

INSPIRE CHANGE

Educational Strategies that Promote Lasting Change

By: Kim Kreber & Ghazal Meratnia

SESSION OBJECTIVES

- 1) Compare the differences in learning between children & adults.
- 2) Identify at least (3) key concepts in designing effective educational curriculum.
- 3) Share educational resources & techniques that can be utilized after the conference with your target audience.
- 4) Others?

Who is in the room?

INTRODUCTIONS

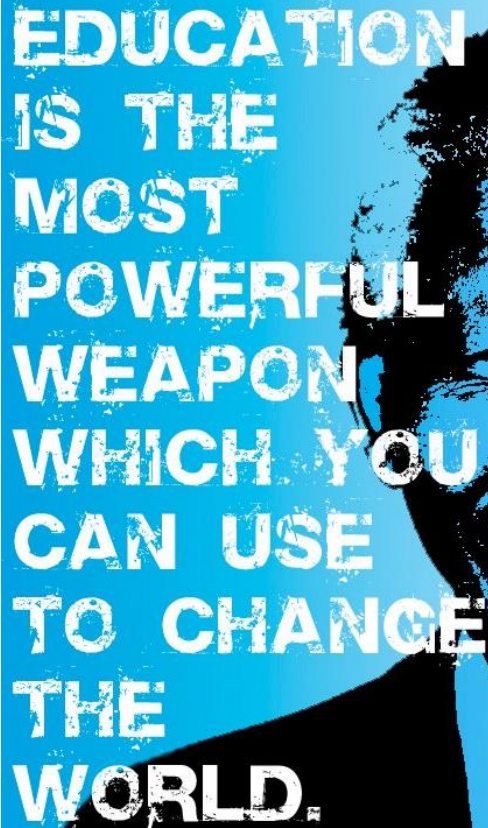
INTRODUCTIONS

Instructions: Find one other person in the room and takes turns sharing the answers to the following questions:

- 1) Name
- 2) Where you are from?
- 3) How do you use education in working with community currently?
- 4) What was your favorite teacher & why?

EDUCATION

WHAT IS IT?



EDUCATION
IS THE
MOST
POWERFUL
WEAPON
WHICH YOU
CAN USE
TO CHANGE
THE
WORLD.

Merriam-Webster's Definition:

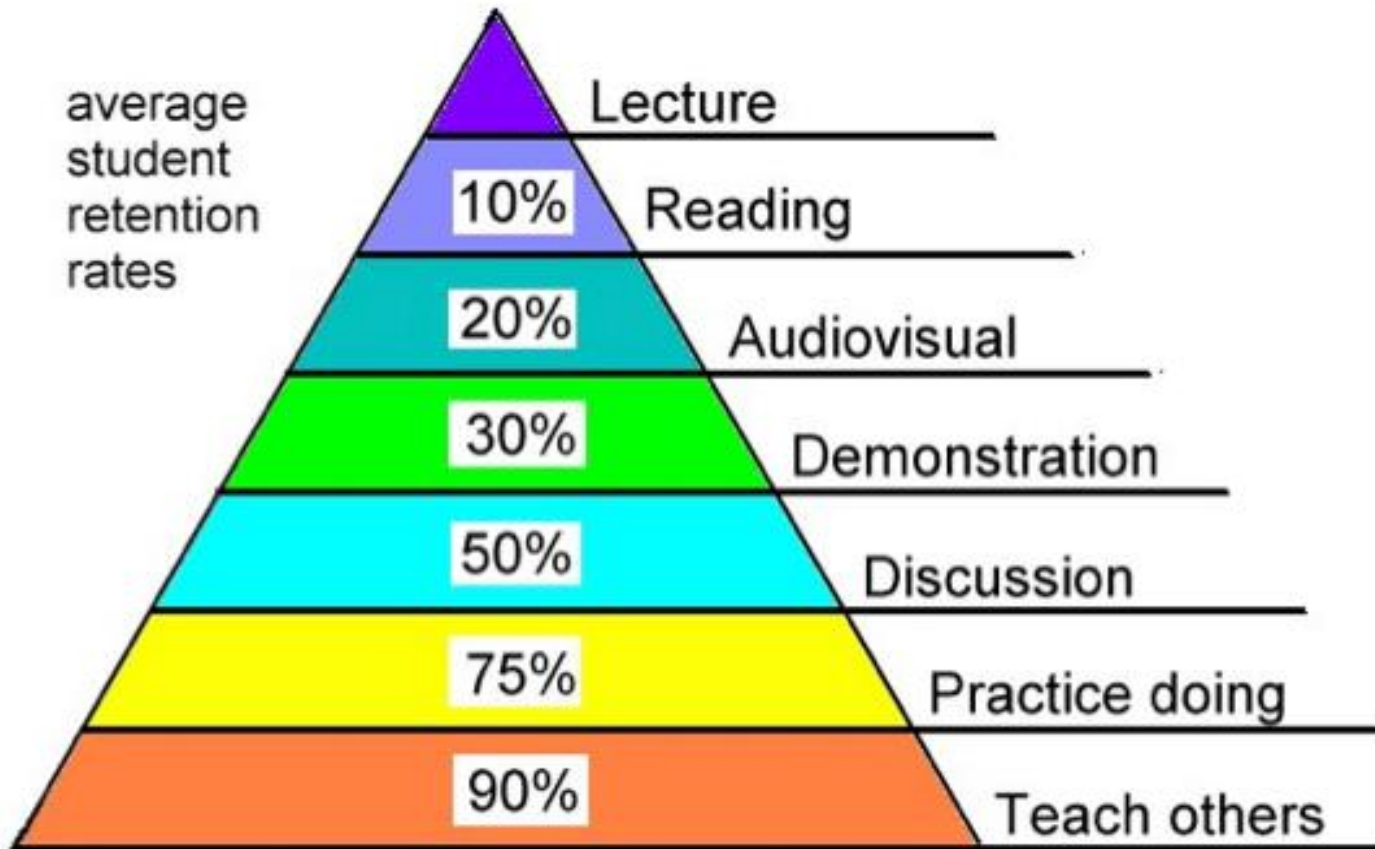
1a : the action or process of educating or of being educated

