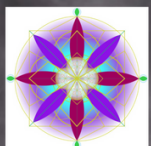


Proven Strategies for Greater Learner Engagement



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Jennifer
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Hello there!

Given you have downloaded this guide, I imagine you are keen to enhance learner engagement within a training session or program. You also probably want to ensure learners maximise their learning experience.

I love fostering great learner engagement. I love watching what happens when learner become active participants, taking charge of their own learning.

My intention with this short guide is to help you maximise your facilitation success and help keep everyone awake and engaged.

The better prepared and resourced you are, the more value and benefit you are able to bring to the learning experience. I trust these strategies aid you in this journey.

Wishing you every success,

Jennifer ♥

My journey with facilitating learning



It feels as though I have been facilitating learning all of my life! I literally started facilitating groups during my teens and I have never looked back.

I love working with groups of people, supporting them to master new ideas, attitudes and skills. When you love something, it is only natural that you seek out better and better ways of doing what you love.

Fortunately I have had the pleasure of working with many masters of the art of facilitation and have learnt so much from these giants of the field. Some of these giants are well known, others are quiet achievers doing their best to improve the learning experience. I thank and commend them all for inspiring me to find more and more effective ways of increasing learner engagement.

"When you hold a learner centric view, you seek new ways to create meaningful exchange between learners. Tools used to support the learning experience need to enhance the learner experience."

Jennifer Campbell

All engagement is not equal

Strong advocates for interactive and engaging learning are always seeking great ways of getting learners actively involved throughout the training and learning process. The more learners do, the more they are likely to learn, especially when the learning activities are targeted and focused on the needs of the learner and the stage they are in their learning.



All activity and engagement is not equal. Having people do things just for the sake of doing, is not effective learning.

For learning activities to be effective, they need to:

- provide safe ways for people to connect and build relationships within the group*
- be relevant for the audience*
- linked to the content of the program*
- help learner uncover what they don't yet know or be targeted to their stage of learning development*
- provide the opportunity to apply new knowledge and skills, and*
- offer meaningful insights.*

Choosing the right activity is an art which requires a good understanding of heirachy of learning development. I find Bloom's Tasonomy to be an excellent framework of interpretation for choosing the right approach for the stage of learning development.

Before looking at Bloom's Taxonomy, let's cover a few general success principles.

Success principles



1. Take down the slide!

When you focus learning on slides, with some verbal explanation, most of the activity is happening outside of the learner. The trainer or facilitator is doing most of the work. Learners may or may not engage and connect with the information.

Learning is an internal process, simply put, learning requires the learner to receive information, make meaning of the information they receive and connect it to their existing reference of meaning and information, thus building their internal resources.

There are more meaningful ways to take in information than just watch and listen. We have five physical senses through which we take in information about the world around us. The more senses we involve, the more unique the experience, the more emotional connection we have with the experience, the more we are likely to have strong recall. Recall is critical to learning.

2. Captivate not captive

Instead of holding a group captive, captivate them by providing interesting ways of learning. IN addition to a variety of delivery approaches, meaningful activities can provide a structured way for people to work and learn together. Providing opportunities for focused conversation between learners can help them make personal meaning of the topic at hand.



Creating small group activities also replicates common practice in most workplaces, where people come together to discuss and solve problems, share information and develop plans.

Creating relevant activities which relate to the workplace environment supports learners to easily apply the information to their own workplace context. Providing activities which don't relate to the workplace has learners frustrated and confused because it is not real or relevant, or it just won't work. Not a great place to be.

3. Utilise breakout spaces

Simply shifting an activity from the training room to a break out room can change the dynamics completely. Break out spaces often have different kinds of lighting, different furniture, even different airflow and temperature. All these differences create variety which can be energizing and invigorate learning.



People can relax, grab and drink and engage with each other and the material in different ways and this generates different kinds of thinking and engagements.

4. Mix it up

Variety makes things more interesting, so mix up the types of activities you are doing. Consider using activities which have people working with different groups of people. You may have to gently encourage this, as learners will often stick with those they are used to working with, rather than getting to know and work with others. Working with different people provides an opportunity for people to build more relationships within across the group.



To provide a bit of personal reflection, and time for the introverts to recharge, you might also include an occasional individual exercise.

