
_____

Getting Full Participation

Getting full participation is a challenge most learning facilitators face at one time or another. Though the "facilitative" approach to learning will hopefully minimize this problem, it's always a good idea to have strategies to improve participation if necessary. To improve involvement, I promote the three "I's" of participation: **1) Invite, 2) Inspire,** and **3) Incite.** These strategies correspond to engaging people in each of three levels, physical, mental, and emotional.

Invite

We can "invite" participation in a number of ways that can be either direct or indirect. Here are some examples:

- We overtly invite participation by just coming out and asking for it—asking questions, to the group at large or to specific individuals, setting up exercises and activities and asking for full participation.

- We invite participation also by creating the "space" for it, both physically and emotionally. Make sure everyone can hear and see what's going on in the room. When you ask for input, give people time to respond. Be comfortable with silence and don't *you* be the first to break it! Program extra time in your events so that you're not always rushed to move on. Designing your events with plenty of places for input and activity sets up an *expectation* for lots of participation that sets a tone that enables it.

- Be curious about whom your students are and what they have to say. If you see yourself as smarter, more knowledgeable, and more interesting than them, then it will be hard for you to honestly take this stance. You must come to understand

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that everyone has some unique idea, perspective, or attitude valuable to others. Practice holding this perspective until you experience its truth. When you believe it, your participants will begin to believe it too.

Inspire

- Participants are more likely to get involved if they are emotionally inspired. To be inspired, they first must have identified some payoff for being involved. This payoff will take the form of some new information or skill they want, and the experience must "feel good" at some level.

- This implies that at least one thing you must do to inspire your group is to respond to their needs and desires. So make sure you've sought their desires prior to designing the group activity. Throughout the meeting, check in to make sure you're still on track to getting them what they came for.

- If you're not inspired by the content and delivery of your material, then no one else will be either. Do what you must to design and adjust your content and delivery so that it's fun and exciting for you. This might mean incorporating your passions into the material, sharing inspiring experiences and stories, or changing your topic altogether to align with whatever excites you.

Incite

- As a facilitator, consider yourself an instrument of group process. You can use this instrument to "move" your participants in many ways. The strategies of inviting and inspiring notwithstanding, you're energy, voice, attitude, and actions can be used to impact participation as well.

- Just as people have been known to incite riots based on their passion and message, you can incite healthy participation in your groups by being provocative and stimulating. What if you're not a provocative or stimulating person? Well here's your chance to experiment!

- Sometimes you have to search for an opening in your group's psychosocial armor. People are afraid of losing control, being wrong, or looking foolish. From my own personal experience, I can tell you that when I lose control, make a mistake, or play "the fool," I create the space in the group for my participants to do the same.

Prepare like crazy then let it go.

Most meetings and groups events are sorely under prepared. A smooth workshop, training, or group event takes a heck of a lot of work behind the scenes. We are so product oriented in our culture and upbringing, that we simply underestimate the importance of designing the process, and usually underestimate the effort it takes.

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Advertisers and entertainers know that it's the sizzle that sells the steak. In other words, it's often more important how you say or present something than what you present. So why not spend time working this side of it?

Developing the content was only half the effort that went into this class, the other half is in the development of the "screen play" or "training plan" if you will. This plan also includes everyone's role when there are multiple facilitators or associates involved, documenting the flow, interaction, exercises, examples and stories, like the one I'm telling now, that will engage your interest and help you "feel" or "experience" the material.

Mind Mapping Strategy

I've recently begun using mind-mapping software called Mindjet that has become a great tool for not only creating and designing classes, but also for facilitating them. Here's how I use it for this purpose:

Ease in Creation. First off, mind mapping, as opposed to linear outlining, provides a better framework for the largely non-linear act of creation. I find that I'm able to put together a general outline for a new class idea much quicker using a mind map. I can see the whole picture of the course all at once, reorganize the pieces instantly, and apply ideas as they come. In fact, it seems like the tool actually facilitates my creative process.

Filling in the blanks. Once I've created the mind map, or even while I'm creating it, I can imbed any amount of text I wish into any leg of the map. So I can actually write up a learning guide or course plan using the mind map. Eventually, I'll export the map to MS Word when it's time to fully format and write up my work.

Forced prep for delivery. Once I've prepared all the content for my course, I'll go back and create a one-page mind map for each one-hour segment. This map will include exercises and activities I'll be using. I will learn my material and processes well enough so that all I need is the simple cues on this one-page map. Of course I do sometimes include additional text such as exercise instructions and other data. But I use the one-page rule to force me to "master" the material enough so that I feel comfortable being in the moment with the class and responding to the real-time, real life information and interactions present in the moment.

Linear layout enables non-linear delivery. I'll lay out the class on the mind map in a sequence that resembles a clock face. In other words, I include the first item of the session at the one o'clock position and proceed around the map concluding at the 11 o'clock position. This way I can see how well I'm progressing in relation to time. What I really love about this approach is this: I can see the whole one-hour session on a single page, can see how we're progressing over time and if I want to, I can go "non-linear" and jump anywhere on the map I want to cover an item as the class interest, energy, or circumstance dictates. So though the map is laid out and will support a linear approach

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to learning facilitation, the visual nature allows you to easily go non-linear and "dance" with the students as you wish.

Trainer self-assessment

It's helpful to know your particular style as a trainer just as it's helpful to know the learning styles of your participants. Take the assessments below to determine your strengths. Then develop ways to engage participants who have different strengths that will work for both of you.

Take these assessments to identify your own strengths:

Multiple Intelligences. www.acceleratedlearning.com/method/test_launch.html
VAK Learning Style: www2.amk.fi/mater/kauppa_ja_talous/demand_forecasting/vak.php
Jung Typology Test (MBTI): http://www.humanmetrics.com/cgi-win/JTypes1.htm
Teaching Perspectives Inventory: www.teachingperspectives.com/html/tpi_frames.htm

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Learning Models

Eldridge and McLachlin used the movie *Dead Poet's Society* to provide a vivid example of the Visual, Auditory, and Kinesthetic (VAK) typology. As Robin Williams hummed, walked, gesticulated, whispered, moved his students out of the classroom, asked them to look at photocopies, he was using a wide variety of teaching strategies. The chances for presenting some activity for each kind of learner greatly increase as the variety of teaching strategies increase. The point was made with the film, that it is important to understand one's own learning style, as teachers tend to naturally use their own dominant style in their teaching. Often, a teacher can expand his/her teaching strategies in simple ways without completely overhauling either curriculum or style.

For example, a teacher who routinely uses small group discussions, which work for extroverted types under the Myers-Briggs typology, might add individual, reflective and journaling time for introverted types. Using the VAK typology, a teacher who routinely lectures, a primarily auditory technique, might look at adding some hands-on teamwork for those who are more kinesthetic.

The challenge, for any teacher, of course is to address multiple learning styles in the same classroom. This requires that you get to know your students. Adding teaching strategies for different learning styles, even if you don't know your students, will almost always improve the ease with which all of your students learn at least some of what you believe you intend to teach.

Kolb's Learning Styles

This approach to learning emphasizes the fact that individuals perceive and process information in very different ways. The learning styles theory implies that how much individuals learn has more to do with whether the educational experience is geared toward their particular style of learning than whether or not they are "smart." In fact, LF's should not ask, "Is this student smart?" but rather "How is this student smart?"

The concept of learning styles is rooted in the classification of psychological types. The learning styles theory is based on research demonstrating that, as the result of heredity, upbringing, and current environmental demands, different individuals have a tendency to both perceive and process information differently. The different ways of doing so are generally classified as:

Concrete and Abstract Perceivers. Concrete perceivers absorb information through direct experience, by doing, acting, sensing, and feeling. Abstract perceivers, however, take in information through analysis, observation, and thinking.

Active and Reflective Processors. Active processors make sense of an experience by immediately using the new information. Reflective processors make sense of an experience by reflecting on and thinking about it.

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Traditional schooling tends to favor abstract perceiving and reflective processing. Other kinds of learning aren't rewarded and reflected in curriculum, instruction, and assessment nearly as much.

Learning Facilitation Tips

Curriculum--LF's must place emphasis on intuition, feeling, sensing, and imagination, in addition to the traditional skills of analysis, reason, and sequential problem solving.

Instruction--LF's should design their instruction methods to connect with all four learning styles, using various combinations of experience, reflection, conceptualization, and experimentation. Instructors can introduce a wide variety of experiential elements into the classroom, such as sound, music, visuals, movement, experience, and even talking.

Assessment--LF's should employ a variety of assessment techniques, focusing on the development of "whole brain" capacity and each of the different learning styles.

Visual, Auditory, Kinesthetic (VAK) Model

Another model of learning styles proposes that each of us has a preferred sense, either visual, auditory, or kinesthetic, through which we receive and process information.

