

FACTORS INVOLVED IN LEARNING AND TRAINING (Why don't we learn?)

The aim of this session was to demonstrate *some* of the key factors, which make the difference between effective and ineffective learning.

THEORY

- **TIME**

Always inadequate so use it wisely. Time is always well spent when it is used to: plan, practice and consider the validity and rationality of judgements.

- **MEMORY**

What assistance will be given to help the recall or recognition of new terms, facts, concepts? What needs to be remembered?

- **ANXIETY**

Fear of failure and its consequences, or even of embarrassment can freeze the thought process. How will error by the learner be dealt with?

- **EXPERIENCE**

The route to full understanding. How will new, possibly challenging experiences be provided in a non-threatening manner? Experience is channelled through an idiosyncratic and biased interpretation process, which combines the following:

PERCEPTION We tend to see what we expect, need, or are 'set' to see. Seeing is an aid to memory, but can sometimes be an obstacle to learning, because of the selective nature of the way we process what we see. How will this perception process be handled to keep openness to a variety of perspectives?

LANGUAGE Only a subset of communication, and often a major block to learning. Non-verbal communication can swamp, or distort, the content of a spoken statement. How will new language be introduced so that it is correctly understood?

CULTURE What are the rules of the context in which the learning will take place? Are these rules familiar to the learner? Are they the same for teacher and learner alike?

CONTENT What should our limited time be spent doing? Relearning the past or anticipating the future.

MOTIVATION to learn, which is influenced by all the factors above can be considered as either extrinsic, in which the value of the process to the learner is

related to needs for food, money, promotion, qualifications, status etc, or intrinsic in which the process is valued for its own natural, inherent, qualities.

PRACTICE

- **PROBLEM SOLVING** Look for multiple solutions and evaluate to find ‘the best’.
- **COOPERATE** Learn the skills required to lead and the judgement to know when to trust and be led.
- **ACCEPT AND VALUE ERRORS** Identify, rather than hide, error so that ‘accommodation’ can take place rather than ‘assimilation’.
- **GIVE GUIDANCE, HONEST CRITICISM, SUPPORT TO ADULTS IN AN ADULT WAY**
- **TEACH, DON’T TELL**
- **APOLOGISE WHEN YOU GET IT WRONG**
- **ACCEPT THAT YOU CANNOT WIN THEM ALL!**

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