also : a stage of such a process

2 : the field of study that deals mainly with methods of teaching and learning in schools

WHAT IT IS NOT?

Learning Pyramid




Source: National Training Laboratories, Bethel, Maine

One size does NOT fit all!

HOW DO PEOPLE LEARN?

BRAIN SCIENCE

Every time we learn a new fact, a new skill, every time we give a new response, our brain changes.. this is Neuroplasticity! And this is true for adult brains too.. so don't stop  learning

— Aadil Chimthanawala



You Tube Video:
“How the Brain Works”

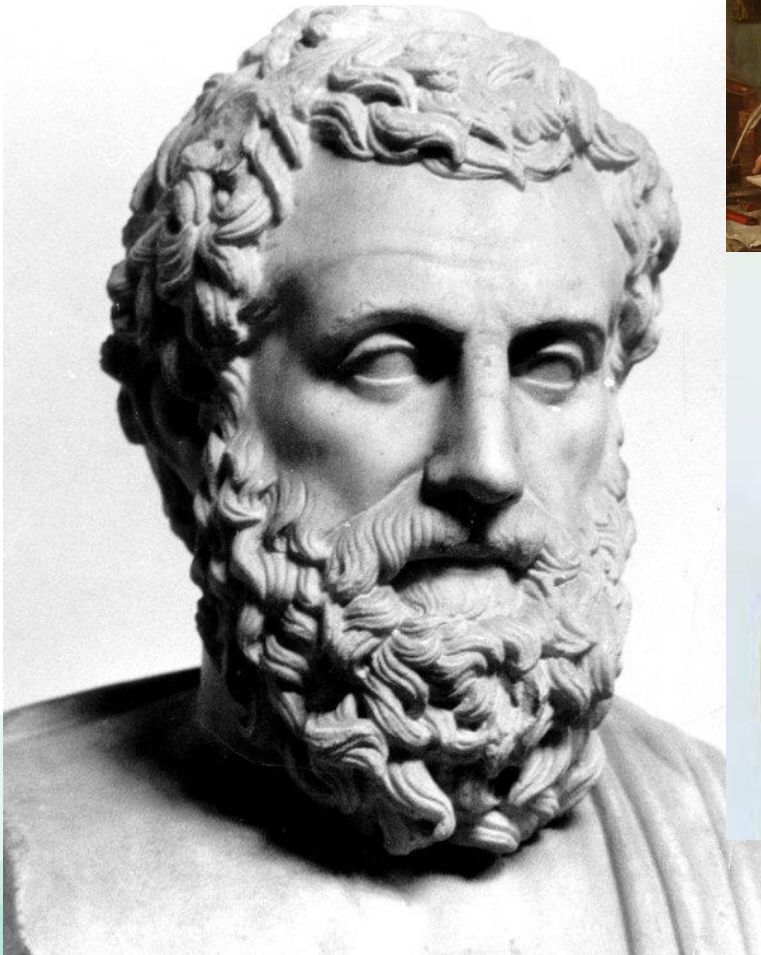
<https://youtu.be/XSzsI5aGcK4>

HOW CHILDREN & ADULTS LEARN

▸ How Children and Adults Learn

Children	Adults
<ul style="list-style-type: none"> • Rely on others to decide what is important to be learned. 	<ul style="list-style-type: none"> • Decide for themselves what is important to be learned.
<ul style="list-style-type: none"> • Accept the information being presented at face value. 	<ul style="list-style-type: none"> • Need to validate the information based on experiences
<ul style="list-style-type: none"> • Expect what they are learning to be useful in the future 	<ul style="list-style-type: none"> • Expect what they are learning to be immediately useful
<ul style="list-style-type: none"> • Have little or no experience upon which to draw 	<ul style="list-style-type: none"> • Have much past experience upon which to draw
<ul style="list-style-type: none"> • Little ability to serve as a knowledgeable resource 	<ul style="list-style-type: none"> • Significant ability to serve as a knowledgeable resource
<ul style="list-style-type: none"> • Encourages convergent thinking 	<ul style="list-style-type: none"> • Encourages divergent thinking
<ul style="list-style-type: none"> • Use specific concrete thought 	<ul style="list-style-type: none"> • Use generalized abstract thought
<ul style="list-style-type: none"> • Rote learning 	<ul style="list-style-type: none"> • Active learning
<ul style="list-style-type: none"> • Subject centered 	<ul style="list-style-type: none"> • Task or problem centered
<ul style="list-style-type: none"> • Motivated by external 	<ul style="list-style-type: none"> • Motivated by internal
<ul style="list-style-type: none"> • rewards/punishment 	<ul style="list-style-type: none"> • incentives/curiosity

BRIEF HISTORICAL TIMELINE



MULTIPLE INTELLIGENCE THEORY

Howard Gardner



ANDRAGOGY

Malcolm Knowles

4 PRINCIPLES OF ANDRAGOGY

1 INVOLVED ADULT LEARNERS

Adults need to be involved in the planning and evaluation of their instruction.



2 ADULT LEARNERS' EXPERIENCE

Experience (including mistakes) provides the basis for the learning activities.

In 1984,
Knowles suggested
4 principles that are
applied to **adult learning**:

4 PROBLEM-CENTERED

Adult learning is problem-centered rather than content-oriented.
(Kearsley, 2010)

