Facilitating learning: mine, yours and others’: gaining insight into the facilitation of corporate experiential learning programs through the lenses of personal experience and the learning styles analysis

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Appendices

Appendix 1: Pilot Study Questionnaire

1) Interviewee’s Name

2) Interview Date

3) Male or female?
   □ Male
   □ Female

4) How old are you?
   □ 15-20
   □ 21-24
   □ 25-29
   □ 30-34
   □ 35-39
   □ 40-44
   □ 45-49
   □ 50-54
   □ 55 or over

5) Which Hand is your naturally dominant hand?
   □ Left
   □ Right

6) Which Hand do you write with?
   □ Left
   □ Right

Provide brief details if different from your naturally dominant hand.

7) In which country were you born?
   □ Australia go to Qn 9
   □ Other Which country? go to Qn 8

8) How long have you been in Australia (in total number of years)?

9) What language do you usually speak at home?
   □ English
   □ Other Which language?

10) Are you of Aboriginal or Torres Strait Islander origin?
    □ Yes
    □ No

11) What is the highest level of education that you have completed, including any education that you completed overseas?
    □ Primary School
    □ Secondary school:
    □ Up to Yr 10 school certificate or Yr 11
    □ Completed HSC./leaving cert./matric
    □ Post Secondary School:
      □ Basic Vocational qualifications (pre-vocational certificates, other certificates)
      □ Skilled vocational qualifications (trade certificates, apprenticeships)
      □ Diploma or certificate (1-2 years of full time study or equivalent)
      □ Undergraduate degree or diploma (3 years full time study or equivalent)
      □ Post graduate degree or diploma
      □ Other (give details)

12) In what country was the majority of each level of your education completed?
    □ Primary School
    □ Secondary School
    □ Post Secondary
    □ Undergraduate
    □ Postgraduate

If completed Undergraduate or Postgraduate study go to Qn 13, otherwise go to Qn 14.

13) What was your undergraduate degree and the area of major/specialisation?

Degree

Specialisation
14) Have you had any previous training or education in Training, Human Resource Development, Adult Education, Study Skills or Learning Styles?
- Yes please detail below
- No

Details

15) Have you had any training or experience with Experiential Learning and/or Adventure-based Learning?
- Yes please detail below
- No

Details

16) Do you currently conduct any training programs as part of your normal work duties?
- Yes (go to Qn 17)
- No (go to Qn 18)

17) What techniques or strategies do you use in your training?
- Case Studies
- CD-ROM (interactive)
- Current Events
- Discussion Groups
- Experiential Exercises
- Guest Speakers
- Lectures
- Slides
- Small Group Work
- Stories (fiction or non-fiction)
- Videos/Films
- Other (provide details)

Details

Open-ended Questions:
18) Please tell me of a positive learning experience (on or off the job, work or non-work related) you have had as an adult? Consider:
- What was your motivation?
- What did you learn?
- What people were most instrumental in you learning?
- What was the physical environment in which you were learning?
- What was the approximate time of day?

19) In the past, what do you think influenced your choice of techniques or strategies for training sessions?

20) If you had all the resources, time and opportunity available to you how would you most like to see or to conduct a training session for adults in an organisation? (This might be in a topic such as teamwork, leadership, communication, OH&S or another that you might like to suggest.)

21) What appeals to you about training the way you suggested in Qn. 20?

22) What do you think influences you now about how you would like to see a training session conducted?

23) What other comments would you like to make about your observation, understandings and experience of learning and/or training:
Appendix 2: MGMT 908, 2001 Surveys

Survey 1: Beginning of Block 1

1.1.1 How much of the material in the LSA have you covered before?

1.1.2 Where and/or when did you cover this material?

1.2 As you completed the LSA, what questions or thoughts came to mind about your own learning?

1.3 Other comments you may wish to make about the LSA?

Survey 2: After Block 1

2.1.1 Has knowledge of your Learning Style made any difference to your learning experience over the last 3 days?

2.1.2 Please comment on what difference you think it made

2.2.1 Did you change the way in which you participated in the class as a result of your LSA?

2.2.2 What were those changes?

2.2.3 To what extent, do you believe, were those changes helpful or unhelpful in assisting your learning?

2.3.1 What were the MOST significant or "impactful" aspects of the learning experience for you?

2.3.2 What were the LEAST significant or "impactful" aspects of the learning experience for you?

2.4 What changes, if any, would you like to introduce into your work / home / study as a result of your LSA?

2.5 Any other comments you may wish to make?
Survey 3: At Block 2

3.1.1 Have you noticed or introduced any changes in your work, study or home as a result of your knowledge of your Learning Style?