5. Be creative

Be a bit quirky, let your own personality come into the way you put learning activities together. Keep the activities fresh by being creative. Use music, colour, props!

One of the things we have done is create meaningful learning activities by adapting traditional games. Learners have really enjoyed our adaptation of Barrel of Monkeys. We turned it into an activity for providing instruction, with blindfolds of course!

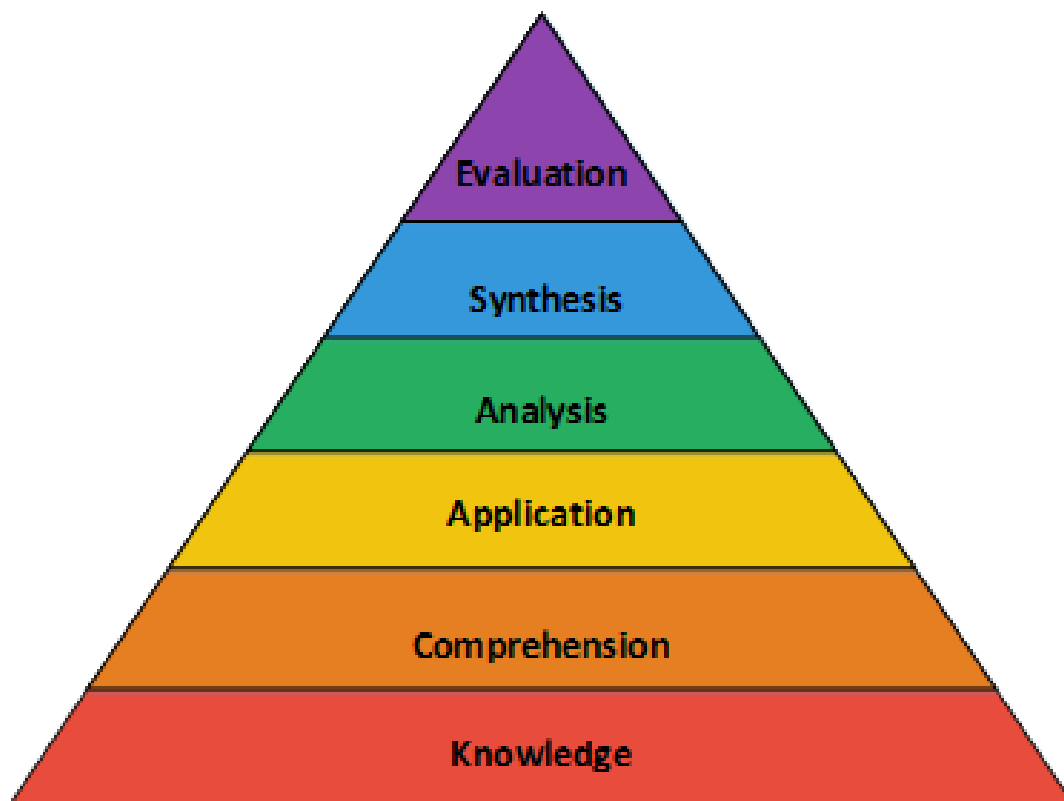
Note, the old game now had a new twist which was totally linked to the content and stage of learner development.



When you apply these simple principles in conjunction with the following proven strategies for different stages of the thinking and learning process, you start to get sensational results.

About the strategies

Back in the 1950's Benjamin Bloom developed this hierarchical way of classifying learning behaviours. An amended version of his work was published in the 1980's but I am still partial to the original taxonomy which is depicted here.



Selecting learning activities aligned to the current level of learning and thinking creates meaningful activities. Failure to consider and match the relevant level of thinking and learning will result in activities which do not work well for learners, they will either be too complex and confusing, or too simple and trite.

Activities listed in the following section are classified according to the following levels. You start at the base of the triangle on knowledge.