Visual

People who are visual often stand or sit with their heads and/or bodies erect, with the eyes up. They will be breathing from the top of their lungs. They often sit forward in their chair and tend to be organized, neat, well groomed and orderly. They memorize by seeing pictures, and are less distracted by noise. They often have trouble remembering verbal instructions because their minds tend to wander. A visual person will be interested in how your program *looks*. Appearances are important to them. They are often thin and wiry.

People with a visual preference will tend to:

- Be organized, neat and well groomed. Why? Because they want to *look* good. And what do they expect from you? Yes, the same thing!
- Use *visualization* for memory and decision-making - often getting *insights* about something.
- Be more *imaginative* and may have difficulty putting their ideas in words.
- Speak faster than the general population. Why? Because they have a *picture(s)* in their mind and if it is a moving picture, there is a lot to tell in so little time!
- Prefer in-person interactions - to *see* the other person and his/her reactions.
- Want to *see* or be *shown* concepts, ideas or how something is done.
- Want to *see* the big *picture*.
- May not remember what people have said and become confused if you give them too many verbal instructions. However, if you can draw a *map* or *picture* for them, then they can see what you are saying.
- Remember *faces* more easily than names

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- Be distracted by *visual* activity and less so by noise.

Auditory

People who are auditory will move their eyes sideways. They breathe from the middle of their chest. They typically talk to themselves, and are easily distracted by noise. (Some even move their lips when they talk to themselves). They can repeat things back to you easily, they learn by listening, and usually like music and talking on the phone. They memorize by steps, procedures and sequences (sequentially). The auditory person likes to be *told* how they're doing, and responds to a certain tone of voice or set of words. They will be interested in what you have to say about your program.

Auditory Tonal. People with an auditory tonal preference will tend to:

- Be more aware of subtle change in the *tone* of your voice and be more responsive to certain *tones* of voice.
- Perceive and represent sequences and are able to remember directions or instructions more easily.
- Learn by *listening* and *asking* questions.
- Enjoy *discussions* and prefer to communicate through *spoken* language rather than the written word.
- *Talk* through problems and like to have someone available to serve as a *sounding* board for their ideas.
- Need to be *heard*.
- Be easily distracted by *noise*.

Auditory Digital (words are discrete verbal symbols or digits).

This person will spend a fair amount of time talking to themselves. They will want to know if something *makes sense*. They will spend time working things out inside their heads and will tend to value process, system, structure and order. They love lists. If you share an idea with them, leave them time to 'discuss' it with themselves before requiring a response. They will rarely be spontaneous as they will want to 'think things through'. If you have a deadline therefore, call them, give them the information or make your request, then tell them that you will call again in x minutes so that they will have time to think if through.

Auditory digital is devoid of the senses. People with an auditory digital preference will tend to:

- Have a need to make *sense* of the world, to *figure* things out, to *understand*.
- *Talk to themselves* and carry on conversations with you in their mind. Often they will say they remember discussing something with you, when you actually did not have the conversation. They did, however, in their mind!
- Learn by working things out in their mind.
- Not to be spontaneous, as they like to *think* things through.
- To have *logic* play a key role in the *decision* process as do *facts* and *figures*.
- Memorize by steps, procedures, sequences.

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Kinesthetic

People who are kinesthetic will typically be breathing from the bottom of their lungs, so you'll see their stomach go in and out when they breathe. They often move and talk very slowly. They respond to physical rewards and touching. They also stand closer to people than a visual person. They memorize by doing or walking through something. They will be interested in your program if it "feels right".

Kinesthetic. People with a kinesthetic preference will tend to:

- Speak slower than the general population. Why? Because they need time to get in *touch* with how they *feel* about the topic.
- Be more sensitive to their bodies and their *feelings* and respond to *physical* rewards and *touching*.
- Learn by *doing*, *moving* or *touching*.
- Dress and groom themselves more for *comfort* than how they look.
- Make decisions based on their *feelings*.
- Stand closer to other people than those with a visual preference - to *feel* the other person's *energy*, whereas the person with a visual preference will stand back to see more of the other person (body language, etc.).

Learning Facilitation Tips

Curriculum--LF's must get a sense for the different styles in the classroom and create experiences to engage each of them as much as possible.

Instruction--LF's should design their instruction methods to engage each of the four sensory channels. Instructors can introduce a wide variety of experiential elements into the classroom, such as sound, music, visuals, movement, experience, and even talking.

Sources: Renewal Technologies, *http://www.renewal.ca/nlp10.htm* and Performance Unlimited http://www.performance-unlimited.co.uk.

Brain-Based Learning

This learning theory is based on the structure and function of the brain. As long as the brain is not prohibited from fulfilling its normal processes, learning will occur. Every person is born with a brain that functions as an immensely powerful processor. Traditional schooling, however, often inhibits learning by discouraging, ignoring, or punishing the brain's natural learning processes.

The core principles of brain-based learning state that:

- The brain is a parallel processor, meaning it can perform several activities at once, like tasting and smelling.
- Learning engages the whole physiology.

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- The search for meaning is innate.
- The search for meaning comes through patterning.
- Emotions are critical to patterning.
- The brain processes wholes and parts simultaneously.
- Learning involves both focused attention and peripheral perception.
- Learning involves both conscious and unconscious processes.
- We have two types of memory: spatial and rote.
- We understand best when facts are embedded in natural, spatial memory.
- Learning is enhanced by challenge and inhibited by threat.
- Each brain is unique.

The three instructional techniques associated with brain-based learning are:

Orchestrated immersion--Creating learning environments that fully immerse students in an educational experience.

Relaxed alertness--Trying to eliminate fear in learners, while maintaining a highly challenging environment.

Active processing--Allowing the learner to consolidate and internalize information by actively processing it.

Learning Facilitation Tips

Curriculum--LF's must design learning around student interests and make learning contextual.

Instruction--LF's let students learn in teams and use peripheral learning. They structure learning around real problems, encouraging students to also learn in settings outside the classroom and the school building.

Assessment--Since all students are learning, their assessment should allow them to understand their own learning styles and preferences. This way, students monitor and enhance their own learning process.

What Brain-Based Learning Suggests

How the brain works has a significant impact on what kinds of learning activities are most effective. Learning Facilitators need to help students have appropriate experiences and capitalize on those experiences. Three interactive elements are essential to this process:

1) Immerse learners in complex, interactive experiences that are both rich and real. One excellent example is immersing students in a foreign culture to teach them a second language. Take advantage of the brain's ability to parallel process.

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2) Students must have a personally meaningful challenge. Such challenges stimulate a student's mind to the desired state of alertness.

3) In order for a student to gain insight about a problem, there must be intensive analysis of the different ways to approach it, and about learning in general. This is what's known as the "active processing of experience."

A few other tenets of brain-based learning include:

- Feedback is best when it comes from reality, rather than from an authority figure.
- People learn best when solving realistic problems.
- The big picture can't be separated from the details.
- Because every brain is different, LF's should allow learners to customize their own environments.
- The best problem solvers are those that laugh!
- Designers of educational tools **must be artistic** in their creation of brain-friendly environments. LF's need to realize that the best way to learn is not through lecture, but by participation in realistic environments that let learners try new things safely.

Source: Funderstanding, http://www.funderstanding.com

Right Brain vs. Left Brain

This theory of the structure and functions of the mind suggests that the two different sides of the brain control two different "modes" of thinking. It also suggests that each of us prefers one mode to the other.

Discussion

Experimentation has shown that the two different sides, or hemispheres, of the brain are responsible for different manners of thinking. The following table illustrates the differences between left-brain and right-brain thinking:

Left Brain	Right Brain
Logical	Random
Sequential	Intuitive
Rational	Holistic
Analytical	Synthesizing
Objective	Subjective
Looks at parts	Looks at wholes

Most individuals have a distinct preference for one of these styles of thinking. Some, however, are more whole-brained and equally adept at both modes. In general, schools tend to favor left-brain modes of thinking, while downplaying the right-brain ones. Left-brain scholastic subjects focus on logical thinking, analysis, and accuracy. Right-brained subjects, on the other hand, focus on aesthetics, feeling, and creativity.

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Learning Facilitation Tips

Curriculum--In order to be more "whole-brained" in their orientation, schools need to give equal weight to the arts, creativity, and the skills of imagination and synthesis.

Instruction--To foster a more whole-brained scholastic experience, teachers should use instruction techniques that connect with both sides of the brain. They can **increase their classroom's right-brain learning activities by incorporating more patterning, metaphors, analogies, role-playing, visuals, and movement** into their reading, calculation, and analytical activities.

Assessment--For a more accurate whole-brained evaluation of student learning, educators must develop new forms of assessment that honor right-brained talents and skills.

Source: Funderstanding, http://www.funderstanding.com

Communities of Practice

This approach views learning as an act of membership in a "community of practice." The theory seeks to understand both the structure of communities and how learning occurs in them.

