

# Adult learning



Designing  
effective events by  
*understanding* how  
adults learn







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# Learning Logs

Have you ever been to a very good training program, got some good ideas, but a month after you have returned to your job, not only have you not done anything about implementing them, but you have trouble remembering even what some of the ideas were? If you answer “yes”, then you are normal.

As adults, our current behaviour is deeply reinforced by our habits and routines, by the expectations of the people around us, and by the constant pressure to respond quickly and get things done.

This learning log is intended to help you capture your thoughts as they occur and also to provide a working space for you to move from your initial thoughts to a possible course of action.

It is meant to be used -when your ideas come to you, whether that be during sessions, after sessions, during a meal, and at least once per day during the residential sessions. If you develop the self- discipline to complete each section of the log when it is current, you will be rewarded by a sharper appreciation of the value of that experience and how you can turn the learning to practical use.

If you want to get maximum benefit out of this training program, use the learning log on a *daily basis*. It is for your personal use only and you will not be asked to show it to anyone else.



# *Learning Logs*

My thoughts, impressions and good ideas from throughout the course:



# *Learning Logs*

Day 1

Topics:

What have I Learnt?

How might I put it into Practice?



# *Learning Logs*

Day 2

Topics:

What have I Learnt?

How might I put it into Practice?



# *Almost painless evaluation*

It is important to get good feedback after each meeting for continual improvement. The following process is relatively painless and quick (about ten to fifteen minutes).

For evaluation to be effective it needs to be timely and structured. It should also have a positive focus.

Timeliness usually means close to the end of the meeting - but make sure you have allowed time in your plan and members are aware you will be doing it. (Don't try to force a surprise evaluation. If the meeting has run over an hour and people are in a rush to leave it won't be positive.)

The 'structure' will be to ask people to identify the things they liked about the meeting and propose constructive suggestions for the changes which will improve future meetings. If 'likes' and 'changes' are put up simultaneously the group will tend to be more honest and more constructive than if listed separately.

Prepare pieces of butchers paper or whiteboard split down the middle - on the left write 'liked' and on the right side 'would change'. Once your meetings are used to this you can replace these with a plus sign and a delta sign. It is important to keep the process positive and productive by asking for change suggestions, not a list of negatives.

Introduce the tool it briefly in the introduction to the meeting. Give a fuller explanation before you run the evaluation.

Introduce the tool by saying something like:

"Just in the last fifteen minutes before we close, I would like to get some feedback from you about today's meeting, to know what to keep doing and what to improve on.

I am going to ask you to think back over the meeting and list the things that you liked most about the meeting, what went well, on this side of the sheet. On this side we'll list things you think we could change to improve it, what could we do better next time.

Is that clear? Okay, just spend one minute thinking over what you liked and what you would like changed. They can be in any order. Keep them brief and just give me (or the recorder) time to get them up."

Remember to keep the introduction positive. Encourage the participants to think constructively about even more successful meetings. This makes it less threatening for the meeting organiser. If people give a 'negative' - ask them to rephrase it as a suggested change. Avoid arguing with any of the comments - the aim is just to get them up and close the evaluation. Often you can get opposites. Someone might say "keep it moving faster" as a change, and someone else will counter with "good pace" as a liked. Just let them get it up and keep the pace moving until they are out of suggestions or you reach the time you've set.

Then say something like:

"Well thanks for those suggestions, we'll see what we can do to build them in next time" and move on to close the meeting.

Keep it quick, succinct and positive and you should end up with some useful feedback and recognition of what you have achieved.

Like/+	Change/



# *Adult Learning Principles*

## References

Malouf, Doug (1994) “How to teach adults in fun and exciting ways”  
Chapter 2, Pages 12 – 21: *The Laws of Learning*.

Knowles, Malcolm (1990) “The Adult Learner: A Neglected Species, Fourth Edition  
Chapter 3, Pages 54 – 65: *An Androgical Theory of Adult Learning*.

## Relevant

Adult learners are self directed and need to set their own learning objectives. Learning is best when the learner can proceed at their own pace.

Motivation to learn is usually highest when the subject matter relates to the immediate interests, concerns and learning goals of the learner.

Learning should be relevant to the learner’s work or other responsibilities and valued by the learner. Adult learners want to know “what’s in it for me” (WIIFM).

## Participation

The learner should actively participate in the learning process as it will enhance the retention of new concepts. If adult learners spend most of their time just sitting and listening , they won’t learn much.

Adults are people with years of experience and a wealth of information and learn effectively from each other as well as the teacher/facilitator. Participating learners are a resource for the other learners.

Whenever learners learn something new, there is always a stage when they need support. A time when they need someone who knows more than they do. Someone to answer their questions. This can occur when learners are involved and there is two-way communication.

## Experience Based

Adults bring a great deal of background experiences and prior knowledge to any new learning process. The adult learner relates new knowledge and information to previously learned information and experiences.

Adults learn best when they can see the connection between earlier stored knowledge and learning experiences and new information.

# *Adult Learning Principles*

## **Safe Environment**

Both the physical and the social environments are important to facilitate learning for adults.

A social environment needs to be established where each individual learner feels accepted, supported and respected.

People will not ask questions or participate in learning if they are afraid of being put down, ridiculed or made to look foolish. People are afraid to make mistakes. Self-esteem is at risk in a learning environment that is not perceived as safe or supportive.

The physical environment can also affect learning positively or negatively.

People react differently to such factors as room temperature, arrangement of the room (e.g. closeness of seats), time of day (early morning versus late in the day), brightness of the lighting, and sound (e.g. noise distractions from nearby construction or talking among participants).

## **Problem Oriented**

Adults tend to have a problem-centered orientation to learning. They usually want to use what they learn soon after they learn it to solve their own practical problem. They generally want to immediately apply new information or skills to current problems or situations.

Adult learners like to solve problems, not just learn facts.

## **Achievement**

Adult learners like to know how well they are doing. Providing timely feedback helps the learner evaluate their own progress to see if their learning has been successful and has led to the mastery of new content, skills or knowledge.

Adult learners like to evaluate how the learning has paid off.

Having success in achieving their own learning objectives facilitates further learning.



# *Learning Styles and Learning Cycle*

## References

Honey and Mumford (1986, 1992) Learning styles and questionnaire and descriptions

Mumford, Alan (1993) Putting learning styles to work: an integrated approach.  
Journal of European Industrial Training, Vol 17, No 10, 1993. Pages 3 – 9.

Pfeiffer, J.W. and Ballew, A.C. (1988) Learning styles.  
Presentation and evaluation skills in human resource development. UATT Series, Vol 7, Pages 243 – 249.

Honey and Mumford (1982, 1992, 1993), Action Learning Cycle.

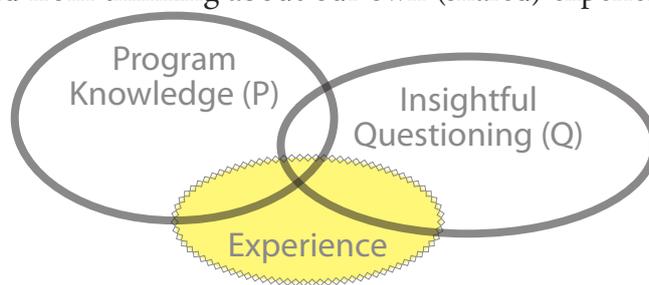
# Learning Cycle

## Knowing and Action

'... knowing begins and ends in experience; but it does not end in the experience in which it begins.' [C.I. Lewis in Experience and meaning, Philosophical Review, vol xciii p. 134, 1934.]

Action Learning is the notion of pedagogy developed by Prof. Reg Revans. For the purposes of this research, his basic notions (developed originally for industry) have been adapted to the present context.

His basic proposition is that we have two sources of learning. We learn from 'experts' and from thinking about our own (shared) experience.



For Revans: Learning = P + Q where...

P = 'programmed knowledge'. We learn from what we are told or shown by others by accepting explicit knowledge. This kind of knowledge is necessary but not sufficient to enable us to deal with the complex, messy ever changing reality of our own experiences. This kind of knowledge can be a basis for being clever.

