Adult Learning

Course Workbook

National Food Service Management Institute

The University of Mississippi

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National Food Service Management Institute
The University of Mississippi

Building the Future Through Child Nutrition

The National Food Service Management Institute (NFSMI) was authorized by Congress in 1989 and established in 1990 at The University of Mississippi in Oxford and is operated in collaboration with The University of Southern Mississippi in Hattiesburg. The Institute operates under a grant agreement with the U.S. Department of Agriculture, Food and Nutrition Service.

PURPOSE
The purpose of the NFSMI is to improve the operation of Child Nutrition Programs through research, education and training, and information dissemination.

MISSION
The mission of the NFSMI is to provide information and services that promote the continuous improvement of Child Nutrition Programs.

VISION
The vision of the NFSMI is to be the leader in providing education, research, and resources to promote excellence in Child Nutrition Programs.

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Adult Learning Principles

Lesson 1

Learning Theories That Relate to Adult Learning
Handout

There are four commonly used theories that relate to adult learning. They are
- Action Learning,
- Experiential Learning,
- Project Based Learning, and
- Self-Directed Learning.

Action Learning Theory is a process that involves a small group of people with different levels of skills and experiences solving problems, focusing on what they are learning, and how determining their learning can benefit each group member and the organization.
- It involves the team in a learning exercise.
- It is an approach where people work and learn together to complete a project or solve a problem and learn from the experience.
- It provides participants the opportunity to apply what they have learned to real-life situations.
- It provides participants the opportunity to work with people who have varied levels of knowledge and skills to work on a problem and develop a plan.
- It is used to address problems and issues that are complex and not easy to resolve.

Components of Action Learning
- **Begin with a problem**. Action Learning focuses on a critical problem, project, challenge, or task. The solution is extremely important to an individual, team, or an organization. The team is responsible for the solution which in turn provides a learning opportunity for the team and the organization.
- **Create an action group**. The team consists of three or four and sometimes four to eight depending on the complexity of the problem. It is important that the group remain constant throughout the process. The team should come from diverse backgrounds and work experiences. The diversity enables the team members to perceive the problem from various perspectives and offer different viewpoints. The team selects a project leader.
- **Initiate the process**. The team must reflect and respond to questions. Questions are asked first to clarify the problem, reflecting and identifying possible solutions, and then taking action. By focusing on the questions, action learning focuses on what is not known as well as what is known.
- **Take action**. The problem is presented. The team must have the power to take action or be assured their recommendations will be implemented. Reflecting on the action taken and the implementation of the results enhances the learning because it provides a basis for critical thinking and reflection.

- **Make a commitment to learn**. The short-term benefits are to the organization. Long-term benefits occur when the learning is shared and applied throughout the organization. Emphasis is placed on the learning and development of individuals, the team, and the organization.
- **Assign a coach**. A learning coach is necessary to keep the team focused on resolving the problem. The coach's role is to identify learning opportunities available to the team to reflect on what they are learning and improve their problem solving ability. The learning coach helps the team focus on what they are achieving and what they find difficult.

Advantages or Strengths
- The action learning process is used to form groups.
- Balanced and diverse groups enhance the learning process and allow significant contributions.
- There is a utilization of the team's effectiveness.

Disadvantages or Weaknesses
- There is a constant struggle between accomplishing the task and learning from it.
- It is difficult to ensure consistency across teams.
- There is the challenge of the team's effectiveness.

Experiential Learning Theory is learner-centered and focuses on adults learning from experience. It is a cycle process that involves setting goals; thinking; planning; experimenting and making decisions; and taking action by observing, reflecting, and reviewing.
- It builds and develops with further reflection and experience.
- Facilitation is challenging, but asking the right question to guide the conversation will help with new thinking and learning.
- It uses the participants' own experience and reflection about the experience. Experiential Learning Theory allows for understanding and transfer of skills and knowledge.
- Learning takes place through direct involvement and reflection. The learners learn by doing something and discovering what it is like and how it made them feel.
- It is effective in adult education because it addresses the cognitive, emotional, and physical aspect of the learner.
- Learners bring life experiences to the learning situation.
- The instructor serves as a facilitator and encourages learners to discuss and reflect on the experience in a trusting and open environment.

Advantages or Strengths
- Experiential learning theory builds on experience. This is important because adults bring a wealth of experience to every learning situation.

- It is a holistic learning approach.
- It is most effective when the learning is internally motivated. This is a common characteristic in adult learning.

Disadvantages or Weaknesses
- It does not account for differences in cultural experiences.
- It may not help us understand or explain change and new experiences.
- It is not clear where the elements of learning such as goals, purpose, and intentions fit into the learning experience.

