



The Buzz on Adult Learners

Participant Handouts

Goal: At the end of this training you will be able to teach others.

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Objectives:

- **Demonstrate principles of Adult Education**
- **Apply three learning styles to training**
- **Engage participants through interactive learning**
- **Respect and value cultural, generational and gender learning style differences**
- **Integrate effective facilitation into training**
- **Produce participants who can repeat what they learned two weeks after they were trained**



dreamstime.com

Learning Objectives help to focus the training. They are measurable and become the basis for assessments or test questions. Can you demonstrate, apply and engage? The objectives help participants to know where the training is going, how to get there and to evaluate the end product. If you are writing your own objectives for training you should use Bloom's Taxonomy as your guide.



Agenda:

Introductions

The Buzz on Adult Learners

Generational, gender and Cultural awareness

Best Practices for teaching

Putting it all together activity

Other instructional methods

Trainer Competency

Teach Back sessions

Trainer responsibilities

Review

Evaluations

A little something about the people we teach....

How to reach adult learners:

Information must be immediately useful.

How does the information you are providing apply to daily work?

Relevant: Don't talk to me about things that I will never or rarely use. Our adult heads are full of useless information. Please don't tell me anything more that is useless.

The environment should be welcoming: play some music, greet participants as they arrive, have activities ready that are engaging and fun.

Engaging. Avoid Death by Power Point, no activities, no opportunity to practice with a guide or independently.



Respectful. Greet everyone at the door. Introduce yourself. Smile! Say thank you, use people's names (there is nothing more personal), set Ground rules, and acknowledge adult needs to go to restroom as needed, when breaks will be offered, time frames and clear instructions for activities, valuing different learning styles, adaptive methods for everyone to participate. Allow for people to tell their own stories when it is applicable. Everyone has one. When others share, others want to share as well. Encourage participation. Provide multiple checks for understanding in fun and simple ways. Provide ways for people to participate without having to talk. When working with people with English as a second language allow for cell phone use as translation tool, speak slowly, provide additional practice and support opportunities, provide a mentor, work in small groups to allow for individual learning.

Varied Activities:

1. Visual Learners need lots of color, tables and graphs, pictures.
2. Auditory Learners need to hear everything. Sometimes they will talk out loud to help themselves learn.
3. Kinesthetic learners need to do it. The action of the process helps them to retain instructions and information. They will want to knit, bead or do other things during class to keep their hands busy. If you keep them moving, they will be happy!



Generational differences in learning

While our student population is adults we have to be aware of Generational differences. Are you ever frustrated with someone who is older than you and you just don't see eye to eye? How about when working with the younger generation? Do you wonder where their ethics are? Do the terms older and younger bother you? Let's take a look. According to Malcolm Knowles, a well respected researcher in the area of generational differences, there are four generations. They are all working in the same environments, attempting to follow the same rules and make them fit their "style". Your challenge as a teacher is to honor all of this along with their learning styles which will cross generations.

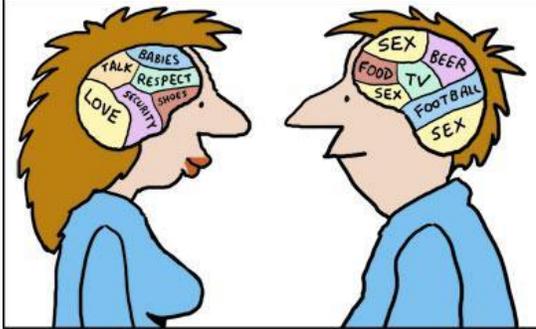
Traditionalists – Born 1925 -1945	
Team players	Obedience
Indirect communicating	Respond well to directives
Loyal to the organization	Leadership
Respect authority	Seniority and age
Dedication and sacrifice	Adherence to rules
Duty before pleasure	

Baby Boomers – Born 1946-1964	
Big picture / systems in place	Uncomfortable with conflict
Bring fresh perspective	Personal growth
Do not respect the titles	Sensitive to feedback
Disapprove absolutes and structure	Health and wellness
Optimism	Personal Gratification
Team Orientation	

