

The Institute for Leadership in Education Development (I-LED)

# Learning About Learning

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# Would you rather...

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- Be able to remember everything you have ever learned?

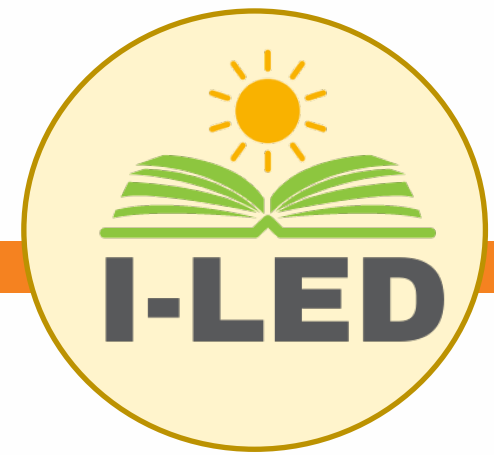
OR

- Be able to share everything you currently know with someone else?



# Institute for Leadership in Education Development

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T/TA Provider for OVW Grantees

- Learner-centered
- Experiential learning
- Curricula design and facilitation skills

Website: [www.futureswithoutviolence.org/ILED](http://www.futureswithoutviolence.org/ILED)

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# Learning Objectives

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As a result of this webinar, you will be better able to:

- Consider how to adapt your training design to incorporate core principles of adult learning
- Begin to integrate the needs of learners into an engaging education design



What is your  
educational  
philosophy?



“Adults have many years of experience pretending to be students, going through the motions, eyes on the lecturer while the mind is a million miles away. Real learning happens when people decide to be real.”

-George Lakey, *Facilitating Group Learning: Strategies for Success with Diverse Learners*

# I-LED Educational Philosophy

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## Adult-centered learning

- Not didactic—highly participatory
- Self-reflection and evaluation
- Resourcing your own experiences
- Needs of the learner are prioritized
- Peer sharing and connection







# Poll: How do you typically approach learning a new topic?

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- I dive in and learn as I go.
- I like to research and prepare first.
- I ask others for tips and resources.
- I take a structured, step-by-step approach.
- I listen to a lecture.
- Other



# Poll: What's your biggest motivation for learning something new?

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- To improve my career prospects/grow in my role.
- For personal satisfaction or growth.
- To solve a specific problem.
- To connect with others in the field/my community.



# Poll: What is your biggest barrier to learning effectively?

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- Lack of time.
- Difficulty concentrating.
- Information overload.
- Unclear learning goals.
- Forgetting everything quickly.
- Accessibility/Relatability of content.
- Other



# Core Elements of Adult Learning

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- Learners have goals
- Clear need
- Active and relatable
- Safety/multi-partial
- Social
- Praxis
- Self-directed/mutual inquiry
- Ongoing

How are you already using these elements of adult learning in your work?



# Design Process

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What is the  
problem you are  
trying to solve  
with education?



# Power Analysis

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“Power includes the ability to decide what a problem is, to decide what needs to be done about it, to decide who will be included to solve it, in what capacity, and with what resources.”

- Transformational Collaboration by Caminar Latino

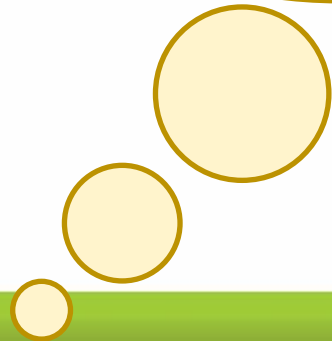


# Design Process

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How do you know if  
someone  
“understands” a topic?