Project Based Learning Theory is an approach that allows adults to work together in a group to solve challenging problems and decide how to pursue a solution.
- Learners work in small groups to solve a challenging, interdisciplinary problem using group chosen strategies and activities.
- The learners gather information from a variety of sources and synthesize, analyze, and derive knowledge from it.
- It allows learners to participate in cooperative learning activities which help to build team collaboration skills.
- The learning is valuable because it connects to something real and involves adult skills.
- At the end of the project, the learners demonstrate their newly-acquired knowledge and are judged by how much they have learned and how well they communicate it.
- The instructor's role is to guide and advise.

Components of Project Based Learning
- **A need to know**. Instructors can activate a learners' need to know by introducing a project that engages interest and begins by asking questions.
- **A driving question**. A good opening question for the project gives the learner a sense of purpose and challenge. The question should be open-ended, complex, and focus on solving a problem.
- **A voice and make a choice.** This is key to Project Based Learning. To make the project meaningful to the learner, the more voice and choice they have the better.
- **Needed skills.** For the learners to build collaboration skills, have them use role-playing and team-building activities. Show them how to use time and task organizers. Other skills needed are developing and presenting presentations. Another activity that will help them is journal writing to reflect on their thinking and problem solving skills.
- **The importance of inquiry.** For the project to have more meaning to the learner, they should do their own research. They should develop questions that will lead to a search for resources and discovery of the answers to the questions. This could lead to new questions and new answers from which to draw their own conclusions.

- **Feedback and revision**. It is important for the learner to realize that first attempts on the project are just that, first attempts. Constructive feedback and revisions are important in order to produce a quality project. The instructor should coach the learners to use a rubric to critique each other's work.
- **Presentation**. For the project to be more meaningful to the learners, they should present the project to a real audience.

Advantages or Strengths
- It gives the learner a chance to work on real-life situations.
- It allows for cooperative learning situations that build teamwork and collaboration skills. Both are important in adult learning situations.

Disadvantages or Weaknesses
- Problem solving skills may differ among cultures, causing problems among group members during activities.
- Activities may prove to be time consuming in terms of both planning and application.

Self-Directed Learning Theory is defined as an informal process in which adults take the responsibility for their own learning by identifying their learning needs, setting goals, finding resources, implementing strategies, and evaluating their results (McEntyre & Pahl, 2006).
- It can be easily implemented into daily activities.
- Learners are motivated by internal and external motivation.
- It is a reflective and action-oriented process.
- Learning can be linked to other learners.
- Learners have the opportunity to gain new skills, knowledge, and attitudes to improve their work performance.

Advantages or Strengths
- It can be integrated into daily routines.
- It is internally or externally motivated.
- It can be linked to others.

Disadvantages or Weaknesses
- Learners may not be self-directed in all situations.
- Not all adults prefer the self-directed option and some also engage in a more formal educational experience such as teacher-directed learning.
- Learners can be easily distracted because it is unstructured.
- Some adults are not able to engage in self-directed learning because of lack of independence, confidence, or resources.

Test Your Knowledge
Activity

Directions: Listed below are the four Learning Theories that relate to adult learning. Read each question and decide which theory answers the question correctly.

Action Learning   **Experiential Learning**
Project Based Learning   **Self-Directed Learning**

1. Which theory allows learners to decide how to approach a problem and what activities to pursue? _____

2. Which theory is defined as an approach to working with and developing people that use work on a real project or problem as the way to learn?
   _____

3. Which theory is an informal process in which individuals take on the responsibility for their own learning process? _____

4. Which theory is defined as a learning theory that is learner-centered and operates on the premise that individuals learn best by experience? _____

5. Which theory is a commonly used term in many discussions regarding adult learning?
   _____

6. Which theory states that motivation is the key to success?
   _____

7. Which theory allows for cooperative learning situations that build teamwork and collaboration skills that are important in many adult learning situations?
   _____

8. Which theory allows for the transfer of skills and knowledge?
   _____

9. Which theory uses the trainer as a guide to advance, rather than to direct and manage, participant's work? _____

10. Which theory uses a learning coach to work with the group in order to help them learn how to balance their work? _____

11. Which theory can be easily implemented in daily activities?

_____

12. Which theory is important in adult learning because adults bring a wealth of experience to every learning situation? _____

13. Which theory is effective in adult education as it addresses the cognitive, emotional, and physical aspect of the learner? _____

14. Which theory involves learning from experience through reflection and interaction with the support group? _____

15. Which theory is a reflective and action-oriented process in which learning can be linked with other participants? _____

16. Which theory is valuable because it connects to something real and involves adult skills such as collaboration and reflection? _____

Test Your Knowledge
Activity
Answer Key

Directions: Listed below are the four Learning Theories that relate to adult learning. Read each question and decide which theory answers the question correctly.

