


Welcome to Train the Trainer

Connecticut Training & Development Network
and
Department of Administrative Services






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Train the Trainer


Module 2: Adult Learning



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Your Facilitator



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Expectations

Please complete the following sentence.
Be prepared to share your answer with the class.

Today's session would meet my expectations if



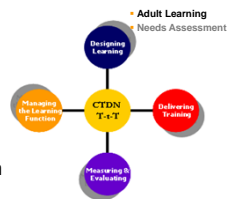
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Adult Learning - Big Picture

- Designing Learning
- Delivering Training
- Measuring & Evaluations
- Managing the Learning Function



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Learning Objectives



- Complete a Learning Styles Inventory to determine participants own learning style preferences
- Compare and contrast different learning styles
- Discuss how participants own styles may influence the way they design and present training



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Learning Objectives



- Describe and discuss Adult Learning Theory principles
- Choose training strategies for each of the learning styles and explain why each is beneficial



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Skills Check



- You will be incorporating the information into your project.



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Relevance



- Understanding and using adult learning concepts will help ensure that your training meets the needs of adult learners.



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Agenda



- | Overview
- | Learning Styles
- | Learning Style Assessment
- | Learning Styles
- | Delivery Strategies
- | Lunch
- | Adult Learning Principles
- | Critical Elements of Learning
- | Applying Adult Learning Principles



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My Favorite Teacher



Think for a few minutes about when you learned the most – and the person who helped you learn in your adult life.

Introduce yourself and in a few sentences, tell us who that person was and why he or she helped you learn in your adult life.



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Learning Styles

- | What is a learning style?
 - The way in which you perceive, conceptualize, organize and recall information.
- | Where do styles come from?
 - Genetic make-up, previous learning experiences, culture and society the person lives in.



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Learning Styles

What types of styles are there?

One common classification system is the 3 sensory styles:

- Visual
- Auditory
- Kinesthetic

Neurolinguistic Communication



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Learning Style - Visual



Tend to:

- Look at teacher's face
- Like looking at displays, books
- Recall information by remembering how it was laid out on page



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Visual Style - Teaching Methods



Tend to:

- Look at teacher's face
- Like looking at displays, books
- Recall information by remembering how it was laid out on page



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Learning Style - Auditory



Tend to:

- Like verbal instructions
- Dialog, discussion, role play
- Solve problems by talking
- Use rhythm and sound as memory aids



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Auditory Style – Teaching Methods



- Audio tapes, story telling
- Memorization drills
- Work in pairs/small groups regularly
- Play music, when appropriate, during activities



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Learning Style - Kinesthetic



Tend to:

- Like to be involved and active
- Find it hard to sit for long periods of time
- Use movement as a memory aid



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Kinesthetic Style – Teaching Methods



- Use activities that get the learners up and moving.
- Use colored markers to emphasize key points on flipcharts or white boards.
- Give frequent stretch breaks (brain breaks).



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Kinesthetic Style – Teaching Methods



- Provide toys such as Koosh balls and Play-Dough to give them something to do with their hands.
- To highlight a point, provide gum, candy, scents, etc. which provides a cross link of scent (aroma) to the topic at hand (scent can be a powerful cue).
- Have them transfer information from the text to another medium such as a keyboard or a tablet.



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Application Exercise

Learning Style Assessment



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My Learning Style

My preferred learning style is _____.

and I prefer to learn by



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Compliment/Conflict

My Style	How my style might compliment this style	How my style might conflict with this style

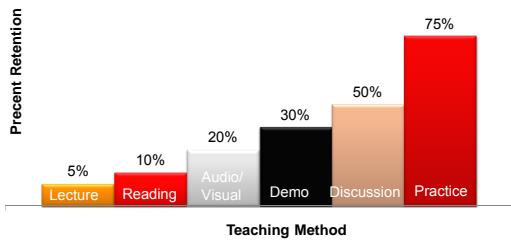


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Teaching Considerations

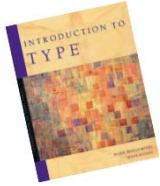


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Myers-Briggs Type Indicator



- Personality Inventory
- Gives us insights into learning styles
- Kolb's Learning styles and Experiential Learning theories and the Myers-Briggs type indicator all draw on the work of Carl Jung