Basic Elements

The communities of practice concept was pioneered by the Institute for Research on Learning, a spin-off of the Xerox Corporation in Palo Alto, CA. The Institute pursues a cross-disciplinary approach to learning research, involving cognitive scientists, organizational anthropologists, and traditional educators. Communities of practice is based on the following assumptions:

- **Learning is fundamentally a social phenomenon**. People organize their learning around the social communities to which they belong. Therefore, schools are only powerful learning environments for students whose social communities coincide with that school.
- **Knowledge is integrated in the life of communities that share values, beliefs, languages, and ways of doing things**. These are called communities of practice. Real knowledge is integrated in the doing, social relations, and expertise of these communities.
- **The processes of learning and membership in a community of practice are inseparable**. Because learning is intertwined with community membership, it is what lets us belong to and adjust our status in the group. As we change our learning, our identity--and our relationship to the group--changes.
- **Knowledge is inseparable from practice**. It is not possible to know without doing. By doing, we learn.
- **Empowerment--or the ability to contribute to a community--creates the potential for learning**. Circumstances in which we engage in real action that has

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consequences for both our community and us create the most powerful learning environments.

Learning Facilitation Tips

This approach to learning suggests teachers understand their students' communities of practice and acknowledge the learning students do in such communities. The communities of practice theory also suggests educators structure learning opportunities that embed knowledge in both work practices and social relations--for example, apprenticeships, school-based learning, service learning, and so on. Plus, educators should create opportunities for students to solve real problems with adults, in real learning situations.

Source: Funderstanding, http://www.funderstanding.com

Control Theory

This theory of motivation proposed by William Glasser contends that behavior is never caused by a response to an outside stimulus. Instead, the control theory states that **behavior is inspired by what a person wants most at any given time**: survival, love, power, freedom, or any other basic human need.

Discussion

Responding to complaints that today's students are "unmotivated," Glasser attests that all living creatures "control" their behavior to maximize their need satisfaction. According to Glasser, **if students are not motivated to do their schoolwork, it's because they view schoolwork as irrelevant to their basic human needs**.

Boss teachers use rewards and punishment to coerce students to comply with rules and complete required assignments. Glasser calls this "leaning on your shovel" work. He shows how high percentages of students recognize that the work they do--even when their teachers praise them--is such low-level work.

Lead teachers, on the other hand, avoid coercion completely. Instead, they make the intrinsic rewards of doing the work clear to their students, correlating any proposed assignments to the students' basic needs. Plus, they only use grades as temporary indicators of what has and hasn't been learned, rather than a reward. Lead teachers will "fight to protect" highly engaged, deeply motivated students who are doing quality work from having to fulfill meaningless requirements.

Learning Facilitation Tips

Curriculum--Teachers must negotiate both content and method with students. **Students' basic needs literally help shape *how* and *what* they are taught.**

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Instruction--Teachers rely on cooperative, active learning techniques that enhance the power of the learners. **Lead teachers make sure that all assignments meet some degree of their students' need satisfaction**. This secures student loyalty, which carries the class through whatever relatively meaningless tasks might be necessary to satisfy official requirements.

Assessment--Instructors only give "good grades"--those that certify quality work--to satisfy students' need for power. Courses for which a student doesn't earn a "good grade" are not recorded on that student's transcript. Teachers grade students using an absolute standard, rather than a relative "curve."

Source: Funderstanding, http://www.funderstanding.com

Multiple Intelligences

This theory of human intelligence, developed by psychologist Howard Gardner, suggests there are at least seven ways that people have of perceiving and understanding the world. Gardner labels each of these ways a distinct "intelligence"--in other words, a set of skills allowing individuals to find and resolve genuine problems they face.

Discussion

Gardner defines an "intelligence" as a group of abilities that:

- Is somewhat autonomous from other human capacities.
- Has a core set of information-processing operations
- Has a distinct history in the stages of development we each pass through
- Has plausible roots in evolutionary history

While Gardner suggests his list of intelligences may not be exhaustive, he identifies the following seven:

- Logical-Mathematical Intelligence--consists of the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

- Linguistic Intelligence--involves having a mastery of language. This intelligence includes the ability to effectively manipulate language to express oneself rhetorically or poetically. It also allows one to use language as a means to remember information.

- Spatial Intelligence--gives one the ability to manipulate and create mental images in order to solve problems. This intelligence is not limited to visual domains--Gardner notes that spatial intelligence is also formed in blind children.

- Musical Intelligence--encompasses the capability to recognize and compose musical pitches, tones, and rhythms. (Auditory functions are required for a

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person to develop this intelligence in relation to pitch and tone, but it is not needed for the knowledge of rhythm.)

- Bodily-Kinesthetic Intelligence--is the ability to use one's mental abilities to coordinate one's own bodily movements. This intelligence challenges the popular belief that mental and physical activity are unrelated.

- Interpersonal Intelligence—the ability to understand the feelings and intentions of others. The capacity for person-to-person communications and relationships

- Intrapersonal intelligence--the ability to understand one's own feelings and motivations—the spiritual, inner states of being, self-reflection, and awareness.

Learning Facilitation Tips

Curriculum--Traditional schooling heavily favors the verbal-linguistic and logical-mathematical intelligences. **Gardner suggests a more balanced curriculum that incorporates the arts, self-awareness, communication, and physical education**.

Instruction--Gardner advocates **instructional methods that appeal to all the intelligences, including role playing, musical performance, cooperative learning, reflection, visualization, story telling, and so on**.

Assessment--This theory calls for assessment methods that take into account the diversity of intelligences, as well as self-assessment tools that help students understand their intelligences.

Although the intelligences are anatomically separated from each other, Gardner claims that the seven intelligences very rarely operate independently. Rather, the intelligences are used concurrently and typically complement each other as individuals develop skills or solve problems. For example, a dancer can excel in his art only if he has 1) strong musical intelligence to understand the rhythm and variations of the music, 2) interpersonal intelligence to understand how he can inspire or emotionally move his audience through his movements, as well as 3) bodily-kinesthetic intelligence to provide him with the agility and coordination to complete the movements successfully.

Accepting Gardner's Theory of Multiple Intelligences has several implications for teachers in terms of classroom instruction. The theory states that all seven intelligences are needed to productively function in society. **Teachers, therefore, should think of all intelligences as equally important**. The Theory of Multiple Intelligences implies that **educators should recognize and teach to a broader range of talents and skills**. Another implication is that teachers should structure the presentation of material in a style, which engages most, or all of the intelligences.

For example, when teaching about the revolutionary war, a teacher can show students battle maps, play revolutionary war songs, organize a role-play of the signing of the Declaration of Independence, and have the students read a novel about life during that

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period. This kind of presentation not only excites students about learning, but it also allows a teacher to reinforce the same material in a variety of ways. By activating a wide assortment of intelligences, teaching in this manner can facilitate a deeper understanding of the subject material.

Everyone is born possessing the seven intelligences. Nevertheless, all students will come into the classroom with different sets of developed intelligences. The teacher can show students how to use their more developed intelligences to assist in the understanding of a subject, which normally employs their weaker intelligences (Lazear, 1992).

Source: Funderstanding, http://www.funderstanding.com

Myers-Briggs Type Indicator (MBTI) Temperament & Teaching Styles

History

The Briggs Myers MBTI ®, developed by the mother/daughter team of Katharine Cook Briggs and Isabel Myers is a self-report instrument that helps to identify an individual's strengths and personality preferences. They based their lifelong work on Carl Jung's theories about psychological type preferences. Jung's book Psychological Types published in1921, studied ancient and modern cultures. The premise of his work was to discover how normal human beings take in information and how they make decisions. He also studied two core mental functions relating to how people get and expend their energy.

After reading Jung's work, Myers and Briggs devoted themselves to bringing the everyday applications of this work to the general public. Myers developed the pen & pencil test in the 1940's. They tested it on friends and family during WWII hoping to resolve conflicts and help match people to appropriate work. It took over 20 years to fully develop the instrument.

Myers and Briggs added a forth dimension to Jung's scheme focusing on how people deal with the outer world. They determined that each person has an external orientation towards orderliness and decisiveness (judgment) or towards new information and going with the flow (perception).

MBTI is one of the most widely used personality instruments in the world. Its ease of use, high statistical validity and reliability make it one the most respected personality instruments that exist. The test/retest measurement is very accurate, in 75% of cases, individuals will test the same in 3 of the 4 dimensions. Over 600 dissertations have been written on the MBTI and there are well over 1,000 articles and dozens of books. An average of 2 million people in the United States takes the MBTI each year and it has been translated into more than 30 languages.

Source: www.adventureassoc.com/myers-briggs/myers-briggs.html

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MBIT personality types and temperament influence instructors' teaching styles. The following are brief descriptions of characteristics and styles each temperament often uses in teaching. This information can help you to understand, and thereby more efficiently cope, with varying teaching styles.