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Action Learning   **Experiential Learning**
Project Based Learning   **Self-Directed Learning**

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1. Which theory allows learners to decide how to approach a problem and what activities to pursue? ____**Project Based Learning**_____

2. Which theory is defined as an approach to working with and developing people that use work on a real project or problem as the way to learn? __**Action Learning**_____

3. Which theory is an informal process in which individuals take on the responsibility for their own learning process? ____**Self-Directed Learning**_____

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9. Which theory uses the trainer as a guide to advance, rather than to direct and manage participant's work? _____**Project Based Learning**_____

10. Which theory uses a learning coach to work with the group in order to help them learn how to balance their work? ____**Action Learning**_____

11. Which theory can be easily implemented in daily activities?
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12. Which theory is important in adult learning because adults bring a wealth of experience to every learning situation? ___**Experiential Learning**_____

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14. Which theory involves learning from experience through reflection and interaction with the support group? ____**Action Learning**_____

15. Which theory is a reflective and action-oriented process in which learning can be linked with other participants? ___**Self-Directed Learning**_____

16. Which theory is valuable because it connects to something real and involves adult skills such as collaboration and reflection? ____**Project Based Learning**_____

Explanation of Answers
Test Your Knowledge
Activity

Action Learning – Participants work in small groups or teams to solve a problem and learn from that action. Emphasis is placed on the diversity of knowledge and skills of each member to best equip them to contribute to the learning experience. Each group has a learning coach and a group leader is chosen. The participants learn from experience through reflection and interaction with the group.

Experiential Learning – Participants learn by doing. It is learner-centered and the learner learns through reflection from experience. This theory builds on the participant's own experience, knowledge, and skills to share with the group allowing for the transfer of knowledge and skills. Experiential learning is effective in adult education because it addresses the cognitive, emotional, and physical aspects of the learner.

Project Based Learning – Participants work in groups to solve challenging problems. They decide how to approach the problem and the activities to pursue. It allows for cooperative learning experiences that help to build collaboration skills and teamwork. The trainer acts as a guide or facilitator and does not manage the group. Project Based Learning offers the participants a chance to work on real-life problems and cooperative learning situations that build teamwork and collaboration skills.

Self-Directed Learning – Participants take responsibility for their own learning process. It is an informal process where the adult learner plans, carries out, and evaluates their learning experience. Internal and external motivation is the key to the success of this style of learning. It is easily implemented in daily activities as a reflective and action-oriented process, and can be linked with other learners.

Principles of Adult Learning for Trainers
Handout

Trainers should consider several important points of adult learning principles when preparing to teach adult learners.

- Present information in "bite-size pieces" of information instead of large chunks. Present the information one idea or concept at a time.
- Present new information if it relates to the adult learners' job or personal needs. If the learner does not see any connection, they will probably lose interest.
- Actively involve the learner in the learning process. Adults want to know that what they are learning is relevant to their personal and professional needs. Allow them to share in the responsibility of planning and developing the goals.
- Use feedback and summarize the material often. Adult learners need feedback on how they are doing. Positive feedback can serve as reinforcement for learning.
- Adults have different learning styles. Some prefer to learn on their own; while others prefer small group work. Incorporate variety as much as possible without sacrificing the benefits of the activities. People also learn at different rates. Some people will have to be told two or three times how to do a task, others will have to be shown rather than told, and they may have to be shown only once or more than once.
- Learning is a continuous process. Adult learners come with a wide range of previous experiences, knowledge, skills, and self-direction. Relate the training to the knowledge and experience of the learners.
- Follow the concept that people learn by doing. Keep them working, giving them hands-on experience whenever possible, especially ones that parallel their work environment.
- Incorporate reinforcing activities to help the learner transfer learning.
- Arrange for the learning to be self-directed and problem-centered.
- Mutual trust is important. Adult learners need the freedom of open expression and to know that expressing a difference will not have adverse consequences.
- Facilitate the learning process through inquiry and self-discovery. Provide learning opportunities for learners to discover the facts on their own.
- Use both extrinsic and intrinsic motivators.
- Allow adequate time for practice.
- Make the learning experience fun. When the learning is fun, the learner will more likely remember what they have learned.

What's Your Learning Style?

By Marcia Conner

Learning style refers to the ways you prefer to approach new information. Each of us learns and processes information in our own special style, although we share some learning patterns, preferences, and approaches. Knowing your own style also can help you to realize that other people may approach the same situation in a different way from your own.