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Theory of Personality Type



- Carl Jung (1875 - 1961) Swiss Psychologist
- Human behavior is predictable
- Human personality patterns are inborn
- Patterns or preferences impact behavior in work/everyday life

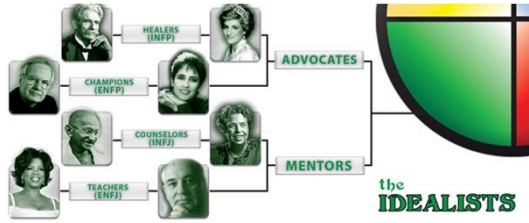


Photo from: <http://www.notablebiographies.com/Jo-Ki/Jung-Carl.html>



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Keirsey's Four Temperaments



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Keirsey's Four Temperaments



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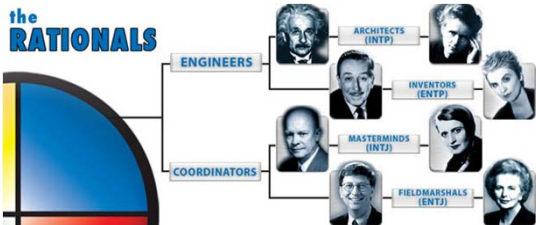


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Keirsey's Four Temperaments



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What is a Preference?



- Natural tendencies that influence behavior
- Best work done when in harmony with our natural tendencies
- Family, culture, education, gender and work can influence preference development



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Value of the Indicators

- Understand yourself
- Understand others
- Identify strengths
- Identify weaknesses
- Career exploration
- Job search techniques
- Problem solving
- Enhance cooperation
- Leadership styles
- Management styles
- Identify areas of growth
- Build relationships



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Application Exercise

Teaching Strategies



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Teaching Strategies Exercise

- For a few minutes, share with your colleagues at your tables your observations about MBTI and Keirsey and their application to learning and teaching styles from a personal perspective.
- Then working in your table group on the MBTI function your table was assigned, develop 1 strategy you would use to honor the specific MBTI function listed and also honor each learning style (Visual, Auditory, and Kinesthetic.)
- Record your responses on the prepared flipchart paper.
- Select a spokesperson to report out to the class.



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Examples of Teaching Strategies

- Case Study
- Demonstrations
- Discussion
- Designated observer
- Field Trips
- Real experience
- Sharing content
- Laboratory experiences
- On-the-job experience
- Internship
- Practice Session



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MBTI/Learning Styles Exercise

	Auditory	Visual	Kinesthetic
Table 1 Extrovert			
Table 2 Introvert			
Table 3 Sensing			
Table 4 Feeling			



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Selecting a Delivery System

Not How But Why . . .



Lecture,

Demonstration,

Discussion



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Delivery System - Lecture



Used to clarify information

Requires a lot of time



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Lecture - Considerations

- What knowledge or skills needs to be learned?
- How much prep time is available?
- Can information be divided into 20 minute chunks?
- Do you summarize regularly?
- Have you ever heard your own lecture?



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Delivery System - Demonstration



- Transmit big picture to the group
- Supported with various audio-visual
- Requires a lot of preparation time



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Demonstration - Considerations

- How much time do you need?
- Can students take notes?
- Can you tell and show the content?
- Can students easily identify the steps?
- Will you have enough practice time?
- Is there time for content summary?



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Delivery System - Discussion



- Promotes understanding and clarification of concepts and ideas
- Does not require much audio-visual support
- Limited to small groups
- Requires considerable time during class



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Discussion- Considerations

- | Do you need active involvement from the student?
- | How many students need to be involved?
- | Must you hear everything being said?
- | How much time is available?
- | Is divergent thinking a desirable end?
- | Could you just as well tell them?