Activities for Knowledge

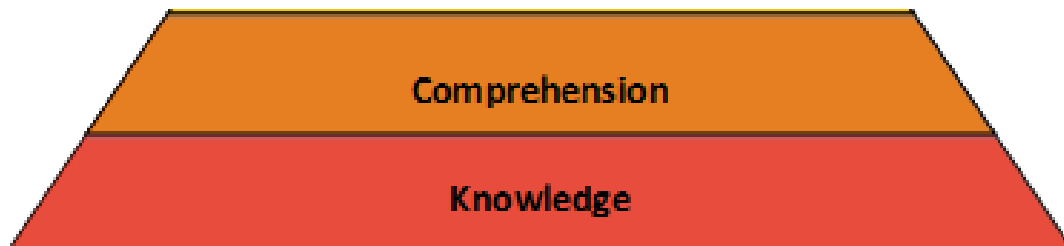
These activities focus on the base of the Taxonomy by supporting engagement around knowledge.



Suitable learning activities include the following:

- *Label a diagram*
- *List key words*
- *Match words and meanings*
- *Fill in the blank*
- *Simple crossword puzzles*
- *Search a word*
- *Find*
- *Order the steps*
- *Recall key facts*
- *Quizzes*
- *Card sorts*
- *Web search*
- *Find key documents and review*
- *Gallery walk*
- *Think/Pair/Share*
- *Develop questions for a quiz*
- *Sequence with sticky notes*

Activities for Comprehension

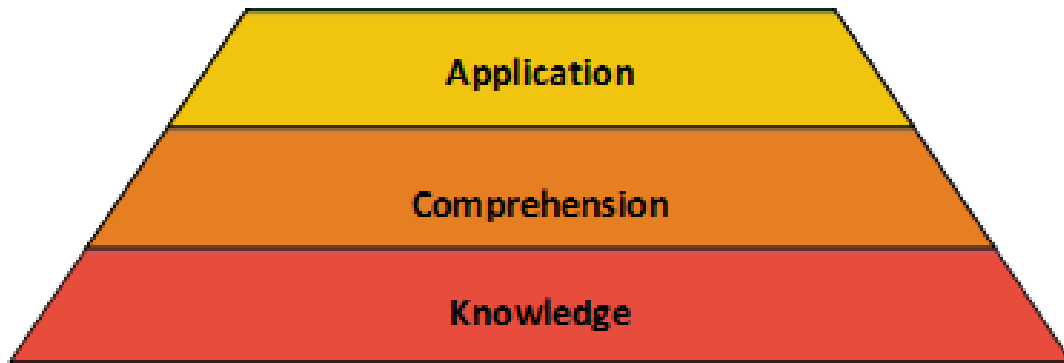


Suitable learning activities for Comprehension include the following:

- *Classify items into categories*
- *Compare information*
- *Explain a concept*
- *Explain a concept to someone else*
- *Interpret information*
- *Paraphrase information*
- *Summarise information*
- *Question and answer*
- *Cross word puzzles*
- *Summarise an article*
- *Discuss information*
- *Journaling*
- *Debates*
- *Gallery walk*
- *Think/Pair/Share*
- *Develop questions for a quiz*
- *Create a mindmap*
- *Make a poster*
- *'What do you see' photo review*
- *Sequence with sticky notes*
- *Concept mapping*
- *Site visit*

You will notice, some of these activities are also used for Knowledge. Often a well structured activity can move learners through one or more levels of the Taxonomy.

