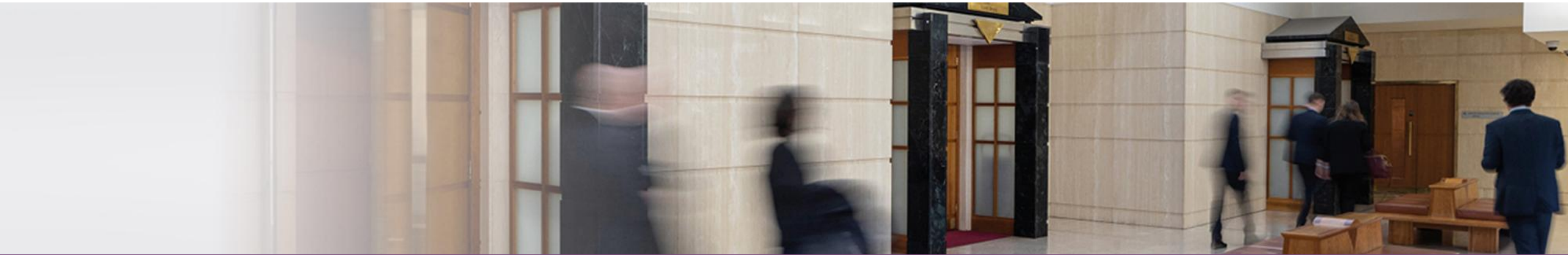


Learning that sticks:

Theories, principles & frameworks for effective judicial training

Judicial Institute
for Scotland



Dr Suzy Houston, Head of Education, Judicial Institute for Scotland (JI)

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Co-funded by the
European Union

The Judicial Institute for Scotland

- Professional development for all judicial office holders in Scotland
- (256 senators and sheriffs, 248 Justices (lay judges); 658 tribunal members)
- Black letter law, case management, legislative updates, digital technologies etc.
- Working and communicating in a diverse, modern Scottish society
- In-person, online and hybrid delivery