Take a few minutes to complete the following questionnaire to assess your preferred learning style. Begin by reading the words in the left-hand column. Of the three responses to the right, circle the one that best characterizes you, answering as honestly as possible with the description that applies to you right now. Count the number of circled items and write your total at the bottom of each column. The questions you prefer provide insight into how you learn.

1. When I try to **concentrate...**	I grow distracted by clutter or movement, and I notice things around me other people don't notice.	I get distracted by sounds, and I attempt to control the amount and type of noise around me.	I become distracted by commotion, and I tend to retreat inside myself.
2. When I **visualize...**	I see vivid, detailed pictures in my thoughts.	I think in voices and sounds.	I see images in my thoughts that involve movement.
3. When I **talk with others...**	I find it difficult to listen for very long.	I enjoy listening, or I get impatient to talk myself.	I gesture and communicate with my hands.
4. When I **contact people...**	I prefer face-to-face meetings.	I prefer speaking by telephone for serious conversations.	I prefer to interact while walking or participating in some activity.
5. When I **see an acquaintance...**	I forget names but remember faces, and I tend to replay where we met for the first time.	I know people's names and I can usually quote what we discussed.	I remember what we did together and I may almost "feel" our time together.
6. When I **relax...**	I watch TV, see a play, visit an exhibit, or go to a movie.	I listen to the radio, play music, read, or talk with a friend.	I play sports, make crafts, or build something with my hands.
7. When I **read...**	I like descriptive examples and I may pause to imagine the scene.	I enjoy the narrative most and I can almost "hear" the characters talk.	I prefer action-oriented stories, but I do not often read for pleasure.
8. When I **spell...**	I envision the word in my mind or imagine what the word looks like when written.	I sound out the word, sometimes aloud, and tend to recall rules about letter order.	I get a feel for the word by writing it out or pretending to type it.
9. When I **do something new...**	I seek out demonstrations, pictures, or diagrams.	I want verbal and written instructions, and to talk it over with someone else.	I jump right in to try it, keep trying, and try different approaches.

10. When I **assemble an object...**	I look at the picture first and then, maybe, read the directions.	I read the directions, or I talk aloud as I work.	I usually ignore the directions and figure it out as I go along.
11. When I **interpret someone's mood...**	I examine facial expressions.	I rely on listening to tone of voice.	I focus on body language.
12. When I **teach other people...**	I show them.	I tell them, write it out, or I ask them a series of questions.	I demonstrate how it is done and then ask them to try.
Total	Visual: _____	Auditory: _____	Tactile/Kinesthetic: _____

The column with the highest total represents your primary processing style. The column with the second-most choices is your secondary style.

Your primary learning style: _____

Your secondary learning style: _____

Now that you know which learning style you rely on, you can boost your learning potential when working to learn more. For instance, the following suggestions can help you get more from reading a book.

If your primary learning style is **visual**, draw pictures in the margins, look at the graphics, and read the text that explains the graphics. Envision the topic or play a movie in your thoughts of how you'll act out the subject matter.

If your primary learning style is **auditory**, listen to the words you read. Try to develop an internal conversation between you and the text. Don't be embarrassed to read aloud or talk through the information.

If your primary learning style is **tactile/kinesthetic**, use a pencil or highlighter pen to mark passages that are meaningful to you. Take notes, transferring the information you learn to the margins of the book, into your journal, or onto a computer. Doodle whatever comes to mind as you read. Hold the book in your hands instead of placing it on a table. Walk around as you read. Feel the words and ideas. Get busy—both mentally and physically.

More information on each style, along with suggestions on how to maximize your learning potential, is available in the book *Learn More Now* (Hoboken, NJ; John Wiley & Sons, 2004).

Pre- and Post-Quiz

1. Andragogy is a theory that holds a set of assumptions about
   a. active learning.
   b. self-directed learning.
   c. adult learning.
   d. experimental learning.

2. Learning is a lifelong process.
   a. True
   b. False

3. Which of the following statements can be identified as a principle of adult learning?
   a. Adult learners resist learning.
   b. Adults need to be motivated and told what they have to learn.
   c. Adults are impractical.
   d. Adults are goal oriented.

4. Adult learners
   a. want information in small chunks.
   b. want information in large chunks.
   c. don't care if the information pertains to their job; they just want to learn.
   d. have the same learning style.

5. Active learners
   a. do not like problem-solving activities.
   b. will retain information better if they can do something active with it.
   c. are individual learners.
   d. prefer to think about the topic quietly first.

6. Reflective learners
   a. like problem-solving activities.
   b. will retain information better if they can do something active with it.
   c. like group learning over individual learning.
   d. prefer to think about the topic quietly first.

7. Adults learn and process information
   a. in different ways.
   b. in only one way.
   c. in the same way.
   d. in two ways.