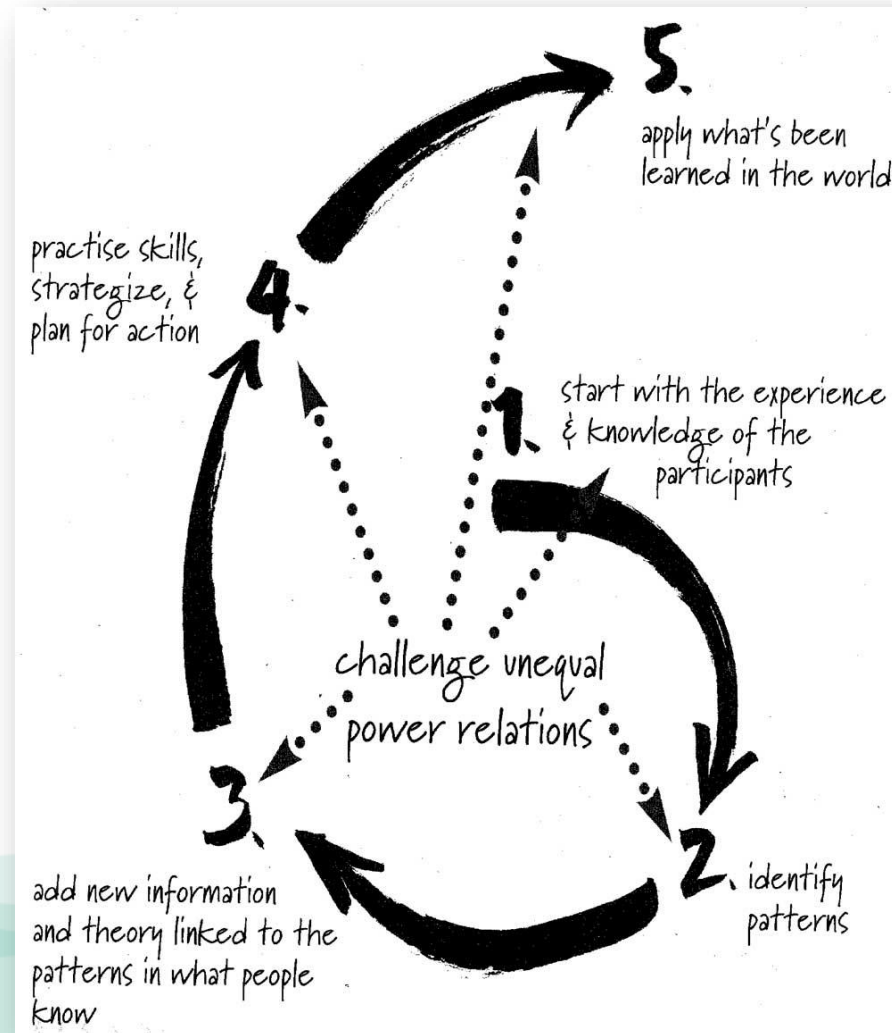


3 RELEVANCE & IMPACT TO LEARNERS' LIVES

