Mission Driven Data hosted by Ginger Bandeen – Guest Dr. Carrie Graham

**How data drives learning and decision-making**

Okay. Well, I think we will go ahead and kick things off. I'm so excited to be here today. Welcome everyone. I am Ginger Bandeen the founder and CEO of mission-driven data. I'm joined today by the wonderful Dr. Carrie Graham, who will be sharing her amazing knowledge and wisdom with us about adult learners. If you've seen some of the information I've been posting about why we're hosting someone to talk about adult learning,

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you'll know that I think it's one of the key things to us in our work. We don't always think of ourselves as designing training and education, but we are communicating information and we are trying to make that information meaningful to folks. And I think there's such a big intersection there with how do adult learners think and how can we design things and produce things and communicate in a way that has an impact because that's what most folks who work with data are trying to do.

**00:51**

So if you're just joining us, please hop over to the chat, let us know who you are and where you're joining us from. That would be great. And we'll go ahead and get started. I think I have a slide here about housekeeping, modus. Oh, is important. Or else I forget to say the things about housekeeping. So I'm Ginger Bandeen.

**01:08**

I did say that. So points for me for remembering to say who I am, but I am here in Portland, Oregon. It's the sun is coming out and it's a really nice day here. So couple of housekeeping things, we are recording today's session. So if you miss anything, or if you're trying to furiously take notes, don't stress out. You'll get a copy of the recording.

**01:28**

As soon as we have that edited, it also be it'll be available to folks who registered through zoom for at least a week. If you want to have further access to that, we keep long-term access to those recordings in our mission-driven data community. And we always like for folks to go to the chat and let us know where you're joining us from. So if you just joined us,

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please do that quick thing about the mission-driven data community. We we're a group of folks from all over the country who are interested in learning about how to use data to improve the mental health system. We have lots of activities in there. We have events like this with guest speakers. We also do co-working sessions. We have monthly trainings it's hosted on mighty networks and it's free to join.

**02:12**

And Erica is great about posting a link in the chat. If you would like to join the community and you haven't already please feel free to do that. We would love to have you in there. So, and also, yeah. Hi Anne. It's, you're also from Prince William community services. Great to see you. And so, okay. And just a quick thing to let everybody know that upcoming events in the mission every day to community in April,

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our theme is exploring anomalies. So we're going to be talking about different ways to explore things that you see in your data that maybe come out and seem like something important to look into and how you can do that. We're going to have another guest speaker next month. It'll be Cherryl Ramirez. Who's the executive director of the association of Oregon community mental health programs.

**02:56**

So she's going to be talking about that and yeah, we also have some other things going on in the community with the state of single-payer with Colin, lots of fun things. Okay. So again, you're welcome to join the community. I think Erica will post somebody in the chat with the link to join. And without further ado, we will kick off our discussion with Dr.

**03:18**

Graham. So hang on one second. I'm going to stop sharing my slides. I'm going to remember how to do this. It's going to be good. Here we go. Stop sharing. Yeah. So Dr. Graham, I wanted to do a little bit more of an introduction first if that's okay. Cause I want to brag about how amazing you are.

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I have known, I couldn't remember Dr. Graham. I feel like we've known each other maybe almost two years now. I think so. I think it has been about two years. Yeah. So Dr. Graham, and I know each other through a network of sort of, I would call it like business owners, like people who are entrepreneurs who have their own businesses.

**03:57**

That's how Dr. Graham and I first got to know each other. We've been connected through this last couple of years of pandemic, amazing mess in the world, both of us growing businesses during this time. And Dr. Graham is the founder and owner of doctor or sorry of Carrie O Graham learning and solutions, which helps small business owners and corporate trainers build learning experiences,

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build learning experiences with adult learning best practices to meet key performance indicators. Dr. Graham is an author and researcher with 25 plus years experience in curriculum development and learning facilitation across healthcare, higher education and management. She has presented at national and international professional conferences. Dr. Graham has a reputation of asking critical questions that help people uncover clear and insightful solutions as a consultant.

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She demonstrates adult learning best practices when customizing experiences with her clients and Dr. Graham doesn't believe in a one size fits all approach. She customizes solutions to support individual and organizational needs. I always think of Dr. Graham as being amazing, first of all, cause she's Dr. Graham. And so Dr. Graham has like smart knowledge of all kinds of amazing things and is literally an expert on this field.

**05:11**

And so I'm so grateful that he would have decided to join us. Is there anything I missed in your intro, Dr. Graham, that you would like to mention? No, that's a lot and it's a lot. And I, you know, honestly, of all those things that you listed, the thing that I would say that I'm the most proud of is helping people understand,

**05:34**

right? So like the publications, the research, the scholarship, that business ownership, aren't great and they're blessings, but to be able to help, you know, whoever to help people understand in a way that actually makes sense for them so that they can use it. That's what I'm most proud of. So I know you didn't ask, but I just throw that out there.