Generation X – Born 1965-1980	
Positive attitude	Flexible hours
Impatience	Informal work environment
Goal oriented	Just a job
Multi-tasking	Techno-literal
Thinking globally	Give them a lot to do and the freedom to do it their way.
Self-reliance	Question the authority

Generation Y – Born 1981 and after	
	(also known as Millennials)
Confidence	Heroic spirit
Sociability	Tenacity
Morality	Technological savvy
Street smarts	Lack of skills for dealing with difficult people
Diversity	Multi-tasking
Collective action	Need flexibility

Gender and Cultural Competency:



And then there's the difference between male and female learners! Women like to talk it out and process out loud while men like to shout out the answers and just keep things moving. The out loud processing is frustrating for them and they can get lost in the meaningfulness of this for women. Be aware when you have both male and female learners. Make sure you have room in your training for both learning and processing styles.

Cultural Competency remains a difficult but interesting challenge for most trainers and facilitators alike.





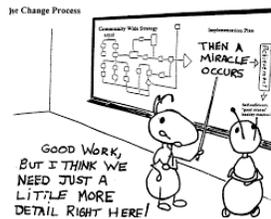
Evidence Based Effective Teaching Strategies



Mental Set: (the hook) Find something everyone can relate to, set the tone for the information they will receive. <http://www.accuconference.com/blog/The-Hook-5-Ways-to-Quickly-Get-Your-Audiencee28099s-Attention.aspx>



Instruction: No longer than 10 minutes of “lecture”. Break it up with action items to keep adult learners engaged. Raise your hand, nod your head, thumbs up or down, stand up if you can tell me two ways to do xyz? MUST be visual, auditory and kinesthetic (action – doing). Use finger voting to see how students are doing. Relate the new information to things that participants already know.



Modeling: Show the steps



Guided Practice: Do the steps from beginning to end with the group or individual.



Independent Practice: Let them do it on their own and show you

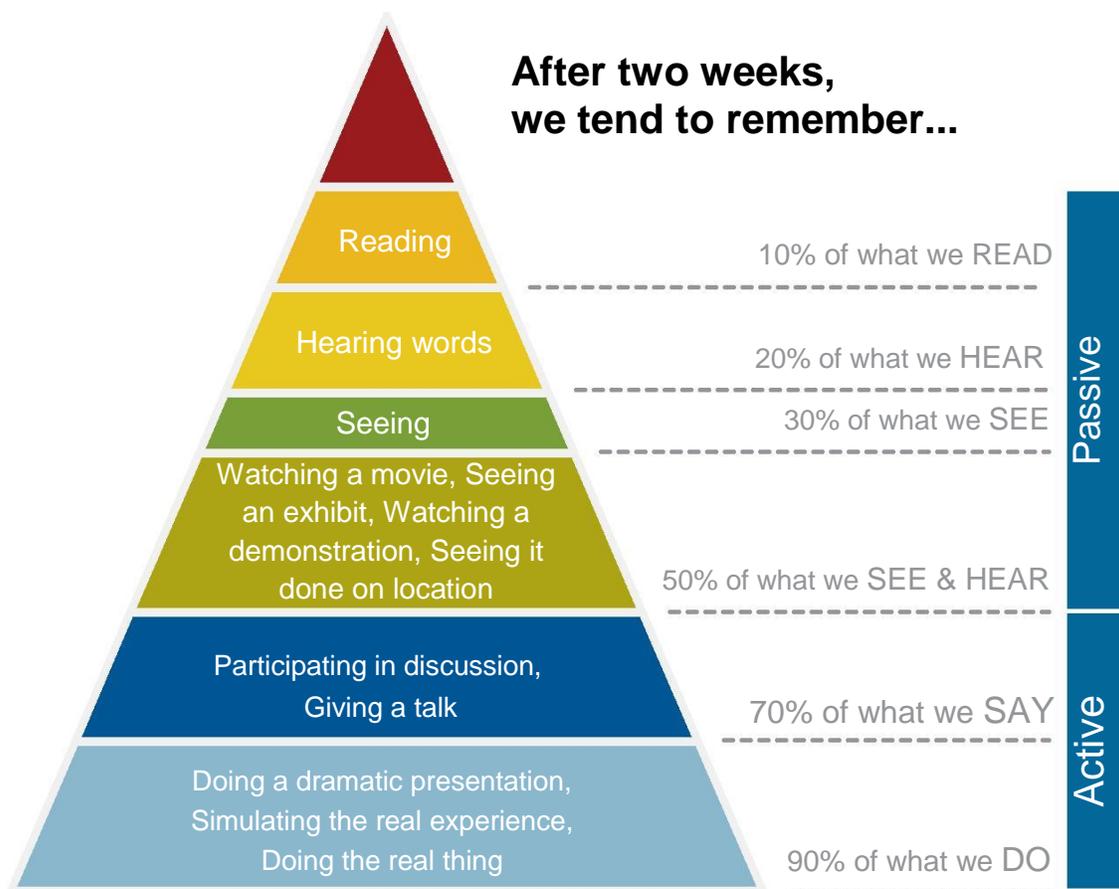
Check for understanding: To be used throughout the presentation and activities. This can be simple (thumbs up/down) to more formal (tests and demonstration)