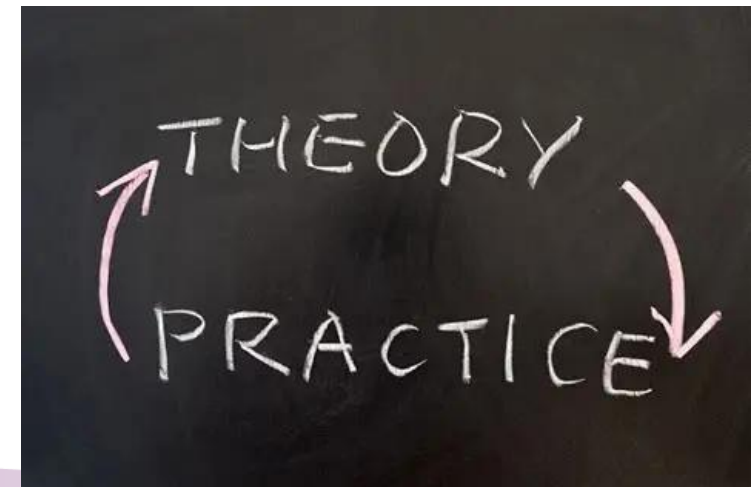
The Judicial Institute for Scotland



Learning objectives

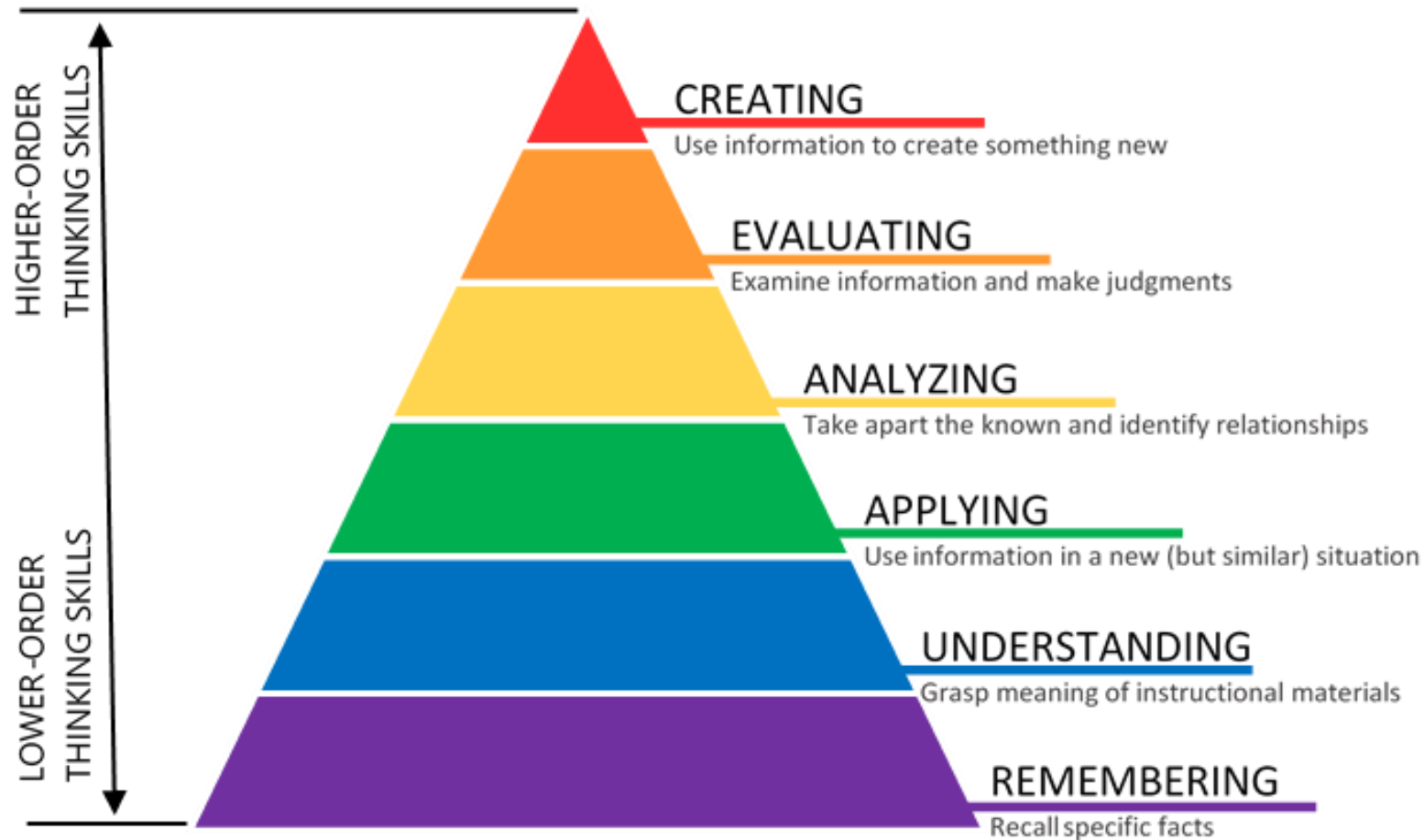
By the end of this session, participants will be able to:

- **Identify** key adult learning theories relevant to judicial training.
- **Explain** principles of active learning and how they enhance engagement in judicial education.
- **Apply** the Learning Types framework to design judicial training activities that promote active learning
- **Evaluate** different delivery methods (in-person, online, blended) for their effectiveness in judicial contexts.
- **Design** a short training segment incorporating active learning strategies and aligned learning objectives.