**05:59**

I'm really proud to hear that one being said. Ah, yeah, I think that's very true and, and I'm, I can see why that would be something you would be proud of for sure. So, you know, I think we've talked to Dr. Graham and I have kind of exchanged some information about the kind of folks who would be coming to today's session and how you,

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you all are sometimes involved in designing trainings in like setting things up so that people know how to do their jobs better. And that we often run into situations where we find out something's going wrong with training because folks that work in the data side of things see like, oh gosh, the data is kind of a mess. And maybe we didn't really maybe folks who got that training,

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didn't really understand the training and didn't really absorb the information and I'd be interested Dr. Graham, when you hear about people in those kinds of situations, like what's your first thought. If, if someone says, I keep doing these trainings and people just don't seem to get it and I'm like, do you run into that? And what do you usually do in that situation?

**07:00**

Yeah, that honestly, ginger, that was the reason why I chose to do this work is because whether it was through personal experience that of colleagues or even doing research is I have found that so often, you know, trainings are the thing to do, but, but you walk away with thinking sometimes that's an hour of my life. I can't get back.

**07:24**

Right. It's not what you want as an attendee. And as someone who's putting it together, that's also not what you want. So oftentimes when I hear that, I immediately think there's a gap somewhere there, whether it is a gap in the data and the information, how it's presented, or there's a gap somewhere in the person's capacity. Right. So the individual,

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do they have prior knowledge for not in the facilitation, you know, who was facilitating it is or presenting the information. Do they fully understand the needs of the learner as well as the content? And then with the data, with the data? I mean, I've done statistical analysis before. I don't like it, but I recognize it's unnecessary part of our,

**08:23**

our lives. And so sometimes it may be an issue with the analysis itself. Yeah. I would say with the kind of data tools that people are often building and then presenting, like if you're, let's say you built a new report and you're sharing it in a meeting and then everybody walks away and they don't really seem excited about it, maybe in the way you thought they would be,

**08:45**

or they don't take that back and keep using it, or they're not sure how to use it. Yeah. I think sometimes I think you, you, you hit on something there that I might be true also is that sometimes our audience isn't maybe even has sort of like a gut reaction to seeing data. Yes. Yes. So there's, so am I,

**09:06**

I, I do want to share, just to give context my background. So my bachelor's degree and my master's degree are in sports medicine. So I come from a healthcare background. I understand the importance of data informed evidence-based decision-making I firmly believe in that, but what I have found in those instances is, you know, if, if the individual has no prior knowledge,

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no prior experience with not only the subject matter, that's being analyzed, but then the Ana the analysis, like the process of analysis and how to take both of those and apply it for themselves. That's when people walk away and they're like, I don't know what to do with this. Like I'd like to use it, but I don't know how. And so again,

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you know, there is that element of people not having capacity and it's not their fault. It's just, they don't, they don't know the skillset, but it's, it's also frustrating for people who have developed documents or reports because, you know, blood, sweat, and tears put into, you know, running the analysis, drafting the document and, and,

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you know, having some level of excitement or anxiety with presenting it and then to have it feel like it's fallen flat. And so there's, there's lots of opportunities there to, to make improvement. And that's where I stepped in to say, okay, well, let's, let's figure out what the gap is. Exactly. And now let's, let's identify and customize the best solution to filling the gap.

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What are some of the things you think folks don't always think about when they're thinking about adult learners? Because I know you're really, you really, I would love to know like, Yeah, I, first and foremost people don't think about adult learners like that. They just don't think about them. They think I have this information that I'm going to present and I'm going to serve it up and everyone's going to pick it up and use it,

**11:22**

but there's no acknowledgement. Or if so, there's very minimal acknowledgement of who the individual is. And then more importantly, what they bring to the table as a learner. And so, you know, I'm, I'm, I'll share some well-founded and well-researched assumptions about all adults that are, that can be found in research. And one is that adults bring a wealth of life experiences to the learning table.

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So if someone, you know, if someone comes from a it's, I'm getting hungry, so I'll just talk about food, right? So if someone comes from a vegan background and for whatever reason, they're there at a presentation that's talking about barbecuing me, like they have no capacity. Like they have no frame of reference, no frame of reference. So that then becomes the fact that they have a lack of experience,

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becomes a barrier to their ability to learning. If you think about people who learn how to ride bikes, you know, going from a street bike, which is the thin wheels to a mountain bike, thicker wheels, I've got prior experience. And so it's an easy translation. So that's one thing that people bring their life experiences to the learning table. Another thing.