Evaluation: Must be evaluated. This is an opportunity for participants to share ideas or provide feedback. For the trainer, it's a growth opportunity.



Check for Understanding -

The **Cone of Learning** (see figure below) shows that we effectively tend to remember only about 10 percent of what we read. Our memory increases when we hear and see something together—like watching a movie or going to an exhibit. We remember about 90 percent of what we say and do, like practicing what we learned. This is important for you to recognize as you deliver training to your staff. Choosing the appropriate methods for delivery is critical in increasing retention.



(Based on the research of Edgar Dale, originator of "The Cone of Learning.")

Review Techniques:

Bob Pike Group: A to Z Review Techniques

Adults are babies with big bodies. If children can learn by doing so can adults.

Be prepared. Check, check and triple check!

Competition – light and wholesome energizes your participants.

Demonstrate the **Interactive Learning Activity (ILA)**! Don't just describe it! Do it!

Energize your group – afternoon may be the best time for extra ILAs.

Fun – learning is directly proportional to the amount of fun you have!

Games can help people learn faster, better, easier!

Hosts/hostesses – get into the spirit of things yourself!

Involve everyone in your activity – there are plenty of roles to play!

Job skills can be taught, transferred, reinforced and evaluated with ILAs.

Knowledge can be gained by using the ILAs to preview/present to groups/review – the choice is yours.

Limit the activities – too much devalues what you are doing!

Monitor the ILA – keep track of how the participants are doing!

Need to know is the best for ILAs Reinforce the most important concepts with ILAs.

Objectives – clear and specific - as important for interactive learning activities as for any other instructional method.

Props – little things can make a BIG difference!

Quick and easy – it doesn't take a lot of time to set up/use/and debrief an ILA.

Relevant to Participants.

Simple is best! Complicated activities and instructions can keep people from the real point!

Try something new – push your own envelope – one new activity a day can keep burnout away!

Understand that people learn in a variety of ways. Remember: Visual, Auditory, Kinesthetic

Variety – don't get in a rut!

Weigh the advantages of various methods – then test and dry run!

Xpect the best. If you think you can't – you're right.

You are critical to the success of ILAs.

Zee how easy it can be?!



Tips on Facilitation - Developed by LEAN DJA class, DSHS employees

- Build Trust – Be organized, greet people as they enter the room
- Model Positive Attitude – Nothing says Fun like a good smile! And Positive energy! If you feel sick, don't show it! Be strong and be happy!
- Give Supportive Feedback – Praise in public, keep the rest out of it.
- Stick to a Schedule
- Create a "Parking Lot" for deviations off topic
- Ask open-ended questions
- Respect every student's feelings
- Answer questions that need a factual answer
- Don't answer "opinion" questions. Turn these back to the group. What do they think?
- Provide clear and written instructions for all activities
- Review the agenda and mention when people will get breaks
- STICK TO THE AGENDA
- Write down brainstorm ideas – ask for permission if you plan to summarize what was said. Otherwise, write it down exactly as you were told
- Encourage people to use their own learning style. People who need to keep their hands busy will want to knit, bead, play with clay or pipe cleaners, check facts on the internet using their cell phones, translate as needed using their cell phones.
- If information was shared prior to this event, connect the dots for people – this makes learning relevant
- If three people want to talk at the same time, acknowledge who will go first, second, third
- If you have time for one more question, state "I have time for one more question before we move on". Then stick to it.
- Be organized. All materials should be ready and you should know how you plan to use them. There will be no time to think!
- Be flexible. If you aren't done but it's the time you said it's lunch on the agenda, be finished and come back to it after lunch.
- Consider going in random order for things like introductions or when everyone has to say something. This reduces participants' anxiety and they can hear what others are saying instead of trying to think of what they will say.
- Say "thank you" – people feel valued when you say it!
- Set Ground rules!
- Teach and model the RIGHT thing.
- Set norms (clear expectations) for your classroom
- Shut down unhealthy conversations and inappropriate behavior immediately.
- Redirect back to the subject at hand.
- Use humor to deflect as needed
- Icebreakers should be relevant to the learning at hand.
- Be honest. If you don't know, say so. If you promise to find out and get back to people, do it.