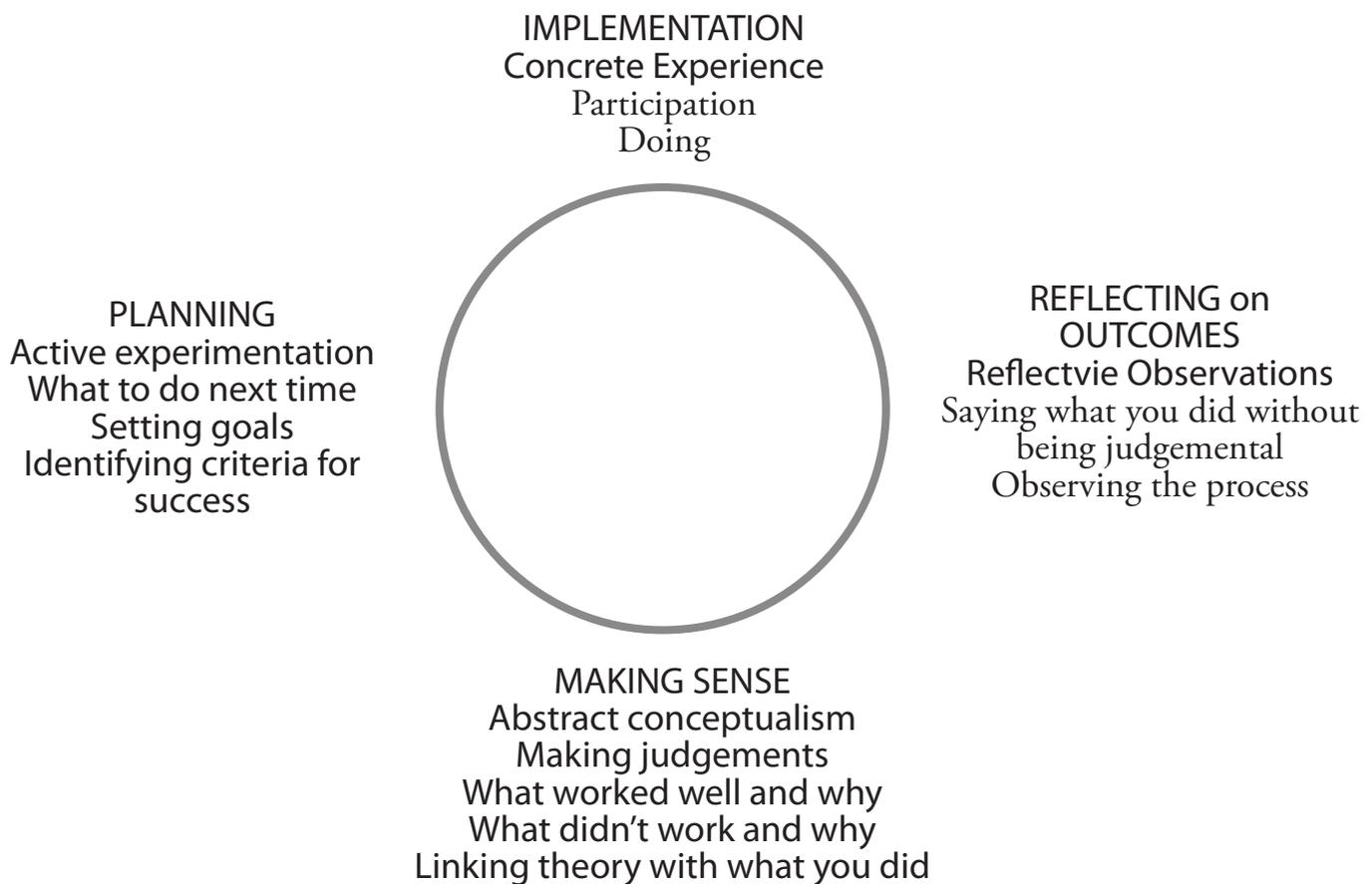
Q = 'questioning insight'. We learn from what we can think for ourselves. This kind of learning is required to make sense of our unique and sometimes unusual experiences, that is, from our experience we develop tacit knowledge. Such knowledge includes insights about ourselves (including our own knowledge and ignorance) as well as the world in which we live. This can be a basis for wisdom.

Our own thinking is derived largely from insight into our own experience. This requires some questioning techniques that extend the insight to be achieved:

- What don't I know?
- What are the concepts involved?
- How does it work?
- How did my actions help?
- Is this consistent with what we know?
- How does this explain our experiences?
- Where are the obstacles, constraints...?
- To what extent are my purposes realistic, feasible, desirable..?
- What questions might I ask in order to begin finding out?
- How does this add to our what we know?
- Who else is struggling, as I do, with the complex problems of reality?
- What are our values, motivations, lived experiences?

Thus the processes involved in insight are largely deconstructing and relating experience and existing knowledge, in order to reconstruct 'new' knowledge and prepare to test the new knowledge through new activities and experiences

Kolb (1984) provides one of the most useful descriptive models of the adult learning process, inspired by the work of Kurt Lewin.



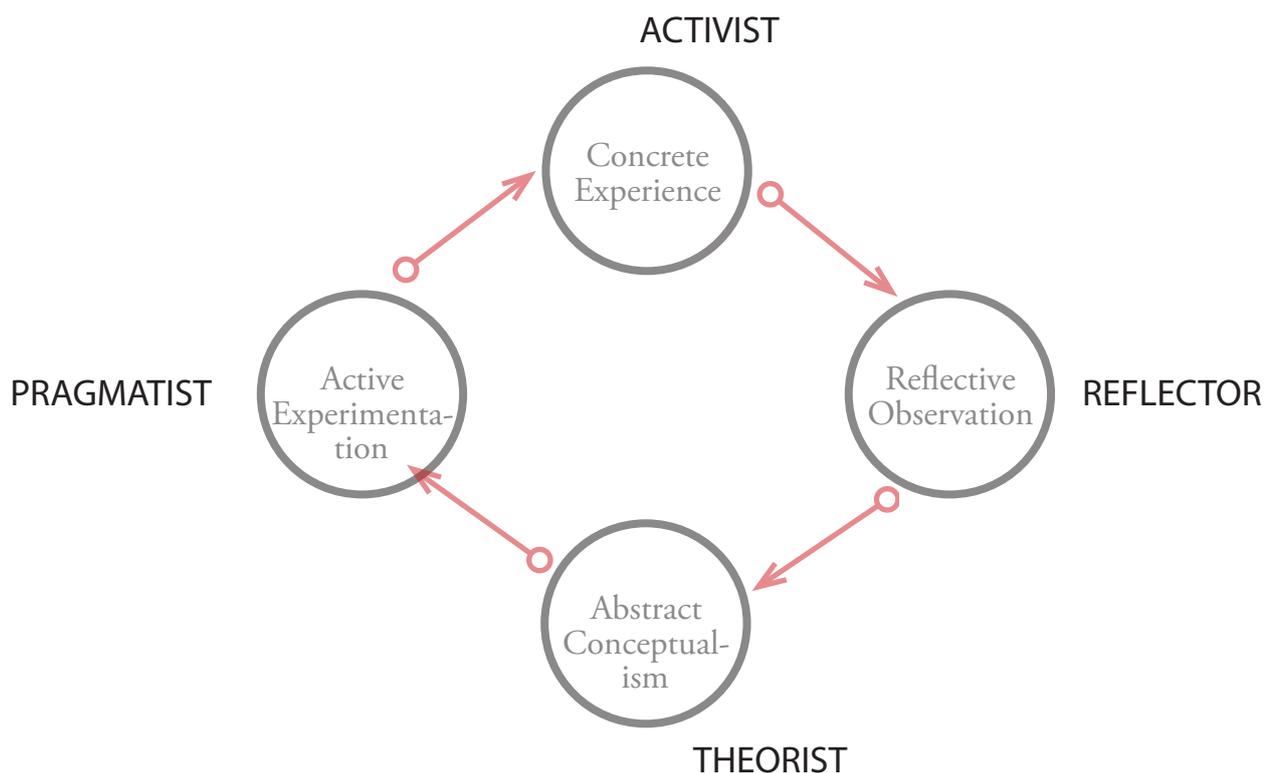
This suggests that there are four stages which follow from each other:

Concrete Experience is followed by Reflection on that experience on a personal basis. This may then be followed by the derivation of general rules describing the experience, or the application of known theories to it (Abstract Conceptualisation), and hence to the construction of ways of modifying the next occurrence of the experience (Active Experimentation), leading in turn to the next Concrete Experience.