**12:59**

And I think this one in particular really, you know, is an element for people in social work is adults have continually evolving social roles. So, you know, you may have someone who may be attending a workshop because they want to learn about a parenting skill. And I'll just use myself as an example, when I got married, I, you know,

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was blessed to have grandchildren. And so here I am, I haven't had my own children, but now I have grandchildren. And so trying to figure out, you know, like my role changed my social role changed, you know, for individuals who are taking care of an aging parent, particularly in this time, that's a changing social role. And,

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and let's not couple on the challenges of COVID that we're all working through. And so evolving social roles is in fact, another major element of adults that you have to factor in, in their learning. And then the last one that I want to share with you, there are more, but for, for your audience, the last one is adults want to know the reasons why they want to know why,

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so you can provide all the information in the world that you want. But if you're not explaining why this is important, why it's appropriate to apply, whatever it doesn't, it doesn't deepen the meaning for that adult. And it often won't be used. I think all of those are so key when you mentioned role. It made me think about like, we planned this training and I don't have kids in school,

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but it is spring break. And like, it makes me, made me think about how often, like we plan, you know, we might plan a live training at our agency as well. And like, maybe we plan it for lunchtime because we assume we make the assumption that like, oh, everyone's around at lunchtime. But like maybe someone goes in and checks on their adult,

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you know, maybe another family member at lunchtime. And so that really doesn't work for them. Or maybe their kids are home at that time. Or maybe I'm trying to think of some other things or just, you know, maybe they're trying to buy a house. And so they're out looking at properties at lunchtime. Yeah. It can be a host of things that you,

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you know, we all, if we're sharing information, whether it's in a formal setting or an informal setting, or even a non-formal setting, we have to give consideration to who the individual is as a learner, what's going to get in the way of their ability to learn and apply, and what's going to help support them, learn and, and fly.

**15:56**

Yeah. Yeah. Yeah. And I love the thing about the reasons why I think yeah. And the life experience thing. Oh, the other thing I was thinking about with that is I was wondering how often, when folks look at data for the first time, you know, I talked about kind of a gut reaction, but I think also like we've kind of,

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there's a little bit of like almost a stigma around data, because if you went to school to work with people and data is kind of numbers, and then people are telling you, your job is to look at these numbers and what you really care about are people. It can really like kind of, you can have kind of a gut reaction of like,

**16:30**

wait a second though. Like, I believe in caring about the people and you only, you, the greater you seem to only care about the numbers. And so, like, I think that is so important when we're talking about, because we can get really focused in, on actually on numbers when, and forget that like each number represents a person.

**16:51**

But if we're, if, when we train about that, we're only talking about the numbers and not the people like, even just our language, you know, like if we said this number of people were served versus like there were 300 services, like I think sometimes saying like 30 people got services is just a different, it helps remind people that each number is a person versus Yeah,

**17:14**

yeah, yeah. In research you're taught, you know, now we don't, you don't refer to individuals as subjects. You refer to them as participants because they have agreed to participate in your work and they are to your point individuals, human beings. But you know, I'm, I'm so happy you bring that up ginger, because the thing that I've found,

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particularly in my, in my work as a health care provider, and I don't do that, I'm not, I don't practice anymore. But one of the things that I found was that so often clinicians, including myself would say, okay, here's a research article that is using data. It's using the evidence to make a rec recommendation for best practice, but it's not applicable.

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Right. Like in the, and so I think that's another element of when we think about data-driven work, as it relates to people, sometimes the way the information is presented, it's truly for such a small segment that is not the population that we are working with. And so it's hard for people to make transport transfer that information so that they can make good clinical decisions.

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But, you know, I also say that then becomes the responsibility of the person who's creating the content. Sure. Yeah. I think that is a really good point. Yeah. It makes me think about too, when you were talking about, I think something you've said, and now I'm not sure which of the things, but it made me think about how often we present data.

**19:04**

Like, like a lot of the agencies that are participating in this event today and, you know, provide a, provide their staff with some kind of data. That's a little bit something that someone could interact with, right? Like, like they could try look at your program or look at this provider or compare that to this. But like I, and I think sometimes when we do a training,

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we kind of show that. But maybe I wonder if sometimes when we do our trainings, we, it would help if we like were really direct about like, this is how you could apply this to you and let's look like maybe like even have someone in the audience be like, could you be the Guinea pig? And let's prep try going through like what you could look at in the data.

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And what's your next question? And what would you want to know about this? And like 'cause cause yeah, I think sometimes it's so abstract, but like maybe helping make it more practical, like, like here's how you could translate that to something you would want to make the decision about. I'm not sure I love this cause I do trainings too. And I'm like,

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I dunno, let's do that. I want to do that more. Well, ginger I'm so I'm so proud of you because what you're talking about is adult learning, right? That is literally an approach that you should, that people should be taking in adult learning. It's a best practice. So it's not it's yes. Presenting the information, right. Presenting it in context,

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providing examples, explaining the why, but to take it a step further and ask the attendee, how do you think you can apply this information? Right? Because it's one thing for you to, for the trainer, whoever it is, make assumptions about what someone needs in their work environment. But the reality is unless we're walking in their shoes day to day to day,

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we don't know. And so it's more effective, I should say, most effective to ask the participant, why don't you come up with an example and we'll walk it through just like you said, at the end, who wants to be a Guinea pig and let's test this out and see. And so it's providing like, that's the extra step. So it's present the information,

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provide an example in context. And then if you're really want to do it, ask individuals to identify, put themselves in that situation. Yeah. Yeah. It's, it's interesting because I think, especially if you're someone who works with data all the time, you can imagine how people might want to use it, but it's really different to see how they use it.

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I've I've also observed like sometimes I watch someone use a report and I learned things about how they're going to do things that I'm like, oh, whoa, I didn't know. That could be done. That's cool. I didn't know that I learned to when I watch someone, when I watched someone else do their example of what they want. Yeah. Right.

