

Know Your Audience: Choosing The Best Learning Activities For Your Training

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LEARNING OBJECTIVES

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

- Distinguish between the four adult learning styles.
- Design interactive learning activities that respond to the training topic and learning objectives.
- Identify opportunities for using supplemental training resources.

WHAT'S YOUR ROLE?

- Judge
- Court Staff
- Attorney
- Advocate
- Law Enforcement
- Probation
- Supervised Visitation Provider
- Other

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TRAIN-THE-TRAINER PROJECT OVERVIEW

- Planning Domestic Violence Training Programs for Your Community: A Practice Guide
- [A Blueprint for Success: Designing Effective Court-Based Trainings](#)
- Ongoing technical assistance targets local training programs for OVW grantees

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WHAT ARE ADULT LEARNING ACTIVITIES?

- Experience designed to engage learners in a deeper understanding of the educational material.
- Why are learning activities important?
 - Learners build upon their own knowledge
 - Involve participants in training material
 - Foster creativity

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CHOOSING LEARNING ACTIVITIES

Learning activities should address all **three learning domains**:

1. Cognitive – based on existing knowledge
2. Affective - related to values and beliefs
3. Behavioral - practical application

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FOUR TYPES OF LEARNING STYLES

- **Visual:** written information and/or graphics
- **Aural:** hearing, listening, and speaking
- **Reading/Writing:** interacting with text
- **Kinesthetic:** hands-on activities, interacting, and exploring surroundings

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POLL

What type of learning style do you prefer?

1. Visual: written information and/or graphics
2. Aural: hearing, listening, and speaking
3. Reading/Writing: interacting with text
4. Kinesthetic: hands-on activities, interacting, and exploring surroundings
5. Combination of these

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POLL

When you put together a training, which learning style(s) do you primarily cater to?

1. Visual: written information and/or graphics
2. Aural: hearing, listening, and speaking
3. Reading/Writing: interacting with text
4. Kinesthetic: hands-on activities, interacting, and exploring surroundings
5. A combination of the above activities
6. All the above

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QUESTIONS TO ASK ABOUT YOUR LEARNING ACTIVITIES

- Do these learning activities correspond to learning objectives that we designed?
- Are these learning activities feasible given the amount of time?
- Are these learning activities appropriate given the learning material?
- Do these learning activities respond to the training needs of the participants?
- Will these learning activities help participants understand what to do differently in their work?

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DESIGNING LEARNING ACTIVITIES

Learning activities can serve several functions in your training:

- Reinforce longer-term learning and retention
- Re-engage or energize learners after more passive learning activities.
- Provide a more real-time assessment of a student's grasp of new a topic, concept, or skill - allow for an opportunity to discussion challenges or misconceptions.

SCENARIO

Throughout a training, participants are reluctant to participate and generally quieter than you expected.

What learning activity can help encourage participation?

ENGAGING LEARNERS

What are some ways to improve participation?

- Short-term fixes
- Long-term fixes

TYPES OF ACTIVITIES

Think-Pair-Share



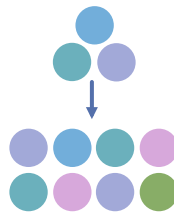
Gallery Walk



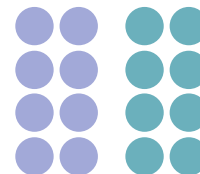
The Fishbowl



Thoughts,
Questions,
Epiphanies



Debate



SCENARIO

You're offering the same training two days in a row. Training evaluations from the first day indicated that half the participants did not find group discussions helpful.

What are your thoughts on this feedback?

What would you do for the second day?

RESPONDING TO A VARIETY OF LEARNERS

- Begin with concrete training description and goals that include learning level
- Blend learning styles throughout program
- Think about how participants are seated/situated
- Provide follow-up assistance and learning opportunities

SCENARIO

You're designing a training for a multi-disciplinary audience for 80 people. Members of the training planning committee indicate concerns about judges coming to the training – they're worried it will freeze conversation.

What learning activity would be helpful here?

MULTIDISCIPLINARY AUDIENCE

- Subject matter – what can be done in large groups v. affinity groups?
- Benefit of role-specific activities and discussions

SCENARIO

Your community is hosting a training program on sexual assault. One of your faculty submits their materials, and you notice that one of their activities involve materials that depict intense violence.

Is there ever a time where it's appropriate to use these materials?

- 1) Yes
- 2) No
- 3) Maybe
- 4) Not sure

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A WORD ON GRAPHIC MATERIAL/STORIES

- Know your audience
- Be clear on the reason/purpose you chosen that content
- Trauma-sensitive
- Reinforces stereotypes

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SUPPLEMENTAL TRAINING RESOURCES

- Articles
- Technology

NEXT STEPS & ADDITIONAL RESOURCES

- Contact Nida Abbasi at abbasin@courtinnovation.org for additional TA.

VISIT: WWW.COURTINNOVATION.ORG

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