

APPENDIX G:

TEACHING TECHNIQUES FOR ADULT LEARNERS
AND
FACULTY TRAINING ROLE-PLAYS FOR SMALL
GROUP FACILITATORS

The Needs of Adult Learners

Adult Learners:

- Have a good deal of first-hand experience that they wish to use and share in class.
- Expect to be treated with respect due their maturity and individualism in the learning situation.
- Usually have **specific** and immediate learning goals and expect structure and clear outcomes for the learning program. They want to know how to apply learning to their personal or professional lives.
- Have a desire to be **active participants** in the learning process. Effective learning situations are interactive and tend to be centered on problem solving.
- Are frequently **anxious** about their learning abilities and the appearance of competence in the classroom, but are anxious for educational success.
- Have a strong need for periodic **feedback**, encouragement, and learning in an atmosphere where there is a high degree of safety, mutual commitment, and choice.
- Are **critical** of unprepared teachers, poorly articulated programs, and individuals or processes which interfere with their learning.
- Expect to have their **physical needs met** (adequate furniture, breaks, etc.).
- Need a good **instructional balance** between light, well-paced, content-oriented presentations and the time needed for learning integration

Source: Ending Violence Against Women Project. *The Needs of Adult Learners. in*

When learning in a passive mode we forget:

41.8%	AFTER.....	20 minutes
55.8%	AFTER.....	1 hour
66.3%	AFTER.....	24 hours
84.6%	AFTER.....	6 days
98.9%	AFTER.....	1 month

Retention Statistics for Different Levels of Engagement

- 10% of what we READ
- 20% of what we HEAR
- 30% of what we SEE
- 40% of what we both SEE and HEAR
- 60% of what is DISCUSSED with others
- 70% of what is EXPERIENCED personally
- 80% of what we DISCOVER or SOLVE individually or in groups
- 95% of what we TEACH to someone else

At the highest levels of retention, transfer to the workplace is about 45%.

To get up to 95% requires PRACTICE, FEEDBACK, AND COACHING.



FACTS ABOUT LEARNING

True learning means you do things in a new way. We know a good deal about what helps people to learn. People will learn faster and better when they:

- Want to learn
- Know why it is important for them to learn
- Believe that what they will learn will help them in real ways
- Are in a supportive environment and are free from threat
- Feel good about themselves and feel able to learn what is expected of them
- Are provided the information they are to learn in several different ways
- Learn by doing the task
- Have a chance to practice what they have learned
- Are given feedback on their performance
- Are praised when doing things well

The kind of training and coaching people are given makes a big difference in how much they will retain. In general people in a learning situation retain:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they talk over with others
- 80% of what they use and do in real life
- 95% of what they teach someone else to do

Source: Patricia Murrell, *Experiential Learning and Learning Styles: A Model for Continuing Legal Education*. Copyright 2000 The American Law Institute. Reprinted with the permission of American Law Institute-American Bar Association Continuing Professional Education.

EXPERIENTIAL LEARNING MODEL AND LEARNING STYLES

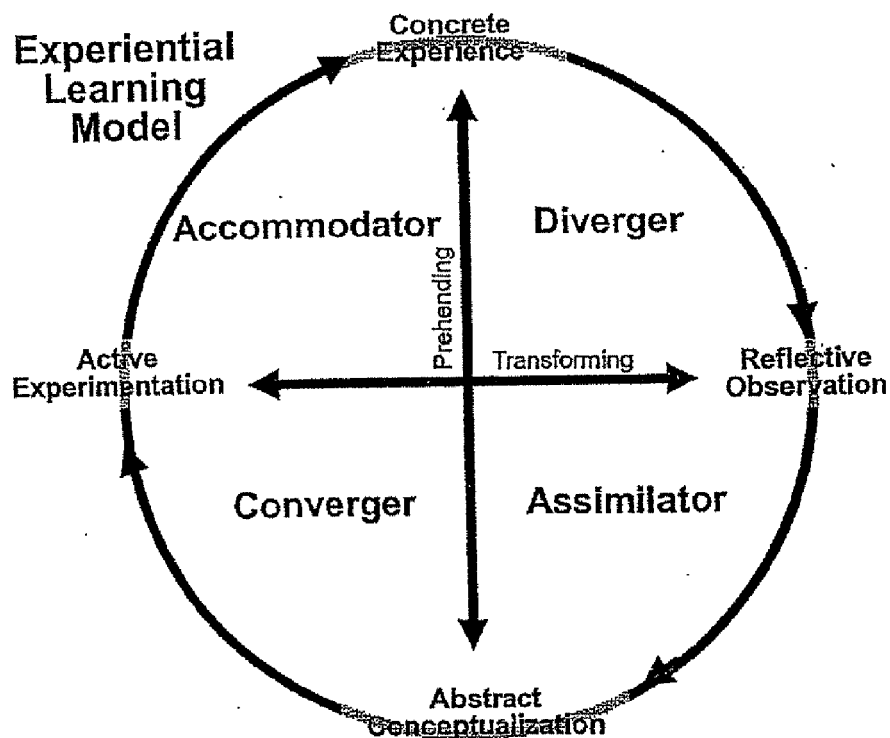
Learning occurs as a blending of two dimensions:
Prehending or taking in or grasping information
Transforming or processing information

The prehending dimension is made up of a concrete-abstract continuum.
The transforming dimension is made up of a reflective-active continuum.

