

# Moving from Knowledge to Practice

## Goals and Objectives

- Goal: Provide information and resources related to effective educational leadership.
  - Objectives
    - Describe basic principles of adult learning
    - Describe basic principles of behavior change
    - Complete personal action planning activity

## Materials Needed (available from <http://teea.tamu.edu>)

- “Moving from Knowledge to Practice” PowerPoint
- Personal Action Planning handout (see next page)

## Activity

Use the Personal Action Planning worksheet on the following page to identify ways you and your club can be leaders in making TEEA a source for credible education in your community. Be lofty when setting your goal but very specific in setting your action. Think hard about materials/resources you'll need and barriers you anticipate. By planning in advance for resources you'll need and problems you might encounter, you can be better prepared to lead.

Repeat this exercise for different goals and actions to help in leadership wayfinding for your club, county, district, etc.

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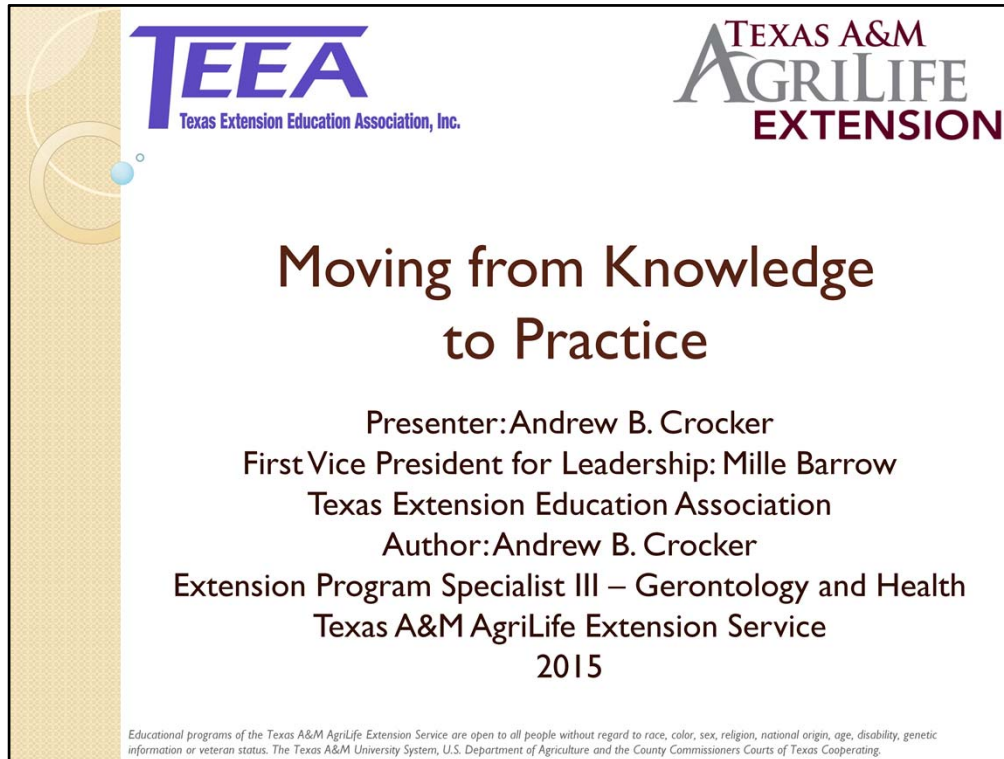
What is your goal?

What action do you need or want to take?

What materials or support or supplies will you need?

What barriers do you anticipate?

How will you mitigate or overcome those barriers?



The Texas Extension Education Association has a long history of provided vital information in the communities its members call home. And while education on particular topics is always important, leaders are truly shaped by their ability to engage the learner in the process. To really understand what learning is all about so that they can create a successful learning environment and experience. Our session today will cover how leaders can help move education into practice.

## Today We'll Talk About...

- Why adults want to learn
- Stages of behavior change
- Personal action planning for successful education



So in this leadership lesson, we'll talk about why adults want to learn, how adults go through a process to change their behavior & also how to plan for action to implement successful education.