8. Kinesthetic learners learn best by
    a. listening to lectures and discussions.
    b. seeing and interpreting the instructor.
    c. touching objects, physically moving, or doing a task.
    d. listening and doing a task.

9. Which learning theory can be integrated into the daily routine?
    a. Action Learning
    b. Experiential Learning
    c. Project Based Learning
    d. Self-Directed Learning

10. Learning takes place through direct involvement and reflection in which learning theory?
    a. Action Learning
    b. Experiential Learning
    c. Project Based Learning
    d. Self-Directed Learning

Motivating the Adult Learner

Lesson 2

Characteristics and Elements of Andragogy
Handout

Malcolm S. Knowles was convinced that adults learn differently than children. Andragogy is a model Knowles introduced which refers to the study of teaching adults. He defined andragogy as the art and science of helping adults learn (Merriam, Caffarella, and Baumgartner, 2007). The following are characteristics of an adult learner and other elements of andragogy.

Characteristics of the adult learner
- They are self-directed.
- They take responsibility for their own learning.
- They self-evaluate.
- They want to know why they need to learn.

Role of the adult learner's experience
- They bring vast amounts of experience.
- They are a rich resource of learning for one another.
- There is diversity in groups because of different experiences.
- Experience becomes the source of learning.

Readiness to learn
- They become ready to learn when they experience a need to learn.
- The need to know to cope with real-life tasks and problems motivates adult learners.
- The ability to determine the difference between where one is now and where one wants and needs to be is an incentive.

Orientation to learning
- Education is a process of developing increased competence to achieve their full potential.
- Learning must have relevance to real-life tasks.
- Learning is organized around life and work.
- They want to apply new knowledge and skills.
- They are performance centered in their learning.

Motivation for learning
- Adult learners respond best to internal motivators: self-esteem, recognition, self-confidence, self-actualization, and a better quality of life.

Motivational Strategy Techniques
Handout

Motivational strategies are techniques trainers can use to motivate adult learners in training. Many trainers do not realize the number of strategies they are currently using. Look at the following list to see how many you are currently using. There are other strategies not on this list that you may be using.

To connect with the participants
1. Allow for introductions.
2. Provide opportunities for sharing.
3. Indicate your intentions to help adults learn.
4. Share something of value with the adult learners.
5. Use collaborative and cooperative learning.
6. Clearly identify the learning objectives and goals.
7. Emphasize the purpose of the training and how it relates to their job.

To create a climate of respect
8. Introduce the ground rules and participant's guidelines.
9. Acknowledge the different levels of knowledge or skills among the learners.

To build confidence
10. Eliminate any negative attitudes.
11. Confront any negative beliefs or assumptions that may underlie the learner's attitude.
12. Use different styles of teaching to accommodate the different learning styles.
13. Help learners effectively attribute their success to their capability, effort, and knowledge.
14. Help learners understand that reasonable effort and knowledge can help them succeed.

To create relevant learning experiences and maintain the learner's attention and interest
15. Encourage the adult learners.
16. Help learners realize their accountability for what they are learning.
17. Make the learning activity an irresistible invitation to learn.
18. Selectively use breaks, settling time, and physical activity.
19. Relate learning to individual interest, concerns, and values.

To enhance learners' competence, engagement, challenge, and decision making
20. Provide frequent response opportunities to all learners on an equitable basis.
21. Use critical questions to stimulate engaging and challenging reflection and discussion.
22. Use relevant problems, research, and inquiry to facilitate learning.
23. Use case study methods to enhance learning.
24. Provide effective feedback.
25. When necessary, use constructive criticism.
26. Use self-assessment methods to improve learning.
27. Provide opportunities for adults to demonstrate their learning in ways that reflect their strengths and multiple sources of knowledge.
28. Effectively praise and reward learning.
29. Use incentives to develop and maintain adult motivation.
30. Provide positive closure at the end of the training.

Pre- and Post-Quiz

1. External motivation
    a. will focus the student attention on what needs to be learned.
    b. last longer and is more self-directed.
    c. must be repeatedly reinforced by praise and rewards.
    d. means the learner is ready to learn.

2. To maintain the learner's interest and motivation to learn, the instructor must
    a. read the lesson word for word.
    b. not give feedback in response to inquiries.
    c. establish goals.
    d. let the student know that your point of view is final.