Fast tips: from Bob Pike Group:

1. When putting people into teams, number the team at the rear/left of the room #1. Rear/right, #2 and on up to the front, so that the front teams have the larger numbers. It keeps the participants in the back of the room from feeling isolated.
2. Hang a flip chart piece of paper taped to the door with the word “Questions” boldly written at the top. Have Post-its available for each participant. You may invite questions, but announce that for any who are reluctant to verbalize a question, please write it down on a post-it and adhere to the questions board at break times.
3. If you are right handed put flip charts and other things you need at the front left of the room. This forces you to use the entire apron and brings you in closer contact with participants.
4. If your handouts are not in color, provide markers and encourage participants to make them their own.
5. Hand flip chart sheets of brain teasers around the room before the session begins. As participants try to decipher them they cannot use linear thinking. They have to move to a creative mode, and then they are more open to comprehension and retention.
6. Use a universal clock in your sessions. It lessens resistance when the clock “belongs” to all. It shares ownership. (I use a timed timer – available through Trainers Warehouse.com)
7. When doing “role playing” avoid the words role play. Practice activity or practice session is much less threatening.
8. When facilitating role playing either assign or have your participants select a different name than their own. Use aliases. This allows participants to “perform” under the protection of a stage name.
9. When instructing at the computer, bring your participants away from their screen every 40-45 minutes. Chairs in a circle, a break-out room, etc. Take 10 to 15 minutes for review-quizzes, questions, learning checks. This will reduce tension, aid comprehension, and encourage participation and ownership.
10. When using case studies as a training tool, have participants break into teams and each team create a case study for another team to address (solve). This is powerful for ownership, networking, and allows for real situations to be faced.
11. In role-playing situations, use exaggerated props (huge telephones, hats, capes, etc.) This adds to the fun and aids retention.
12. Request that your staff not interrupt you during training. They can post messages and requirements form you on the door and you can get them during breaks.
13. Use the words “stand when you are done” when you have individuals on a team working on projects that take brief amounts of time. It provides energy, as they are up and down, gives them a stretch break, and clues you in when all are done. Also subtle pressure is exerted on slower participants without you having to play the “heavy”.
14. When training heavy material, pass out two or three pages of the materials and ask that participants read the material. Don’t try to learn or remember it, just read it. Give them

enough time to make it through the material. This will increase comprehension and reduce the amount of time participants need you to go over it.

15. Have music playing in the room when people arrive. This reduces tension and brings in more of the senses.
16. Try to have food and drink available in the room. Allow participants to get refreshments as needed. This gives participants control and treats like the adults they are.
17. When you ask a question that you want the class to answer, you need to wait between three to five seconds for an answer. Most wait about one second. Count on your fingers behind your back. This gives participants a chance to collect their thoughts, come up with an answer and honors the differences between men and women. (Women take longer to form an answer while men tend to blurt it out.
18. On the same note, asking people to choose something that they can demonstrate on their fingers allows all participants to answer the question. It's a good check for understanding and permits all participants to answer. This keeps one person from taking over all of the answering.(It can also be called finger voting or you can use erasable paddles)
19. Rule number one and the most important one is to take care of you! Keep special treats in your training bag, (herbal teas, throat lozenges, aspirin, pepto...) Keep a list of kudos that you have received.