**22:08**

And, and also the other part about data. So I have a friend, a colleague, a friend Dr. Coleman, and he, he works in men's health. And so he's well steeped in data and we'll have these conversations about data. And he'll tell, he'll tell me something about, you know, a report that he's read and I'll come back and I'll say,

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but what about this other part? And he's like, Carrie, that's not what the data was presented for. And I'm like, yeah, but it's still important information that I could use for something else. And so, you know what you're saying happens all the time is there isn't just one way to use data and there isn't one right. Way to use the data.

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It's just numbers. That's all it is, is it's just numbers and it's a representative of something or sophomore. Yeah. We often talk about it being a model. It's just a model of reality. It's not reality. So there's always more you could look at in there. But yeah, I like that. It's just the model. Yeah. Yeah.

**23:16**

Well, this is, this is so great. I want to also just mention that if you're here today and you have a question for Dr. Graham, please don't be shy. You're welcome to post that in the chat and we will keep an eye out for that too. So, so Dr. Graham, I have, I have some kind of specific examples I was going to ask you about too,

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if we'll keep an eye on the chat for questions too. But so I know one thing that a lot of agencies are moving toward is having like prerecorded video content where train people in, like, here's the things you need to click on to fill out this form because a lot of agencies are training folks in how to fill out the data they need to collect.

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Right. And so they'll have like a prerecorded video that folks will watch. And that is definitely like more efficient for the trainer. Right. And I've been that trainer where you do like hours and hours of training. And first of all, I used to do those kinds of trainings where you do hours and hours of training. And at the end you're like,

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oh gosh, no one learned anything after the first half hour. And now I've just talked to myself horse, but like no one really got anything. And so then we replaced that at an agency where I work, we replaced that with I'll make a video of all those trainings and then people just they'll just have to sit and watch the video, but I wouldn't have to say all the things over and over again.

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So, I mean, I know I kind of, in my head know, like that's kind of not ideal for someone who's trying to learn, but it is trying to find that balance. So are there things you've ever seen where people are doing prerecorded training that like helps make that land more or like helps make that better or more useful for an adult learner?

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What are some ideas for that? Yeah, I, so there's a host of best practices. And, and particularly now that, you know, for the last two years, people have had to move toward online recording trainings, presentation, so on and so forth. And so there are some best practices. First and foremost, I want to go back.

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I didn't know for your listeners. I didn't know you were going to ask that question. I didn't know. No, I know. I'm sorry. No, no, no. I think it's great. And I say that because when I mentioned the, when I offered you all the three assumptions about adult learners, there's that social role. Right? So one of the social worlds you have to consider is that,

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okay, you've got working parents who are now homeschooling, but yet you're going to give them an hour long train recorded training to sit and watch. No, that makes no sense. Right? It's it doesn't support them in their learning. If all it is is a presentation of information. So the, the alternative would be to break it up into very small,

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concise presentations of information. Right. Does it really have to have a video element? Do you know what I mean? Like, could it be just an audio recording that they could listen to on the go, right. That's you know, does it have to be an hour or could it be 10 minutes, you know, a series of 10 minute recordings.

**26:29**

Okay. Instead of filling out recording and demonstrating how to fill out this entire form, why don't we just do the first page and then another recording for the second page. Right. So, you know, again, it's, when you think, when you acknowledge the assumptions about adult learners, it should inform how you do whatever it is that you're going to do to,

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to train them or, or present information to them. Yeah. No, I love that. I think that's a great point. I mean, I think about, yeah, it's much easier to find a 10 minute window. And also the nice thing about that is then also you only have to watch the part that you're stuck on, right? Like if you need to go back and review that information,

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you can easily find, like, I don't need to watch this whole hour long thing. I just want to find the one thing where they talked about this one thing. Right. And if you're like, if you're attempting to watch an hour and you're trying to do, you know, cook and homeschool and manage the dog and the cat, you're like,

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now what I knew, I heard it, but at what point in this hour, where was it? But to your point, like if it's just 10 minutes, you can find that pretty quickly and it's not an issue, Right? Yeah, no, I love that. It makes me think about another thing we're trying to do with the videos for our community is we are using a tool that will make a transcript that you can search in so that you can look through and find the part of the video that you want to,

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you want to just FYI, anyone who's watched a video in our community. If you ever wanted to find a part of that video, you can search the transcript, which is kind of a nice feature. Yeah, it is. So I would say that those are all elements of best practices, right? The other thing is building knowledge, right? Helping build knowledge and build skills.

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And what I mean by that is you cannot, you know, if you're going to do a training on data collection on a novice, right. Or someone who's just entering the field and you know, they have not had a wealth of experience in data collection. Why would you start talking or presenting information? That's very high level, right? Like you're,

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you're already losing them. So another thing that I, I always encourage people to do is present basic foundational content, make sure that individuals fully understand the foundations. And then in a separate learning experience, even if it means you take a five minute break and then move on to the next one, but you know, give it some time. And then you go up the ladder of critical thinking and you offer them,

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okay, let's add on some more advanced skillset or some more advanced knowledge or, you know, let's add on how do you analyze the information? Because when you are, when you're willing to present information that builds that is going to do a couple of things. One, it's going to engage the audience because you're, you're speaking at a level in which they can understand.