Learning objectives

BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)

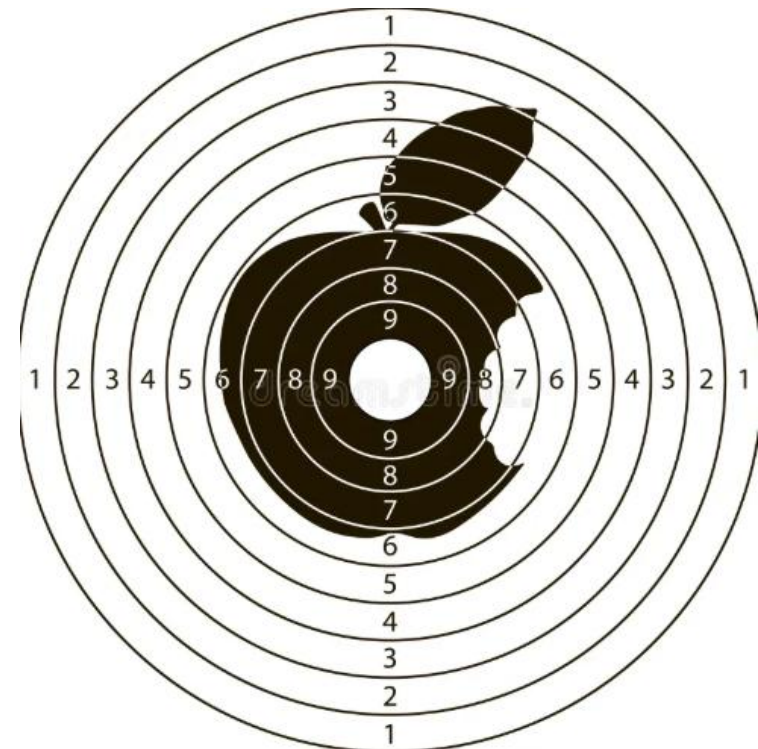


Why must judicial training “stick”?

Think of a training experience you remember well. Why did it stay with you?

Have you ever had a poor training experience? Why was this?

How does the training you receive impact on your work?



What theories underpin modern, effective judicial training?

- Adult learning (andragogy)
- Experiential, cyclical learning
- Social constructivism
- Many others!

Knowles, M. S. (1980). *The Modern Practice of Adult Education: From Pedagogy to Andragogy*. Englewood Cliffs, NJ: Cambridge Adult Education.

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development* (8th ed.). Routledge.

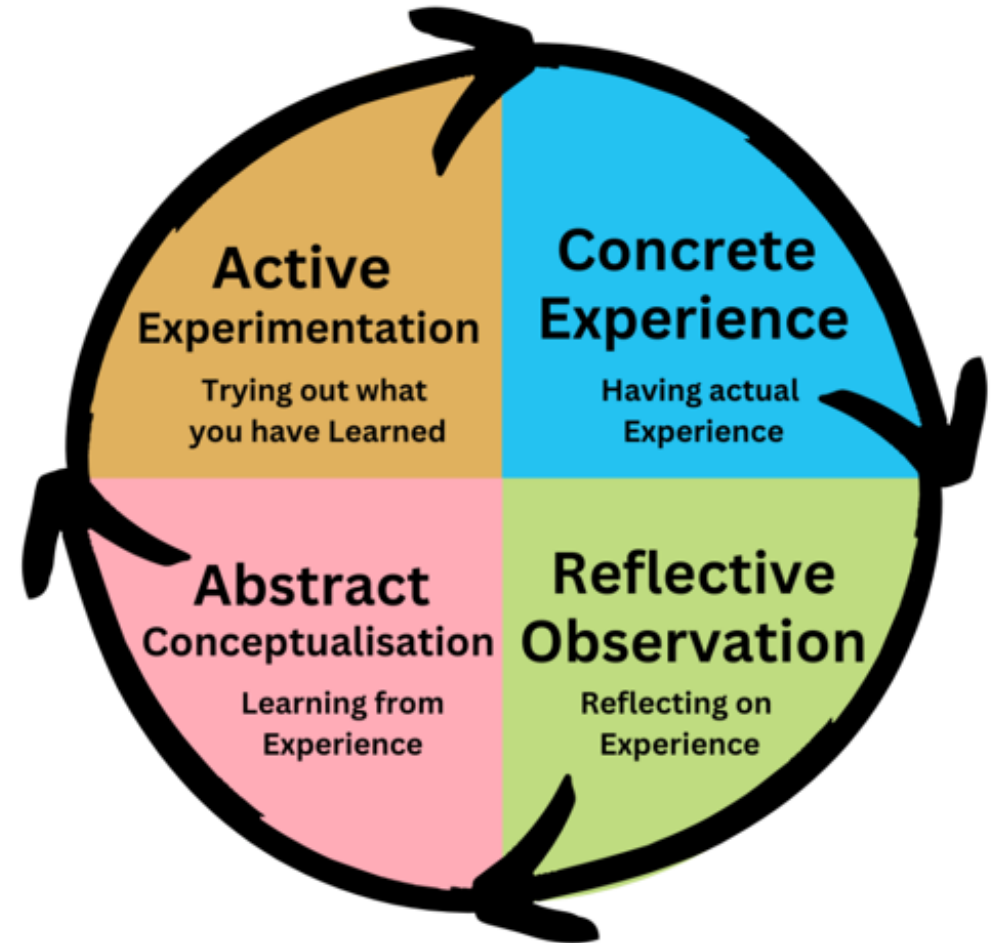
Adults learn differently from children.