Instructional Methods:

Graphic Formats: Best for use with visual learners but effective for all learners. Graphics make learning visual. The new Facilitation is a visual graphic of what has been said and decided.



Group Activities:

1. Role Plays
2. Simulations
3. Games

Individual Activities:

1. Self-assessments
2. Evaluations
3. Writing – post it note activities or word smithing documents

Either:

1. Case Studies - scenarios
2. Projects

Case studies, role plays and small group discussions Help participants discover learning points themselves and practice skills used in interactions. Best used to experience what a particular situation might feel like, to provide feedback to participants or apply new knowledge to a specific situation, practice problem-solving skills.

Classroom Training and lectures convey information in a short time to communicate information to a larger group or to provide basic information.

Experiential Learning lets participants try new concepts, processes or systems in a controlled and safe environment, Supervised coaching, which would take place at the client's home, will be a necessary component to the success of your training. Having staff that will do mentoring or coaching take a class on the topic would be a good use of continuing education credits.

Games, Table-tops and simulations provide non-threatening ways to present or review course material. Best used to integrate and apply complex skills, to elicit participation and natural tendencies to provide feedback, to provide realistic job-related experience, or to present dry material in an interesting way. Adult learners want to have fun while learning. Table top games or activities can bring out the competitive nature and make the learning more fun!

Projects and Writing tasks help participants to reflect on their understanding of concepts, information, allows them to work individually or in small groups with the content. You will use an Evaluation form for this training and for the 40 Hour CORE curriculum.

Self-Study allows an individual to acquire skills and knowledge through self-learning, guided by structured materials. Best used as computer-based modules, CD-ROM/DVD learning and web based virtual labs.

A word about flip charts:

- ✓ Use a pencil to outline points you need to make prior to class. During your talk, write over the pencil lines so that participants can see it.
 - ✓ Prepare headlines and instructional flip pages prior to the start of class.
 - ✓ If you wrote it down – hang it on the wall. Nothing is worse than flipping the chart page over to the back never to be seen again.
- ✓ Alternate colors for different points.
 - ✓ Don't use red or yellow markers (orange can be difficult too).
 - ✓ Touch the information you are talking about.



A word about Power Point: [Death by Power point](#)

Power point can be a wonderful tool. It can also cause the death of a good training.

- Use power point for large rooms with lots of people. They can't see your flip charts from the back and the power point makes it easier to see.
- When building your slides, use graphics instead of words, use as few words as possible,
- Use it only for the main points or a back drop for your presentation,
- Instructions for an activity or to replace some of the flip charts you might want to use in a smaller group.
- If using Power Point, standing in front of the light means no one can see your presentation. Be a  but stay out of the spotlight.

PUTTING IT ALL TOGETHER



Visual Facilitation: Maps the process during a meeting and documents the path or journey taken.

Teaching Students with English as a second Language (ESL) and learning disabilities

Culture Shapes:

- ... how we communicate
- ... what we do in our work and play
- ... how we interact with one another
- ... what customs we follow
- ... how we view the world



ESL students are simultaneously working to develop:

- ... a grasp of the knowledge, skills and attitudes of various topics in a very short time frame.
- ... a better command of basic English and the more advanced Medical terminology.
- ... an ability to interact with others and function with the social environment in the class.

These could be the same for someone with a *learning disability*. And in every case, it will depend on the student. Only they really know how the environment, knowledge and experience will impact their learning ability and they will all have different ways to deal with their learning process.



Strategies that may be most effective for ESL or Learning Disabilities

- Be organized and have your classroom organized
- Be clear on your expectations of every student
- Clearly mark transition times
- Use assigned seating to allow for peer mentoring
- Show students how materials are organized
- Point out the key points on the pages as you go through the materials.
- Be clear which page you are on so students aren't searching for where you are
- Allow for students to pre-read the information you are going to teach
- Rephrase difficult language and teach what the acronym stands for!
- Do not pretend (particularly important when learning the skills for a test if the materials and supplies are part of the test.)
- Be aware of certain restrictions based on religion and culture
- Speak slowly – pace yourself
- Give plenty of time and wait for responses
- Repeat and clarify main points
- Use pictures of real objects when possible or the real thing!
- Use cooperative learning (small groups and partnering)
- When listing things on flip charts separate different lines with a new color. This will help to separate one thought from another.