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So they're going to be engaged. The next thing that it does by building is you are helping them retain the information because if they know what's on the, at the foundational level, they have to remember that to go up the pyramid. And then the last thing it does is it helps them appropriately apply whatever the information is. And, and that's, you know,

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whenever I work with clients that is at the foundation of my work, it's what do we mean to do? Well first, who are our learners? Who are our audience members as learners? What's the content, use that to engage them. And now we're going to build information that helps them retain, and then we're also gonna incorporate and have conversations so that they know how to apply it.

**30:38**

Yeah, Yeah. No, that makes so much, that makes a lot of sense. I think. Yeah. It makes me think about too, that pacing, which I think is maybe something you're sort of implying about adult learners, which is that, like this idea that like, go, go, go, go, go with what you're providing them can really,

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I'm a fast talker. And I know that sometimes I, people do better if I stop for a second and let people kind of absorb what they've heard and then, then kind of integrate that in. And so, you know, giving people a break, giving people a minute to like process before you just jump right in, it seems like that would also help people feel like more comfortable,

**31:19**

like reduce the amount of like sort of panicky discomfort people would have. Yeah. It reduces the overwhelm. It totally reduces the overwhelm. So I think I it's, it's interesting that you offer, you're a fast talker. I know that I'm a slow talker. I'm also a slow Walker, but that's another story for another day. But you know, one of the things that I've learned over the years like over 25 years is that when you're,

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when you can be, be comfortable with silence, you are really doing the other person, such a service. Like it is really a kind gesture because it provides them time and space to literally process what it is that you are giving them. And if it's something that's high level, that is new information, they need the time. People just need the time to process.

**32:20**

Now, thankfully, if they have a related life experience to that, their process time is a bit easier. But for people who don't, or you don't know if they have past experience, definitely giving them gaps in time is helpful. It's helpful. And it, so I don't know if you've had this experience or if your audience has had this experience,

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you offer a training. Does anyone have any questions? No. Okay. Let's move on. Well, wait a minute. Right? Like first they made time to process. They made time to apply it and figure out if it makes sense in the way they're applying it and if not, okay, then they need time to formulate a question. Right.

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But so often people don't give them that time. And so it's silence is a good thing. It really is a good thing. I wonder if that's gotten worse with our move to online, honestly, because we all feel really uncomfortable if there's a zoom meeting and no one's talking, I think that in a room you would say like, it reminds me,

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this is a silly thing, but it reminds me a little bit of like, almost like high school when like you would turn in your papers and there'd be a minute. Cause the teacher would be like stapling them or, oh my gosh, I'm so old. I don't remember. I know exactly what I'm talking about. Yeah. So you would have a second to like,

**33:43**

okay. That part of the, almost like that task is wrapping up and there's a minute before the next thing like, and I, now that I, when I think back, I'm like, I remember that feeling like, like, and then the next thing, you know, and, and now that we're all on zoom, there is some pressure I think sometimes to be like,

**34:01**

Nope, no time. Next thing right now let's move on. Absolutely, absolutely. So that, you know, one of the things that, you know, truthfully a practice in adult learning is the use of community or peer peer learning. And so I, I, that was another reason why I was so honored to be invited because you've provided a community platform for people to learn together.

**34:29**

And you actually may not have the answer that they need, but someone else in the community does. And so that, you know, providing adults with time and space to exchange ideas, to, you know, move the needle just a little bit by someone else, it helps them solve their own problems. And that's, you know, that's actually another assumption about adult learners is we engage in the learning experience because we're attempting to solve some problem.

**35:07**

Now, whether it's a problem with our work, a problem in our community or a problem in our personal lives, it doesn't matter. We are attempting to solve a problem. Yeah, no, that's a good point. That makes me think about, you know, whenever we're doing these kinds of sessions, I always encourage people to put something in the chat and that is partly intentional.

**35:26**

Cause I'm sort of, and that has happened before where like someone in the chat asks a question and someone else in the chat answers the question. And I always feel like that's magic when that happens. Absolutely. Absolutely. I have, you know, over the years at presentations, I've had people ask me a question and although I had an answer and that I was very confident in or a recommendation,

**35:55**

I would not answer them. And I would say, does any, is there anyone else here who can offer a suggestion or can answer the question and I've done that time and time again. And I find it to be such a more meaningful that people have a more meaningful experience, right? So the individual who's offering or sharing, like it's value for them,

**36:23**

the person who is seeking an answer, they're getting an answer, but they're getting it from someone that they more than likely would identify as a peer. And, you know, there, there have been very few cases where I've had to go back, like after people have offered their suggestions and said, okay, I also want to give you this to consider because the other individuals typically cover all the bases.