3. Which of the following could be considered a barrier of adult learning?
    a. lack of time, confidence, and interest
    b. money, promotion, and new skills
    c. new skills, changing jobs, and the need to learn
    d. confidence, promotion, and changing jobs

4. Reinforcement is a necessary part of the learning process. Which of the following are considered types of reinforcement?
    a. motivation and retention
    b. positive and negative
    c. retention and transference
    d. positive and motivation

5. Malcolm Knowles defined this term as "the art and science of helping adults learn."
    a. Pedagogy
    b. Dichotomy
    c. Andragogy
    d. Humanistic Philosophy

6. Which of the following is a motivation for adults to learn?
    a. conflict
    b. personal responsibility
    c. negative reinforcement
    d. cultural diversity

7. Learners want to know
    a. large chunks of information.
    b. when is the next training.
    c. how the information will benefit them.
    d. what is their motivation style.

Teaching Styles and Approaches

Lesson 3

Reflection Activity

Directions: Read the following questions and reflect on your style or approach to training. Your responses may enlighten you about yourself as a trainer and your approach to developing your style.

1. Are you constantly looking for development opportunities for improving your training style or do you wait for others to offer ideas?

2. Do you want to continue to grow and develop as a professional or are you satisfied with how you present the training materials?

3. Is your teaching style information-focused or process-focused? Do you use the teacher-centered approach or the learner-centered approach?

4. Do you learn new ideas from others by team-teaching or sharing experiences with colleagues or do you look for information and new ideas through your own research?

5. Is your training/teaching style similar to a mentor and have you considered other ideas to enhance or improve your approaches?

6. Do you use training and teaching opportunities for trying out new ideas to improve your style or approach or are you satisfied with the way you train or teach?

7. Are you inspired by what you do and is the enthusiasm shown in your trainings or are you just performing a service?

12 Principles of Effective Teaching and Adult Learning
Handout

1. **Needs Assessment.** This is the first step in setting learning objectives. What do the participants need to know and what do they already know? Listening to the participants is an effective part of training.

2. **Safety.** Create a safe environment for learning. The training room should be welcoming and inviting as the participants enter. Tables should already be set up with training materials, pens or pencils, note cards and/or note pads, and placement cards with the participant's name. The room should be clean of debris, well lit, comfortable temperature, and tables placed so the participants can see the trainer. The participants should feel at ease.

3. **Sound Relationships.** This is the power of friendship and respect. The relationship between the trainer and the learner is the most important factor in the learning process. Create an atmosphere of open communication. Participants need to know the trainer will recognize them as individuals. This can create a motivating learning environment that engages the participants in the discussion and activities. It encourages openness with respect to responses to questions and offers of new ideas.

4. **Sequence and Reinforcement.** You must know where and how to begin. Sequence and reinforcement are a set of principles that work well in training. Knowledge of the material, the appropriate skills, and a positive attitude are a good beginning for the trainer. Use an opener to learn something about the participants and introduce the topic of discussion. The training material should be planned in a logical sequence, from simple to complex. To reinforce learning, use repetition of facts and practice skills. The use of engaging activities is another way to reinforce learning.

5. **Praxis - Action with Reflection.** Praxis is the Greek word for action with reflection. It is a vital principle for effective adult learning. Praxis is the practical application of knowledge or skills learning. It is creative, informative, and action with reflection. Another word more commonly used for praxis is practice.

6. **Learners as Subjects of Their Own Learning.** This principle recognizes that learners are decision makers. The learning that transpires in trainings is between the trainer and participants. The participants with prior knowledge and skills can suggest and make decisions about the learning. Give them the opportunity to share with the trainer and other participants.

7. **Learning With Ideas, Feelings, and Actions.** This principle guides us to make every learning task have an element of all three: ideas, feelings, and actions. Adult learners will be able to know that they know what they are learning. When you are teaching a concept, how can you determine how the learners are feeling about the concept? How can you get them to do something with the concept? The more these three elements are integrated, the better the concept is integrated into the participant's real lives.

8. **Immediacy.** Teach what is useful. Immediacy of learning is a vital principle that enables small groups to grasp what they are learning. It is the job of the trainer to make the new content meaningful to the participants.
9. **Clear Roles.** This principle is more a management principle. The role and responsibility of the trainer must be spelled out clearly and the role of the participant must be clear.
10. **Teamwork.** This is how people work and learn together. Teamwork is a principle of adult learning as well as an effective practice. The better the team works together, the better the learning.
11. **Engagement.** Learning is an active process. The power of engagement is a principle of adult learning that enables learners not only to take part in learning but also to practice learning. Without engagement there is no learning.
12. **Accountability.** As trainers, you are accountable to the participants to teach the material or skills designated for the training. Do not skip any of the material or learning task. Do not shorten the training. You are to teach the participants so that they will gain the knowledge and skills needed to do their job. Participants are accountable to their co-workers and themselves. They are accountable to learn the material and skills.