Adults learn best through full participation in training.

- Need to understand *why* they are learning something.
- Bring rich experiences that should be integrated into learning.
- Prefer learning that is problem-centred and applicable to real-life situations.
- Are self-directed and want to take responsibility for their learning.
- Are motivated by internal factors like personal growth or job satisfaction.

Experiential learning theory

Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall



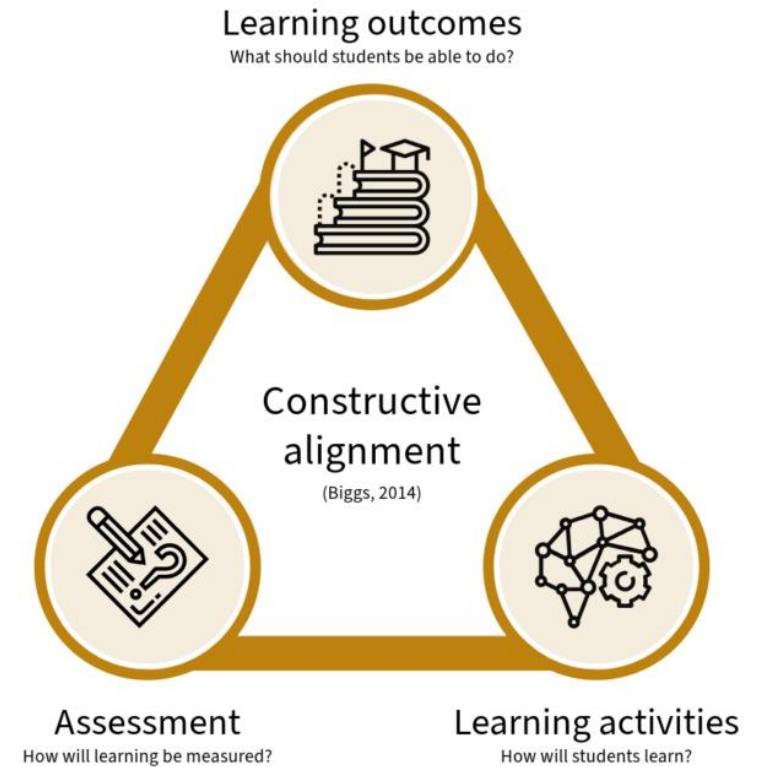
Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press

Learning is a **social process**, shaped by interaction with others and the surrounding culture. Key ideas include:

- **Zone of Proximal Development (ZPD)**
- **Scaffolding**
- **Language and dialogue**

Learning principles

- Course descriptors and learning objectives/ outcomes
- Constructive alignment
- Active learning
- Case study and problem-based learning
- Blended learning



Learning Design Framework

- Acquisition
 - Discussion
 - Investigation
 - Practice
 - Production
 - Collaboration
-
- **Laurillard, D.** (2002). *Rethinking university teaching: a conversational framework for the effective use of learning technologies (2nd ed.)*. London: RoutledgeFalmer.
 - **Laurillard, D.** (2012). *Teaching as a design science: building pedagogical patterns for learning and technology*. London: Routledge.

