





## Essential Features of Learning Designs for Supporting Fast Fish Learners/Workers: Considerations for Workforce Development Practitioners


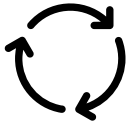
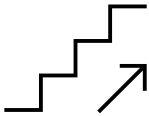
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## Essential Features of Learning Designs for Supporting Fast Fish Learners/Workers

As practitioners in Workforce Development, consider whether the instruction that you engage in supports the development of “Fast Fish Learners/Workers.” The table below considers the necessary features and characteristics of instructional architecture designed to do so. Consider the reflection questions focused on each feature. As you do, keep these more general questions in mind: 1) Are you modeling “Fast Fish Learning” in your own work?; 2) Are you creating the contexts for “Fast Fish Learning” in your sessions/classrooms?; and 3) Are you developing learners who will behave like fast fish to maximize their learning and performance once they are out in the workforce?

Essential Feature	Key Characteristics	Questions for Workforce Development Practitioners to Ask
<p>1. Reflective Learners/Workers Who Have Agency</p> 	<ul style="list-style-type: none"> <li>-Reflects upon and seeks to know their embodied mind (including social, emotional, physical, and cognitive aspects).</li> <li>-Gathers information about the nature of how minds in general work and how their individual mind works. They develop a “User’s Manual to the Mind.”</li> <li>-Considers themselves as cultural beings.</li> <li>-Actively identifies ways to apply the information.</li> <li>-Views context as an aspect of the learning/ performance equation to be modified and seeks feasible/reasonable aspects of malleability.</li> </ul>	<p>In what ways am I...</p> <ul style="list-style-type: none"> <li>-providing opportunities for learners/workers to learn about their minds—generally and individually?</li> <li>-encouraging a mastery stance—one that communicates that they can learn to think and perform better?</li> <li>-helping learners to identify ways to apply their self-knowledge?</li> <li>-helping learners to identify appropriate and effective ways to seek malleability in workplace contexts?</li> <li>-creating awareness of cultural tendencies and assumptions that workers might bring to the workplace and helping them to reflect upon how these might interact with different tasks and contexts?</li> </ul>
<p>2. Contextualized Learning/Work Performances</p> 	<ul style="list-style-type: none"> <li>-Has opportunities to perform learning and work tasks in authentic contexts.</li> <li>-Has opportunities to engage in “the whole task” or “junior versions of the task.”</li> <li>-There are mentors who are engaged in the task and demonstrate more expert performances.</li> </ul>	<ul style="list-style-type: none"> <li>-In what ways are the tasks/learning performances that I engage learners in authentic and contextualized tasks?</li> <li>-In what instances do I engage learners in the “whole task”?</li> <li>-When I engage learners in “junior versions” of a task, how do I help them progress to the whole task?</li> <li>-What mentorship is embedded in these contexts?</li> </ul>

<p>3. Modifiable Learning/Work Context(s)</p> 	<ul style="list-style-type: none"> <li>-The social, emotional, physical, cognitive, and technological contexts have malleability.</li> <li>-Resources are available for modifying structures.</li> <li>-Supervisory support exists for allowing malleability that learners can “push off” from in order to improve performance.</li> </ul>	<p>In what ways...</p> <ul style="list-style-type: none"> <li>-are the learning contexts that I am creating malleable? (socially, emotionally, physically, cognitively, technologically?)</li> <li>-do I encourage malleability as a supervisor/teacher?</li> <li>-are the contexts that I am preparing learners for/to enter malleable? What might be done to encourage malleability?</li> <li>-do I help learners/workers develop strategies for growing, even in non-malleable contexts?</li> </ul>
<p>4. Multiple Opportunities for Engagement</p> 	<ul style="list-style-type: none"> <li>-Repeated opportunities exist to engage with tasks—making it possible to learn from failures and “up one’s game.”</li> <li>- When “one-off” tasks are necessary, they are treated as opportunities to reflect upon what learning/assets from the task might transfer to new tasks.</li> <li>-The tasks are complex enough to provide levels for progress across repeat engagements.</li> </ul>	<p>-How often do I offer multiple opportunities to learn a task? In what ways...</p> <ul style="list-style-type: none"> <li>-do I encourage reflection and transfer forward when my students need to engage in a “one-off task”?</li> <li>-are the tasks that I offer learners “leveled” so that they can make progress in their performances across repeat engagements?</li> <li>-do the learning tasks that I design have a low floor (so that there are minimal barriers to entry) and a high ceiling (so that learners can reach for higher and higher levels)?</li> </ul>
<p>5. Meaningful Feedback and Feed-forward</p> 	<ul style="list-style-type: none"> <li>-Information on past performances is leveraged for new performances.</li> <li>-Information is framed to support learning paths towards greater expertise.</li> <li>-Learners/Workers are encouraged to reflect on their immediate performance AND what they have learned about the nature of learning through their engagement in the task.</li> <li>-Time and attention are given to assess feedback from tasks themselves towards future performance.</li> <li>-Think out-louds are conducted in order to gain information about the processes of learning.</li> </ul>	<p>How do I help learners to think about their learning paths forward from previous performance? In what ways...</p> <ul style="list-style-type: none"> <li>-do I leverage feedback to support future performance?</li> <li>-do I help learners to see and reflect upon feedback that the task itself offers?</li> <li>-do I help learners to see and reflect upon feedback about the processes that they employ while learning or engaging in a work performance?</li> <li>-am I preparing learners to use feedback and task information to chart paths forward in the workplace?</li> </ul>

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