MBTI Instructional Styles

Rationalist (NT)

Rationalist instructors encourage individualism, autonomy, intellectual curiosity and achievement in their students. As a core need of Rationalists is to pursue competence, these types of instructors are often experts in their field. They typically love their subject and are able to communicate this enthusiasm to their students. They **strive to inspire, encouraging students to seek out answers themselves**. They tend to **structure their lectures logically**, tying each statement into the theme of the lesson. They carefully choose specific words to emphasize the correct meaning. **Their focus is on relationships and complex components.**

Students of Rationalist instructors are likely to know where the teacher stands regarding discipline and expectations for achievement. The **Rationalist's approach is subject-centered**, so **they tend to be impersonal** in their approach. They take it for granted that students want to learn and therefore **seldom verbalize appreciation** for learner efforts. At times they can be **unaware of the emotional climate** of a classroom and may continue a planned lesson when the students would benefit more from another sort of experience. They have a **tendency to move too rapidly** for many students, assuming all students have gained knowledge if something has been explained once.

Rationalist instructors **enjoy designing new curriculum**, **seeking new tactics** to teach the same subject matter. Their abstract vision of reality helps them to apply inventive new approaches to solving problems and teaching. They **encourage individual study**, providing challenging assignments. Students are often expected to do research and are **recognized for exhibiting curiosity and ingenuity**. They will often talk about visions or designs, carefully describing relationships and systems and can spend hours discussing **strategies and precise categories**. They **encourage classroom debates**, providing the discussion is intellectually stimulating.

Guardian (SJ)

Guardian instructors prefer to **use reliable methodology they have successfully used before** and often model their teaching style on **traditional techniques** they experienced as students. They tend to **explain with step-by-step procedures**, rely on routine, and **encourage learner-instructor interaction**. Although they can be spontaneous, they are more likely to **prefer well-planned teaching methods** that have been proven through experience. They are willing to learn new teaching techniques, provided they have adequate time to adapt to changes. They are **dependable and hardworking**, often taking on extra commitments to serve their students. They **create and preserve harmony in the classroom**.

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Guardian instructors will likely provide clear, detailed syllabi, definite instructions for assignments, and **clearly communicate their expectations for student conduct, behavior, and academic achievement**. They can set standards and adhere to them so strongly that they **may have trouble realizing they may need to bend to some situations**. They are the **least likely of all types to tolerate tardiness**, and they are more likely to have attendance policies and stick to them.

When lecturing, Guardians tend to make comparisons. They will refer to events from the past with a high degree of detail and accuracy. They remember specific techniques that did not work well and are not likely to retry them. They are the ones to ask for details regarding previous college events--**they tend to be the school historians**. Since Guardians at times expect things to go wrong, **they can be seen as pessimistic**. However, they believe they are merely being realistic, anticipating what really could happen. They **tend to apply to rules and regulations** and expect students to do the same.

Artisan (SP)

Artisan instructors **bring excitement, energy and variety to their classrooms**. Instruction will often change pace--with fast-paced action at times and a slower style at other times. An Artisan instructor can quickly move from a high state of energy into a state of relaxation. Although lectures are typically organized, they **may not follow a step-by-step approach**. A student question, or discussion, might stimulate this instructor to focus on a related, yet relevant, topic. An Artisan instructor will quickly **adapt their lesson plans to seize an unexpected opportunity**. They are **involved in the present moment** and with what is happening in their classroom.

An Artisan's syllabus will have objectives and goals but may not have exact details as to what will be covered on certain dates throughout the semester, or exact test dates. They like to keep these options open, depending on what happens in class. Artisans are **good at making learning fun**. They **can be unconventional** and keep students on their toes. Students often like Artisan teachers because they **can be exciting and entertaining**, claiming the experience is challenging yet fun. Artisans are **often willing to take risks in teaching**. In addition to giving lectures, they will demonstrate techniques, give entertaining illustrations, use story telling to get points across, and **encourage student experimentation**.

Artisan teachers **allow their students the freedom to succeed and the freedom to fail**, challenging their students to solve their own problems. They are highly observant and can remember and apply many facts. They **tend to cover less theory** than other instructor types, preferring facts to be based on experience. They are able to focus their teaching on things that can be applied to the present. Their **negotiating skills make them persuasive teachers and coaches**.

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Idealist (NF)

Idealist instructors are interested in pursuing the **development of their own and their students' highest potential**. They strive to help their students improve and achieve their best. They are skillful at **determining accurately what each student needs emotionally and intellectually** to achieve success and in ensuring that all students gets their individual needs met. Idealists are **likely to conduct a democratic classroom**, involving students in decision-making processes, and are willing to abide by group decision. They look for and **encourage creativity**. They are more willing to **allow student-to-student interaction** and **do not see themselves as the only source of wisdom or instruction**. They will allow students to fail but will provide encouragement when needed.

Idealist teachers **encourage harmony so each student feels valued and respected**. They are in touch with and **will change lesson plans to accommodate student needs**. They provide ample opportunity for class discussion and group projects. When lecturing, they **often use symbolic metaphors**. Students often like Idealist instructors because they tend to be inspiring and value each student as an individual. They freely **provide praise and feedback**. They are described as **charismatic, empathetic and committed** to their students and their profession. They tend to be enthusiastic about teaching, willing to devote the time necessary to do what needs to be done and participate in extracurricular projects and activities if they seem relevant to their interests.

Idealist instructors are **interested in anything that is innovative and new**. They **prefer to create their own curricula** rather than using preplanned materials such as workbooks.

Source: http://www.wnc.edu/mbti/temperament_and_teaching_styles.php, July, 2001 Dianne Hilliard

MBTI Student Learning Styles

Dr. David Keirsey, an authority on MBTI has put together a great deal of useful information about how temperament influences the learner and learning. This section summarizes some of his perspectives.

Current research into personality styles suggests that because each of us has an individual personality, we also have a "learning style" associated with that personality, a unique way in which we:

- Perceive the world around us,
- Gather information about that world,
- Process this information, and
- Make decisions about it.

Some instructors use the Keirsey Temperament Sorter, which is based on the Myers-Briggs Temperament Indicator, to give students an opportunity to look at their "temperament" and "learning style", but sometimes also to provide the instructors

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themselves with an opportunity to develop "multi-learning paths" so that their method of instruction -- and the way in which they structure their courses, doesn't get in the way of students' learning.

Some of you learners are probably saying...

- let's get to the bottom line...
- what do I have to know....
- what do I have to do...and
- what's the shortest amount of time I need to invest...
- in order to pass this course....at the level I want
- and then leave me alone and I'll get back with you if I need questions answered

Others of you need to....

- process information through interaction with others...
- need and desire personal contact and
- discussion with other learners, and with the instructor...
- dialog and process the information of the course, and...
- develop social relationships,
- which help you to pass the course.

With an internet course, eyeball-to-eyeball contact and interaction... like you'd find in a regular college classroom is just not there, because the learning and interaction isn't occurring in physical space, but cyberspace. For some learners, this different methodology of learning may be difficult to use. We are trying our best, however to accommodate all types of learners so that each of you can succeed! For students who need and desire personal and social interaction, some instructors will use email and chat sessions for real time discussions.

SP Learning Style

SP's hunger for action and for having the freedom to act. This group is the **least represented in institutions of higher learning** and tends to have the **lowest correlation between academic ability and grade point average**, **yet represent 38% of the students in schools**, which require compulsory attendance. SP's **need physical involvement and hands-on experience**. They **learn from media presentations and love to be entertained**. They tend to **rebel against close supervision** and see instructions as something to outwit. They **enjoy dialog with others to report progress**, but do not want to be part of a democratic or consensus process. They **seek constant change** of pace and variety. **Pencil and paper work is deadly**. Verbal and visual work is far more appealing. Lectures, Socratic questioning, workbooks, answer-the-questions-at-the-back-of the book all leaves SP's disinterested.

Suggested Ways to Take the Course

SP's will probably want to know and understand all of the details of a course presented in a clear, logical, and precise manner so they can make sense of it. They should use the suggested due dates for work submission requirements to not fall behind.

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SJ Learning Style

SJ's hunger for belonging to a group. Responsibility, dependability, duty, and service are words associated with SJ students. Since about **2/3's of teachers are SJ's, SJ students can readily relate to this traditional classroom**. SJ's usually want to please the teacher. The values of the teacher are accepted without question as good values. They **generally have good study habits**, doing homework as assigned. Learning their lessons as directed is seen as worthwhile. **SJ's do well with workbooks**. They **like and need structure** and do best when lessons are presented sequentially in increments that make sense. They do not thrive on long-term independent projects. They **do not always enjoy group discussions**. They thrive on stability and learn well from traditional instructional technology, including demonstration.

Suggested Ways to Take the Course

SJ's probably want to know and understand all of the details of a course presented in a clear, logical, and precise manner so they can make sense of it. An SJ has an independent mind and wants to make decisions as they see fit and as things fit into what they learn. They need to keep in mind that everything needs to be turned in for grading before the end of the course.