All this may happen in a flash, or over days, weeks or months, depending on the topic, and there may be a “wheels within wheels” process at the same time.

The most direct application of the model is to use it to ensure that teaching and tutoring activities give full value to each stage of the process. This may mean that for the tutor or mentor, a major task is to “chase” the learner round the cycle, asking questions which encourage Reflection, Conceptualisation, and ways of testing the ideas. (The Concrete Experience itself may occur outside the tutorial/mentoring session).

## Experiential Learning Styles



Honey and Mumford (1982) have built a typology of Learning Styles around this sequence, identifying individual preferences for each stage (Activist, Reflector, Theorist, Pragmatist respectively).

Learning styles mean that:

- At a minor level there is a need for adjustment between learner and teacher: sometimes their preferences are complementary, sometimes antagonistic, and of course sometimes collusive if they both tend to go for the same stages in the cycle.
- At a major level, neglect of some stages can prove to be a major obstacle to learning.

Reference: <http://www.learningandteaching.info/learning/experience.htm>

# *Notes*





## Perceptual Modalities

### References

The Adult Learner, Strategies for Success. Robert L. Steinbach. A fifty Minute Series Book. Pages 13 – 19.

Flannery, Daniel ED (1993) Applying cognitive learning theory to adult learning. Section on 'What are Perceptual Modalities and how do they contribute to learning' Robert F. Wislock. Pages 5 – 13.

### What are perceptual modalities?

We receive information through our five senses and this is processed by the brain.

We express ourselves through speech, writing, gesture and movement. Our personal learning style depends on the way we use our brains and our bodies in receiving and expressing information.

Three main forms of communication and learning are visual, auditory and kinaesthetic. We all use the three forms to some extent but, for each individual, one is often dominant and used more automatically.

*The brain is like a TV set with several channels for taking in information. Often one channel is clearer and stronger than the others and you may rely on this channel more than others*



Similarly, people tend to be left or right brain dominant. When we identify our own natural preference for visual, auditory, kinaesthetic, and right and left brain usage, we can capitalise on the strongest and develop the others more fully. Ideal teaching programmes utilise all senses and the whole brain.

### Visual learners

are learners who tend to see things in their minds and to use images.

They prefer to learn from reading, note-taking and diagrams.

Typical expressions use 'see' words: "I see that" and "That looks right". When spelling they try to 'see' the word.

They enjoy reading, appreciate drama and art, and are good at reading facial expressions and body language. They write lists and thank you letters.

Indicators of predominant use of the visual mode are upward eye movements, rapid speech and shallow breathing.



## Auditory learners

are learners who tend to listen and talk.

They prefer to learn from lectures, talks and audio-tapes.

Typical expressions use 'hear' words: "It sounds right" and "Listen to this". When spelling they try to 'sound out' words phonetically.



They enjoy using the telephone, listening to music and radio and talking. They give verbal instructions, rehearse aloud and learn by talking to themselves.

Indicators of predominant use of the auditory mode are sideways eye movements, speech that is clear and even, and mid-chest breathing.



## Kinaesthetic learners

are learners who tend to use movement and action.

They prefer to learn by writing, acting out, pacing and gesture.

Typical expressions use 'touch' words: "I feel that is the case" and "I get it". When spelling they try to write the word mentally to see if it feels right.

They enjoy dancing, sport, and working things out while on the move. They fidget, gesture a lot and give messages through touch.

Indicators of kinaesthetic dominance are downward eye movements, very full breathing, slow speech and deep voices.

## Implications for teaching

Research indicates that:

35% of people are primarily Visual learners

25% of people are primarily Auditory learners

40% of people are primarily Kinaesthetic learners

Sensory modality is another layer to consider and modality-based methods provide different ways to meet the needs and VAK preferences of learners.

VAK needs to be catered for in the events and activities you design.

Making use of all three sensory or learning styles is essential in expanding the capacity to learn.

The more senses that are used during learning the better the memory storage. Practising and strengthening all three learning modes develops greater flexibility and productivity in learning and performance.

# *Notes*



## VAK DOMINANCE TEST

Do this test quickly, choosing the first answer that comes to mind, or the one that occurs most often.

1. When relaxing I prefer to:
  - (a) read or watch television
  - (b) listen to radio or music
  - (c) play sport
2. When trying to remember people I tend to:
  - (a) remember names but forget faces
  - (b) remember what I did with them
  - (c) remember faces but forget names
3. When I am concentrating I get most distracted by:
  - (a) people or things moving around
  - (b) untidiness
  - (c) noise
4. I learned most about traffic rules from:
  - (a) the road code book
  - (b) what the driving instructor said
  - (c) the driving experience
5. I solve problems most easily by:
  - (a) talking through possible solutions
  - (b) hands on experiences
  - (c) writing or drawing out possible solutions
6. If I had to wait an hour for a bus I would most, likely-
  - (a) fidget, walk around
  - (b) watch people or the scenery
  - (c) talk to myself or talk to others
7. To show sympathy I would most likely:
  - (a) write a card to the person
  - (b) telephone the person
  - (c) visit the person
8. I try to spell a new or difficult word by:
  - (a) sounding it out
  - (b) writing it to see how it feels
  - (c) writing it to see how it looks
9. Of the arts I prefer to go to:
  - (a) theatre – plays, opera and dance
  - (b) art exhibitions
  - (c) music concerts
10. When I get very angry I tend to:
  - (a) go quiet and fume silently
  - (b) shout and yell
  - (c) storm off, bang things
11. In class I prefer:
  - (a) lectures and discussions
  - (b) experiments and activities
  - (c) diagrams and pictures
12. In a video shop I am more likely choose to from:
  - (a) action, adventure
  - (b) drama
  - (c) music
13. To know what sort of mood someone is in I tend to:
  - (a) look at their face
  - (b) listen to their voice
  - (c) notice their gestures
14. I prefer the humour of:
  - (a) comedians who talk
  - (b) slapstick action
  - (C) comics and cartoons
15. At a party I tend to spend most time:
  - (a) circulating round or dancing
  - (b) watching what is happening
  - (c) talking and listening to others
16. I prefer something explained by:
  - (a) diagrams, pictures, maps and graphs
  - (b) talk, lecture
  - (c) demonstration
17. In class I like it best when we are:
  - (a) listening to the teacher talking
  - (b) moving round, doing things
  - (c) writing or doing worksheets
18. I learn skills best in sport when the coach:
  - (a) demonstrates the skill
  - (b) explains the skill using the whiteboard
  - (c) talks about the skill
19. In the evening, at camp or on a trip, I would prefer to:
  - (a) play cards
  - (b) tell jokes and listen to them
  - (c) play hacky sack (kick a ball around)
20. I would prefer my partner or closest friend to like:
  - (a) the same music as me
  - (b) the same sports or activities its me
  - (c) the same movies or TV show

Learning Styles Answer Grid – VAK

Question Number	1	2	3	4	5	6	7	8	9	10
a	V	A	K	V	A	K	V	A	K	V
b	A	K	V	A	K	V	A	K	V	A
c	K	V	A	K	V	A	K	V	A	K

Question Number	11	12	13	14	15	16	17	18	19	20
a	A	K	V	A	K	V	A	K	V	A
b	K	V	A	K	V	A	K	V	A	K
c	V	A	K	V	A	K	V	A	K	V

Totals	
V	
A	
K	

# *Notes*





## *Planning Frameworks*

### Framework for planning an extension event: matching process to purpose

Jenny Crisp and Colin Holt - revised 2008

#### Summary

The framework presented in this section provides a practical structure and process for designing short-term extension events.

