

20 Sure-Fire Ways to Stuff-up a Learning Program

“When reading your correspondence the reader must say “Wow” in the first third of the page”

“When listening to your presentation the listener must say “Wow” within the first 3 minutes”

The design, facilitation and evaluation of effective learning programs is very complex. There is much more to it than getting a bunch of people together and talking to them .

How to stuff-up a learning program-

Do not develop learning objectives to guide design

Do not use multiple sense learning

Do not make sessions interactive

Do not have supervisors reinforce the expectation lessons learnt are valued and will be put in practice

Do not follow up with learners

Foster “Death by Power-Point”

Do not use Action and Experiential learning models

Do not foster critical reflection

Do not allow learners to play with the concepts

Do not use humour to reinforce your messages

Put the focus on the facilitator instead of the learner

Stuff the learner full of information

Do not use the advantages of SAY & DO

Be academic rather than practical

Make learning hard work instead of fun

Do not have consequences for inappropriate behaviours

Do not treat learners with respect

Do not give regular meaningful feedback

Do not reward good performance

Do not use Learning Needs Analysis to guide program design

Learning-Mezirow

- “Learning is the process of making a new and revised interpretation of the meaning of an experience which gives subsequent understanding, appreciation and action”



We retain

- 10% of what we Read
- 20% of what we Hear
- 30% of what we See
- 50% Of what we Hear and See
- 70% of what we Say
- 90% of what we **SAY & DO**

Bachelor of Education

- “Training” is what others do to you
- “Learning” is what you do to yourself



Bachelor of Education

- “Learn a little well”