3.1.2 What are those changes?

3.1.3 Describe what impact these changes made

3.1.4 What do you think motivated you to introduce those changes?

3.2 To what extent, do you believe, where those changes helpful or unhelpful in assisting your learning?

3.3.1 What were the MOST significant or “impactful” aspects of the learning experience for you?

3.3.2 What were the LEAST significant or “impactful” aspects of the learning experience for you?

3.4 What changes, if any, would you like to introduce into your work / home / study, as a result of your LSA, in the future?

3.5 Any other comments you may wish to make
### Appendix 3: 2002 Workshop Learning Style Assessment

**What's Your Learning Style?**

Learning styles refer to the ways we prefer to approach new information. Each of us learns and processes information in our own unique way, though we share certain learning patterns, preferences, and approaches. Anytime you begin something new — when you start a new job, move to a new town, take up a hobby — you're learning. Below is an assessment you can use to determine your learning style.

For each task/row, circle the description from the three choices to the right that best matches how you usually handle each task.

<table>
<thead>
<tr>
<th>Task</th>
<th>Visualising</th>
<th>Concentrating</th>
<th>Talking</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting someone again</td>
<td>Do you tend to remember names? Can you usually remember what you talked about?</td>
<td>Are you distracted by sounds or noises? Do you prefer to manage the amount and type of noise around you?</td>
<td>Do you enjoy listening? (Or maybe, you're impatient to talk?) Do you often use words such as &quot;say,&quot; &quot;tune,&quot; &quot;hear,&quot; &quot;rune,&quot; and &quot;think&quot;?</td>
<td>Do you try to see the word in your mind? Do you imagine what it would look like on paper?</td>
</tr>
<tr>
<td>Contacting people on business</td>
<td>Do you prefer direct, face-to-face, personal meetings?</td>
<td>Do you prefer the telephone for intense conversations?</td>
<td>Do you prefer to listen to the radio, play music, read, talk with a friend?</td>
<td>Do you use a phonetic approach to sound out the word? Do you hear it in your thoughts or say it aloud?</td>
</tr>
<tr>
<td>Relaxing</td>
<td>Do you prefer to watch TV, see a play, go to a movie?</td>
<td>Do you listen to the tone of voice?</td>
<td>Do you watch for body language?</td>
<td>Do you write down the word to find out if it feels right? Maybe you run your finger over it or type it out?</td>
</tr>
<tr>
<td>Trying to interpret someone's mood</td>
<td>Do you primarily look at facial expressions?</td>
<td>Do you listen to the tone of voice?</td>
<td>Do you enjoy the dialogue most? Can you &quot;hear&quot; the characters talk?</td>
<td>Do you try to see the word in your mind? Do you imagine what it would look like on paper?</td>
</tr>
<tr>
<td>Reading</td>
<td>Do you like descriptive scenes? Do you pause to imagine the action?</td>
<td>Do you enjoy the dialogue most? Can you &quot;hear&quot; the characters talk?</td>
<td>Do you prefer action stories? (Or, maybe don't even enjoy reading for pleasure?)</td>
<td>Do you use a phonetic approach to sound out the word? Do you hear it in your thoughts or say it aloud?</td>
</tr>
<tr>
<td>Doing something new at work</td>
<td>Do you like to see demonstrations, diagrams, and flowcharts?</td>
<td>Do you find verbal and written instructions helpful? Do you like talking it over?</td>
<td>Do you prefer to jump right in and try it?</td>
<td>Do you find yourself talking aloud as you work?</td>
</tr>
<tr>
<td>Putting something together</td>
<td>Do you look at the picture and then, maybe, read the directions?</td>
<td>Do you find yourself talking aloud as you work?</td>
<td>Do you usually ignore the directions and figure it out as you go along?</td>
<td>Do you find yourself talking aloud as you work?</td>
</tr>
<tr>
<td>Getting help with a computer application</td>
<td>Do you seek out pictures or diagrams?</td>
<td>Do you call the help desk?</td>
<td>Do you just keep trying? Do you perhaps try it on another computer?</td>
<td>Do you find yourself talking aloud as you work?</td>
</tr>
<tr>
<td>Teaching someone</td>
<td>Do you prefer to show them?</td>
<td>Do you prefer to tell them? Write it out?</td>
<td>Do you demonstrate how it's done? Ask them to try it?</td>
<td>Do you try to see the word in your mind? Do you imagine what it would look like on paper?</td>
</tr>
</tbody>
</table>

**Total**

| Visual: | Auditory: | Tactile/Kinaesthetic: |
The column with the highest total represents your primary processing style. The column with the second most choices is your auxiliary style.