The main aim of the framework is to achieve the purpose and outcomes of an extension event most effectively. It helps you to think about a range of ideas, tools and processes into the event design, as well as principles of adult learning and good communication.

The framework consists of nine sequential steps. Each step includes guiding questions to stimulate and prompt thinking.

#### Background to framework

Initial inspiration for the event framework came from 'POP', a simple planning concept introduced to us by Peter Adamson (personal communication 2000).

'POP' represents the words 'Purpose', 'Objectives and 'Process', and has not been described in more detail so far. The aim of the concept is to clarify the purpose and desired objectives, and ensure that the process will meet that purpose and deliver those objectives.

This concept of congruency, or alignment between planning elements, is described in two earlier extension process design papers: 'Framework for the design, management and evaluation of extension processes' by Clark et al (1997), and 'Extension process design, management and improvement' by Timms and Clark (1999). These papers are focused at the 'higher' level of program or project extension planning, while 'POP' is focused on short-term event design.

The simplicity of 'POP' has merit. As trainers in extension, we find 'POP' an easy and effective way to introduce the key concept of congruency and rigour to extension design.

With thorough application, event design outcomes are excellent, however, the quality of practical application is unpredictable and inconsistent, depending heavily on the user.

For us, the need arose for an event design process which would guide and stimulate thinking more strongly, encourage greater depth and breadth of ideas, and produce a more consistent quality of outcome.

While the initial focus of our thinking for this paper was rigour and congruency, we were keen to incorporate other elements of good extension event design into the framework. Too often new concepts and tools are raised, but not added to what already works well.

Other elements we have included are: principles of adult learning (Knowles 1990, Malouf 1994); action learning and the action learning cycle (McGill and Beatty 1995, Mumford 1993); learning styles (Honey and Mumford 1992); visual, auditory and kinaesthetic learning (Steinbach 1993, Flannery 1993); finding a special 'hook' to attract attention and aid recall; and incorporating 'texture' changes into the event process.

During development, the framework was tested by a range of extension officers. Their feedback contributed significantly to the improvement and practical application of the final product.

## Purpose of framework

The event design framework discussed here intends to provide a process to:

- achieve the purpose and outcomes of an event most effectively
- consider a wide range of ideas, tools and processes before finalising an overall event design
- incorporate the principles of adult learning and good communication in the event design

## Using the framework

### Application

This framework is intended to help design relatively short-term extension events such as workshops, field days, meetings, and presentation sessions. It can also be used to plan more passive experiences such as information and show displays.

Each time you complete the framework, the easier it will be to design extension events. Every experience leads to more ideas, tools and processes becoming familiar to you. Step 5 in particular will draw out elements useful to a range of different events.

As a balance, be cautious about repeating extension processes regularly without due thought. For every new extension situation, use the framework to maximise learning opportunities for the participants of the event, and also for yourself.

The framework can also be used retrospectively, to reflect on how well a past activity was designed. For this use, you probably won't need to go into as much detail as for forward planning and design. Adjust the steps and questions for your own use.

## Involving others in planning

We recommend you involve others in the planning and design process for greater diversity of ideas. Others can also provide a check or support for your own ideas. Involving specific stakeholders in the planning (such as potential participants, speakers and helpers) may have the added benefit of increased ownership and commitment to the process.

## What the framework will not do

The framework will not give you the answers, or do the thinking for you; it merely provides a structure to broaden and add depth to your thinking. The more you put into it, the more you will get out of it. It is not intended for the design of large-scale extension strategies for projects or programs. This is covered in other chapters.

## Nine steps to planning an extension event

The framework consists of nine steps (see Table 1 below), providing a practical sequence for designing an extension event.

Table 1: Nine steps to planning an extension event

Step 1	Identify purpose of event
Step 2	Identify target audience for event
Step 3	Identify objectives
Step 4	Check back for congruency of outcomes to purpose
Step 5	‘Brainstorming’ ideas <ul style="list-style-type: none"><li>• knowledge and skill outcomes</li><li>• adult learning principles</li><li>• learning styles</li><li>• the action learning cycle</li><li>• a special ‘hook’ for the activity</li><li>• visual, auditory, kinaesthetic and olfactory learning</li><li>• managing expectations</li></ul>
Step 6	Fine tune ideas into event running sheet
Step 7	Check back for congruency of process to outcomes
Step 8	Pre-event tasks
Step 9	Post-event tasks

Each step includes a selection of guiding questions to stimulate and expand your thinking. The questions are only a guide; you may choose to address them all, or just those applicable to your situation.

You may find that some guiding questions are almost the same. Work with the question you prefer. (Ed note: When Jenny and Col developed the framework, they found that a certain question appealed to Jenny and another appealed to Col. They decided to keep in the hope it will add diversity to your thinking).

## Step 1: Identify purpose of event

It is very important to have a clearly defined purpose for your extension event to provide the necessary direction and focus for planning.

The purpose is generally quite broad, and there may be several distinct purposes for one event (defining desired objectives at Step 3 will provide more specific detail).

### GUIDING QUESTIONS

*What is the broad purpose (or purposes) of the extension event?*

*Why are you having the extension event?*

*What are you trying to achieve?*

## Step 2: Identify target audience for event

It is important to identify the target audience/s to participate in the event, as their needs will influence event design.

### GUIDING QUESTIONS

*Who are the target audience/s for the information?*

*What are their needs?*

*What are their levels of experience and knowledge on the topic?*

*What problems/issues will the event address for the target audience?*

*What contribution might the target audience bring to the event?*

## Step 3: Identify objectives

Objectives are what you want your extension to deliver; a tangible measure of achievement of the purpose. Objectives should be as specific and detailed as possible, and matched to the stated purpose/s above.

E.g. Do you want participants to be open, honest, enjoyable, participatory, involved, motivated, empowered, feel safe, feel challenged etc.

It is just as important to think about and plan for these experiential outcomes as it is for knowledge and information outcomes.

### GUIDING QUESTIONS - KNOWLEDGE OR TECHNICAL OBJECTIVES

*What do you want the event to deliver?*

*What would a successful activity look like?*

*What knowledge, information or skills would you like participants to take away?*

### GUIDING QUESTIONS - EXPERIENTIAL OBJECTIVES

*What kind of learning experience would you like participants to have?*

*What is your intended change for the target audience?*

## Step 4: Check back for congruency

To ensure your extension activity has rigour, it is important to check for congruency between objectives and purpose.

### GUIDING QUESTION

*Will achieving all stated objectives deliver the full purpose of your extension event?*

*Are your objectives consistent with the purpose?*

## Step 5: 'Brainstorming' ideas

Step 5 is about gathering and generating as many ideas and thoughts as possible before planning the detail of your extension event.

It aims to think big, before focusing in on the best possible final product and process. The elements listed on the following pages provide a framework for your thinking and again includes guiding questions.

A number of summary references on extension tools and processes are available, including Carman and Keith (1994), Hogan (1998) McIntosh (1997) and Keating. These references provide brief summaries of a wide range of extension tools and processes, with original information sources listed.

You can also add to your skills and knowledge greatly by watching and consulting other extension practitioners and presenters.

