**1. Bridge-in**

**Context:** Course schedule, Learning environment, Lesson plan, Climate

**Problem/Opportunity:** Learners may arrive not knowing, disoriented, distracted, disinterested or demotivated. Hook them!

**Discussion/Evidence:** Motivation theory and attention theory emphasize connection.

**Solution:** Connect using an activity or words to gain attention and demonstrate value.

**Subtext:** Sensory involvement, Emotional connection, Individual interests, Memes

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**2. Outcomes**

**Context:** Program & course outcomes, Performance requirements, Standards

**Problem/Opportunity:** If you don’t have a goal, how will you know when you have arrived? Create a shared focus.

**Discussion/Evidence:** If learning is a change in behaviour…learners need to know what the intended behaviour looks like.

**Solution:** Identify who will be able to do what, to what degree of competency, for what result.

**Subtext:** Knowledge, Skills, Attitude, Energy

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**3. Pre Test**

**Context:** Authentic assessment, Layered strategies

**Problem/Opportunity:** Help learners and instructor see the gaps, in order to structure learning at the correct level.

**Discussion/Evidence:** When the instructor knows the abilities and motivation of the learners, instruction can be adapted.

**Solution:** Conduct a pre-assessment that is relevant to the learners and the outcomes.

**Subtext:** Self-assess, Flexible strategies
<table>
<thead>
<tr>
<th>4. Participation</th>
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<tbody>
<tr>
<td><strong>Context:</strong> Adult learning, Connect memes</td>
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<td><strong>Problem/Opportunity:</strong> “Learners are a flame to be ignited not a vessel to be filled,” --Plato</td>
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<td><strong>Problem/Opportunity:</strong> How do you know learning occurred? Validate the effort.</td>
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1. Bridge-in

Gain Attention. Create Value.

Context: Course Schedule, Learning Environment, Lesson Plan, Welcoming Climate

Problem/Opportunity: Learners may arrive not knowing, disoriented, distracted, disinterested or motivated. Hook!

Discussion/Evidence: Motivation theory and attention theory emphasize value of connection.

Solution: Connect using an activity or words to gain attention and demonstrate value.

Subtext: Address Individual Interests, Sensory Involvement, Memes, Emotional Connection

2. Outcomes

“Learners will be able to…”

Context: Program Outcomes, Course Outcomes, Performance Requirements

Problem/Opportunity: If you don’t have a goal, how will you know when you have arrived? Shared focus.

Discussion/Evidence: If learning is a change in behaviour... learners need to know what the intended behaviour looks like.

Solution: Identify who will be able to do what, to what degree of competency, for what result.

Subtext: Knowledge, Skills, Attitude, Energy

3. Pre Test

Assess Entry Abilities

Context: Authentic Assessment, Layered Strategies

Problem/Opportunity: How to help learners and instructors see the learning gaps and therefore frame instruction at the correct level

Discussion/Evidence: When the instructor knows the abilities and motivation of the learners, instruction can be adapted

Solution: Conduct a pre-assessment that is relevant to the learners and the outcomes.

Subtext: Self-Assessment, Flexible Strategies
4. Participation

Context: Adult Learning, Connect Memes
Problem/Oppportunity: Learners have a flame to be ignited not a vessel to be filled.
Discussion/Evidence: Action Learning, Adult Learning, peer-based learning
Solution: Engage participatory learning that employs a variety of learning modes using a systematic method
Subtext: Learning Styles (Kolb), Situational Learning, Theory Into Practice, Enjoyment

5. Post Test

Context: Authentic Assessment, Layered Strategies
Problem/Oppportunity: How does anyone know learning occurred? How to measure it?
Discussion/Evidence: There is a wealth of literature on assessment; not all is helpful.
Solution: Assess learning using a method that is congruent with the intended outcomes and learning strategies
Subtext: Grading vs Learning, Self-evaluation

6. Summary

Context: Adult Learning, Learning Environment, Memorable Closure
Problem/Oppportunity: Abrupt closure or an incomplete ending disrupts learning.
Discussion/Evidence: Learning is validated & reinforced when it is compared to the intended outcomes.
Solution: Provide a summative bridge-out to integrate of knowledge, skills and attitude for transfer into practice or further learning.
Subtext: Employment Skills, Service Learning