NT Learning Style

NT's hunger for competency. They must know all they should know, and their lists of "should knows" are endless. Building, architecting, inventing, and commanding describe NT learners. NT's look for **whatever will enable them to understand, explain, predict, and control**. They tend to collect rules and principles that give structure to their cognitive worlds. They **enjoy tracking ideas** of others and developing their own ideas. They are **intellectually curious and technically oriented**. They tend to be **independent learners** and like to pursue inspirations, **tracking down information** until the desire for learning is satisfied.

Suggested Ways to Take the Course:

NT's will probably want to know and **understand the global picture** of the course before any of the details make sense. They need to scan the modules first, then come back and fill in the gaps. Logic and thought are their keys. If you are an NT and see something that doesn't make sense, email the instructor and let him or her know how they can make the course materials clearer.

NF Learning Style

NF's hunger for an ever increasing "sense of self." The search for self begins early in life and becomes a life-long quest. The NF wants to be him or herself as well as be somebody. Within this group are found the **charismatic, the emphatic, the dramatic, and the idealist**, **seeking ever to establish an identity to feel complete** and undivided. NF's have a **built-in desire to communicate** in a personal way with others. They are **hypersensitive to hostility** and conflict and **thrive on recognition, caring, personal attention**, two-way exchanges, and recognition of emotional attitudes. They

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enjoy interaction, **work well in democratically run classrooms**, and participate enthusiastically in group discussions. They may be shy if introverted. **Cooperation rather than competition is key**. They prefer to focus on subjects that have a **people orientation** and are apt to choose liberal arts to the sciences or technology.

Suggested Ways to Take the Course:

NF's will probably want to know and understand the global picture of a course before any of the details make sense. They need to scan the modules first, then come back and fill in the gaps. Because they have emotional attachments to the social milieu of the course and are inclined to form personal relationships, they should use the e-mail list of fellow students and mail them. As always, the instructors are available to help.

Source: www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/keirsey2.htm By Dr. Jon H. Blumhardt, Director, Honolulu Community College Educational Media Center

Myers-Briggs Application to Learning Facilitation

	NT	NF	SJ	SP
Curriculum Emphasis	Results	Interaction Time	Seat Time	Action
As Instructors	Lecture & Socratic	Group Interaction	Lecture	Hands on
	Questions	Discussion	Teacher-Centered	Activity
	Content-Centered	Learner-Centered	Workbook/Structure	Project-Centered
			Learning	
As Learners	Knowledge - Centered	Relationship - Centered	Authority - Centered	Impact - Centered
	Competence	Growth	Usefulness	Competitive Edge
	Big Picture/Why	Big Picture/Who	Data/What & How	Kinesthetic/ When and How
	Expert Feedback	Highly Personal Feedback	Hierarchy of rewards	Immediate Reward
Best Environment	Intellectually	Supportive	Secure	Variety
	Stimulating	Personal	Organized	

Learning Domains

There is more than one type of learning. A committee of colleges, led by Benjamin Bloom, identified three domains of educational activities.

1) **Cognitive.** Mental skills (Knowledge)
2) **Affective**. Growth in feelings or emotional areas (Attitude),
3) **Psychomotor**. Manual or physical skills (Skills).

Trainers often refer to these as KAS (Knowledge, Attitude, and Skills). This taxonomy of learning behaviors can be thought of as "the goals of the training process." That is, after the training session, the learner should have acquires these new skills, knowledge, or attitudes.

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This compilation divides the three domains into subdivisions, starting from the simplest behavior to the most complex. The divisions outlined are not absolutes and there are other systems or hierarchies that have been devised in the educational and training world. However, Bloom's taxonomy is easily understood and is probably the most widely used today.

Cognitive (Knowledge)

The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place. Note: Same as bloom's taxonomy.

Knowledge	Recall of data.
Examples	Recite a policy. Quote prices from memory to a customer. Knows the safety rules.
Key Words	defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
Comprehension	Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.
Examples	Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.
Key words	comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
Application	Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the workplace.
Examples	Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.
Key Words	applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
Analysis	Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.
Examples	Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.
Keywords	analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Synthesis	Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.
Examples	Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.
Keywords	categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.
Evaluation	Make judgments about the value of ideas or materials.
Examples	Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.
Keywords	Appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.

Emotional Attitude

This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories listed in order are:

Receiving phenomena	Awareness, willingness to hear, selected attention.
Examples	Listen to others with respect. Listen for and remember the name of newly introduced people.
Keywords	asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.

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Responding to phenomena	Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).
Examples	Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them.
Keywords	answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
Valuing	The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.
Examples	Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.
Keywords	completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
Organization	Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.
Examples	Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.
Keywords	adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.
Internalizing values (characterization)	Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).
Examples	Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.
Keywords	acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

Physical (Skills)

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories listed in order are:

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories listed in order are:

Perception	The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.
Examples	Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet.
Keywords	chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.
Set: Readiness to act	It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).
Examples	Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective domain.
Keywords	begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.
Guided response	The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.
Examples	Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift.

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Keywords	copies, traces, follows, react, reproduce, responds
Mechanism	This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.
Examples	Use a personal computer. Repair a leaking faucet. Drive a car.
Keywords	assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.
Complex Overt Response	The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.
Examples	Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.
Keywords	assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. NOTE: The key words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.
Adaptation	Skills are well developed and the individual can modify movement patterns to fit special requirements.
Examples	Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task).
Keywords	adapts, alters, changes, rearranges, reorganizes, revises, varies.
Origination	Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.
Examples	Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.
Keywords	arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates

Learning Models Summary Table

Model	Processing	Perception	Learning Facilitation
VAK		Sensory Preference	Engage dominant senses
Brain-Based Learning	Parallel processing	Multisensory Capacity	Full immersion
KOLB	Active and Reflective	Concrete and Abstract	Engage dominant styles
Right Brain	Random, intuitive, holistic		Integrate arts, creativity, imagination, synthesis with
Left Brain	Logical, sequential, rational		reading, calc., analysis.
Communities of Practice		Learning is a social phenomenon	Connect learning with community
Control Theory	Desire inspires behavior		Address student needs
Multiple Intelligences	Math, personal, spatial	Music, body, language	Balanced curriculum
MBTI			Know and engage types
Learning Domains	Cognitive, Affective	Psychomotor	Address physical, mental, and emotional levels

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Learning Facilitation Tips

Seek to understand your own learning style as a learning facilitator, as we tend to naturally use our own dominant style in our teaching. Often, a LF can expand his/her strategies in simple ways without completely overhauling either curriculum or style.

These are all simply models representing assorted ways to slice up real life into something manageable and understandable. It's helpful to use some of these models to find out where your students are in terms of their processing and perceptual preferences. Then incorporate this information into your curriculum design so that no student and no dimension is ignored.

Action:

What are your learning styles according to each of these models? What do you most like about your perspective and what challenges does it pose for you? What else do you notice?

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How can you use this knowledge to improve your approach as a Learning Facilitator?

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Learning Culture

What is a learning culture? How does one create it? And how is it valuable? This section will explore these questions.

Culture: The predominate attitudes and behavior that characterize the functioning of a group or organization.

Let us define a "**Learning Culture**" as follows: An environment comprised of attitudes and behaviors that seek to optimize learning for members of a group.

Why create a learning culture? The norms that make up a culture either enhance or impede the process of learning. A learning culture inspires curiosity in students such that they are motivated to find their own solutions and learn what's relevant and required for them at the moment—a necessity in a world whose ever-increasing rates of change assure that old solutions seldom solve current problems. A culture where students feel free to experiment with their unique skills and talents, and employing them in ways that work on the problems at hand.

The following are some tips for creating and maintaining such a learning culture.

Elements of a "Learning Culture"

- **Ask don't tell**. Allow participants to do the work and to be involved in the creation of their own learning experience.

- **Don't "perform." At least not all of the time**. If you are charismatic and great at motivating groups to participate and engage, that's great. Use that skill to the fullest. But beware that that very strength can work against you if you don't know how or when to get out of the spotlight. See yourself as a learning catalyst. Get comfortable with silence and encouraging students to co-create the environment and discussion. If you're always leading and filling the airtime, this can be disabling to building proactive learners.

- **Avoid saying "No."** Model acceptance and openness to all ideas. Respond instead with questions like, "Why do you think that?" "Please tell us more about that?" "What do mean by that?" "What are other perspectives in this?"

- **Build on the familiar**. Relate new concepts and examples back to those presented earlier. Repetition and review of material in new contexts reinforces learning. Albert Mehrabian of Harvard University and Tony Buzan, author of "Use Both Sides of Your Brain," both stress the importance of review in their work. They indicate that an idea presented once has a 10% chance of being remembered after 30 days; however, an idea intermittently reviewed six times has a 90% chance of being remembered in 30 days.

- **It's OK to "not know."** It's OK to make mistakes too. In both cases, admit it and ask for help from your students. If necessary, go back and find important

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information to bring back to the class later. **Being a good learning facilitator is not so much about what you know, but what you're able to help others learn to do.** Model being a humble learner!

