

SKETCH YOUR NOTES FOR REAL LEARNING

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Design plan

Rationale

Adult learners have unique needs that are not often addressed by professional development events. They need experience-based knowledge acquisition to make learning *sticky*. Professionals receive an overwhelming amount of information while attending seminars and conferences that is mostly one-way, requiring a method to record, store, review, and put-to-action lessons learned. Networking and social events keep adults engaged, providing attendees with information coupled with experience. Dedicated training and professional development events provide information and practice to reinforce experiential learning. Following these various formal and informal events people want a way to unpack learning. Checklists and job aids are momentarily effective, but adult learners must comprehend all presented information to then discover their own perspective on the content delivered.

Sketch Your Notes for Real Learning

Storyboard

Slide	Learning objective	Slide name	Slide content	Slide design
36	<ul style="list-style-type: none"> Learn how to sketch Describe learning loops 	During the event	<ul style="list-style-type: none"> Capture billboard statements Note a few themes Highlighting related ideas 	<p><u>Duration:</u> 5 minutes</p> <p><u>Instructions:</u> 1. Set the stage, define the vocabulary and classification of information worth noting. 2. Ask for similar approaches, if none, suggest an example. 3. Solicit feedback</p> <p><u>Script:</u> "When we're a captive audience, just how easy is it to quickly decipher the main point the speaker is attempting to make? Unless they outright say 'this is important!' we have to figure it out by watching, thinking, listening, and writing or typing simultaneously. That's a lot to do all at once!</p> <p>So, here's a simplified approach. Listen for those big, billboard-sized ideas. The points made will be anchored on these grand ideas. Collect a few things that sound similar or are repetitive, 'when this,' 'if that,' and we'll call these themes. Anything else you can feel is relevant, grab a highlight. At this stage, we're trying to sweep the pieces into a pile, not solve the puzzle or make sense of the pieces – yet."</p> <p><u>Graphics:</u> None</p> <p><u>Participant:</u> "1. How do you prefer to take notes? 2. What steps will you take to incorporate these tactics in your notetaking? Notes:"</p>
37	<ul style="list-style-type: none"> Learn how to sketch Describe learning loops 	After the event	<ul style="list-style-type: none"> Why those billboard statements? Recap themes Summarize key points Concepts to research? 	<p><u>Duration:</u> 7 minutes</p> <p><u>Instructions:</u> 1. Explain the classification method. 2. Describe the chunking process. 3. Describe the learning loop approach.</p> <p><u>Script:</u> "So, how do we take knowing the concepts and content and translated that into learning? Reflecting on the event is a critical step in the learning process. You as an active learner sketched high-level concepts during the event. Now we peel back the layers of the hierarchy.</p> <p>What about those billboard statements was impactful to you during the event? Are they still the big-bang, thought-provoking statements they were before? If they are, you did a great job of quickly interpreting what you should take away. If not, that's ok too and we'll roll those statements into the themes.</p> <p>During the event you noted some themes. Do you feel they're still relevant? Will you add any or remove any themes? Try using the chunking technique to process the themes, breaking them apart and into smaller, digestible categories.</p> <p>Next we summarize the related ideas. Doing a quick scan of the noted, related ideas are they still relevant? Do they make sense to the themes you extracted and are the ideas supportive of your billboard-sized statements? You can do this by affinity grouping, moving these ideas into the categories you just created using chunking. Then you can either reword to narrow the ideas' scope or by expand on what you recall and have since come to understand.</p> <p>Finally, let's take a look at your learning backlog. It is overflowing? Have you accumulated of fragmented ideas and categories, things that aren't telling the same story but still hold your interest? We can move those to your research agenda. At this point we've run through your sketched notes, at least once, but you can continue additional passes if necessary. To keep the momentum of learning, dive deeper into your research agenda so that you can make your own position on the delivered content. In the next section we'll start building your perspective from the sketched notes."</p> <p><u>Participant:</u> "Do your sketches tell one continuous expanded story or are your notes still scattered? Sketching reverse-engineers basic mind mapping. Would you prefer classic note taking or can you see the benefit of this method of self-directed learning? Notes:"</p>

Slide deck

**DURING THE
EVENT**

- Capture billboard statements
- Note a few themes
- Highlight related ideas

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**AFTER THE
EVENT**

- Why those billboard statements?
- Recap themes
- Summarize key points
- Concepts to research?

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Facilitator guide

Sketch Your Notes for Real Learning - Facilitator guide

DURING THE EVENT

- Capture billboard statements
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Duration: 5 minutes

Instructions: 1. Set the stage, define the vocabulary and classification of information worth noting. 2. Ask for similar approaches, if none, suggest an example. 3. Solicit feedback

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At this stage, we’re trying to sweep the pieces into a pile, not solve the puzzle or make sense of the pieces – yet.”

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AFTER THE EVENT

- Why those billboard statements?
- Retap themes
- Summarize key points
- Concepts to research?

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Script: “So, how do we take knowing the concepts and content and translated that into learning? Reflecting on the event is a critical step in the learning process. You as an active learner sketched high-level concepts during the event. Now we peel back the layers of the hierarchy. What about those billboard statements was impactful to you during the event? Are they still the big-bang, thought-provoking statements they were before? If they are, you did a great job of quickly interpreting what you should take away. If not, that’s ok too and we’ll roll those statements into the themes.
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Finally, let’s take a look at your learning backlog. It is overflowing? Have you accumulated of fragmented ideas and categories, things that aren’t telling the same story but still hold your interest? We can move those to your research agenda. At this point we’ve run through your sketched notes, at least once, but you can continue additional passes if necessary. To keep the momentum of learning, dive deeper into your research agenda so that you can make your own position on the delivered content. In the next section we’ll start building your perspective from the sketched notes.”

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Participant guide

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DURING THE EVENT

- Capture billboard statements
- Note a few themes
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1. How do you prefer to take notes?

2. What steps will you take to incorporate these tactics in your notetaking?

Notes:

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AFTER THE EVENT

- Why those billboard statements?
- Recap themes
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- Concepts to research?

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1. Do your sketches tell one continuous expanded story or are your notes still scattered?

2. Sketching reverse-engineers basic mind mapping. Would you prefer classic note taking or can you see the benefit of this method of self-directed learning?

Notes:

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