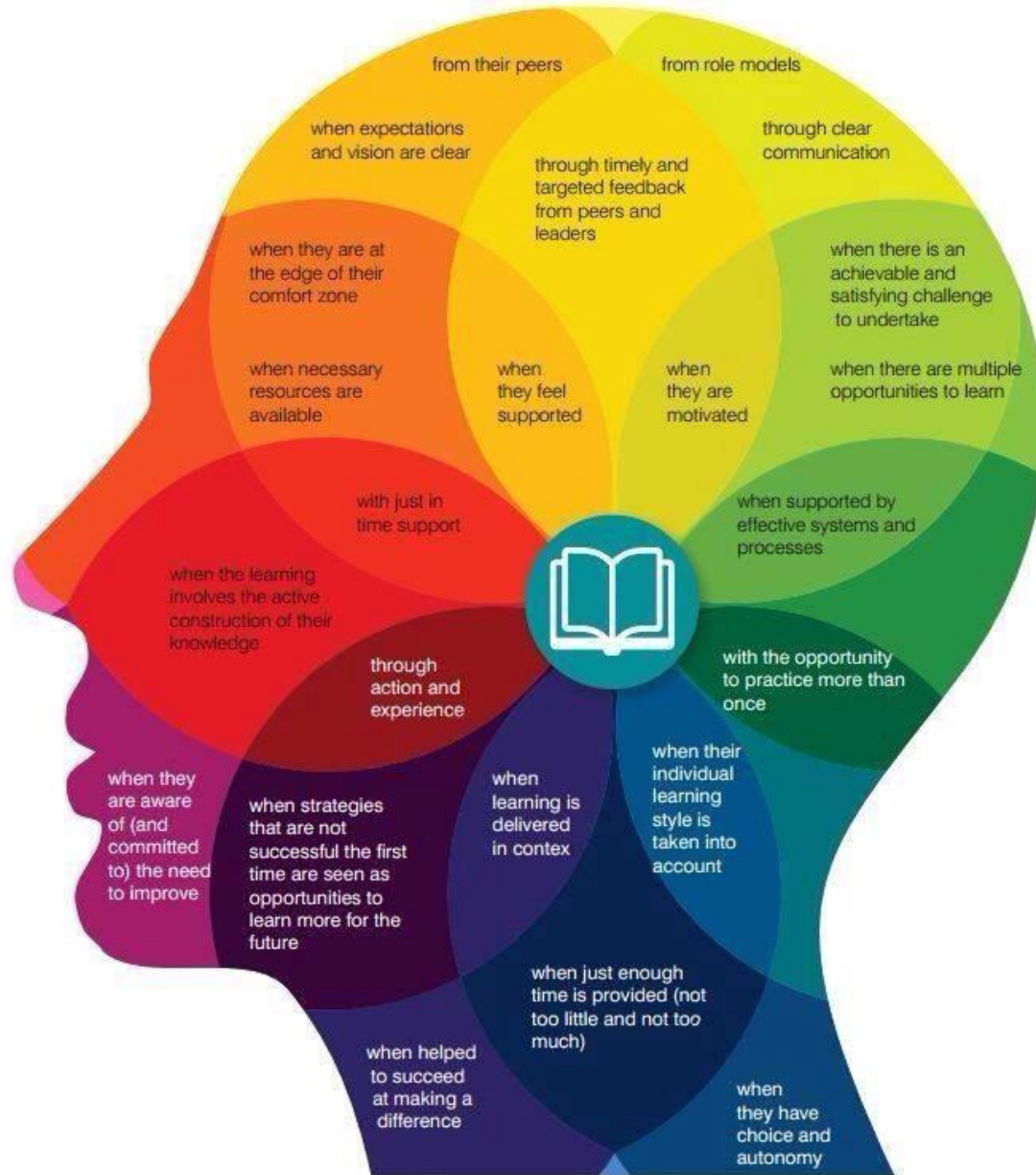
Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.