### QUESTIONS TO GUIDE YOUR THINKING

#### a) Knowledge/ skill objectives

*What technical information is available to help participants achieve the knowledge and information objectives identified in Step 3? Where will you find this?*

*What technical resources, aids or materials will you need?*

*Are there any existing activities, demonstrations or props to present the technical knowledge?*

*What can be done to help the participants learn new skills?*

*How could you incorporate skills practice into your event?*

*Who else would you like to participate in, or help with the extension event (apart from the target audience(s))?*

#### b) Adult Learning Principles

References: Knowles (1990); Malouf (1994)

*How will you ensure participants are at ease/ in a mentally comfortable environment? At beginning? Throughout day?*

*How will you ensure the real needs or problems of participants are addressed?*

*How will you acknowledge and build on the experience within the group?*

*What participatory activities will you incorporate?*

*How will you involve the participants in discussion and debate?*

*How will you ensure participants feel a sense of achievement/ progress? During? At end? After?*

### c) Learning Styles

Reference: Honey and Mumford (1992)

For the Activist -

*Shall I learn or do something new?  
Will I get to have a go?  
Will there be a wide variety of activities?  
Will it be fun? Not boring?*

For the Reflector -

*Shall I be given adequate time to consider,  
assimilate and prepare?  
Will I be under pressure to be slap-dash?  
Will there be opportunities to think about and  
discuss relevant information?  
Will there be opportunities to listen to and discuss  
other perspectives?*

For the Pragmatist -

*Will there be lots of opportunities to question and  
discuss?  
Is there a clear purpose, objective and plan for  
the day?  
Will the agenda or structure of the day be  
explained and referred to?  
Are the concepts and information presented sound  
and valid?  
Is the presenter credible, of high calibre?*

For the Theorist -

*Will we be addressing real problems? Real to  
me?  
Will the examples or case studies be real and  
credible?  
Will there be lots of practical tips and  
techniques?  
Will there be opportunities to practice and  
experiment?  
Will we come away with action plans? Next  
steps?*

#### d) Action learning cycle

References: McGill and Beatty (1995); Mumford (1993)

(if you are not familiar with cycle, answer following three questions)

*How will you help participants move around the action learning cycle?*

*How will you help participants reflect and make conclusions about what they have seen, heard, done, learned?*

*How will you help participants identify their main learnings from the activity? How will you document these learnings?*

*How will you help participants put their learning into practice? During the activity? After the activity?*

*What will the next steps be for the group after this activity? For this topic? For other topics?*

#### e) The hook

*What is something special or different that will help people remember the day and information? The magic 'X' factor? The hook?*

#### f) Visual, Auditory, Kinaesthetic (VAK) and olfactory

References: Steinbach (1993); Flannery (1993)

By planning for learning styles and adult learning principles (b and c above), visual, auditory and kinaesthetic learning are generally also covered. The three guiding questions below are provided as a check.

*Visual -  
What visual aids could you use to good effect?*

*Auditory -  
How could you use sound?*

*Kinaesthetic -  
How could you use movement and touch most effectively?*

*How could you effectively combine VAK in any activities within the event?*

*Olfactory - How could you incorporate sense of smell or taste into the activity?*

#### g) Managing Expectations

Participants will come to your event with some sort of expectation of the event or what they will learn.

*How will you set and manage this expectation?*

## Step 6: Fine tune ideas into event running sheet

Step 5 may have stimulated many possible ideas. You now need to focus on what mix of ideas, tools and processes will deliver the purpose of the event most effectively.

Use the guiding questions below to bring some sort of order to the information gathered from the brainstorm.

### GUIDING QUESTIONS

*What mix of ideas, tools and processes from Step 5 will deliver the outcomes and purpose of the extension event most effectively?*

*Are there any obvious groupings of ideas, tools or processes?*

*Can you achieve more than one objective with same tool or process?*

*What time is available to run the event?*

*What time is available to prepare for the event?*

*What resources are available to run the event?*

*What resources are available to prepare for the event? (presenters, other helpers, skill and knowledge, media, money, venue etc)*

### Consider Texture change

Texture refers to planned changes in the character and structure of activities (and environment) throughout an event.

By planning for all the above elements (a to f), texture changes are generally also covered. However, the guiding questions below are provided as a check.

*How will the event maintain interest and keep energy levels up?*

*How will the event incorporate change in: location, position in room, style or mode of presenting, visuals, audio, group structure, group activity or task, level group involvement etc?*

To complete the planning process, Table 2 below can then be used as a tool to document your final decisions into an event running sheet.

The running sheet should include as much detail as possible about every aspect of the event. (Except pre and post event tasks, such as promotion and process evaluation, which will be covered in steps 8 and 9.)

Table 2: Framework to help design event running sheet

What? (session)	How? (layout, timing, format, participants)	Why?	Resources?

After completing the event running sheet, it is useful to check this back to your gathering your ideas data.

*Are all parts of Step 5 (a to g) incorporated into the running sheet?*

## Step 7: Check back for congruency of process to objectives

To ensure your extension event has rigour, it is important to check for congruency between the final process and objectives.

### GUIDING QUESTIONS

*Will completing the process or series of activities outlined in the running sheet, achieve all stated extension activity objectives?*

*How well will the process outlined in the running sheet achieve the information, knowledge and skill objectives?*

*How well will the process outlined in the running sheet achieve the experiential objectives?*

## Step 8: Pre-event tasks

### Promotion

*How will you get people to attend the extension event?*

*What promotion will be most effective for the target audiences?*

*What hook could you use to attract the right target audiences?*

*What media will be most effective? What media do you have access to?*

### General organisation

*What do you need to organise or prepare for before the event?*

*What speakers do you need to invite? How might they benefit from being involved?*

*What other people do you need to approach to help with the activity? How might they benefit from being involved?*

*What venue, sites, permissions do you need to arrange?*

*What information, handouts, posters, other materials will you need to prepare?*

*Do you need transport?*

*Do you need any kind of insurance for the activity?*

*Have you prepared a timeline for things to complete before the activity?*

## Step 9: Post-activity tasks

### Process evaluation

*What elements of the extension activity went well, and why?*

*What elements of the extension activity did not go well, and why?*

*How could you improve the process for your next extension activity?*

*Can the participant evaluations add to your reflections for process evaluation?*

*Could peers participating in or observing the activity add to your reflections for process evaluation? Is there anyone else you could ask?*

### Post activity promotion

*How can you promote what the activity achieved?*

*Who should receive promotional material? Who should be thanked for their contribution towards the success of the activity? (eg participants, funders, local community, peers)*

*What will be the key message for each group of recipients? What photos or other material could we use for promotion?*

### Post activity follow up and reflection

*Is there anything you can do to add value to the learning experience for participants? Follow up information or actions?*

*How can you encourage post-activity reflection and action by participants?*

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# Notes





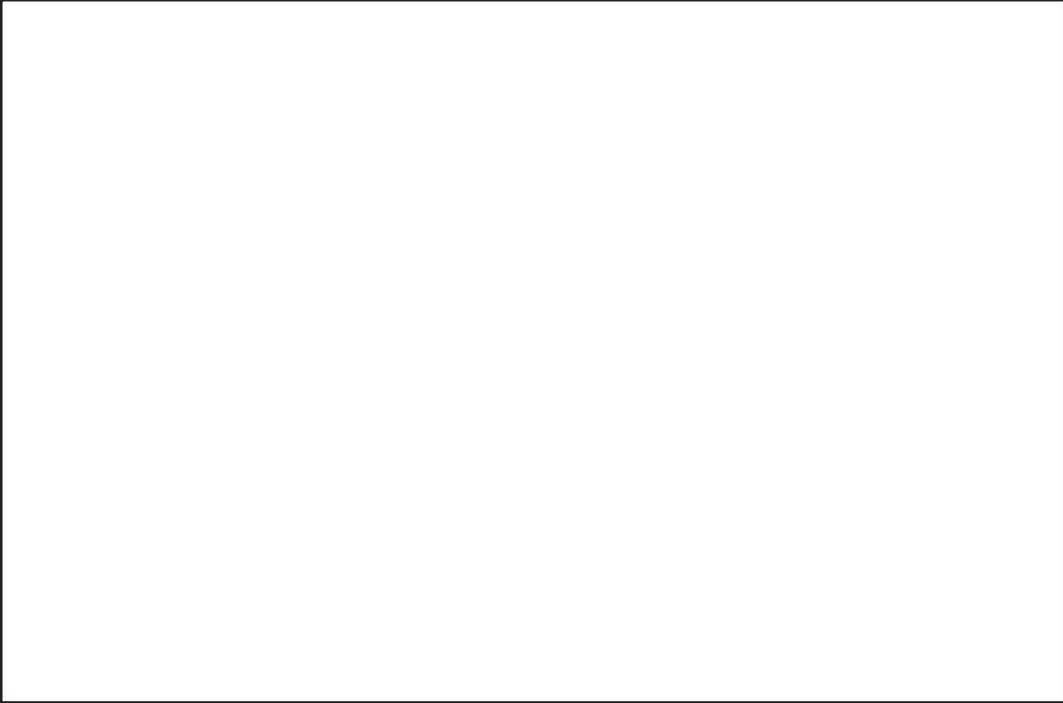
# Event Planning Sheet

What is the Event called?