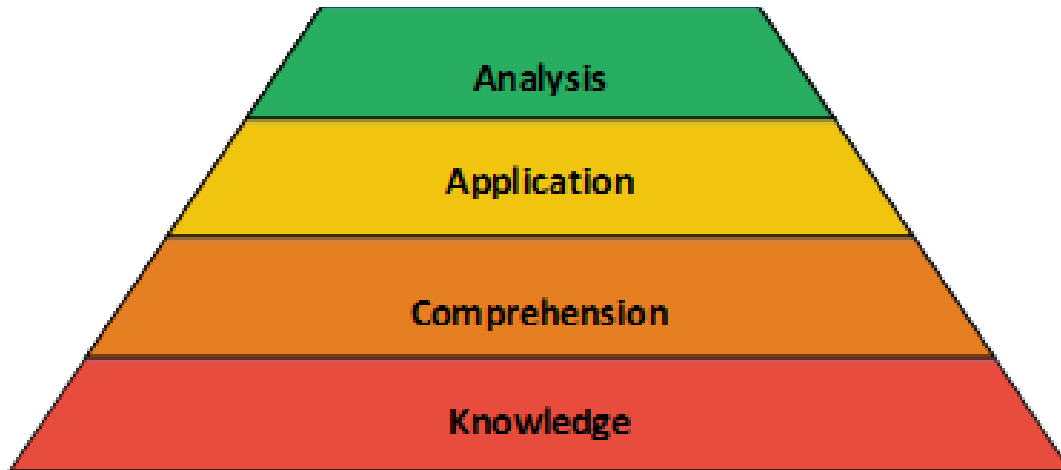
Activities for Application



Suitable learning activities for Application include the following:

- Carrying out a task
- Implement an activity
- Use a formula
- Prepare a
- Produce a ..
- Executing
- Role play
- Case studies
- Interview ...
- Journaling
- Reflect on personal practice
- Debates
- Gallery walk
- Think/Pair/Share
- Brainstorming
- Create a mindmap
- Think/Pair/Share
- Correct an error
- Schedule with sticky notes
- Peer review
- Site visit
- Job shadowing

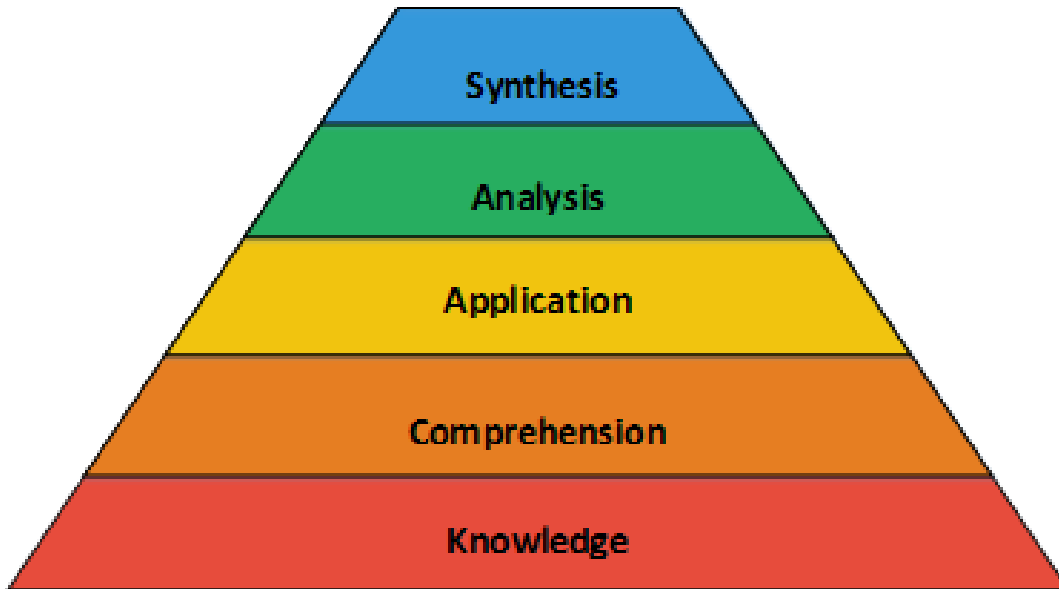
Activities for Analysis



Suitable learning activities for Analysis include the following:

- *Attributing*
- *Deconstruct a ...*
- *Integrating*
- *Organising*
- *Outline a ..*
- *Structure a ..*
- *Test a ...*
- *Report on the best ...*
- *Develop an explanatory diagram*
- *Critique a...*
- *Establish a ...*
- *Journaling*
- *Reflect on personal practice*
- *Debates*
- *Brainstorming*
- *Cause and effect analysis*
- *SWOT analysis*
- *Use various analysis tools to analyse situations*
- *Review data*
- *Create a mindmap*
- *Peer review*
- *Case studies*