POPULAR EDUCATION THEORY

Paulo Freire



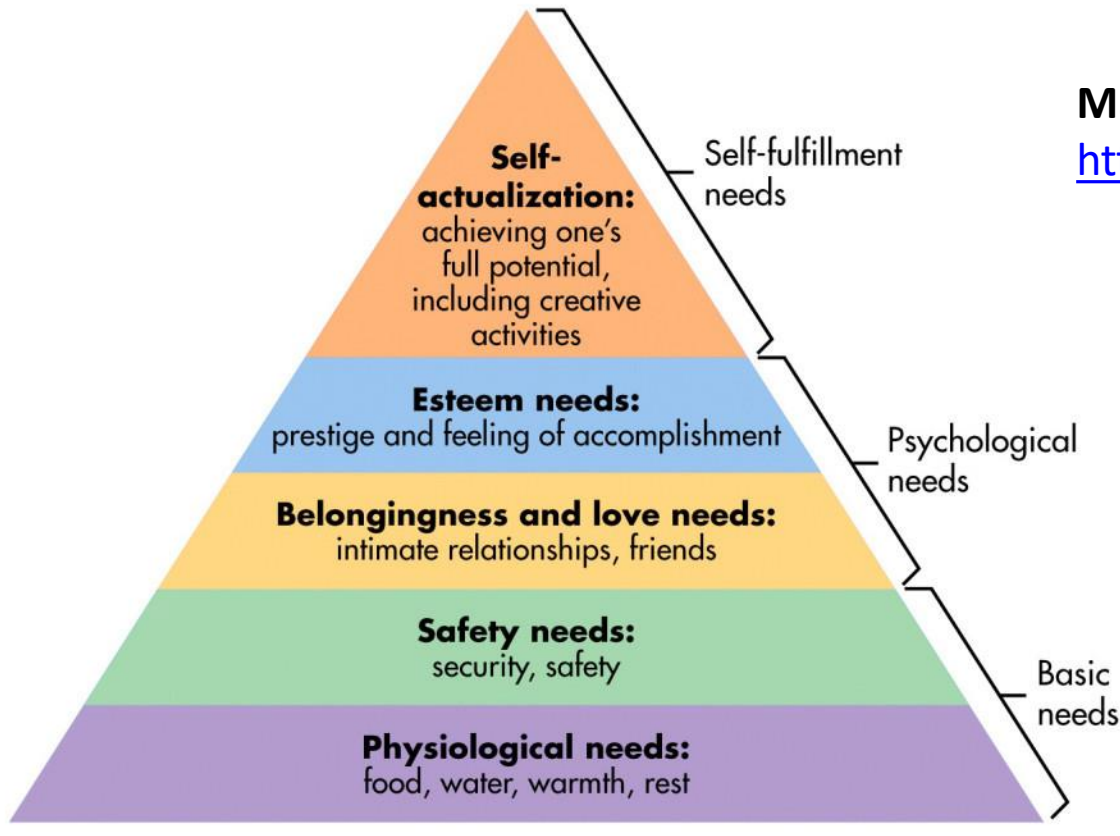
Adults learn best ...



Challenges to Learning

WHEN EVERYTHING GOES AWRY!