**36:52**

Or like you said, they'll provide an answer that I wouldn't like, like, oh yeah, I'm glad I didn't say anything. That's better than what I would have offered, you know, but it's giving time and space for questions and, and opportunities to share ideas is huge. I love that. Cause it's something we could do in our trainings too.

**37:14**

Right. Like we could say so-and-so was wondering if this worked like, does anyone want to, has anyone else tried that? Like, what is that, how has that worked out for you? Or, you know, and just getting that engagement, which again, I think has gotten in some ways harder with being on zoom, then maybe it would have been in person,

**37:30**

but there are ways to do it. So, Alright, there are, and I want to bring it back to the data piece because that's, you know, that's why we're here. You know, sometimes it may be, well, you know, like if I were in your audience, I would say, well, ginger, how do I apply this?

**37:49**

Right. It may be that yes, as the presenter of band formation as the individual, who's steeped in the data, you have a full understanding of all the ways, you know, like the deep ways to apply it. What is it practical for that person situation? But rather if I talk to a peer who's doing very similar work in the field to have them say,

**38:15**

well, this is how I applied similar data or, you know, a previous iteration of the data. Why don't you try that? I think that's just more meaningful than, you know, us presenting a list of numbers or a compilation of a synthesis of data. Yeah. I mean, a very common thing people have is I've definitely hear a lot,

**38:40**

is someone will make a data tool and then they're like, no, one's using it. Like, no one's using this thing I made. And I was just, I was thinking about this just now, because I was just in a meeting a minute ago with someone who showed me that, like we use a lot of agencies, use Microsoft power BI and you can see in there,

**38:56**

who's run your report. Who's tried it. Right. And I was thinking like, that would be cool is to look and see who is using it and then ask that person to like co present with you about how they're using it. Wouldn't that be cool. If you could show, like, I notice you're using this report, like, can you show other people like you're doing with it,

**39:15**

that'd be so great. It would be and it's information. Right. So if you can tell that it's people at management level who are using it, but you know, people who are either in the field or entry-level, they're not using it, even though it was presented to them, that's Infor like that's data, that's data to say, okay, there's a gap here.

**39:38**

Why is this happening? We, we need to figure this out for sure. But I love that. I'm so happy you shared that ginger and it's, it's the fleeting, right? When you've created something and people aren't using it, the other, you know, the other thing that I would encourage people to do is have, when you're creating tools,

**40:04**

have someone else who is not well versed in the field, look at the tool and see if, if they can understand or interpret what they're supposed to do or whatever the case may be, then yes. Move forward. But if they can't understand it or make heads or tails of it, even generally, you should, I would encourage people to go back to the drawing board and say,

**40:31**

okay, how can I be clearer? How can I shorten make the language more concise? No, I think that's so good. Dr. Graham. Thank you. Okay. There's a question in the chat. Look at Bruce is wondering Dr. Graham does gamification work with adult audiences that I'm sure you've probably heard of gamification. It's definitely like, I guess,

**40:57**

yeah. I'm curious what you think about that. I have, I remember when gamification came on the scene and I was asked to be a test or for like at the institution I was working at where they were doing a lot of the research, but I, Bruce, that's a wonderful question. I would offer that it has its place. So if you're,

**41:27**

if you're using gamification for, let's say nutrition education, right. Or education about physical activity. Absolutely. It makes sense. But if you're, if you're, if you're considering using game of vacation around topics and information, content that that's more sensitive, I would say, professionally speaking, it doesn't have a place, right? Like we need to honor the content honor the individuals who are you,

**42:02**

who will be using it and what their perceptions may be. And so again, when we think about, you know, sort of nutrition education, and I like one of the healthcare systems here in North Carolina uses gamification around like COVID practices, you know? And as well as what, like general wellness, it makes sense. Right. And it even engages me in the process,

**42:32**

but I personally, sometimes struggle with let's use gamification and, and sharing information. Sometimes I just, I just don't think it works. Do you think it's that sometimes for an adult learner, it's like they see through what you're trying to do and then they feel maybe a little, I don't know. I could see where, like, I'm trying to think of an example of where it doesn't feel comfortable or it doesn't feel like the right fit.

**43:04**

Can you think of an example, Africa? You know, I'm trying to think of one enough, Bruce has an idea I'd love for him to share it, but I would say around any, any issues around political politics, right? Like, you know, the things that they tell you don't talk about at the dinner table, right? Like those sorts of things or like crime,

**43:33**

or, you know, just, I think you have to really understand whom your audience is as well as what the content and context of it are. Because it just, whenever I hear people wanting to use gamification, I'm always like, oh my goodness, is this, I don't think this is right. It sounds like Bruce added in like more to drive engagement to data,

**44:01**

using a carrot rather than a stick. So maybe more like, maybe something like, can everyone go run this report? And then there's like a pizza party if everybody runs the rides or something, is that yeah, Absolutely. Like that, that for sure would work or let's test your knowledge on this software. And it's three questions that are kind of silly,

**44:23**

but they still illustrate whatever the software uses that. Absolutely. But I, I just would be buried. I would, I would really caution people about using it. And, and Bruce, your point is spot on a carrot. Use it as a carrot. Not, not as a stick. Yeah, yeah, no, that's a really good point.