## What Do We Know About Learning?

- Learning is a change
  - Change in knowledge or skill
  - Acquiring new information or knowledge
- Adults may seek out learning opportunities
- Learning is individual
- Characteristics of Adult Learners
  - Autonomous & self-directed
  - Accumulated a foundation of experience & knowledge
  - Goal oriented
  - Practical
  - Need to be shown respect



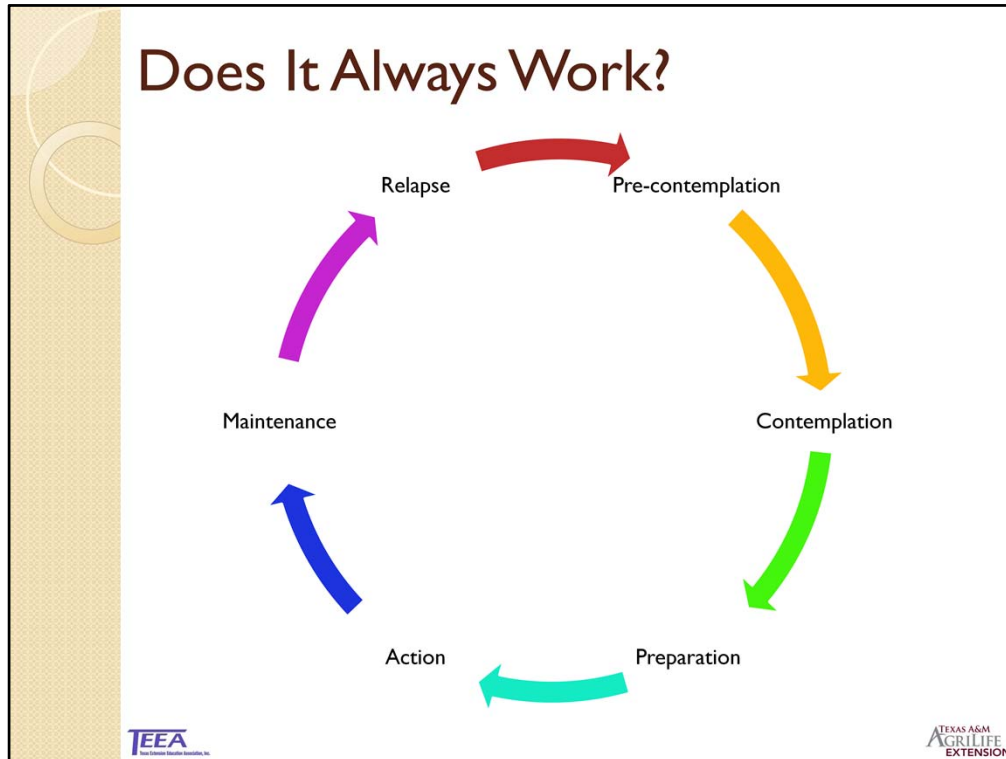
At its most base, learning involves a change. It can be a change in knowledge or skill, perhaps it's a change in behavior. But it's a change. When we first start learning, we're probably in school and we learn because our parents and teachers and even our laws mandate that learning. Adults choose to learn. And they do it for a variety of reasons that may be personal or individual. Some characteristics of adult learners include that they want to self-direct, they want to compare what they're learning to what they already know and they want the learning to accomplish some goal.

## What Does It Mean to Me?

Principle	Implication
Adults want to know why they should learn.	Make a case for the value of learning in the person's personal life.
Adults need to take responsibility.	Empower the person to take responsibility...not be passive.
Adults bring experience to learning.	Respect and value experience.
Adults are ready to learn when the need arises.	Whether the person wants to be there or not, a person must take something away from the session.
Adults are task-oriented.	Organize education around tasks, not subjects.



In this chart we see some of the main principles of adult learning. And what the practical implications are for TEEA as we continue our long mission of being educators in our communities. In addition to building value in the education you're providing, give your audience an action item – an imperative – something they can go out the door and do...almost immediately.



But change is hard. And change doesn't always work. While people won't always go through these steps, this is a pretty common way to look at how adults implement change. By knowing this information, we can plan to help address various stages in this cycle. In Pre-Contemplation, the adult learner hasn't even started thinking about a problem yet. Or they're denying it.

In Contemplation, the person has started thinking about an issue and wants to start thinking about what they can do about it.

In Preparation, the person starts planning for the change and commits to action.

In Action, the person starts the new behavior.

In Maintenance, the person continues the new behavior.