The opposing ends of the intersecting dimensions are called learning modes:
Concrete Experience (Experiencing)
Reflective Observation (Reflecting)
Abstract Conceptualization (Thinking)
Active Experimentation (Applying)
Learning involves all four of these modes.

Each of us has a preference for prehending – concrete or abstract; by experiencing or thinking.
Each of us has a preference for transforming – reflective or active; by reflecting or applying.
The combination of these preferences is called our learning style.

A learner who prefers experiencing and reflecting is a diverging learner.
A learner who prefers thinking and reflecting is an assimilating learner.
A learner who prefers thinking and applying is a converging learner.
A learner who prefers experiencing and applying is an accommodating learner.



Adapted from David A. Kolb, *EXPERIENTIAL LEARNING*. Englewood Cliffs, NJ: Prentice-Hall, 1984.
Patricia H. Murrell, Leadership Institute in Judicial Education, Memphis, TN

LEARNING MODES AND DEVELOPMENTAL OUTCOMES

CONCRETE EXPERIENCE OR EXPERIENCING

- Contributes to increased affective functioning
- Enlarges repertoire of appropriate emotional responses
- Promotes managing emotions
- Promotes higher order sentiments, including capacity for trusting relationships
- Highly differentiated feelings
- Promotes valuing
- Promotes self-awareness

REFLECTIVE OBSERVATION OR REFLECTING

- Sharpens perceptual capabilities
- Potential for reducing stereotypes and prejudices
- Promotes capacity for empathy
- Increases perspective taking
- Contributes to ability to discern and assign meaning
- Increases tolerance

ABSTRACT CONCEPTUALIZATION OR THINKING

- Develops sophisticated symbolic proficiency
- Enables us to think in abstractions
- Permits appreciation for many higher order concepts (i.e., God, love, justice)
- Helps in discriminating between facts
- Helps in defining reality
- Sharpens analytical and digital thinking
- Increases capacity for logic

ACTIVE EXPERIMENTATION OR APPLYING

- Increases behavioral complexity
- Helps refine actions, nuance
- Behavior becomes more congruent with knowledge
- Develops self-control
- Actions become more appropriate for circumstance
- Control of temper and violent behavior
- Increases capacity for self-regulation

As one matures and transits the circle repeatedly, constantly recycling and integrating the dialectic conflicts among the four modes, one moves to greater creativity and growth. The capacities increasingly impact on each other and contribute to each other, i.e., as one's perceptual capacities increase, so does one's behavioral repertoire.

The circle thus becomes a helix or a cone, the four modes positioned at some distance forming the floor, and with distance decreasing as the modes are engaged at increasing levels of sophistication and complexity.

Social skills such as influence, communication, conflict management, leadership, collaboration, and cooperation are enhanced as one becomes more proficient in each of the four modes.

These qualities have more recently been defined as emotional intelligence. This emotional intelligence contributes significantly to excellence in leadership.

Adapted from David A. Kolb, EXPERIENTIAL LEARNING. Englewood Cliffs, NJ: Prentice-Hall, 1984.
Patricia H. Murrell, Leadership Institute in Judicial Education, Memphis, TN

Source: Patricia H. Murrell, Leadership Institute in Judicial Education, *Learning Modes and Developmental Outcomes*, adapted from Kolb, David A., EXPERIENTIAL LEARNING: EXPERIENCE AS THE SOURCE OF LEARNING AND DEVELOPMENT, 1st Edition, ©1984. Reprinted by permission of Pearson Education, Inc., Upper Saddle River, NJ.

**IN-STATE FACULTY TRAINING
ROLE PLAYS**

ROLE PLAY #1

BACKGROUND:

You have just heard the presentation about sex offender treatment and sentencing and you are in a small group discussing the sentencing hypotheticals.

SCRIPT:

There is a difference in the evil-mindedness of guys who do the stranger rape.

It's just different than a situation where the victim goes to bed voluntarily with the guy, does heavy petting, goes nearly all of the way and then he goes all of the way without her consent.