Learning type: Acquisition

Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos



Learning type: Discussion

Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers



Learning type: Investigation

Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught



Learning type: Practice

Learning through practice enables the learner to adapt their actions to the task goal, and use the feedback to improve their next action.

Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation



Learning type: Production

Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice



Learning type: Collaboration

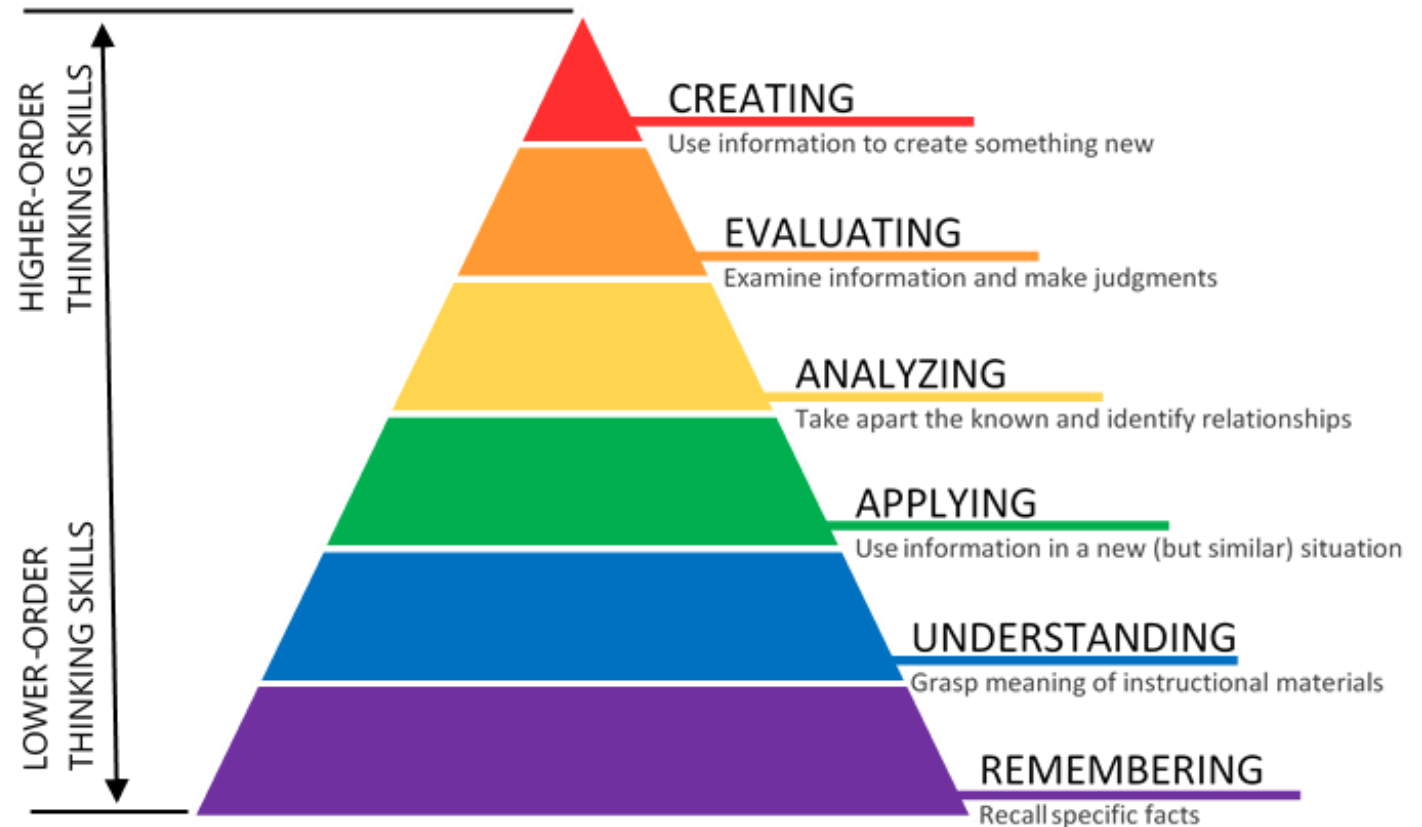
Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisition it is about taking part in the process of knowledge building itself