In Relapse, the person reverts back to the old behavior. Relapse happens because change is hard. Relapse doesn't mean that the person has failed, it means that the person can look critically at "what went wrong" and try something new. If we know that these things are usual and common when trying to change a behavior, we can plan for them.

## Plan for Action

- What is your goal?
- What action do you need/want to take?
- What support/supplies will you need?
- What barriers do you anticipate?
- How will you overcome barriers?



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Now that we've discussed learning and behavior change, let's make a plan for action to help bring everything together. We'll go through an example now of how to use this action planner personally. And then I'll ask you to think through a process for TEEA. Let's say that my personal goal is to get healthier. And my action is to get physical activity 30 minutes per day, most days of the week. Think about your responses to the next questions and share ideas that you have, especially in the context of what we just learned about contemplation, action & relapse.

What materials or supplies or support might I need to accomplish this goal? (Wait for a response – some prompts to get the group started might be agreement from health provider, appropriate shoes, walking path, etc.).

What barriers can you anticipate? (Wait for a response – some prompts to get the group started might be the weather, nowhere to walk, not know how to get started, not have anyone to walk with).

How will you overcome barriers? (Wait for a response – some prompts to get the group started might be have a back up plan for indoor walking when the weather is hot or cold, call the city/county offices to find out if there are walking trails in the area, get a group of TEEA members or other groups you're involved with together to keep each other accountable).



## Plan for Action – Fill in the Blank

- What is your goal?
  - Broaden reach of educational programming.
- What action do you need/want to take?
  - Provide lesson from state meeting to at least one new group.
- What materials/support/supplies will you need?
  - ?
- What barriers do you anticipate?
  - ?
- How will you mitigate/overcome those barriers?
  - ?



So now let's take the concept of personal action planning and apply it to our group. To think about, as leaders, broadening the reach of TEEA programming – our goal. Our action to broaden reach will be to provide one of the lessons from the state meeting to at least one new group. Again, think about your responses in the context of contemplation, action & relapse.

What materials or support or supplies will you need? (Wait for response – some examples identify a lesson, identify a group, etc.).

What barriers do you anticipate? (Wait for response – not able to schedule, not feel confident in your ability, etc.).

How will you overcome? (Wait for responses – be confident! The lessons are scripted. Be patient! You live and work in the community...let them identify a time that is convenient to them. Also, even if you can't get in the door now, you've reached out and let them know that you're an educational leader in the community and available to them).

## The Moral of the Story (Key Takeaways)

- Adults want task-oriented learning
- Change is hard; relapse happens
- Take action...and plan for obstacles



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So what did we learn as part of this lesson? We learned that adults have unique learning styles and goals that we, as educational leaders, need to be aware of for effective education.

We learned that behavior change occurs in a cycle and that relapse back to an old behavior is very likely. But since we know that, we can plan for that relapse.

We also learned a stepwise approach to personal action planning that we can also use for our group. Now we just need to put these leadership skills into practice!

## What Questions Would You Like to Ask?

### References

- Knowles, M. (1970). *The Modern Practice of Adult Education*. Englewood Cliffs: Prentice Hall/Cambridge.
- Prochaska, J.O., DiClemente, C.C., and Norcross, J.C. (1992). In Search of How People Change Applications to Addictive Behaviors. *American Psychologist*. 47(9): 1102-14.
- Russell, S.S. (2006). An Overview of Adult Learning Processes. *Urol Nurs*. 26(5): 349-52.

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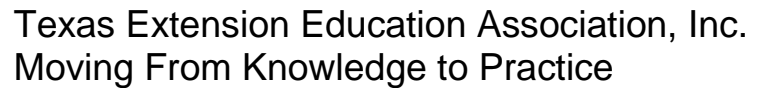
What is your goal?

What action do you need or want to take?

What materials or support or supplies will you need?

What barriers do you anticipate?

How will you mitigate or overcome those barriers?



**1. Regarding the overall program/teaching** (rate your response by circling a number):

**2. Regarding what you know and actions you plan to take (circle your response):**

I know how to complete a personal action planning process. YES NO

\_\_\_\_\_ TEEA Member. \_\_\_\_\_ Extension Agent/Specialist \_\_\_\_\_ Other Speaker.

My age is \_\_\_\_\_ years-old.

**Thank You For Completing This Form!**