Your primary learning style: __________________________

Your auxiliary learning style: __________________________

Now that you know which learning style you prefer, you can use your style to boost your learning curve when working on learning more. For instance, when reading a book, try the following:

If your primary learning style is **Visual**, draw pictures in the margins of books, look at the graphics, and read the text explaining the graphics. Try to envision the topic or play out a movie in your mind of how you'll act out the subject matter.

If your primary learning style is **Auditory**, listen to the words you read. Try to develop an internal dialogue between you and the text. Don't be embarrassed to read out loud or talk through the information.

If your primary learning style is **Tactile/Kinaesthetic**, use a highlighter pen to mark passages that are meaningful to you. Take notes, transferring the information you're learning to the margins of the book, into your journal, or into the computer. Hold the book in your hands instead of placing it on a table. Walk around as you read. Feel the words and ideas. Get busy — both mentally and physically.

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This learning styles assessment was developed by Marcia L. Conner and will be included in her upcoming book, Learn More Now (John Wiley & Sons, 2003). Her motivation style assessment will also be included in that text. Send email if you are interested in receiving information about that book when it is published.

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Appendix 4: 2002 Workshop Overheads

Only the key text is presented here.

Learning Styles

Have you looked at this topic before?
If so, where and when?
What do you want to know?

Outline: Learning Styles Analysis

An experience
Learning Styles Assessment
Introduce Learning Styles Analysis:
Right and Left Brain Dominance
Preferred Learning Environments
Sensory Modalities

An experience: 4 minutes each

What are your goals for this conference?
How would you describe the feel/culture of your current work environment?
How effective is your current professional practice?
What are your dreams for the future?
What are your concerns about the future?

Take A Moment to Reflect on the Activities You Experienced

Newspaper headlines
Feelings Market Place
Avant Cards
Colour Your Feelings
Group Reflective Journal
Learning Styles Assessment – 10 minutes

This is a simplified version.

This assessment only looks at sensory modalities: visual, auditory, tactile/kinaesthetic

What is your preferred modes of receiving information?

Learning Styles

“Learning Style is the way in which human beings begin to concentrate on, absorb, process and retain new and difficult information”, Dunn & Dunn, 1993

But beware Learning Style is: one way of seeing the world, in seeing people thru’ this “lens” we do so at the risk of missing some other valuable insights; people are more than our analysis of them!

Biological or Learned?

Biological (born that way): Brain dominance, Sensory Modalities, Physical Needs, Environment

Difficult to change, mismatches may impact upon motivation, persistence, responsibility & may lead to stress

Learned (conditioned): Social, working groups, Attitudes

Not stable, can change quite rapidly, depends upon environment, preferences become strengths when used wisely

Brain Dominance

Left Brain: Logical, Linear, Analytic, Verbal, Symbolic, Abstract, Temporal, Rational

Right Brain: Intuitive, Holistic, Synthesiser, Nonverbal, Metaphoric, Concrete, Non-temporal, Non-rational

Sensory Modalities

Auditory:

Hearing => Listening
External => Talking, Discussing
Internal => Self talk, inner dialogue

Visual:

Words => Reading
External => Seeing, watching
Internal => Visualising, imagination

Tactile:
Touching => Manipulating, handling

Kinaesthetic:
External => Experience, doing
Internal => Feeling, intuition

**Physical Needs**

Mobility: Stationary or Movement Needed

Intake (food, drink etc..): Not Needed or Needed

Time of Day: Early Morning, Late Morning, Afternoon & Evening

**Environment**

Sound: Quiet, Sound/noise/music

Light: Bright light, low light

Temperature: Cool, warm

Work Area: Formal, informal/comfortable

**Environment**

What is the impact of the natural, versus the “man made” environment?

What difference does the size and magnitude of the “space” have on the experience?

How does colour affect you?

**Music and Learning**

How is music used in movies, ads, sport etc?

What music do you play if you want to: Relax, Dance, Celebrate, Create a “sexy” mood, Study

Baroque music is said to produce the same frequency to harmonise with the functioning of the brain so that a state of calm, relaxed alertness is encouraged, eg: Handel, Vivaldi, Bach, Corelli, Telemann
**Social Groupings**

**Alone**: Do you avoid group work like the plague, hiding in the corner of the room?!

**Pairs**: Is there a particular individual you prefer to work or study with?

**Peers**: Do you enjoy group work with the interaction with like minded people?

**Teams**: Do you enjoy the support and challenge of working with others?

**Attitudes**

Motivation: Self starting OR external

Persistence and Spontaneity

Conforming: Are you?

Responsibility: What is your sense of responsibility?

Structure: Who directs you?

Variety: How much routine do you want?