# Goals vs. Objectives

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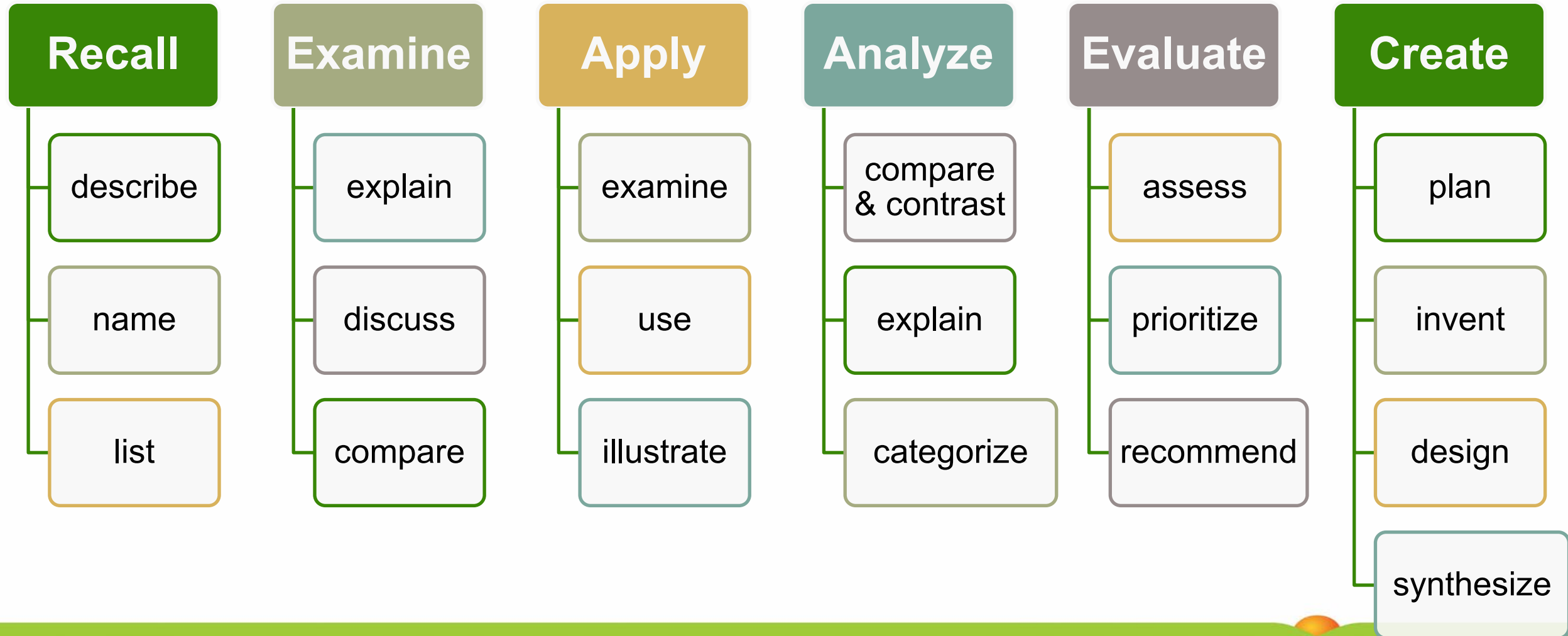
**Goal:** has the word “**go**” in it. Think Big, think abstract, where are you trying to get to? Goals are long-term aims that you want to accomplish.

**Objectives:** has the word “**object**” in it. Objectives are concrete steps to reach your goal.



# Bloom's Taxonomy

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# Objectives & Learner Competency

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# Learning Objectives

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- We are more interested in what they can do. The learning objectives should reflect that.
- When you are creating learning objectives, ask yourself: Is this something the learner would actually do in the real world? Can I tell when they have done it?



# The Adult Brain

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# Stickiness

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*Sticky learning or “stickiness” refers to how the brain learns and retains information.*



- Create pre-education engagement
- Learning activities should be problem-centered and include practice and reinforcement
- Brain process is based on analogy. Every new experience is compared to prior experiences including the emotions that accompanied them.
- Use refreshers
- Social learning



## Pro Tip:

Limit any lecture time to **no more than 10-15 minutes**

- Break it up with some form of engagement (e.g. group discussion, poll, case study, self-reflection, etc.)



# Learning Points

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- False assumption that if we, the facilitators, speak the words, the learners “got it.”
- Consider this: remember the last webinar you went to that was mostly lecture. How long did you remember the details?
- In order to learn, adults need to **do** something!





# Self-Evaluation: Adult Learning

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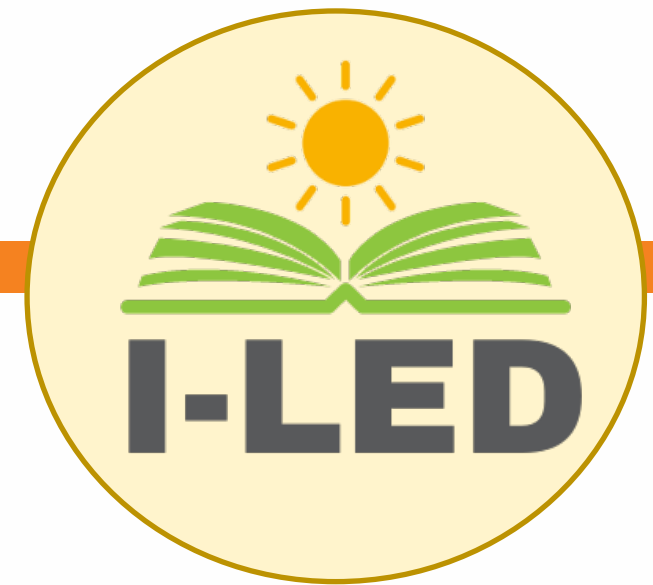
- When I develop trainings, to what extent are they about “me” rather than the learner?
- How can I engage the experiences of the learner?



# Upcoming Events

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- Technical Assistance
  - Ongoing
- Engaging Older Adults in Your Education
  - Webinar – Dec. 17<sup>th</sup>
- Effective Meeting Facilitation Skills
  - TBD – May 2025
  - Applications open in Jan/Feb
- Distance eLearning Course (self-paced)
  - Virtual, January 2025



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“There’s no such thing as neutral education. Education either functions as an instrument to bring about conformity or freedom.”

—Paulo Freire, *Pedagogy of the Oppressed*





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