Training Effectiveness Grid

This is a self evaluation. Place an X where you would rate yourself for effectiveness in each skill.

	10	20	30	40	50	60	70	80	90	100
Good communication skills	—	—	—	—	—	—	—	—	—	—
Enthusiasm	—	—	—	—	—	—	—	—	—	—
Friendly	—	—	—	—	—	—	—	—	—	—
Evaluates (testing)	—	—	—	—	—	—	—	—	—	—
Prepared	—	—	—	—	—	—	—	—	—	—
Adaptable (flexible)	—	—	—	—	—	—	—	—	—	—
Listener	—	—	—	—	—	—	—	—	—	—
Wise	—	—	—	—	—	—	—	—	—	—
Innovative	—	—	—	—	—	—	—	—	—	—
Persuasive	—	—	—	—	—	—	—	—	—	—
Conscientious	—	—	—	—	—	—	—	—	—	—
Neat (well-dressed)	—	—	—	—	—	—	—	—	—	—
Sensitive	—	—	—	—	—	—	—	—	—	—
Interest in others	—	—	—	—	—	—	—	—	—	—
Warmth (genuine/transparent)	—	—	—	—	—	—	—	—	—	—
Variety (not a one trick pony)	—	—	—	—	—	—	—	—	—	—
Eye contact	—	—	—	—	—	—	—	—	—	—
Patient	—	—	—	—	—	—	—	—	—	—
Dedicated	—	—	—	—	—	—	—	—	—	—

3 greatest strengths

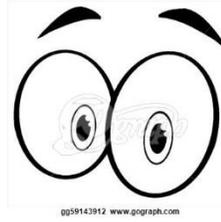
1. _____
2. _____
3. _____

3 greatest weaknesses

1. _____
2. _____
3. _____

After you mark all of the scores, draw a line from the first “x” to the bottom “x” creating a graph. Please note that every skill is within your control. You can control them all!

TRAINER RESPONSIBILITIES



1. Maintain training records _____ years

Original sign-in sheet with, (copy with a copy of each certificate to person files)

- (1) Name of training
- (2) Date(s) of training
- (3) Printed name of Instructor
- (4) CE code
- (5) printed names of participants and signature or initials in lieu of signature.

2. All set up, advertising and training

3. Certificates: Template for certificates, sign-in sheets and evaluations can be found at:
<https://www.dshs.wa.gov/node/10621/>

Certificates developed by you must meet:

WAC 388-829-0246 What information must be on certificates for continuing education?
Certificates must contain the following information:

- (1) Name of the student;
- (2) Title of the training;
- (3) Number of hours of the training;
- (4) Assigned curriculum approval code;
- (5) Instructor's name, printed and signature;
- (6) Printed name of the training entity giving the training;
- (7) Entity program code; and
- (8) Date(s) of training.

4. Effective Teaching

5. Principles of Adult Education

6. Incorporate all learning styles



7. Make sure you are an approved trainer. This is important. When you teach you are most likely going to be awarding Continuing Education (CE). For that to be valid you must be an approved trainer.

AT THE END OF THE DAY:

Identify something that squared with you that you already knew.

Identify something that made you look at things from a different angle

Identify something that closed the loop for you.

Z

IDENTIFY A CHANGE/ ACTION APPROACH YOU WILL TAKE.

Evaluation

Agency Name:
Name of course:
Date:

Instructor Name:
CE(D) code:

	Disagree					Agree
	lowest					highest
This training met my expectations	1	2	3	4	5	
Trainer was easy to understand		1	2	3	4	5
Activities were fun and easy to follow		1	2	3	4	5
Materials / handouts are useful		1	2	3	4	5

What aspect of this training is going to help me most in training the staff my agency?

What aspect of this training is going to be the most challenging in training the staff in my agency?

What aspect of the curriculum is going to be the most useful to me as a trainer?

What aspect if the curriculum is going to be the most challenging for me as a trainer?

Best thing about the training?

Please hand this to the trainer and you will receive your certificate. Thank you for attending!