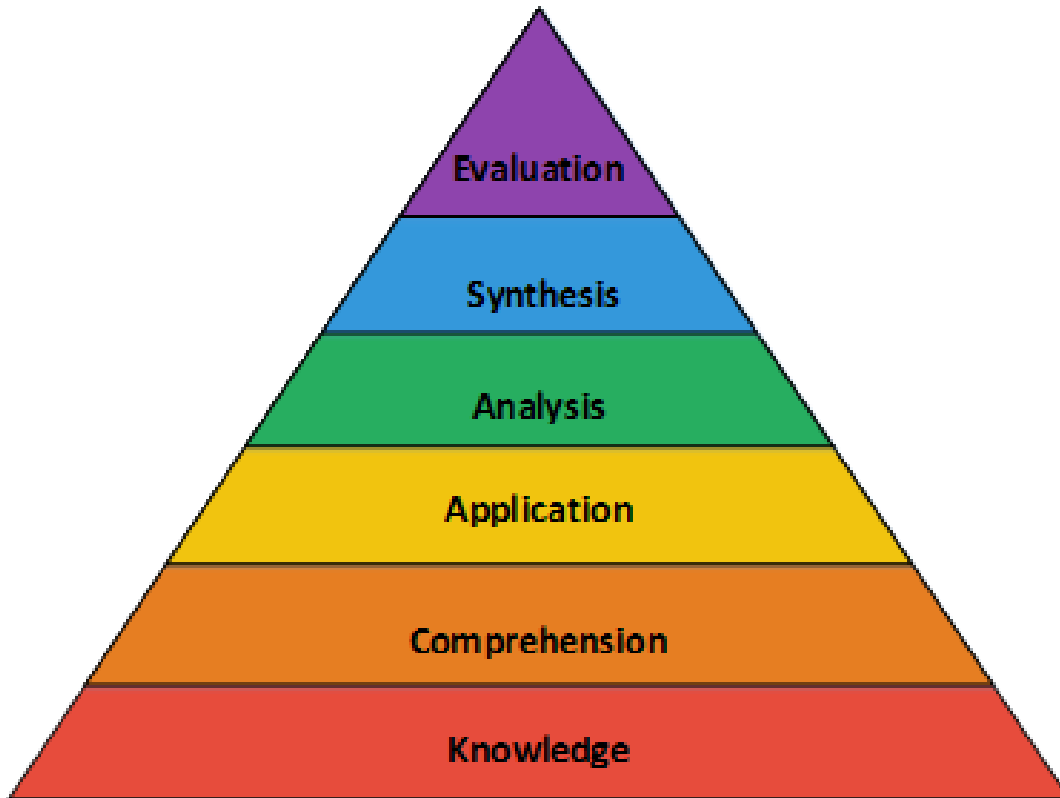
Activities for Synthesis



Suitable learning activities for Synthesis include the following:

- *Construct a ...*
- *Design a ...*
- *Devise a ...*
- *Invent a ...*
- *Make a ...*
- *Plan a....*
- *Produce a ...*
- *Develop a ...*
- *Rewrite a ...*
- *Modify a ...*
- *Formulate a ...*
- *Case studies*
- *Reflect on personal practice and develop improvement plan*

Activities for Synthesis



Suitable learning activities for Evaluation include the following:

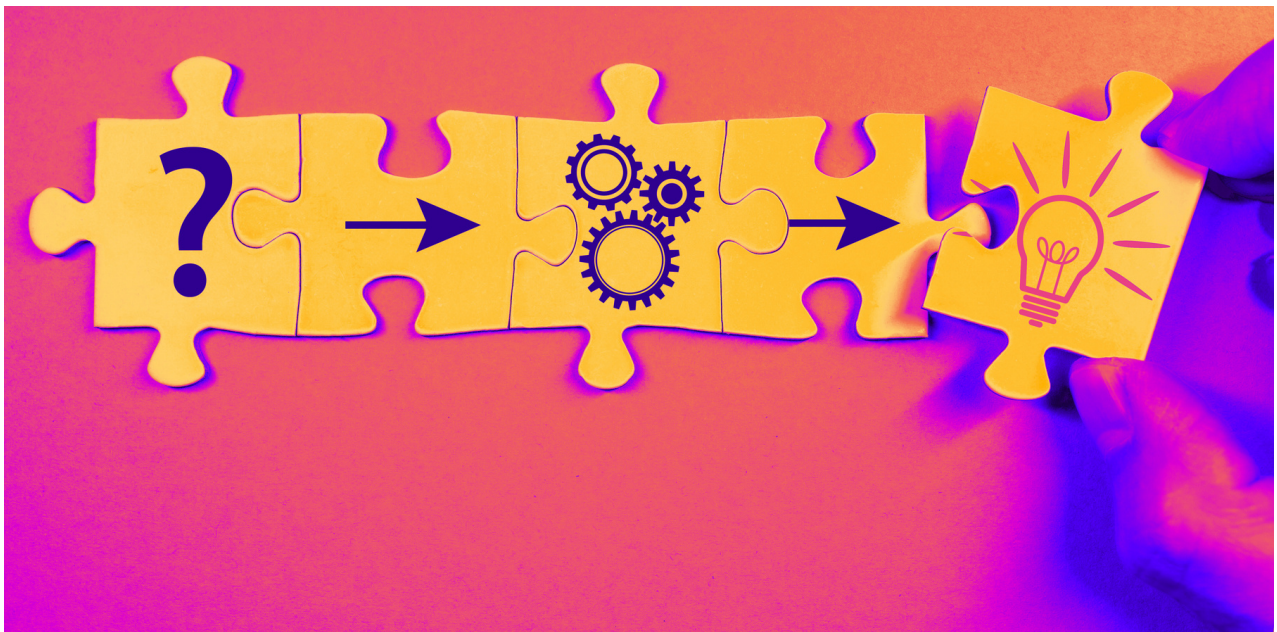
- *Develop an abstract*
- *Chart progress and performance*
- *Develop a checklist to evaluate*
- *Build a database*
- *Graph performance*
- *Develop a report*
- *Develop a spreadsheet to ...*
- *Survey ...*
- *Evaluate*
- *Assess*

Putting it all together

To ensure you develop the ideal learning activity for any learning experience, first identify which Bloom's level applies. Then choose the type of activity which you think is relevant to topic and context.

Now it is time to develop the activity according to content and workplace requirements. As you do this, remember the five success principles and consider how these principles can be applied to your activity.

We trust that you will have lots of success creating meaningful, relevant and engaging learning activities which will generate loads of learning. If you need a hand with any part of the process, send us an email or give us a call. We love to see people succeeding!



Moving forward



Mastering learner engagement is a journey, like any journey, it can take you through a range of experiences, some expected and others totally unexpected. Make sure you learn from the unexpected.

Sometimes you can build your confidence and competence on your own. Other times you need a good coach to support your progress and ensure you get the results you desire.



Getting these results will take you through many experiences, at times it will be comfortable, challenging, a little intimidating, exciting and joyous. Thankfully my learners, and their reactions and responses to activities, have provided me with my deepest learning in this area.

If you need support, reach out. Perhaps I am the person who can coach you and support your development.

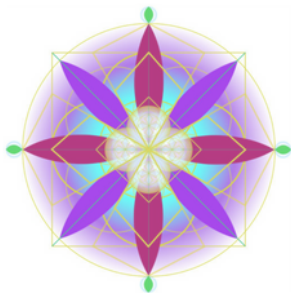


Discovery Call

If you want more information about training or coaching options, or explore ways of meeting your own needs, or the needs of your team, why not book a time to chat and discover what's possible?

This is a totally complimentary and no-obligation service, so book a time that suits you.

<https://calendly.com/jmc-1/discovery-call>



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About Jennifer Campbell

Jennifer Campbell is the CEO and founder of TTW Institute. She is also the author of "The Essential Guide to Training Success: Shifting Paradigms in Organisational Learning."

Jennifer's passion for people, learning and transformation is underpinned by a deep intuitive sense, teamed with practical wisdom. Jennifer works collaboratively to design and facilitate professional development opportunities which transform individuals and organisations.

Jennifer is The Training Whisperer™. Just as a horse whisperer develops a deep understanding and innate sense of the horse's needs and responds in subtle ways to calmly increase the horse's confidence and capacity without breaking its spirit. As The Training Whisperer™, Jennifer develops a deep understanding of her clients, so she can respond to their needs and gently focus their practice to get spectacular results while deeply honoring and respecting them.

Having trained trainers for more than twenty years, and having worked on five continents, training literally thousands of people, Jennifer knows what it takes for you to become a master trainer able to facilitate learning in powerful ways.



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