**IN-STATE FACULTY TRAINING
ROLE PLAYS**

ROLE PLAY #2

BACKGROUND:

You have just heard the presentation about sex offender treatment and sentencing and you are in a small group discussing the sentencing hypotheticals.

Your group is talking about whether or not to reject plea bargains in rape cases.

SCRIPT:

We need to be realistic. We just aren't going to send everyone to jail for a first offense.

**IN-STATE FACULTY TRAINING
ROLE PLAYS**

ROLE PLAY #3

BACKGROUND:

You have just heard the presentation about victims and victim impact and you are in a small group discussing how you, as judges, can apply the information you just heard.

SCRIPT:

Rape cases are embarrassing for me. I keep my head down. It's probably not a wise thing to do, but I have an embarrassed response to it all. It's hard to listen to.

I don't know, for instance, if a rape victim prefers my normal amount of eye contact with her.

**IN-STATE FACULTY TRAINING
ROLE PLAYS**

ROLE PLAY #4

BACKGROUND:

You have just heard the presentation about victims and victim impact and you are in a small group discussing how you, as judges, can apply the information you just heard.

SCRIPT:

A sexual assault between strangers is just not the same even as a sexual assault between acquaintances. The law should treat them differently.

A serial rapist who goes into people's homes and violently rapes them is a serious threat to society. A 19 year old on a date is not the same thing.

**IN-STATE FACULTY TRAINING
ROLE PLAYS**

ROLE PLAY #5

BACKGROUND:

You have just heard the presentation about victims and victim impact and you are in a small group discussing how you, as judges, can apply the information you just heard.

SCRIPT:

Judges don't really need to hear victim impact statements. There aren't any judges who say, "Before I thought this wasn't a serious crime and now I know it is."

**IN-STATE FACULTY TRAINING
ROLE PLAYS**

ROLE PLAY #6

BACKGROUND:

You have just heard the presentation about victims and victim impact and you are in a small group discussing how you, as judges, can apply the information you just heard.

SCRIPT:

Judges don't have that much discretionary authority over how cases are tried. Her presentation was interesting, but I just don't think it really applies to what I do.

**IN-STATE FACULTY TRAINING
ROLE PLAYS**

ROLE PLAY #7

BACKGROUND:

You have just heard the presentation about victims and victim impact and you are in a small group discussing how you, as judges, can apply the information you just heard.

SCRIPT:

[You are an appellate judge who is attending the training. The group leader is trying to keep the group on task -- discussing how judges can apply the victim impact information. You insist on changing the topic.]

Judges get reversed in these types of cases all the time. I could list 10 reasons why, too.

[The rest of the group immediately begins to question the appellate judge about the reasons, completely abandoning the small group exercise.]

**IN-STATE FACULTY TRAINING
ROLE PLAYS**

ROLE PLAY #8

BACKGROUND:

You have just heard the presentation about victims and victim impact and you are in a small group discussing how you, as judges, can apply the information you just heard.

Someone in the group suggests that one of the things judges could do is ask questions during *voir dire* about potential jurors' beliefs in rape myths.

SCRIPT:

(Your response is very angry and belittling.)

It isn't a judge's job to ask specific questions about rape during *voir dire*. That's the prosecutor's job. That's just ridiculous to suggest we do something like that.

(Continue to criticize your colleague's idea.)

**IN-STATE FACULTY TRAINING
ROLE PLAYS**

ROLE PLAY #9

BACKGROUND:

You have just heard the presentation about sex offenders and you are in a small group discussing the sentencing hypotheticals.

SCRIPT:

I don't want to ruin some kid's life by sending him to prison for rape on his first offense.

**IN-STATE FACULTY TRAINING
ROLE PLAYS**

ROLE PLAY #10

BACKGROUND:

You have just heard the presentation about victims and victim impact and you are in a small group discussing how you, as judges, can apply the information you just heard.

SCRIPT:

This isn't really our job -- it's up to the prosecutor to make sure the victim is treated fairly. We aren't supposed to be super prosecutors.

**IN-STATE FACULTY TRAINING
ROLE PLAYS**

ROLE PLAY #11

BACKGROUND:

You have just heard the presentation about victims and victim impact and you are in a small group discussing how you, as judges, can apply the information you just heard.

SCRIPT:

You and one of your colleagues get into a heated argument over the judges' role during cross-examination of the complainant. You feel strongly that the judge should not interfere. You are completely dominating the group discussion and won't let any of your other colleagues say a word.

**IN-STATE FACULTY TRAINING
ROLE PLAYS**

ROLE PLAY #12

BACKGROUND:

You have just heard the presentation about victims and victim impact and you are in a small group discussing how you, as judges, can apply the information you just heard.

SCRIPT:

You are extremely quiet in your group -- you haven't said one word during the entire discussion.