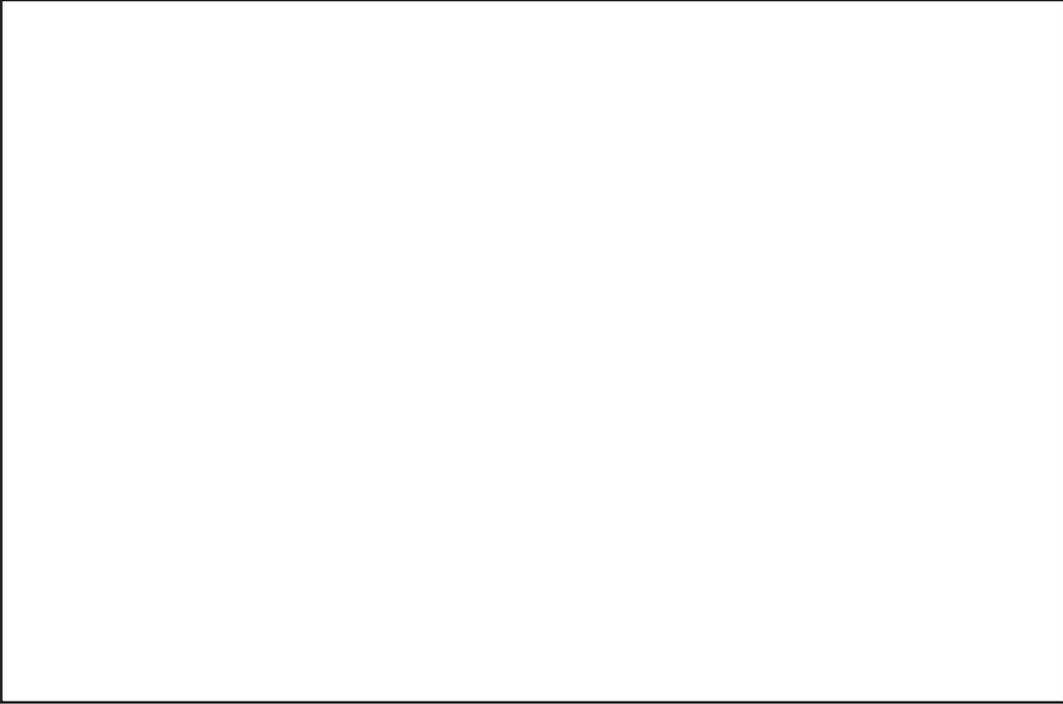
What is the broad purpose (or purposes) of the extension event?  
Why am I having the extension event?

Who is the target audience?  
What are their needs, experience and their characteristics?

Objectives : What knowledge information or skills would I like participants to take away?  
What would a successful activity look like?  
What kind of learning experience would I like participants to have?



Brainstorm ideas: What technical information is available to help participants achieve the knowledge, information and skill objectives?  
What technical resources, aids, PR materials will I need? What speakers?  
Are there any tried and tested activities to present the technical material?





How will I incorporate the Adult Learning Principles into the event?

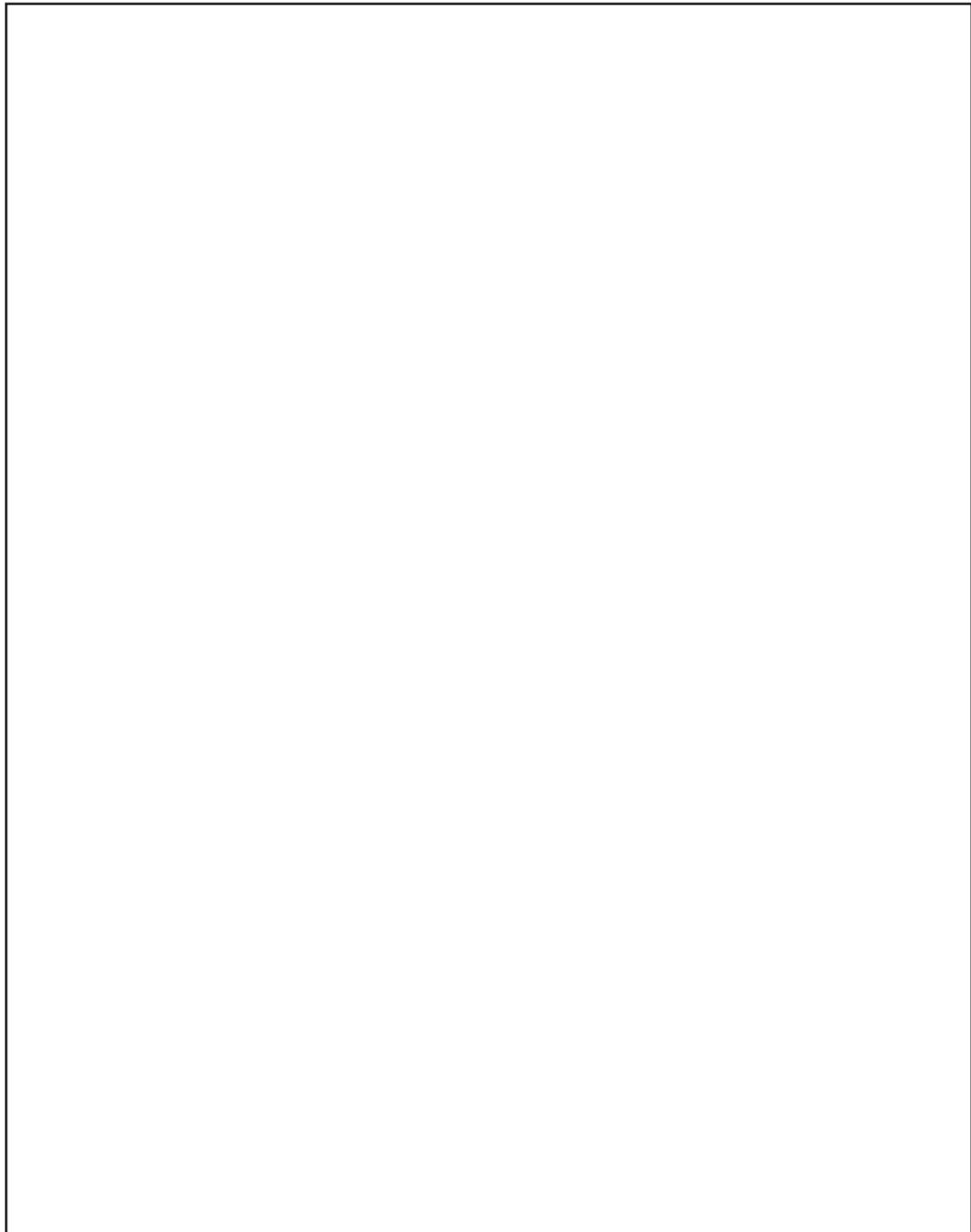
How will I ensure participants are at ease/ in a mentally comfortable environment? At beginning? Throughout day?

How will I ensure the real needs or problems of participants are addressed?

How will I acknowledge and build on the experience within the group?

What participatory activities will I incorporate? How will I involve the participants in discussion and debate?

How will I ensure participants feel a sense of achievement/ progress? During? At end? After?



## How will I accommodate all the Learning Styles?

### For the Pragmatist -

- Will I be addressing real problems?
- Will the examples or case studies be real and credible?
- Will there be lots of practical tips and techniques?
- Will there be opportunities to practice and experiment?