- **Show your enthusiasm for your material**. If you're not passionate about what you're teaching, either find a way to adjust it so you do, or teach something else. Otherwise, you may be taking more from your students that you're giving.

- **Listen to yourself**. Be an objective observer and listening of your own process. This will help you improve the quality of your learning facilitation and help you to empathize with the quality of the learning experience you're facilitating.

- **Listen to your students**. Learn to *read* subtle clues and check in with students if you sense they are anything but engaged and enthused about what's going on.

- **Give experiences, not lectures—facilitate learning through experience**. The object of most facilitation is to make something "easier" for a person or more typically, a group, to accomplish something. While standing in front of the room as a facilitator, don't make the mistake in thinking that you're there to lecture. You're not there to "know a lot." You're there to draw out others' knowing and maintain a process.

- **Engage multiple senses and learning styles**. People will better learn, engage, shift, and change by actually participating in some behavior that engages their multiple senses. Provide your audience with experiences or exercises that engage multiple senses. Experiences are far more powerful than anything a mere lecture can provide.

- **Value and explore paradox**. Paradox is often a signpost of a greater truth. Practice holding paradox by embracing apparent contradictions and differences within your group. This practice expands hearts and minds and allows more inclusive patterns and understanding to emerge.

- **Dance with students**. Sometimes they will lead, sometimes you will. View yourself and your students as "partners" in a mutual learning experience.

- **Plan thoroughly but be willing to improvise.** Thorough planning of the processes, content, and environment you wish to facilitate for your groups is an important service you provide as a learning facilitator. However, no amount of planning will grant you perfect knowledge of where a new group wants to go in the moment. Be willing to change course to best serve your students interests and passions. Here are some ways to present this to them up front:

    - "We have a course plan, but if we find something that works better, we have the freedom to change it"
    - "The **results** are more important than the **process** so we'll do whatever seems best to get the results, even if the process has to change"

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- "We'll do a process review at the end of every session, and that will be the point at which you can suggest process changes for the next session "
- "The time we've scheduled to spend in each area are estimates and how long we spend on each will depend largely on your interests.
- Actually TELL people when the process changes, and how that changes the plan. People get nervous when the process appears to be spinning out of control.

A Learning Culture and Contemporary Society

Creating a learning culture better prepares people for the increasing rates of change and uncertainty we all are experiencing. The dynamics of present-day society are demanding that people be more proactive and responsible for creating their own experience. The rapid rate of change and high degrees of uncertainty require people to rely more on themselves as opposed to a caring corporation, to see to their financial and professional success. Awareness, knowledge, and practice of our unique skills and talents and learning styles empowers us to find out what we need to know using processes that work for us. Claiming permission to see things and do things in radically different ways yields the potential for previously undiscovered process, products, and perspectives—the discovery of which often comprises a win for everyone.

Action: Describe your ideal Learning Culture.

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How will you cultivate this Learning Culture in your groups?

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Learning Strategies

This section contains a number of learning strategies including the Kolb Learning Cycle, a method that encourages and supports experiential learning; the Learning Domains model that explores learning at the mental, physical, and emotional levels; the Instruction Events model explores the nine events that are typically required and employed to instill learning; the Socratic Method which explores the use of questions to facilitate learning and understanding; and Open Space Technology, a large group facilitated process that can be employed to facilitate a “learner-centered” training environment.

Kolb Learning Cycle

As facilitators, trainers, managers, consultants, coaches, or teachers, you've probably noticed that people really learn better through "experience" than by simply listening to you talk about theory or practice. For almost any situation, you can develop an experience to either instruct or model the learning you're trying to facilitate.

For instance, if a group wants to improve the way they solve problems, you can give them any problem and observe their problem-solving process. Debriefing this will tell you, and them, a lot about why they are or aren't having success solving other problems in their group.

If you are a manager heading up a new group and you want them to learn to communicate better, you can get them to communicate with each other about something that energizes them, then help them discover what aspects of their communication style works and which don’t by observing and reflecting on their process in realtime. They'll learn much more about communication theory *after* they've found holes in their own process.

This approach is based on an **Experiential Learning** model we've used consistently called the "Kolb Learning Cycle," which includes the following four-parts: 1) Experience, 2) Debrief/Analyze, 3) Generalize/Learning, and 4) Application. We find this cycle useful because it focuses on creating an *experience*, the processing of which can elicit learning on all levels--physical, mental, and emotional, and incorporates multiple learning styles, visual, aural, and kinesthetic.

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Experience. Offer students an experiential activity that will allow them to exercise skills relevant to "what" they wish to learn. For example, if a group is having problems working as a team, get them doing something in groups and debrief their process of working together. Engaging students in a relevant "experience" whose purpose has been specified, can sometimes induce a state of disequilibrium or internal conflict in the form of frustration, anxiety, fear, etc. Here, their habitual operating patterns are likely to emerge.

Debrief/Analyze. Give students the opportunity to reflect on and analyze their experience in the activity. You're role will be primarily to ask questions and reflect back your understanding of what they're saying. You may guide the content of the debrief somewhat by the content of questions you ask. Hence the same exercise may draw out different types of learning based on your line of questioning.

For example, if you do an activity that requires individuals in a group to express themselves extemporaneously, your questions around presentation skills will tend to bring out learning in that arena. If you ask questions about team-building skills, you'll bring out learning on teamwork.

Here are some sample debrief questions:

- What did you notice about this experience?
- How did you feel about it?
- Did you notice any familiar behavioral patterns, in yourself or the group?
- What did you notice about your (presentation, teamwork, communication, problem-solving, etc.) skills?
- Where else in your life do you see this pattern?

By having one reflect on an experience that challenged their comfort zone, individuals may have the opportunity to integrate new knowledge or reshape existent perceptions. This is the basis for accelerating and promoting change into a persons' life.

Generalize/Knowledge. This is about making meaning from the insights gained through the experience by generalizing this particular experience to similar life experiences. This is where you can lead a discussion in the typical learning "content" but seeking to draw information and applications from the students where possible. Your role here outside of facilitating a discussion will be around filling in the information gaps and providing additional resources for students to pursue if interested.

Application. In this phase you will facilitate student commitments to applying what they've learned to their personal and/or professional lives. Here it's often a good idea to give students a few minutes to reflect and write down a commitment and then share it with someone in the room to help solidify it. They may even seek to support each other's accountability to accomplish their action.

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Instruction Events

Gagnes events of instruction are designed to help learners get from where they are to where you want them to be. Here's a list of the events, in the order they are typically employed:

- Gaining attention
- Informing learner of objectives
- Stimulating recall of prior learning
- Presenting the stimulus material
- Providing learning guidance
- Eliciting the performance
- Providing feedback about performance correctness
- Assessing the performance
- Enhancing retention and transfer

Keep in mind that each of these events may not be provided for every lesson. Sometimes, one or more of the events may already be obvious to the learner and may not be needed. Also, one or more of the events may be provided by the learners themselves, particularly experienced self-learners. Older, more experienced learners may provide many of the events on their own, while for young children the teacher would arrange for most of them.

1. Gaining Attention. Many different kinds of techniques are employed to gain learner's attention. Often this is done using some sort of attention getting device, such as quick cutting in a video. However, the best way to gain attention is to appeal to the learner's interests. Gaining attention ties in directly with the concept of *motivation.* Teachers know all too well the difficulties involved in motivating student to take an interest in their instruction.

John Keller has tried to deal with this by developing the ARCS Model of motivation. ARCS is an acronym for: **A**ttention, **R**elevance, **C**onfidence, and **S**atisfaction

The ARCS Model is a method for improving the motivational appeal of instructional materials. This model is based on research related to motivation that indicates that people are motivated to engage in an activity if it is perceived to be linked to the satisfaction of personal needs, and if there is a positive expectancy for success. According to Keller (1988), these four conditions must be met in order for people to become and remain motivated.

Attention: Having students' attention is a prerequisite for learning. You should be concerned with getting and maintaining attention. Getting attention is usually pretty easy, however sustaining it can be difficult.

Relevance: This involves making the instruction seem relevant to learners' present and future needs. It's not always enough to tell students, "You'll need this in the future". Many students, especially younger ones, live in the present and are not concerned with

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future needs, so you must seek ways to make your instruction seem relevant to their present needs.

Confidence: Confidence can influence a student's persistence and accomplishment. Confident people tend to attribute their successes to their ability and effort instead of luck, and believe that they can accomplish their goals through their actions. Unconfident people have a greater fear of failure. Strategies must be employed that give students the impression that if they put forth effort they can succeed.

Satisfaction: This involves making people feel good about their accomplishments. People will feel more confident if they are made aware of the task and the reward for success, and if an appropriate reinforcement schedule is used (sounds like Ed Psych stuff again, doesn't it?) It's also important to make students feel they have control over the behaviors that lead to the reward.