**44:47**

Yeah. I have definitely like, even with wellness programs, sometimes I have seen that go sideways right. Where like, it, I mean, there's the very famous episode of the office where, you know, they were doing like a weight last thing, and then people were passing out and you know, it wasn't, it wasn't good. Right. Like,

**45:04**

so, so just being thoughtful. Yeah. I could see where, but yeah, I, I do think people, So Kim's an example. I just thought of one. So on my phone, I knew that I needed to do walk more. And so I have a pedometer app. And what it does is whenever I meet my goal, like it toots a horn.

**45:29**

And when I pull up the app, like it shoots out confetti and li it's silly. I understand what they're doing. But every time I meet my goal and I open the app for whatever reason, and I see that it literally makes me smile and I'm like, oh, I could go five more minutes. Like, it'll be okay. And so,

**45:53**

yeah, you just have to understand, you know, what is truly, what is the impact that you're trying to have? Yeah. I love that. It makes me think about like, you know, just having people try, maybe it's a good way when people, when you're trying to have people try something, because it's like, it kind of helps get over that hump of like anxiety around it.

**46:14**

Maybe a little bit. Yeah. Yeah. I could see that being useful or also just people are really busy. So also, you know, yeah. Helping people see how it, yeah. I was talking about trying to find kind of a data champion among your, within your team. Right. Like someone who, and they kind of emerge when they've got,

**46:38**

when they've got ax, you kind of see them come forward as you put stuff like that out there. Yeah. But I would say while you're reading the comment, I would say that when you're, you know, there's, there's just a lot of stigma I think around, and this was back to something you said earlier where there's this dichotomous perspective of,

**46:59**

we work with people, we work with data, right? Well, no, like there's, there's an opportunity for the two to merge and that's why we're here today, but it should not be a case of that's that's ginger, she's the data person, right? Like with an eye roll in there, right. Like, no, it shouldn't be,

**47:23**

oh my goodness. That's ginger. We need to get her over here in this conversation. And even though, you know, we haven't moved forward on a project or whatever, let's at least see what she has to say about it. Like what can she contribute? And so it's in the, and vice versa instead of saying, oh, those are the people that talk to people.

**47:44**

Right. Like, yeah. So why don't you bring them in as you're developing an analysis, a tool for analysis or data collection. Yeah. I Agree. Yeah. We're always trying to bridge that gap for sure. Okay. There is another question here. Okay. So Jody says, curious of thoughts on having a trainer read a paragraph out loud,

**48:06**

well, participants follow along in a manual with the same paragraph, but fill in the blanks with certain keywords that they hear while trainer is reading through the paragraphs. That's a very specific question. Thanks, Jody. Did I did, can you see that question, Dr. Graham? Do you have, I understand fully what the question is fully fully. So I would say that that practice is a practice taken from pedagogy.

**48:41**

So it's taken from teaching children, adults are not children. So a couple of things, one, I always tell people that, you know, if there's something with, I try not to present a large body of text, but rather, you know, if there is a quote or something, I'll tell them, I don't want to insult your intelligence by reading to you.

**49:13**

Like, so I'm acknowledging that you have capacity to read and understand I'm not going to do that. Like it's, I mean, if you just think about how you feel about like, when people are reading a paragraph to you, it just makes me crazy. So that's one thing I just want to say, like, if someone's using that approach, like that's not,

**49:38**

we're not here to like judge that either We're not, Would that fit into, you know, what might be, what if you were, let's say you worked at an agency where that was how it's always been done or that's something you've been trying. What are some ways that you might modify that to? So, because, well, let me, let me add to that.

**49:55**

Absolutely. I am not attempting to shame anyone. No, I knew you weren't, But it is in fact, like it's really taking from teaching children. And then when you leave a blank, right? Like for a key word again, that's, that's really a practice as it relates to that. One of the things that you can do, again,

**50:20**

this reference to a paragraph you can help, or you can offer a summary of the entire prep paragraph and say, you know, if you, if you're interested here it is. Or if it's, you know, a nice sized paragraph highlight one or two sentences to draw their attention to because ultimately the adult learner, they're one attempting to solve a problem and they want to know why.

**50:49**

So their focus is on what information in this paragraph is the most important that I need. And then how can, why do I, why do I need it? Or can someone explain it to me so that I'll understand how to apply it? So if really what you're attempting to do is help them understand or remember a singular word or phrase I would talk,

**51:16**

I would give all my focus to that as opposed to the whole paragraph. I think that's really helpful Dr. Graham. And there's a comment that, that was helpful to know and speaks to them. So, yeah, that's super great. I still want to, let me offer a second recommendation. This is really quick, again, going back to allowing people time and space,

**51:38**

I'm going to give you a one minute to skim through this paragraph, and then let's take five minutes to discuss what it says or what it means to you. I like that. Yeah. Yeah. I like that a lot. I mean, when you say that, I even feel this sense of like, yeah, that feels good. That feels good to me as like a person who can read a paragraph.