### For the Reflector -

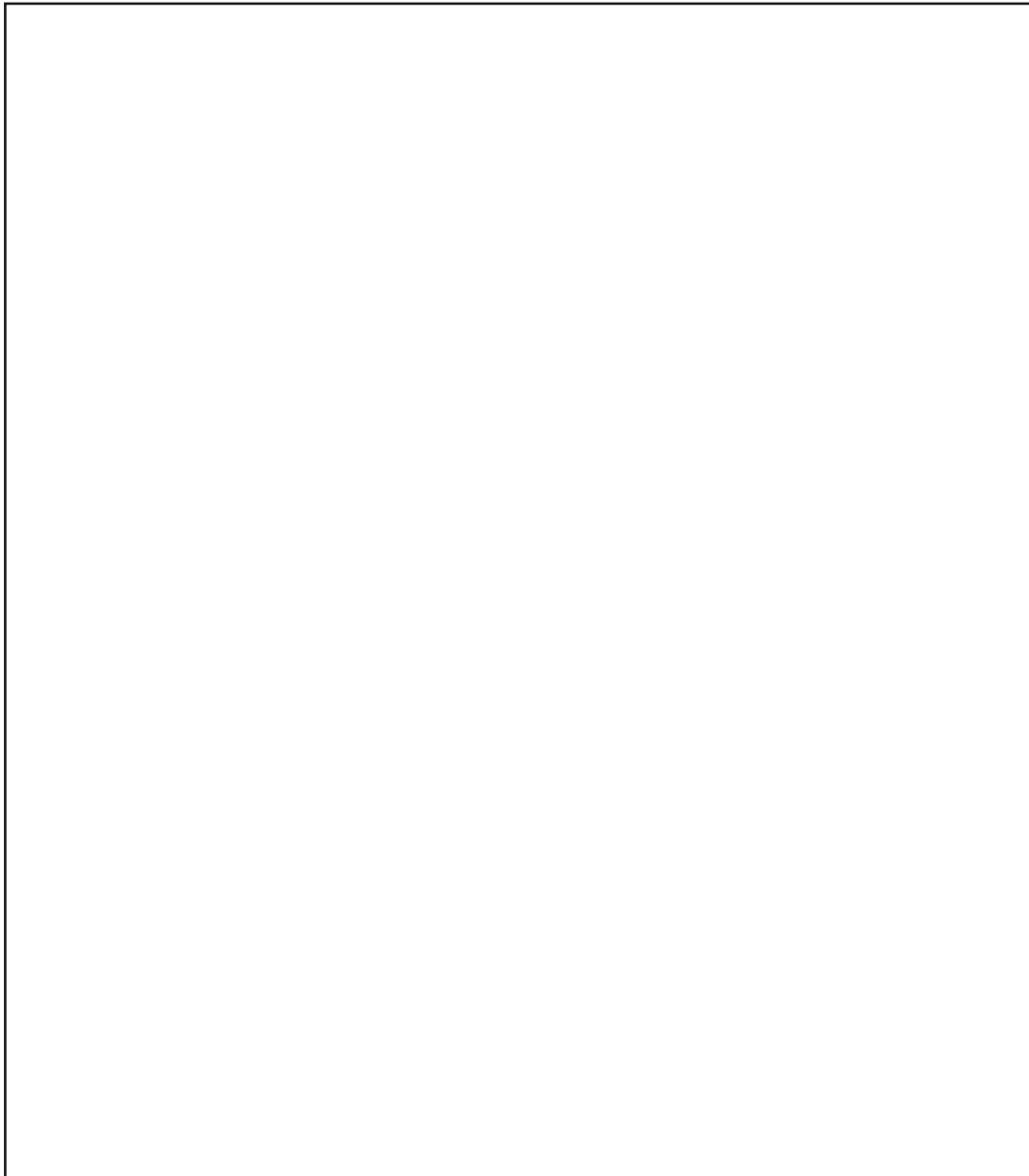
- Shall I be given adequate time to consider, assimilate and prepare?
- Will there be opportunities to think about and discuss relevant information?
- Will there be opportunities to listen to and discuss other perspectives?

### For the Activist -

- Shall I learn or do something new?
- Will I get to have a go?
- Will there be a wide variety of activities?
- Will it be fun? Not boring?

### For the Theorist -

- Will there be lots of opportunities to question and discuss?
- Is there a clear purpose, objectives and plan for the day?
- Are the concepts and information presented sound and valid?
- Is the presenter credible, of high calibre?



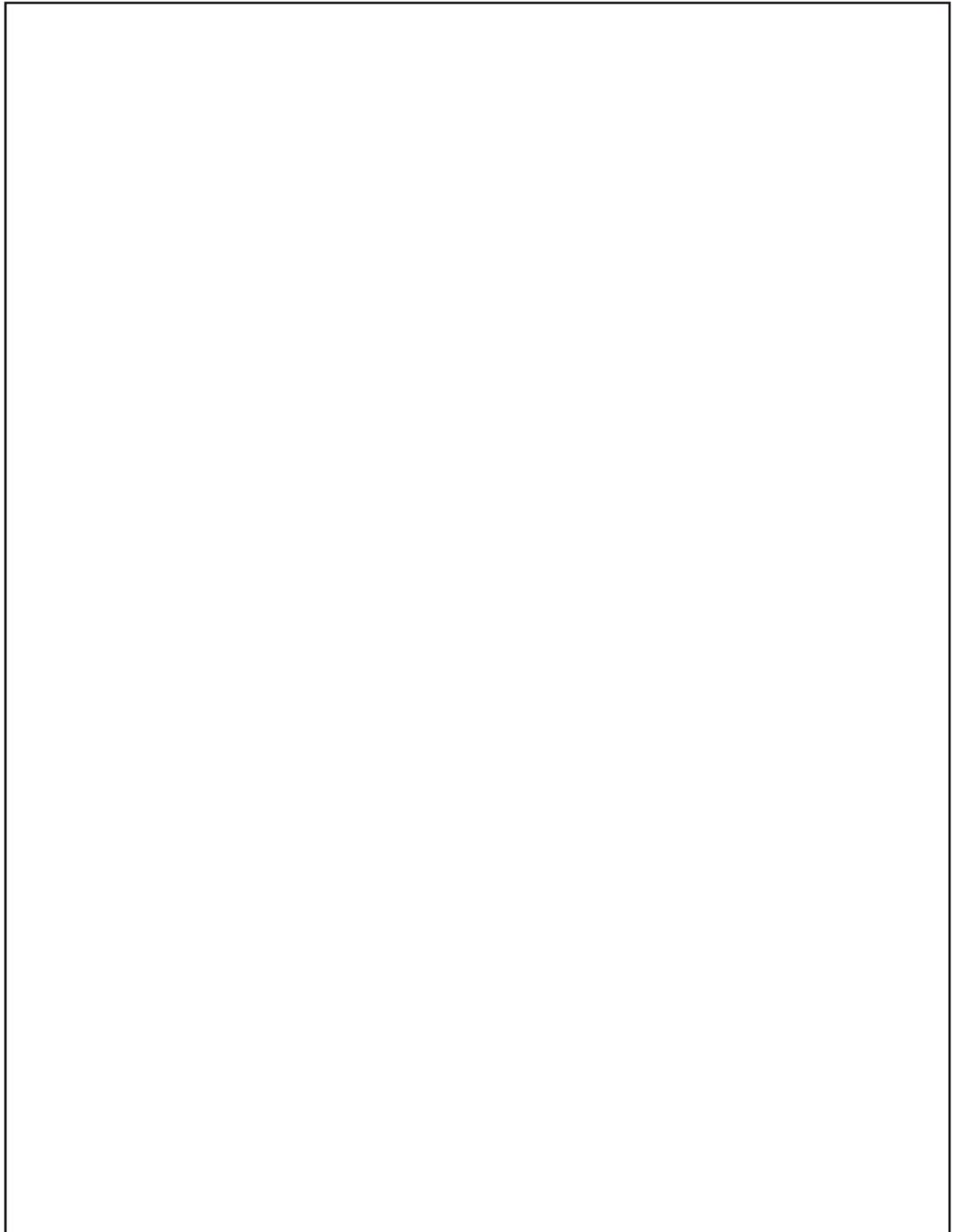
How will I help participants move around the action learning cycle?

How will I help participants move around the action learning cycle? (if not familiar with cycle, answer following three questions instead)

How will I help participants reflect and make conclusions about what they have seen, heard, done, learned? How will I help participants identify their main learnings from the activity? How will I document these learnings?

How will I help participants put their learning into practice? During the activity? After the activity?