Key Elements of Teaching Approaches
Handout

From the participant's perspective

1. Participants like to be valued and appreciated as individuals.
2. Participants look for consistency from the trainer.
3. Participants respond best to trainers who want them to succeed.
4. Participants respond to trainers who listen and respond to their ideas.
5. Participants will become enthusiastic about the training if the trainer shows enthusiasm about the topic of the training.

From the trainer's perspective

1. Be aware of your teaching style and how it relates to the participant's learning styles.
2. Be aware that participants learn at different speeds and may require a little patience.
3. Allow time for the participants to be actively involved in the learning. Examples are reflecting on what was learned, linking new information with prior learning, and practicing new skills.
4. Motivate the training at the beginning by clarifying the objectives and learning outcomes.
5. Openings and closings are important. Openings will get everyone thinking about the topic of the training and closings can be used to summarize what was learned.
6. Use visual display of training materials for long-term learning.
7. Be clear how the activities are relevant to the training material. Be flexible with group work and allow the participants to work in small groups or individually.
8. Use a variety of questions to enhance the learning process.
9. Open ended questions allow for reflection. Give participants adequate time for thinking and time to answer questions.
10. Listen carefully to the answers that are given.
11. Give participants time to develop problem-solving skills.
12. Provide opportunities for participants to practice new skills or demonstrate new knowledge.
13. When appropriate, differentiate the information by providing open-ended and problem-solving activities.
14. Provide support to participants when needed.
15. Make the training fun. Be receptive to exploring new avenues, but don't get too far off the topic. Stay on track with the training.

Training Techniques and Strategies for Active Learners
Handout

Many teaching techniques and strategies can be used to engage active learners. There are several listed with a description of each. This list is not inclusive. You may already use some of these or may want to try one in your next training.

Think/Pair/Share method allows participants to share thoughts and ideas. The goal with this type of activity is to engage participants with the material individually. It is versatile and can increase learning. The trainer can ask questions to prompt new ideas or increase thinking. Give participants time to think about their responses individually. Then put them in pairs or in small groups to discuss their individual ideas.

Questioning engages participants to read the material. It helps participants to engage in new concepts and ideas. There are several types of questions that can be used; closed ended, open ended, clarifying, probing, and rhetorical are just a few. Some of the benefits of using questions are (1) it keeps the participant's interest, (2) it encourages participation, (3) it is a way to check for understanding, and (4) it keeps participants focused on the material.

Brainstorming is good for collaborative teamwork. Give each team a question to answer or a situation to resolve. Have the team members write down ideas that come to mind then, as a team, share their ideas to answer the question or resolve the situation.

Challenges can be used with questioning. The idea is to provoke a discussion or argument about a topic. One way of doing this is to divide the room into an even number of teams. Put two teams together and have one team present the pros of a situation and the other team present the cons.

Case Studies are good group activities. Provide the participants with an issue or topic that is related to the training material. In small groups, have participants discuss the issue or topic applying information learned in the training. Participants then present their findings to the whole group. The rest of the group can then offer other solutions if time permits. This give them the opportunity to learn how to handle similar situations at work.

Role-playing is an activity that allows participants to show a creative side. It is a way they can learn how to handle a situation they might face on the job. It is a great training technique to improve or enhance interpersonal skills.

Reflection exercises are a way for participants to look back at what has been discussed in the training. It is a way to review what they learned. This type of activity should be done towards the end of the training. Participants will remember different segments of the training which helps everyone to learn.

Pre- and Post-Quiz

1. A key element of teaching is
    a. not listening to participants or responding to their ideas and questions.
    b. learners learn at one speed and do not need reinforcement of the information.
    c. use a variety of questions.
    d. just give learners the information they need, they will learn it eventually.

2. An example of Teacher-centered Approach is
    a. journals.
    b. demonstration.
    c. cooperative learning.
    d. discovery learning.

3. An example of Learner-centered Approach is
    a. direct instruction.
    b. lecture.
    c. case studies.
    d. demonstration.

4. A climate of active learning
    a. occurs in a vacuum.
    b. includes learners who want to learn.
    c. means the environment is not important.
    d. discourages learners to introduce past experiences.

5. In a climate of learning, there are three general types of learning groups. Two of these types are
    a. problem-solving small and large groups.
    b. formal learning groups and study teams.
    c. individual and small groups.
    d. study teams and large groups.

6. Effective communication is
    a. between the instructor and learner while planning the training.
    b. between the instructor lecturing to a large group of learners.
    c. between two people when the receiver interprets and understands the sender's message in the same way the sender intended it.
    d. the knowledge learned during the training.

7. An effective teaching strategy is to
    a. set learning standards low enough for achievement.
    b. discourage assessment and feedback.
    c. show the learner the topic has little interest to you.
    d. show concern and respect for the learner.