**52:02**

I think the other thing is, so I, you know, growing up, I was not a good reader and I hated reading aloud. And so for the person who's facilitating, when you offer the opportunity like that, it takes so much pressure off you, right. To say, I'm going to give you guys a minute or you all a minute to read or review,

**52:26**

and then we're going to take more time to actually discuss. Yeah. Yeah. I love that. That's great. That'd be like one of like take a breath like, oh, Honestly, I then felt better. Like, yeah. I remember like, it's just nice because then as the facilitator, you're just showing up for conversation And that's easy. That's easy.

**52:53**

It also kind of honors the facilitators. You like the value of that person being there in person rather than just emailing a paragraph, right. Is for that discussion to take place. So it sort of honors everyone's time a little bit too, which I, which I love because yeah, cause that meme about like this could have been an email is real.

**53:11**

Like some things could be an email. Well, I know we are getting close to the end of the hour and I to do want to make sure we give people a chance if there are other questions hanging out there. So everyone, if you want to take a second to think about, if you have other questions for Dr. Graham, I'm just gonna look through my list of questions.

**53:31**

I know we kind of talked about some topics. I didn't even really tell Dr. Grimmer. You're going to talk about, so thank you, Dr. Graham. Let's see. I, oh, I know one thing that I thought if we have a few, oh, thoughts on role-plays oh, that's a great question. Well, there's a Absolutely absolutely.

**53:48**

I am a firm believer of role-playing and, and even if it's, let's just talk this out. What are all the scenarios in which something can happen? I'm a firm believer because it honor it again, honors the adult learners experience because they're able to insert elements from their past, into this current role play scenario. And they're able to establish their own solutions to whatever the problem is.

**54:20**

I love role playing. Love it. Great. No, that's super helpful. Well, here's one that might be fun, a fun way to end. How, how can you tell when you're providing a training? How, what are some of the things you look for to see if you, if people are picking up on the training or see if people are absorbing or applying the training,

**54:40**

what are some of the things you would look for after Graham? Is that, Are you there? Like literally you like, the face just goes blank. I would just say that is the, the tell right there. If you can tell that people have either text out or if they're brow furrows, like that means they're having a hard time processing the information.

**55:15**

So there are some nonverbal cues, right. But then when it comes to revert to verbal cues, ask, does this make sense? And then give sight, like allow silence to be present. The other way to assess if people are understanding is to ask them a very specific question. Right? So ginger, what does it mean to, to use this container right in your world?

**55:47**

And if ginger cannot explain it, clearly I didn't do my job at, you know, helping, helping the audience understand Th th the point about nonverbal cues makes me think so much about, so often when we can't see the audience, like if people are doing a zoom presentation where you don't like right now, right? Like the folks who are attending,

**56:08**

I can't see your faces. So that is a way in which like zoom trainings don't have that. So maybe that's another reason to really engage people like in the chat or in other ways, like, I know some places do a thing where like, everybody raise your hand and make sure you can use the controls and everybody, you know, so I think in like,

**56:28**

again, that, yeah, we're, we've lost some of that one. I mean, not to say it's not other ways to do it, but it definitely comes up when we're Absolutely. And, and asking people to summarize, right. Like, okay, save, you know, 10 minutes at the end. I'd like every person to just offer one thing that they can walk away with.

**56:48**

It doesn't matter what it is that they walk away with. But if they can at least come up with something, okay. At least, you know, they walk like they're gonna walk away with something and you can, even in the world of zoom, you can still do that. Right. Like yup. Offer a, Hey, can you all put in the chat,

**57:07**

one thing that you, in five words or less that you're gonna walk away with from this. Yeah. I love that. If we had enough time right now, I would do that, but we're kind of running out of time, but that's great. I'm totally, I'm definitely that. That's great. Dr. Graham, I, we are running out of time.

**57:25**

This has been amazing. Thank you everyone for your questions. Thank you, Dr. Graham, for being here. I want to, before we hop off, I just want to make sure that I mentioned that you can connect with Dr. Graham on LinkedIn. You can also, I'm going to let's see. Can I, oh, I can't copy the link.

**57:41**

Maybe I can stand by. I'm going to copy the link. We're going to make this happen. I'm in a copy of the link to Dr. Graham's her business page here. Her website. Yes. Before. So welcome. You are someone said, thank you. And so thank you. Thank you. And you're so welcome. Yeah. We're so grateful that you took some time to be with us today.

**58:00**

Dr. Graham, this was great. We will get the recording out to everyone who registered and also it will be in our community. If you're in our community, it'll be part of our ongoing library of things that people can benefit from. What's another thing I was gonna say, oh, and we usually try to do kind of a handout. So I may try to like summarize some of the points we made today.

**58:20**

It's kind of a handout too. So we're trying to honor everyone's different learning styles, which we didn't even get into. We can have a whole nother conversation about that. Oh Yeah. Maybe we'll do a future. One of these Dr. Graham. So thank you so much for your time. And thanks everybody for being here. This was so great.

**58:35**

I really appreciate everyone. So thank you So much. It was an honor. Thank you, ginger. Okay. Thank you all. We'll see you all at the next event. Okay. Bye-bye.

End of results.