2. Informing Learners of the Objectives. The learner should be informed of the kind of performance that will be used to determine if they have learned what they are supposed to learn. In some cases it may not be necessary to specifically inform learners of the objectives because they already know (e.g., a tennis lesson). However, in many cases it is necessary in order to clarify to learners what they should be attempting to learn.

3. Stimulating Recall of Prerequisite Learning. According to cognitive information processing theory, most new learning depends on connections made to prior learning. For example, certain concepts and rules must have been previously learned in order to learn new higher-order rules. When new learning is about to occur, relevant prior information should be made internally accessible so that it can be made part of the learning event. This accessibility is assured by having the old information recalled just prior to presenting the new information. This can be done by asking recognition or recall questions. For example, you might ask something like, "Do you remember when you learned about?" This line of questioning recalls previously learned information and leads to a new strand of learning. In this way learners see the relationship between what they have already learned and what they will be learning. This also lends relevance to the entire process.

4. Presenting the Stimulus Material. This event is when the new information is presented to the learner. For example, if learners must learn a series of facts then those facts must be communicated to them in some form. If they must learn a motor skill then the skill must be demonstrated. It is important at this point that the proper stimuli are presented as part of the instructional events. For example, if you want the learner to acquire the ability to answer questions delivered orally in French, you should *not* present them with questions in English or printed questions in French. If you do not use the proper stimuli then you may end up teaching the wrong skills.

5. Providing Learning Guidance. Learning guidance usually takes the form of communications between teacher and student that help guide the learner to the attainment of an objective. These communications stimulate a direction of thought and help keep the learner on track, leading to a more efficient learning situation. Their sole

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purpose is to aid in the process of learning, and to move students from one state of mind to another.

6. Eliciting the Performance (Practice). The next event allows the learner to communicate to the instructor whether or not they can perform the skill they are trying to learn. This is done by providing the learner with practice exercises. Usually, the initial practice is done using the same example with which the learners were shown the skill. This is followed by more examples that differ from the original. All practice items must match the performances and conditions indicated within your objectives.

Good practice items should include the following elements:

- They should clearly specify the practice format and nature of the student response.
- They should be relevant to the objective.
- They should elicit the exact performance stated in the objective.
- The exact conditions stated in the objective should be present.
- Individuals versus groups should get practice.
- They should be provided as frequently and immediately following instruction as possible.

7. Providing Feedback. Not only should learners be provided with practice exercises, they should be given feedback about their performance. Feedback can be verbal, written, computerized, or given in other forms. Regardless of the form you choose, the feedback should inform the learners about the degree of correctness in their performance so that they may improve on subsequent attempts. It should also be given as soon after the performance as possible.

Good feedback should include the following elements:

- It should provide comments about the student's performance.
- It should be immediate and frequent.
- It should have students correct their own mistakes if possible.
- It should consider using a variety of feedback types: knowledge of results, knowledge of correct results, analytical (related to criteria), motivational (reinforcement).

8. Assessing Performance. In Gagne's eighth event you elicit a performance from the learners to determine if the desired learning has occurred. Students are assessed to determine whether the instruction has met its design objectives, and also to learn whether each student has achieved the desired objectives.

9. Enhancing Retention and Transfer. Many people feel that when the test is over so is the course. However, as a last step it is important to figure out ways to increase the chances that the skills you have taught will be used properly by learners when they use them outside of the learning context. Learners may be able to recall new knowledge and skills in the classroom, but what about when they get into the real world?

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Because learning is generally situation-specific, the best way to aid in retention and transfer is to provide a meaningful context in which to present your instruction. If the skills to be learned represent skills used in the real world, try to establish a "classroom" learning environment that approximates this real world context as close as possible. Then the jump to the real world will be less of a change for learners.

Socratic Method

The art of asking questions is one of the basic skills of good learning facilitation. Socrates believed that knowledge and awareness were an intrinsic part of each learner, that knowledge is produced in response to questions, and that new knowledge results from the asking of new questions; quite often new questions about old questions. Thus, in exercising the craft of good teaching a LF must reach into the learner's hidden levels of knowing and awareness in order to help the learner reach new levels of thinking, knowing and understanding.

Through the art of thoughtful questioning LF's can not only extract factual information, but they can also aid learners in: connecting concepts, making inferences, increasing awareness, encourage creative and imaginative thought, aid critical thinking processes, and generally help learners to explore deeper levels of knowing, thinking, and understanding.

Types of Questions Based On Bloom's Taxonomy

It's not uncommon for teachers to ask questions in the "knowledge" category 80% to 90% of the time. These questions are not bad, but using them all the time is. Try to utilize higher order level of questions. These questions require much more "brain power" and a more extensive and elaborate answer. Below are the six question categories as defined by Bloom, et al., 1956.

Knowledge:

- Remembering
- Memorizing
- Recognizing
- Recalling Identification
- Recalling Information
- Who, What, When, Where, How ...?
- Describe

Comprehension

- Interpreting
- Translating From One Medium To Another
- Describing In One's Own Words
- Organization And Selection Of Facts And Ideas

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- Retell...

Application

- Problem Solving
- Applying Information To Produce Some Result
- Use Of Facts, Rules And Principles
- How Is ... An Example Of ...?
- How Is ... Related To ...?
- Why Is ... Significant?

Analysis

- Subdividing Something To Show How It Is Put Together
- Finding The Underlying Structure Of A Communication
- Identifying Motives
- Separation Of A Whole Into Component Parts
- What Are The Parts Or Features Of ...?
- Classify ... According To ...
- Outline/Diagram ...
- How Does ... Compare/Contrast With ...?
- What Evidence Can You List For ...?

Synthesis

- Creating A Unique, Original Product That May Be In Verbal Form Or May Be A Physical Object
- Combination Of Ideas To Form A New Whole
- What Would You Predict/Infer From ...?
- What Ideas Can You Add To ...?
- How Would You Create/Design A New ...?
- What Might Happen If You Combined ...?
- What Solutions Would You Suggest For ...?

Evaluation

- Making Value Decisions About Issues
- Resolving Controversies Or Differences Of Opinion
- Development Of Opinions, Judgments Or Decisions
- Do You Agree That ...?
- What Do You Think About ...?
- What Is The Most Important ...?
- Place The Following In Order Of Priority ...
- How Would You Decide About ...?
- What Criteria Would You Use To Assess ...?

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Five Types of Questions

According to yet another model, there are five basic types of questions: Factual; Convergent; Divergent; Evaluative; and Combination.

1. Factual. Soliciting reasonably simple, straight forward answers based on obvious facts or awareness. These are usually at the lowest level of cognitive or affective processes and answers are frequently either right or wrong.

Example: Name the Shakespeare play about the Prince of Denmark?

2. Convergent. Answers to these types of questions are usually within a very finite range of acceptable accuracy. These may be at several different levels of cognition -- comprehension, application, analysis, or ones where the answerer makes inferences or conjectures based on personal awareness, or on material read, presented or known.

Example: On reflecting over the entirety of the play Hamlet, what were the main reasons why Ophelia went mad? (This is not specifically stated in one direct statement in the text of Hamlet. Here the reader must make simple inferences as to why she committed suicide.)

3. Divergent. These questions allow students to explore different avenues and create many different variations and alternative answers or scenarios. Correctness may be based on logical projections, may be contextual, or arrived at through basic knowledge, conjecture, inference, projection, creation, intuition, or imagination. These types of questions often require students to analyze, synthesize or evaluate a knowledge base and then project or predict different outcomes. Higher levels of affective functions may aid answering these types of questions. Answers to these types of questions generally fall into a wide array of acceptability. Often correctness is determined subjectively based on the possibility or probability. Often the intent of these types of questions is to stimulate imaginative and creative thought, or investigate cause and affect relationships.

Example: In the love relationship of Hamlet and Ophelia, what might have happened to their relationship and their lives if Hamlet had not been so obsessed with the revenge of his father's death?

4. Evaluative. These types of questions usually require sophisticated levels of cognitive and/or emotional judgment. In attempting to answer these types of questions, students may be combining multiple cognitive and/or affective processes, levels frequently in comparative frameworks. Often an answer is analyzed at multiple levels and from different perspectives before the answerer arrives at newly synthesized information or conclusions.

Examples

- Compare and contrast the death of Ophelia with that of Juliet?
- What are the similarities and differences between Roman gladiatorial games and modern football?

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- Why and how might the concept of Piagetian schema be related to the concepts presented in Jungian personality theory, and why might this be important to consider in teaching and learning?

5. Combinations. These are questions that blend any combination of the above.

Six Serving Men: Open-Ended Questions

I keep six honest serving men. They taught me all they knew. Their names are WHAT and WHY and WHEN and HOW and WHERE and WHO-- Rudyard Kipling

The way to ask open questions is to ask questions built around Kipling's six serving men. These are known as open questions because they do not pre-suppose an answer and cannot be answered with a `yes' or a `no'. They require the person being questioned to contribute some additional information – and thus help the dialogue to move forward.