Combining theories, principles, frameworks

- Production (A)
 - Practice (A)
 - Investigation (A)
 - Collaboration (A)
 - Discussion (A)
 - Acquisition (P)
-
- Androgogy
 - Social constructivism
 - Experiential learning

BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)



Case Study



From theory to practice - designing engaging judicial training

Learning type: Acquisition

Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos

Learning type: Discussion

Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers

Learning type: Investigation

Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught

Six learning types

Learning type: Collaboration

Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisition it is about taking part in the process of knowledge building itself

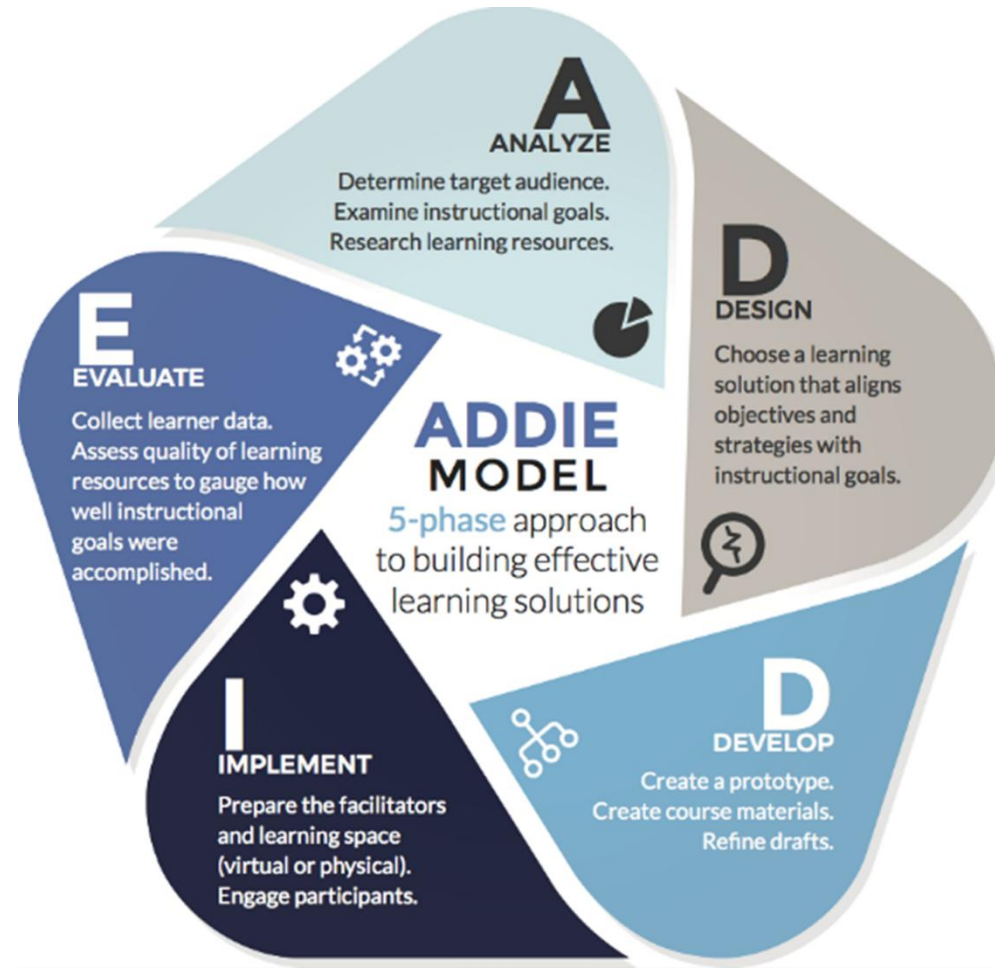
Learning type: Practice

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Learning type: Production

Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice

Learning Design Process/ Model





Thank You