

Session Plan

Module

Learning

Level: 4

Duration: 30 mins

<p>Aims : To explore when, where and how people learn best and how barriers can inhibit learning</p>		<p>Key messages: Provide information that enables learning Share learning experiences Understanding why different approaches work</p>			
<p>Objectives: By the end of the session the individual and/or group will be able to:</p> <ol style="list-style-type: none"> 1. Reflect on how learning styles can help or hinder the mentoring relationship 2. Identify possible barriers that could inhibit the mentor and the trainee 3. Explain how to motivate trainees to manage their expectations 					
Time	Learning, Teaching and Assessment Activities				Resources
	Planned Learning Outcomes	Learning	Teaching	Assessment	
10 mins	1.	Using the learning styles questionnaire (linguistic, Intrapersonal, Interpersonal, Mathematics/Logical, Visual, Kinaesthetic and Musical) consider how your styles may differ from your mentor. What difficulties could arise?	An interesting exercise for all to complete to consider the positives and negatives of different learning styles and motivators.		

Time	Learning, Teaching and Assessment Activities				Resources
	Planned Learning Outcomes	Learning	Teaching	Assessment	
10 mins		<p>List barriers that you have experienced in your life and add any additional barriers to learning within the work place that somebody else might experience.</p> <p>Select four barriers to learning within the workplace And explain how you might support the trainee.</p>	<p>Create a supportive atmosphere which encourages learning and personal growth in others. Mentor and trainee examples are to be completed.</p> <p>How many barriers did you identify?</p>	<p>Complete task sheets</p> <p>Discuss the findings</p>	Task sheets
10 mins		<p>What is a trainee motivated and de-motivated by? Discuss.</p>	<p>Read handout together - mentor motivates by.... Are these assumptions correct?</p>	<p>Listen to trainee and take notes for action planning and goal setting</p>	Handout - motivators

<p>Extension activities/Further study/Reading/ Action Research: Where is research on learning styles going? Which learning style systems are corroborated by research Reflect upon own learning styles and analyse how this affects your approaches.</p>	<p>Summative Assessment: Have you got it right? Do you get the best out of your trainees? Are you encouraged and motivated yourself whilst supporting others? Is it a shared learning experience?</p>
<p>Mapping against Curee Relate guidance to evidence m3. Tailor activities in partnership c4. Develop (m2) or reinforce (c2) learners control over their learning . Share learning experiences m5,c5. Provide information that enables learning c6. Understanding why different approaches work.</p>	