What will the next steps be for the group after this activity? For this topic? For other topics?



What ideas do I have for a 'hook' or '1%'?

What is something special or different that will help people remember the day and information? The magic 'X' factor? The hook?

What is something special or different that will get people to attend the day?



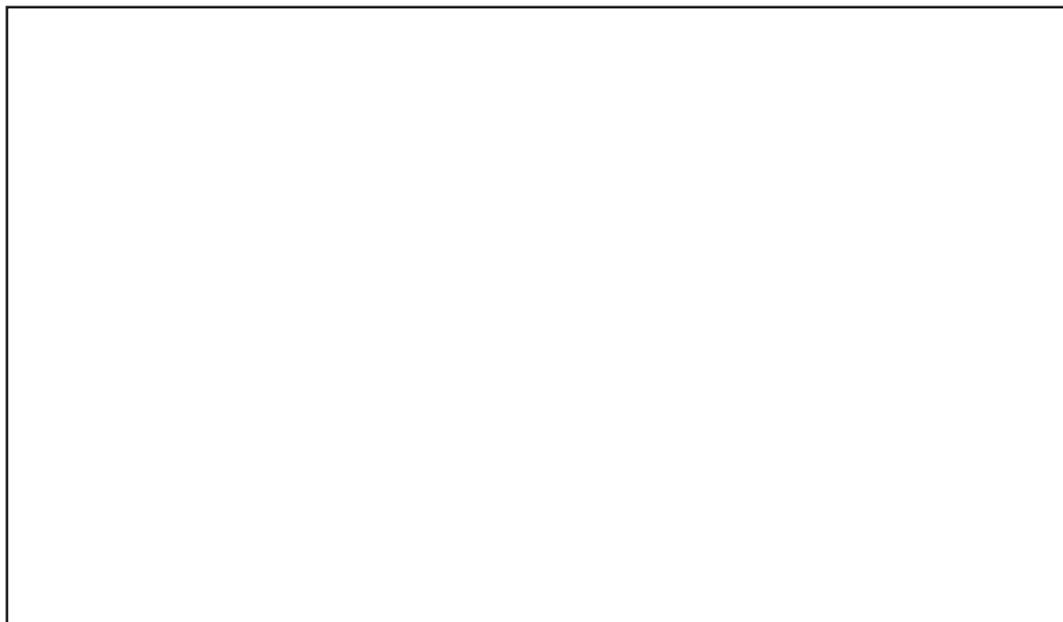
Check for VAK – Is it covered?

Visual - What visual aids could we use to good effect?

Auditory - How could we use sound?

Kinaesthetic - How could we use movement and touch most effectively?

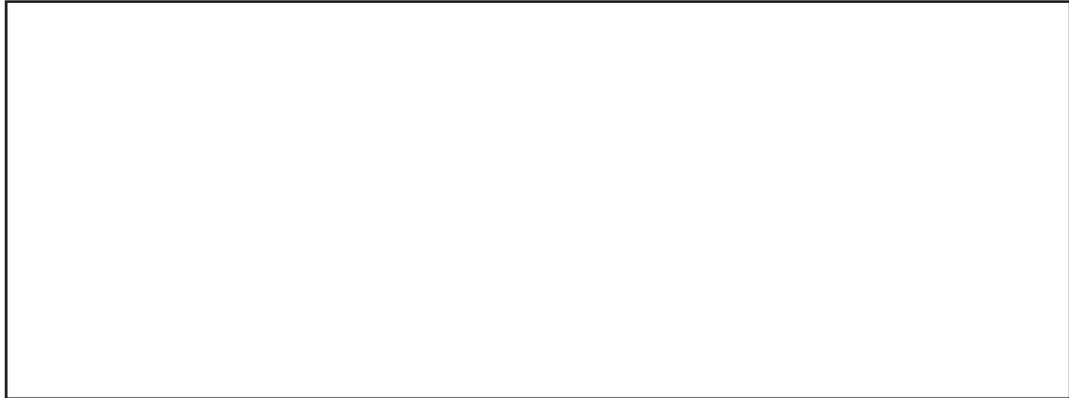
Olfactory - How could we incorporate sense of smell or taste into the activity?



### Texture change

How will the program maintain interest and keep energy levels up?

How will the program incorporate change in: location, position in room, style or mode of presenting, visuals, audio, group structure, group activity or task, level group involvement etc?



### Pre-activity tasks

How will I promote the activity?



### Post-activity tasks

How will I evaluate the activity?

What follow up do I need to do?







## Hooks

### The 'X' factor

Usually something different, out of the ordinary, special

- Makes a grab
- Stands out

### Useful for

- Getting people to visit your display, come to your event – promotional hook
- Helping people remember the day/event/site/ information etc. – remembrance hook
- Getting return clients (good impression, get a reputation for making things interesting)
- Getting new clients (reputation, word of mouth)

### Examples of hooks

- Pit Stop
- Catchy posters
- Suspended tap at Dowerin Field day
- Where's Wally Poster
- Prizes/competitions
- Cow pats at Fairbridge
- "Sex Free" – how to sex your yabbies for free



# Notes





The Product concept is a key concept in marketing.

**Core Product** – core benefit obtained when product is purchased

**Actual Product** – built around product, has up to five characteristics: quality level, features, styling, brand name and packaging

**Augmented Product**– the 1%ers - –additional consumer services and benefits built around core and actual product .

For Example, if you are selling cars, your product consists of 3 elements:

- Your core product - e.g. a car,
- Your expected (actual) products - e.g. warranties
- Your augmented product - e.g. dual air bags, MP3 player.

It is your augmented product or 1%er that will give you the competitive advantage.

Your core and expected product will account for 80% of your costs, but only 20% of your competitive impact.

Your augmented product will give you 80% of your competitive impact for 20% of your costs.

If you don't work on your augmented product you will be forced to compete on price.

Small things you do can have a large impact

**Examples of 1%ers:**

- Chocolates
- Special teas/milos
- Nice venue
- Outdoor activities
- Books

Of course 1%ers quickly become expected.

The concept of augmented products/1%ers helps legitimise time and funds spent on non-core products for a good outcome

# Checklist for evaluating an event

Rate on a scale of 1 – 5,  
where 1 is poor, 3 is average and 5 is very good,  
according to the criteria below.

		Rating
Principle – Safe Environment	The activity had a very comfortable environment where everyone was able to speak freely and was encouraged to do so	
Principle – Builds on Experience	The activity acknowledged and used the experience within the group	
Principle – Problem Oriented, Relevant	The activity addressed the real needs or problems of those who were there	
Principle – Involvement, Participation	The activity allowed time for people to be involved, was participatory and stimulated the group	
Principle – Achievement	The activity allowed the participants to feel they had learnt something	
Styles – Activist	The activity offered new experiences and an opportunity to have a go	
Styles – Pragmatist	The activity offered some practical and applicable information/ solutions	
Styles – Reflector	The activity allowed time to process any information and allow questioning	
Styles – Theorist	The activity showed credibility in the information and allowed time to explore concepts further	
Learning Cycle	The activity helped the participants reflect about the information and how they might use it	

Adapted from Dick Fell 1998 (unpublished Masters Theory) and Jenny Crisp

## **More on Andrew Huffer and Associates**

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- Crash course in facilitation
- Five steps to improve team effectiveness
- Strategic Planning 101

See [www.andrewhuffer.com.au](http://www.andrewhuffer.com.au) for more information

## **Background on Andrew Huffer**

Andrew is a qualified facilitator and trainer with 16 years experience in working with managers, rural communities and businesses across Australia and overseas.

His expertise includes:

- Client engagement through direct marketing
- Group facilitation & planning
- Stakeholder engagement
- Developing effective teams
- Conference facilitation

In his consultancy role he has delivered 630 workshops (at last count) for a wide range of clients over the last twelve years. These workshops used a participatory approach to ensure all people were involved in actively contributing to the workshop outcomes.



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[www.andrewhuffer.com.au](http://www.andrewhuffer.com.au)

[andrew@andrewhuffer.com.au](mailto:andrew@andrewhuffer.com.au)

0429 470 285