MASLOW'S HIERARCHY OF NEEDS

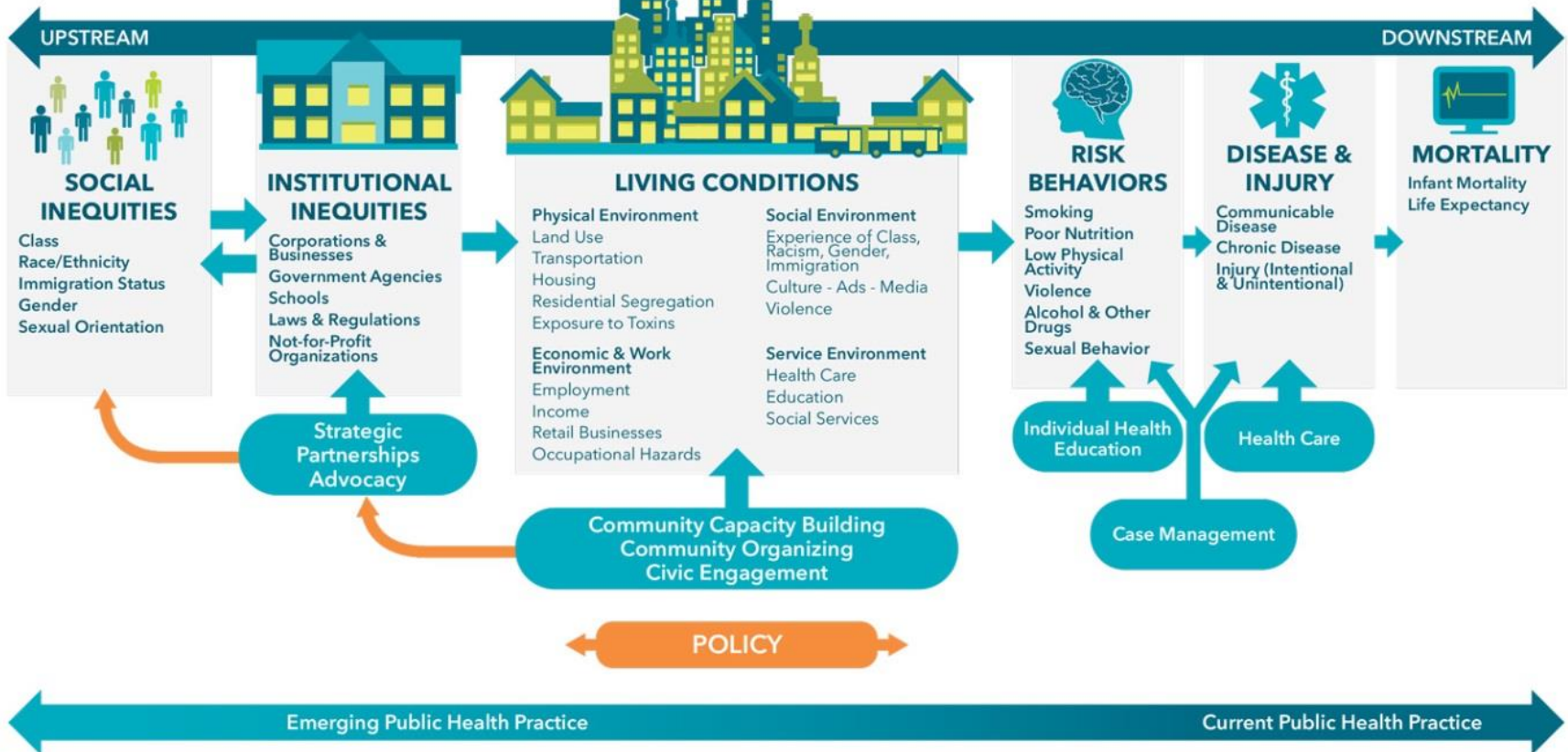


Maslow's Hierarchy of Needs

https://youtu.be/O-4ithG_07Q

SOCIAL DETERMINANTS OF HEALTH

A PUBLIC HEALTH FRAMEWORK FOR REDUCING HEALTH INEQUITIES
BAY AREA REGIONAL HEALTH INEQUITIES INITIATIVE



HEALTH LITERACY

patients with low
HEALTH LITERACY...



Are more likely to visit an
EMERGENCY ROOM



Have more
HOSPITAL STAYS



Are less likely to follow
TREATMENT PLANS

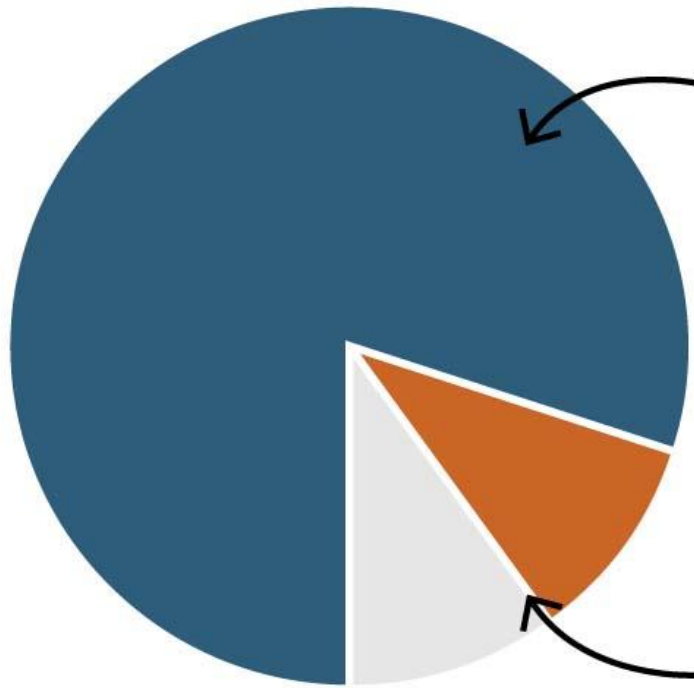


Have higher
MORTALITY RATES

www.cdc.gov/phpr



HEALTH LITERACY & CULTURAL COMPETENCY



MORE THAN 80% of health information provided in a doctor's office is forgotten before patients or parents get home.

