

ASSUMPTIONS

1. Experiential learning theory, learning styles and adult development theory can be useful in improving teaching and learning in judicial branch education.
2. These theoretical perspectives also have implications for the abilities needed by judges and other court professionals in the process of decision-making.
3. This material then provides both process and product for this institute. It guided the design of learning activities, helped in the planning of curriculum, and shaped the desired outcomes.
4. The desired outcome of judicial branch education is outstanding, highly developed people, which will result in highly developed judges and other court personnel.
5. Learning is the process by which development occurs, and “learning about learning and development” can contribute to our development.
6. The final outcome, however, is for each of us to lead a more productive life. We believe that a deep understanding of this material enables us to develop a capacity for relatedness that is necessary for community.
7. These perspectives also have implications for the process of “living” our personal lives as well as “doing” our life’s work.

GOALS

1. To introduce learning styles and the use of the experiential learning cycle in designing judicial branch education programs and in teaching individual courses.
2. To explore a variety of models of development: learning styles, life cycle, and cognitive development.
3. To facilitate the understanding of the role of learning in these areas of development.
4. To promote appreciation for the need for highly developed people in judicial branch education, in the judiciary, in the courts, and in society.

OBJECTIVES

At the conclusion of this program, learners should be able to:

1. Discuss their own learning style and what it means for their learning and for their teaching generally;
2. Apply the Kolb Learning Circle to individual self-directed learning;
3. Use the Kolb Learning Circle as a guide to strengthen program planning;
4. Understand the role of adult development in the motivation of learners and its implications for judicial branch education;
5. Understand cognitive developmental “stages” in learners and the implications for judicial branch education and the work of the courts;
6. Explain the concept of “ways of knowing” and suggest implications for more inclusive and effective teaching;
7. Identify ways to improve teaching in judicial branch education in their states or organizations;
8. Discuss the role of judicial branch education leaders in planning and delivering effective programs;
9. Design a potential support structure for judicial branch education programs in their states or organizations;
10. Identify the most important problems and issues confronting judicial branch education in their states or organizations and develop strategies for dealing with them;
11. Realize the potential of the courts as learning organizations and their impact as formative institutions.