**Learning Styles Analysis™**

Reflects OUR perceptions of ourselves in a particular context

We revert to our preferred style when doing something new &/or difficult

If less stressful, we are able to be more flexible & operate across learning styles

To be more effective, create opportunities to maximise your learning potential

**Which Modality, Environment and Social Grouping?**

Assignments/essays, Brainstorming, Case Studies, Cassette Learning, Creating things, Debates, Demonstrations, Group Discussions, Group Research and Presentations, Hands on Experiments, Lectures, Outdoor development programs, Overheads, Posters: creating, Problem based learning, Reading articles, Role Plays, Videos, Visualisation, Work placements

**Questions You May Ask As You Plan**

Where? => environment; When? => time of day; How? => sensory modalities; Who? => social groupings; Why? => attitudes; What else? => physical
Appendix 5: 2002 Workshop Survey

All information is confidential. Please complete all 9 questions. Thank you for participating.

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Qualifications</th>
<th>Age</th>
<th>Female / Male</th>
<th>Years in Experiential Education</th>
<th>Organisation</th>
<th>Nationality</th>
<th>Date</th>
</tr>
</thead>
</table>

1. What reflective activities do you currently use when facilitating groups? Rank in order of levels of usage, 1 is the most **common** (rank all that apply).
   - Acting / Drama / Mime
   - Art / drawing / painting
   - Avant Cards or Photolanguage
   - Creative writing: prose / poetry
   - Feelings Market Place (words on cards)
   - Group discussions, small (up to 5 people)
   - Group discussions, whole group
   - Journals: group
   - Structured Questions

2. What are the **usual client groups** you work with? Rank all that apply, 1 is for the group you work with **most**.
   - School groups: < 12 years old
   - School groups: 12 years old & over
   - University / college students
   - Adults
   - Corporate
   - Youth at Risk
   - Adventure Therapy
   - Families
   - Public Enrolment
   - Other (list) ________________

3. What are the **usual working environments** in which you work? Rank all that apply, 1 is the location you work in **most**.
   - Outdoor education centre
   - Wilderness locations
   - Base camp
   - At client’s work / school site
   - Conference centre
   - Training room
   - Other (list) ________________

4. What is the **average length of program** in the groups you work with most? Rank all that apply, 1 is the most **common**.
   - Up to 1 day
   - 1 to 3 days
   - 4 to 5 days
   - 6 to 8 days
   - 9 to 10 days
   - Over 10 days (how many?) ________
5. What is the average group size you work with (tick all that apply)?
   Rank the top 3, 1 is the most common.
   - Up to 7 people
   - 8 to 10 people
   - 11 to 15 people
   - 16 to 18 people
   - 19 to 20 people
   - Over 20 (how many?)

6. Have you studied about Learning Styles Before? Yes / No
   If yes: When, where and what?

7. From the workshop/survey, which were your preferred Learning Styles.
   Rank all that apply: 1 (high) to 3 (low)?
   - Visual
   - Auditory
   - Kinaesthetic

9. Tick which activities you participated in during the workshop and rate them according to how interesting / engaging you found them personally.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rank: 1=High, 5=Low; Circle Response</th>
<th>Comments about the usability of the activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avant Cards (post cards) or Photolanguage</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Newspaper Headlines</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Sculptures: Human</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Sculptures: Clay</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Journalling: individual</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Journalling: group</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Group Discussion: up to 5 people</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Group Discussion: whole workshop</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Feelings Market Place (words on cards)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Other (please describe)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

10. What are the 3 most influential books/articles on facilitation/leadership that have impacted your professional practice most (include the authors’ names if you know them)?
    1. 
    2. 
    3.

Thank you, again, for participating
2002 Workshop Survey Question Rationale

Demographics

Influence of gender, age, length of time and qualifications on activities chosen (e.g. do engineers and accountants use more structure?)

1. What reflective activities do you currently use (choose all that apply)?

Current practice, get an idea of “base line” practice

2. What are the usual client groups you work with?

Compare activities with client groups? Do people working with specific groups use different methods

3. What are the usual working environments in which you work?

Do different environments lend themselves to different activities?

4. What is the average length of program in the groups you work with most?

Are more creative and time consuming activities used when there is more program time?

5. What is the average group size you work with?

Influence of group size on activity selection (e.g. larger groups may tend towards more structure or vice versa)

6. Have you studied about Learning Styles Before

Previous experience

7. From the workshop, what was your preferred Learning Style?

Compare to activities participated in and their level of engagement

8. Tick which activities you participated in during the workshop and rate them according to how interesting / engaging you found them.

Compare to learning styles and activities usually used.

9. What other comments / observations would you like to make about considering Learning Styles when choosing reflective activities?

For future research and also more depth to answers
Appendix 6: Learning Style Analysis Questionnaire

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