## ALA-MW 2013 River-of-Learning NOTEs

**New Look at Training & Learning: River Notes** (From ALA-MW session)

1st section: what motivates you to learn?

* Engagement while learning is going on
* Curiosity
* Interest
* Active learning
* FUN
* Desperation
* Sharing & collaboration
* Relevance
* Competitiveness
* Empowerment
* Innovation
* Fear

2nd section: what did you learn from the discovery docs?

* Gamers make lots of mistakes
* Use gaming theories offline
* Choose your own adventure –can be powerful
* Intrinsic motivators
  + Giving rewards undermines motivation
  + Earning scout badges---the display to others can be extrinsic motivation
  + Motivation does not equal rewards
* Goals tied to merit?
* Much adult learning is re-learning
  + Previous experience dictates
* Learners need to apply it 6-7 times
* Support self-motivation
* There is a connection between doing and remembering
* Project-based learning
* Classroom v personal v on-the-job --acknowledging that motivation can be different in each of these learning settings.
* Vision trumps words
  + But vision needs good images!
  + Remember people who can’t use visual learning
* Short and sweet
* Practice what you preach
* Be approachable
* Understand learner’s challenges
* Relatedness; make teaching positive
  + Understand why people want to learn
* People need to feel successful ---mastery, competence
  + Make goals achievable to build confidence
  + 1st level training is about competence
  + How to shorten the time-frame for becoming mediocre (guitar)
* Active learning = higher competence
  + Active writing
    - We remember what we write down the best
  + Online learning needs to be active
  + Reaction to active learning: “teacher did not do his/her job”
* Autonomy
  + Let them do it
  + Give them control over their learning
  + Learner is responsible for learning process
  + Putting the learning in the hands of the learner
  + Giving autonomy means letting them fail
  + Get beyond autonomy “diminishing returns”
* Lifelong learning = own the learning
* How to give learners the same permission
* Challenge
* Relevance ---why am I learning this?
  + Emotional relevance
  + passion
* Peer teaching
* Engagement is key; overcome learning resistance
* Scaffolding --applying game theory to learning --- ‘this is just classic scaffolding.’
* Collaboration
  + Find ways to connect learners and get them to share
  + Community
* Still need to shift perception of being taught/learning

A hot topic at my table was the challenge between providing autonomy and freedom to lead the direction of one’s own learning and the notion that if one is paying for their learning, they expect the trainer to have a defined curriculum and to be there to share their expertise. My table was a nice blend of private libraries (ex: FBI library), academic libraries (ex: San Diego, Jamaica), and public libraries (ex: Pierce County Library System). Nearly half of the table agreed that there’s an expectation in the academic field that I’m not here to direct my learning, YOU are! I’m not here to teach my teacher, YOU are here to teach me. We all acknowledged that a shift is needed, in terms of helping learners and trainers see the power of intrinsic motivation… but that it was still very much a hurdle/expectation for both learners and trainers/professors, etc.

3rd section: how can you apply these ideas to your staff learning?

* Be flexible across generations; generational motivators
* Design own learning, then teach what you’ve learned
  + Make the learner responsible for learning
* Set little and purposeful goals
* Show value of learning & teaching
* Give choices; let them determine criteria
* Flipped classroom
  + Watch this video and come to the session/meeting with questions
* Start with the learner, not the training
* Chunk info; short 10-min segments to get started
  + Don’t multitask ---focus
  + Focus on 1 thing
  + 10-minute rule for attention
  + Make info visually appealing; group 10-min chunks
* Set time boundary
* Use the “C” students as the best peer teachers
* Not just “experts” teaching; use collaboration
* Make training integral to what we do
* Trust your employees to learn
* Need admin change for better learning
  + How to change the organization
* Be a co-learner
* Problem-solve with individuals
* “didn’t really think of it as training”
* Caption videos