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21CLEO Presentations and Publications

21st Century Learning Ecosystem Opportunities  
(21CLEO) Research Project

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## Innovative learning Group

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*Jill Castek   Kathy Harris   Gloria Jacobs   Jen Vanek*



Literacy  
Language &  
Technology  
Research



Portland State  
Applied Linguistics



WORLD EDUCATION

# Three Parts of Our Time Today

## Setting the Context

Looking at  
21 CLEO  
Prior Work



Learners' Experiences

## What We've Learned from Learners

What's Innovative?



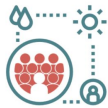
What questions do you  
have?  
What resonates with  
you?

## Prompting Discussion

Connecting with  
your Experiences



How do the examples connect with  
your experience?  
What are you learning about what  
appeals to learners about learning?  
What motivates learning?  
What keeps learners engaged?



# Background & Our Study

Understanding a changing and dynamic learning ecosystem

- 45 interviews with worker learners and individuals who provide support to them
- Multiple Advisory Group Convenings of diverse group of stakeholders: working learners, educators, researchers, employers, workforce development practitioners
- Ongoing dissemination of our work in over 20 blog posts reporting on our research as its unfolded



<https://www.pxfuel.com/en/free-photo-jrxay>

# Learning from Learner Voice

Ijakoo



Muhazzim



Destiny



# Ijakoo

## Identity Characteristics

Immigrant from Eritrea; Multilingual; home language not English

Higher education degree; Financial sector professional in Eritrea

Single mother of young children

Stretched by long commute, pre-dawn shift start, & two jobs

Technologically-curious problem solver

## Advancement History

Referral to workplace ESOL class

No proactive guidance for advancement; no credentialing opportunities

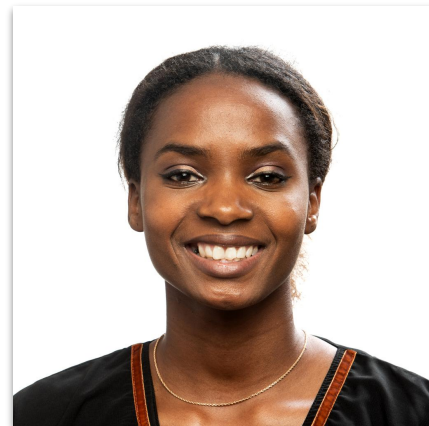
## To What End?

Left employer; new employer offers better schedule

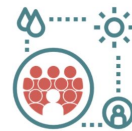
Sought out a workforce development CBO for career guidance

Studying for tech support certification, course paid for by CBO

Once certified, can work from home



*I like to find a problems and solve things.... If I follow my hobbies, it's better. For my family, **I have gifts**. Like I said because i'm single mom, so **I just want to do my own thing on my schedule.***





# Muhazzim

## Identity Characteristics

Immigrant from Pakistan

Higher education degree in home (MBA)

Taxation and Finance professional in home country.

Multilingual; home language not English, but learned English in elementary school

Divorced; left career & moved to US to stay close to children

Assists parents who do not speak English

## Advancement History

Workplace ed opportunities (supervisory program)

Proactive guidance and supports from supportive supervisor

Career advancement steps made clear

## To What End?

Promoted

Viewed as a key player and leader on team



**My supervisor, he helped me a lot....he gave me a lot of internal material to understand the work** what I am assigned to....actually I submitted my project on those information what he provided me.

**My supervisor said “I will help you out...I will call your name on every meeting and let you talk about different issues** like just normal routine issues, so your hesitation or maybe your communication is better.”



# Destiny

## Identity Characteristics

African American woman

Some college courses but no degree

Regularly participates in learning to improve her skills

No family caregiving responsibilities

## Advancement History

Worked in hospitality for two years

Tapped for supervisor position by Manager James

James provided mentorship and training until his position was eliminated

General Manager Bob did not think she was ready and worked against her success

## To What End?

Was not given title to match responsibilities

Was not given a raise when the rest of the department was

Left the job and employer



*I feel very proud of myself ... I was able to get the position and **they saw something in me** ... and [Manager James] put enough trust in into me to know that I would be able to handle the position because it was really tough as a lot of responsibility.*

*And with [General Manager Bob], I felt discouraged and like a burden, you know, not an asset.*

*... **a lot of strikes per se that were against me. I'm black. I'm female and I was overweight.** So, I think all those things had something to do, with how [General Manager Bob] felt about me.*





# What does innovation in learning mean to you (look like in practice)?

1. Type responses into chat, BUT DO NOT SEND.
2. We'll all press "send" together on the count of 3.
3. You'll see a waterfall of chat and we'll time to read.
4. What resonates the most with you and why?  
Think and respond in chat.
5. DO NOT SEND until the count of 3.
6. Read the waterfall.
7. Discuss



# What We've Learned from Our Learners

Learning opportunities aren't particularly innovative

Predictable structure: Read or view materials then take a quiz or test

Little relationship building or networking built into learning opportunities


# What We've Learned from Our Learners

Working Learners got connected to learning in unpredictable ways

Learners needed to find the relevance for themselves

Learners received little support in terms of paid time, recognition, etc.

# What we've learned from our learners



relevant, timely, situated in a work environment	<ul style="list-style-type: none"><li>• Ainsley</li><li>• See, Do, Teach</li></ul>
no one-size-fits-all	<ul style="list-style-type: none"><li>• Ijakoo, ESL was too easy</li><li>• LinkedIn learning was great for Destiny but terrible for Rebecca</li></ul>
desire to be acknowledged, supported & appreciated for taking part in learning	<ul style="list-style-type: none"><li>• Ainsley</li><li>• Destiny</li><li>• Victoria</li></ul>
link learning to challenges faced at work	<ul style="list-style-type: none"><li>• Ombeni - Desire to take on new challenges to show new skills</li><li>• Muhazzim - Plug in new information between learning and work, learn everyday</li></ul>

# Our experience with innovative learning suggests important characteristics

- relevance to learners' interests and goals
- materials that are customized to be relevant
- time for practice and review, opportunities to make mistakes
- learning that builds in meaningful ways as related to goals, that shift and change
- contextualized learning that is transportable
- learning that is transformational

## Digging Deeper: Let's Discuss Whole Group

- What questions do you have?
- What resonates with you?



## Let's Discuss & Apply in Small Groups

- How do the examples connect with your experience?
- What are you learning about what appeals to learners about learning?
- What motivates learning?
- What keeps learners engaged?