Aspects of Successful Communication and Program Implementation

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The Science & Art of Facilitation in Extension

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By the end of our work together, you will be able to:

- Identify skills that help reach success
- Plan your next workshop or presentation
Think about a time when you were at a workshop or training as a participant that you felt like things worked REALLY well...what made it work for you?

Think Pair Share

What makes things work? Not?
Things that work

Things that DON’T work
Adult learners need to be involved in the planning and evaluation of instruction.

Experience including mistakes provides the basis for learning activities.

Adult learning is problem-centered rather than content-oriented.

Adults are most interested in learning subjects with immediate personal impact.

Involved Adult Learners

Adult Learners’ Experience

Relevance & Impact to Learner’s Lives
YOUTH CENTERED LEARNING THEORY – Experiential learning Model

1. Experience
Youth do before being told or shown how.

2. Share
Youth describe the experience and their reaction.

3. Process
Youth discuss what was most important about what they did.

4. Generalize
Youth relate the project and life skill practiced to their own everyday experiences.

5. Apply
Youth share how they will use the project and life skill practiced in other parts of their lives.
Pedagogy
The study of teaching.

Andragogy
The study of how adults learn.

Learner

Content

Learner

Content

Learner

Content

Learner

Content

Learner

Content
Julie Dirksen, Design for How People Learn
GENERAL GUIDANCE
FOR THE GOOD OF THE WHOLE...
THEORETICAL CONSIDERATIONS

KEEP IT SIMPLE

Cognitive Load Management

- **Minimize Extraneous Load**
  Avoid the use of anything that distracts the learners and makes the learning process difficult.

- **Manage Intrinsic Load**
  Refers to the inherent complexity of the learning material. You cannot do much to reduce this load but it can be balanced.

- **Maximize germane Load**
  It happens when the course is well designed. Proper techniques and tools are used to facilitate an effective learning process.

SHIFT
DISRUPTIVE LEARNING
THE AIDA MODEL

AWARENESS

INTEREST

DESIRE

ACTION

ESSENTIAL MARKETING MODELS HTTP://BIT.LY/SMARTMODELS
A FOCUS ON THE “RIGHT INFORMATION”

COMPASS COMMUNICATION ACTIVITY...WHAT IS YOUR MESSAGE?
What message do you need to get across? Lesson? Idea? Pitch?
A FOCUS ON THE “APPROACH”

4A LESSON PLANNING ACTIVITY…DELIVERING A MESSAGE THAT STICKS WITH YOUR AUDIENCE
4A Approach:

1. Activate (get participants in the room)
2. Acquire (or “add”)
3. Apply (make the situation relevant)
4. Assess (evaluate)
BRAINSTORM…WAYS TO OPEN YOUR PRESENTATION
BRAINSTORM…ADDING CONTENT
BRAINSTORM...HOW DO YOU MAKE YOUR MESSAGE RELEVANT?
BRAINSTORM…HOW CAN YOU ASSESS YOUR DELIVERY?
4 A’s OF LESSON PLANNING

Have you ever had a learning or teaching experience that just didn’t hit the mark? The “4A” planning tool is a framework to help you consider best practices for getting and keeping the attention of your participants, making lessons relevant, and evaluating the experience. Below, next to each of the 4 “A” steps (Activate, Acquire, Apply, and Assess) are options for creating instruction designed for success. Need more information? The Cornell Center for Teaching Excellence https://www.cte.cornell.edu/ has great resources available for your use.

1 ACTIVATE Prior Knowledge
   • Access prior knowledge / activate students’ schemas

Methods:
- Gallery walk
- Brainstorming
- Concept mapping
- Games
- Q&A
2 ACQUIRE New Knowledge

- Enable students to make connections between instruction and real life experiences
- Foster inquiry throughout lessons and among students

Methods:

- Learning logs
- Guest speakers
- Mini lessons
- Active reading
- Viewing + listening
- Note making
- Group discussions
- Journals
- Visual representations
- Role play
- Think/pair/share

3 APPLY to a relevant situation

- Consolidate what has been learned and make it relevant

Methods:

- Learning blogs/journals
- Exit survey
- Sharing of products
- Debriefing on process
- Performances/Presentations
- Publications
- Relevant/applied activities
- Scenario
- Simulation
- Demonstration
- Case study
4 ASSESS

• Assess what has been learned and what needs to be further developed

Methods:

☐ Quizzes
☐ Open and closed book tests
☐ Think/pair/share
☐ Small groups

☐ Discussions/Forum posts
☐ Clickers/poll everywhere/games
☐ Real world activities
☐ Scenario
PLANNING YOUR CONTENT
RESOURCES

- **Cornell Center for Teaching Excellence** [https://www.cte.cornell.edu/index.html](https://www.cte.cornell.edu/index.html)
  - [https://www.cte.cornell.edu/teaching-tips/think-pair-share/index.html](https://www.cte.cornell.edu/teaching-tips/think-pair-share/index.html)
  - [https://www.cte.cornell.edu/teaching-ideas/engaging-students/active-learning.html](https://www.cte.cornell.edu/teaching-ideas/engaging-students/active-learning.html)

- **Educational Theory and Instructional Design:**
  - Strengthening Your Facilitation Skills – The University of Maine Cooperative Extension
  - Design for How People Learn – Julie Dirksen
  - Training for Dummies