MORE THAN HALF of the recalled information is remembered incorrectly.^{1,2}

BREAK TIME



Communication, Print, and Technology....Oh My!!


DESIGN BEST PRACTICES

PRINT MATERIALS

- Vocabulary & Sentence Structure
- Organization of Ideas
- Layout & Design Elements
- Limit the number of messages
- Give the user specific actions & recommendations.
- Supplement instructions with visuals.
- Use at least 12 point font.
- Keep line length between 40-50 characters.
- Leave plenty of white space around the margins & between sections
- Use captions or cues to point out key information.


Top 3 interventions for preventing tooth decay

1




Reduce the consumption of foods and drinks that contain sugars

2




Brush teeth twice daily with fluoride toothpaste (1350-1500ppm), last thing at night and at least on one other occasion. After brushing, spit don't rinse

3




Take your child to the dentist when the first tooth erupts, at about 6 months and then on a regular basis

Under 3s should use a smear of toothpaste



3 to 6 year olds should use a pea sized amount



Parents/carers should brush or supervise tooth brushing until their child is at least 7

#CHOOSEHEALTH

12 TIPS TO BE HEALTHY

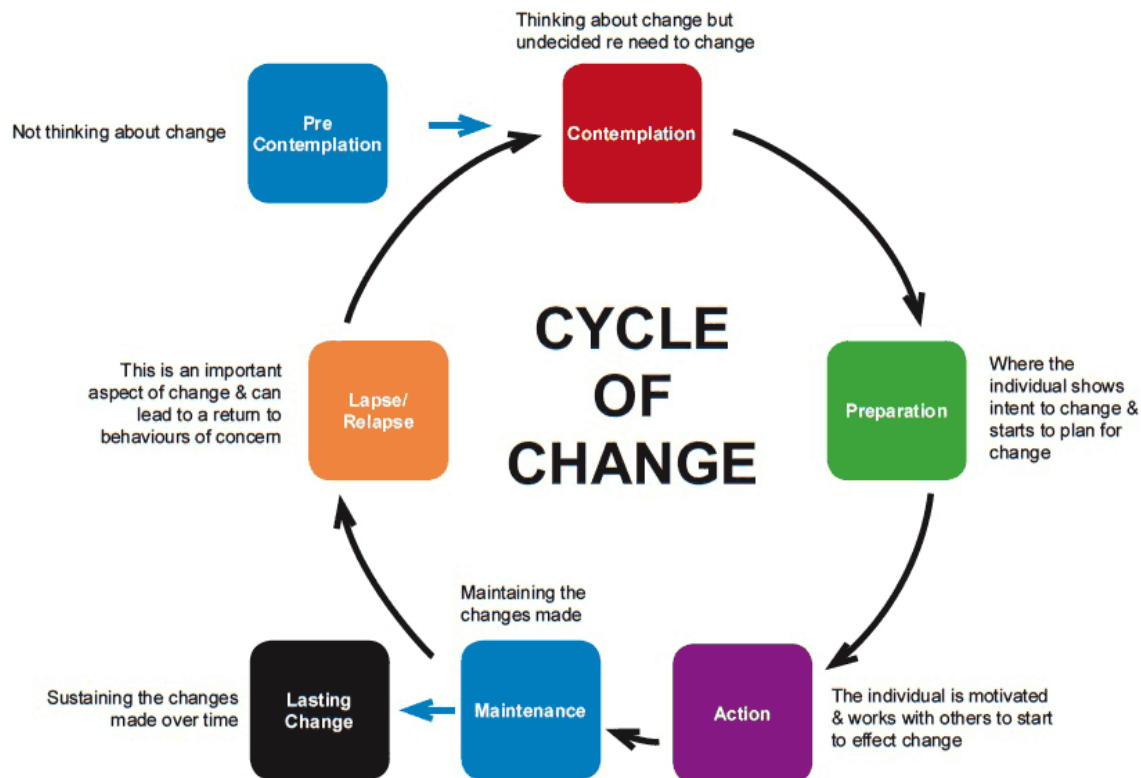
- EAT A HEALTHY DIET
- BE PHYSICALLY ACTIVE, EVERY DAY, YOUR WAY
- GET VACCINATED
- DON'T USE ANY FORM OF TOBACCO
- AVOID OR MINIMIZE USE OF ALCOHOL
- MANAGE STRESS FOR YOUR PHYSICAL AND MENTAL HEALTH
- PRACTICE GOOD HYGIENE
- DON'T SPEED, OR DRINK AND DRIVE
- WEAR A SEAT-BELT WHEN DRIVING AND HELMET WHEN CYCLING
- PRACTICE SAFE SEX
- REGULARLY CHECK YOUR HEALTH
- BREAST FEEDING: BEST FOR BABIES