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Lunch



**You will have 45 minutes for lunch.
Class will begin promptly after lunch.**



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Children's Learning Environment



- | Close your eyes.
- | Think about a classroom as a child
 - Setting
 - Teacher
 - Yourself
 - Classmates
 - Activities.
- | Share your responses at your table.
- | Using prepared flip chart paper, record your responses.
- | Select a member of your table to report out to the class.



10 minutes



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Application Exercise

Adult Learning Environment



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Adult Learning Environment

Table Group Exercise



- Close your eyes.
- Think about training you attended as an adult
 - Setting
 - Teacher
 - Yourself
 - Classmates
 - Activities.
- Share your responses.
- Using prepared flip chart paper, record your responses.
- Select a member of your table to report out to the class.



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Learning Environment

Environment	Child	Adult
Setting		
Teacher		
Yourself		
Classmates		
Activities		



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Supportive Adult Learning Environment



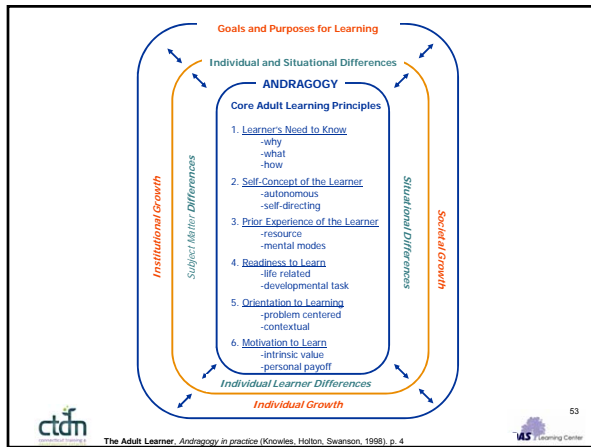
- Are Comfortable
- Encourage Mutual Trust and Respect
- Encourage Freedom of Expression
- Encourage Acceptance of Differences



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The Adult Learner, *Andragogy in practice* (Knowles, Holton, Swanson, 1998), p. 4



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Principles of Adult Learning



- Need to Know
- Self-Concept of the Learner
- Prior Experience of the Learner
- Readiness to Learn
- Orientation to Learning
- Motivation to Learn



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Self-Concept of the Learner

Grow's Stages in Learning Autonomy

Student
Teacher

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Prior Experience of the Learner

Adult's experiences impact learning in the following ways:

- Creates a wider range of individual differences
- Provides a rich resource for learning
- Creates biases that can inhibit or shape new learning
- Provides grounding for adult's self-identity

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Readiness to Learn

Life Related

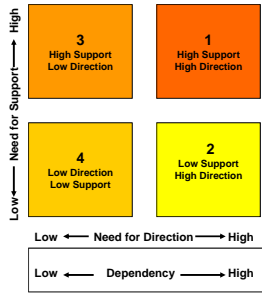
- Life situation creates need to know

Developmental Task

- Direction
- Support

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Pratt's Direction and Support Model



The Adult Learner, page 148
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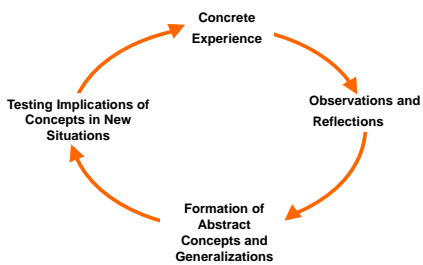
Orientation to Learning



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Kolb's Experiential Learning Model



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Motivation to Learn

- Fundamental assumptions about what motivates adults to learn
 - Tend to be more motivated toward learning that helps them problem-solve in real life or
 - Internal payoff



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Critical Elements of Learning



- Motivation
- Reinforcement
- Retention
- Transference



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Motivation



listverse.com

- Set feeling or tone for the lesson
- Set appropriate level of concern
- Set appropriate level of difficulty



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Motivating the Adult Learner



6 factors motivating the adult learner

1. Social relationships
2. External expectations
3. Social welfare
4. Personal advancement
5. Escape/stimulation
6. Cognitive interest



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Motivating the Adult Learner



Use the most critical concepts visually
Visual aids when explaining concepts

- Use activities to reinforce newly presented material



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Motivating the Adult Learner