Open-ended questions are not necessarily always appropriate. Sometimes you will want to obtain commitment, confirmation or denial. In these cases, a yes/no question would be appropriate.
Consider the contrast:

Open	Closed
Who?	Do you …?
What?	Will you … ?
Why?	Can you … ?
When?	May we … ?
Where?	Shall we … ?
How?	Have you … ?
	Could we … ?

Open Space Technology

Who's in control here?
By Judith Richardson

Many people, upon hearing about Open Space, wonder how anything could be productive without a pre-designed agenda or outcome and without the structure of committees led by managers, facilitators weaving participants' ideas and dynamics together, or people thinking and working in their usual roles. Won't that create chaos? Actually, there is very specific structure to the Open Space process; just not the structure people usually create in organizations.

It is specifically the event's removal of traditional meeting methods and entrenched lines of communication that will allow organizations to think in new ways. This is a way to

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generate a new way of working, thinking and communicating, and the results are concrete, positive, and substantial. After facilitating OST in communities and organizations, I quite naturally looked at the work I do in the classroom. We are using OST in the classroom to begin the year, respond to conflict, create recommendations, and deliver curriculum.

We recognize that a group of students in a classroom have a wealth of experience and inherent wisdom, as well as individual challenges in completing their course of study. To embrace and draw out that wisdom, passion, and diversity of experience, we begin the academic year by inviting students to discuss issues and opportunities around how they will achieve success in their chosen field of study. I find this most successful using a facilitation method of Open Space Technology.

Students and instructors are invited to attend the session and begin in a circle format. I "open" the circle inviting participants to think about the theme (issues and opportunities around success in "your chosen field of study"), recognize others wisdom and contributions, describe givens (budget limitations, etc.), participate in a respectful way, and other parameters for an open space meeting.

Participants are then invited to write down what they feel most passionate about and would like to discuss or "see happen", and post it as a topic. In this way, the participants develop the agenda. Once everyone has had a chance to post something, and not everyone does, participants are then invited to sign up on the various topics that have been posted. Each of these groups then has time to work through their topic and someone records the thoughts and future actions. We then compile a book of proceedings from all groups. One group of students used OST to complete organizational agreement, as there had been conflict the previous semester.

In sports, games, etc., we have rules for playing the game – yet we don't seem to agree on ways to work through conflict. We recognize that over a two-year period conflict is natural for a group of 33 students and 4 instructors. At a future class, using whole person process facilitation, students were invited to begin moving towards a common code of behavior, and indeed to suggest a different name! In groups students explored what a respectful learning environment would look like through discussion, drawing, and sharing of experience. We then moved into open space, recognizing that we were beginning to organize as a group around a common goal.

The final open space meeting was held to determine what items would be placed in the final agreement, as well as what to call it. Book of Proceedings #3 contains the information from the meeting and the final Learning Environment Agreement.

Another group of students in a computer course of varying age levels, cultural backgrounds and educational levels wanted to explore the initial phase of issues and opportunities around success in their chosen field of study. Great conflict surfaced in one of the discussion groups. Members of the group during the first week of class were angry with one class member as he asked advanced, technical questions. Two students came to me to complain about the group members. The beauty of this process is that conflict and joy can emerge in the space. This class then had a chance to discuss individual vulnerabilities, how their instructors could manage the learning for

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their success all in one group discussion format. This was all "put out of the way" within the first week of classes.

Teaching in Open Space--Business Law at College level

Attendance intensive – can be a drawback for students who only wish to attend sporadically.

Say I'm covering a chapter that has mandatory objectives. I ask the class to study the chapter and any additional handouts I might have. I also ask them to come to class with one question from their reading. I open the space in circle format and the theme is the chapter we are covering. Answers to questions are limited to information as presented in the textbook and our collective experience (if we don't have it – I'll research it before next class), experience of guest speakers and research. The theme is "questions you are left with after reading" or "yeah, but".

In an 80-minute class, students have about 30 to 40 minutes to discuss the topics posted. During that time I'm checking on their topics to see how I'll address them at the end (never know what might be discussed). Part of my job as facilitator is to bring all components of the outcomes for that chapter into each of the questions on the board. This may take one or more classes, depending on the amount of information in the chapter. I'm also listing the objectives on the board and deciding what has and hasn't been covered. The last 30 or 40 minutes of the class, the students report on their discussions and ask questions. I then cover the objectives by asking students questions and talking about the ones we missed. Students quickly "get" that I'm going to do the objectives and start to address them with their questions! The next class, if it is on the same chapter, I would do experiential learning or exercises -- you could also use a few classes in open space to cover a chapter.

After discussion groups are completed, a class is given for discussion on case law analysis. Using legal concepts introduced in the chapter, students in groups develop law around a case problem. Evaluation is done through multiple-choice tests, learning narratives, and students compiling a book of proceedings that serves as their personal business law tips.

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Summary

We hope you've enjoyed this facilitator's guide. In this section we've attempted to summarize the main points around Learning Facilitation. Please review these and add anything else you feel is key to your success in this arena.

- **Engage the whole person**. We learn best when we involve our hearts, minds, bodies, and souls in our pursuit of learning. So seek to inspire and connect with people at different levels and provide learning experiences that appeal to all learning styles. (See "The Dead Poet's Society" for examples.)

- **Address the dimensions of knowledge, skill, and desire.** For people to really "get" new behaviors, engage them at not only the mental level—the knowledge level—but also at the skill or "doing" level, and at the emotional level, the level of desire. Because if people know what to do, but don't know how to do it, or if they don't have an internal commitment or good reason to do something, they probably won't. (See Covey Habit Model.)

- **Balance Content with Process.** Preparing not only the content of your teaching, but also the processes that will teach these things is no easy task and takes much more work than many of us may be willing to do. A shortcut can be to really learn to effectively use and apply a strategy like the Kolb learning cycle that incorporates all perceptual and processing preferences. (See the Kolb Learning Cycle Model.)

- **Understand and serve your customer**. Rather than follow a set teaching routine, find out something about your audience early in your work with them. Have them do simple assessments to determine their learning styles and preferences. Adjust your approach to stay aligned with your student's learning objectives and continually monitor and fine tune your approach as necessary.

- **Flex your teaching style**. Learn your strengths and weaknesses to flex and adapt your teaching/learning to all styles. Come to understand your shadow side, your opposite. For example, if you're a natural at being a guide on the side, then learn to deliver concrete information and knowledge when appropriate. If you're prone to lecturing then find, borrow, or design activities to simulate what you're trying to teach. If you're an introvert in a room of introverts, practice extroverting, and focusing outward to draw out your students.

- **Cultivate curiosity**. Engage students in exploratory and reflective discussions without a fixed destination in mind. Practice asking questions that you don't necessarily know the answers to and see where it leads. **You can honor and embrace your student's interests while *facilitating* a discussion and keeping it on topic, but without knowing where it will lead.**

- **Be a learning partner**. Share responsibility for the generation of content, information, insights, and learning with your students. Practice this Learning Facilitation skill where you move from center stage to guide on the side.

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- **Love your students.** Take an interest in your students as human beings. Listen to their needs, perspectives, and ideas. Treat them with respect and you'll both be more creative, have more fun, and learn more together. Come to understand that everyone has some unique idea, perspective, or attitude valuable to others. Practice holding this perspective until you experience its truth. When you believe it, your participants will begin to believe it too.

- **Focus on application**. Seek to only teach what your students are interested in learning and applying in their lives. Check in with them periodically to see that they are getting what they need. Make adjustments if they aren't. Help them set up systems of support and accountability to apply what they learn in their real lives.

- **Embrace paradox**. There doesn't always have to be a right answer. Practice embracing apparent contradictions and differences within your group. Paradox is often a signpost of a greater truth. This practice expands hearts and minds and allows more inclusive patterns and understanding to emerge.

- **Plan thoroughly but be willing to improvise.** Thorough planning of the processes, content, and environment you wish to facilitate for your groups is an important service you provide as a learning facilitator. However, no amount of planning will grant you perfect knowledge of where a new group wants to go in the moment. Be willing to change course to best serve your students interests and passions.

- **Be an Integral Learning Facilitator.** Effective learning requires that you look not only at the content and outcomes of your training, but also at the behaviors you employ to achieve them (upper right Q); the inner values, beliefs and feelings you have for your task and your students, the individual styles, desires, and preferences that make up every new group you work with (Upper Left Q); the culture you create that builds and supports student relationships in the spirit of a community that inspires learning (Lower Left Q); as well as the tools, strategies, and processes you employ to teach (Lower Right Q).

Action:

What key points have we missed that are important to you?

_____
_____
_____
_____
_____
_____
_____
_____

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We would love to hear your feedback on this facilitator's guide. If there is anything that you particularly liked, think is missing, or believe to be incorrect, please email your comments to us and we'll consider them in a future version of this work. Thanks for your support!

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