World Health Organization www.who.int/shanghai2016

9th Global Conference on Health Promotion SHANGHAI 2016

COMMUNICATION

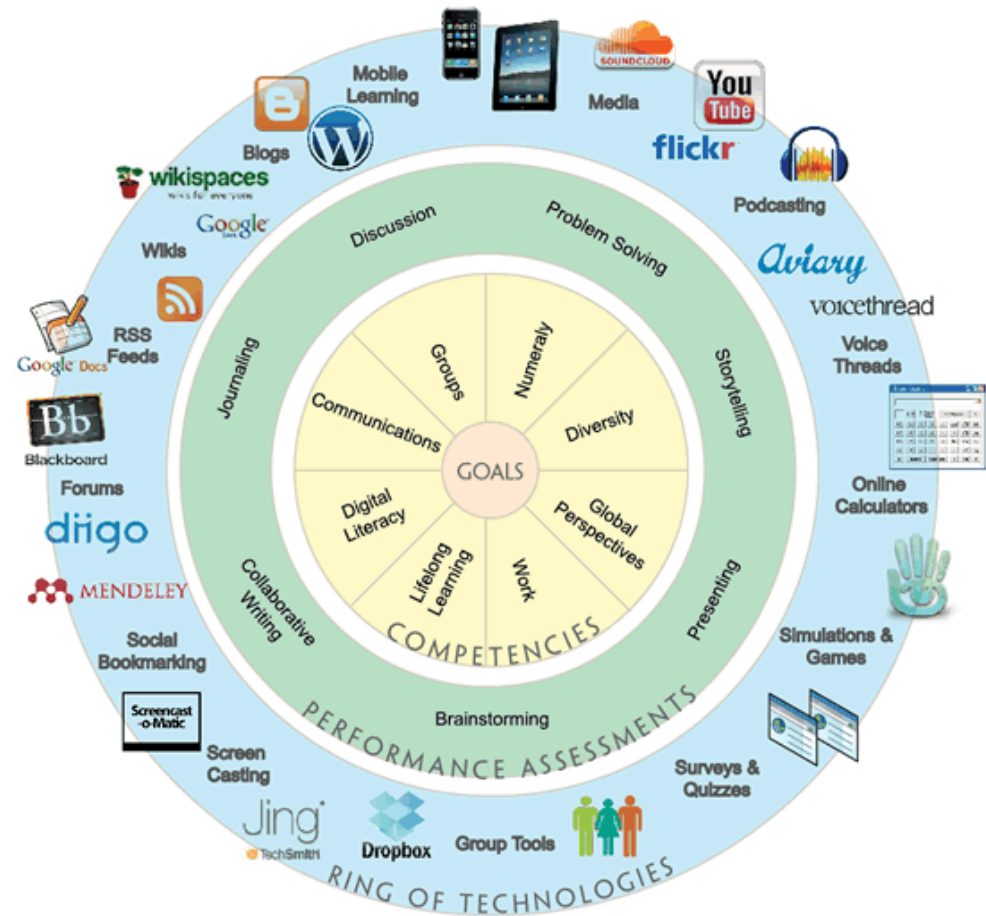
- Important to share the why they need to know this information.
- Consider the experience & background of the learner.
- Make the content relevant through stories, applications, activities, or discussion.
- Integrate emotionally driven content.
- Keep cognitive overload in mind.
- Process should be positive & encouraging for the learner.



EDUCATIONAL TECHNOLOGY

- Enhance text with video or audio files.
- Include interactive features & personalized content.
- Use uniform navigation.
- Organize information to minimize searching & scrolling.
- Give users the option to navigate from simple to complex information.

eLEARNING TECHNOLOGY COMPASS



READY, SET, ACTION

ACTIVITY STATIONS

Instructions:

- 1) Everyone will receive a number (1,2,or 3).
- 2) Walk to your initial station and complete the task.
- 3) Once the bell rings, switch to the next station.
- 4) The bell will ring again, so you can visit the remaining station.

When in Doubt.....

**RESOURCES, RESOURCES,
RESOURCES**

CONTACT

Kim Kreber

SRHD

(509)324-1587

kkreber@srhd.org

Ghazal Meratnia

SD81

gmeratnia@gmail.com

A top-down view of a lush green lawn filled with numerous bright yellow daisy flowers. The flowers are scattered across the grass, some in full bloom and others slightly faded. In the bottom right corner, there is a semi-transparent circular overlay containing the text 'THANK YOU FOR YOUR PARTICIPATION!!' in a bold, black, sans-serif font. A thin horizontal line is positioned below the text.

**THANK YOU FOR
YOUR
PARTICIPATION!!**