- Create a link when teaching something new
- Recognize the importance of vocabulary
- Be respectful
- Hold a high standard



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Barriers to the Adult Learner



- | Time
- | Money
- | Confidence or interest
- | Scheduling problems
- | Childcare and transportation
- | Language spoken



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Reinforcement



- | Positive reinforcement
 - Used when reinforcing a new skill
 - Reinforces the good/correct behavior
- | Negative reinforcement
 - Used when teaching a new skill or information
 - Useful when trying to change modes of behavior
 - Result of negative reinforcement is extinction



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Retention

- | Present material in a meaningful and understandable way
- | Allow for practice to interpret and apply information



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Transference



| Ability to use learned information outside the classroom

- **Positive** – occurs when students use behaviors/skills learned
- **Negative** – occurs when participants don't do what they are told not to do (desired outcome)



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Transference happens when:



- | **Association** – with something they already know
- | **Similarity** – to material they already know
- | **Degree of original learning** – was high
- | **Critical attribute element** – extremely beneficial



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Applying Adult Learning Principles

- | Years of experience and a wealth of information
 - Focus on students' strengths
 - Provide opportunities for dialog
 - Students can be a resource
- | Established values, beliefs, and opinions
 - Demonstrate respect for differences



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Applying Adult Learning Principles

- Style and pace of learning has probably changed
 - Vary teaching strategies (auditory, visual, tactile and participatory)
- Relate new knowledge and information to previously learned information and experiences
 - Assess specific learning needs
 - Present single concepts and focus on relevancy



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Applying Adult Learning Principles

- Bodies are influenced by gravity
 - Take frequent stretch or comfort breaks
- Adult learners have pride
 - Create a safe and supportive learning environment
 - Avoid saying 'I just covered that' to repeated questions



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Applying Adult Learning Principles

- Autonomous and self-directed
 - Avoid merely transmitting knowledge
- Learning differences increase with age
 - Vary teaching strategies
 - Take into account time, types and pace of learning
- Practical and problem-centered orientation
 - Focus on how lesson applies to their job



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Application Exercise

Adult Learning Putting It All Together



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Group Table Exercise

- Working at your tables, take 15 – 20 minutes to discuss what specific concepts you will be incorporating in your training and how you will use them. Consider learning styles, MBTI, Keirsey and adult learning principles. Give specific examples.
- Record your group's responses on flipchart paper.
- Be prepared to report out to the entire class.



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Remember to . . .

- Involve learners in goal setting.
- Assess the interests, needs and skills of the learners within the composition of the group and within the bounds of the training session.
- Ensure that the training is physically comfortable and provides an atmosphere of friendliness, informality and participation.



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Remember to . . .

- | Select a variety of learning methods and techniques to accommodate individual and group learning styles and needs.
- | Encourage learners to accept responsibility for their learning.



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Remember to . . .

- | As facilitator, demonstrate enthusiasm and flexibility.
- | Relate new ideas and practical applications to the past experiences of participants.
- | Help participants measure their progress.



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Remember to . . .

- | Encourage participants plan for on the job application.
- | Initiate follow up evaluation procedures to support participants' efforts to maintain and improve competency.
- | Emphasize the importance of feedback from facilitator and other group members.



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Thank You



Thank you for attending this training and sharing your thoughts, ideas and insights with us today.

We were all teachers and learners.



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Resources

- | Designing Learning, ASTD Learning Systems Module 1. ASTD Press, 2006. ISBN -10: 1-56286-439-4.
- | Knowles, M., Holton III, E., & Swanson, R. The Adult Learner, Fifth Edition. Houston, Texas: Gulf Publishing Co, 1998. ISBN 0-88415-115-8.
- | Renner, Peter. The Art of Teaching Adults. Vancouver, BC: Training Associates, 1994. ISBN 0-9697319-0-6.
- | Rothwell, W. & Kazanas, H. C. Mastering the Instructional Design Process. A Systematic Approach. San Francisco, CA: Jossey-Bass/Pfeffer, 1998. ISBN 0-7879-0948-3.
- | <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/delivery.htm>



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