8. There are 12 principles of effective teaching and adult learning. Three of these are
    a. respect, relevance, and safety.
    b. needs assessment, safety, and praxis.
    c. relevance, modeling, and affirmation.
    d. clarity, sampling, and teamwork.

The Adult Educator

Lesson 4

Characteristics of a Motivating Trainer
Activity

In the space provided below write some characteristics of a motivating instructor or trainer who inspired you to become a trainer.

_____

_____

_____

_____

_____

_____

_____

What's Your Motivation Style?

By Marcia L. Conner

Motivation is the force that draws you to move toward something. It can come from a desire or a curiosity within you or can be from an external force urging you on. Motivation styles vary for different situations and topics but nonetheless, you draw on them especially when you try to learn something challenging. If you can recognize your predominant motivational style, you can identify the situations that best satisfy your needs. Likewise, you can't motivate anyone else. All you can do is invite them to learn.

Take a few minutes to complete the following questionnaire assessing your preferred motivation style. These questions have no right or wrong answers. Your response offers insight about how you're motivated to learn. Begin by reading the words in the left-hand column. Of the three responses to the right, circle the one that best characterizes you, answering as honestly as possible with the description that applies to you now. Count the number of circled items and write your total at the bottom of each column.

1. I'm proud when I...	Get things done.	Help other people.	Solve problems by thinking things through.
2. I mostly think about...	What's next.	People.	Different ideas.
3. To relax, I tend to...	Rely on a consistently relaxing activity.	Hang out and talk with friends.	Learn something new.
4. I like to do things...	Right away or on schedule.	When everyone else can do it with me.	When it feels right to me.
5. When online, I like to...	Search for specific information.	Write emails, text message, or chat.	Follow links in many directions.
6. Projects should be...	Finished on time.	Done in groups.	Meaningful to my life.
7. In a school setting, I liked to...	Ask questions.	Make friends.	Explore many topics.
8. I believe schedules...	Keep me organized.	Help me coordinate plans with other people.	Are useful tools to keep me on track.
9. I like to be recognized for...	Being organized, neat, and on time.	Being kind, thoughtful, and considerate to others.	Being smart, clever, curious, and a good problem solver.
10. In terms of completing things...	I finish what I start.	I enlist the help of other people.	I want to be learning from start to finish.
Total	Goal:	Relationship:	Learning:

The column with the highest total represents your primary motivation style. The column with the second-highest total is your secondary motivation style.

Your primary motivation style: _____

Your secondary motivation style: _____

If you are **goal-oriented**, you probably reach for your goals through a direct and obvious route. This might lead you to a reference book, your computer, or to call an expert—whatever means is available. You usually prefer meeting in-person when it's the most effective method and don't find learning, itself, much fun.

If you are **relationship-oriented**, you take part in learning mainly for social contact. When you meet and interact with people, you learn things along the way. You may not like working independently or focusing on topics (separately from the people) because that doesn't give you the interactivity you crave.

If you are **learning-oriented**, the practice of learning, itself, drives you. You search for knowledge because learning delights you and you may become frustrated by anything that requires you to spend more time following procedures than on actual learning.

There is also a fourth motivation style I haven't yet addressed, primarily because it's far less common than the other three styles and because you might not think of it as a motivation style at all. That style is **thrill-oriented**, drawn not to any particular thing but, rather, away from anything that people perceive as tying them down, bounding them, or pulling them in any predictable direction. This isn't to say that thrill-oriented learners can't acquire goals, relationships, or curiosity, but if any of these feel too time-consuming, invasive, or binding, the learner becomes restless and perhaps experiences a compulsion to go in another direction—any other direction—to feel free. If you're thrill-oriented, you're likely to be impulsive and you want to remain impulsive; you seek thrills and flee anything that doesn't offer you that sensation. All of us at one time or another feel impulsive or have an urge to do something else, but we usually moderate these urges when they come, instead of always following where they lead.

More information on each style, along with suggestions on how to maximize your motivation, is available in the book *Learn More Now* **(Hoboken, NJ; John Wiley & Sons, 2004).**

A previous version of this assessment was published in *Learn More Now: 10 Simple Steps to Learning Better, Smarter, and Faster* (Hoboken, NJ; John Wiley & Sons, March 2004). Learn about the book and read an excerpt at http://www.marciaconner.com/learnmorenow/.

Join Marcia Conner's mailing list to receive information about issues related to assessments and learning across the lifespan at http://www.agelesslearner.com/joinus.html.

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Kirkpatrick's Four Level Evaluation Model
Handout

Donald Kirkpatrick's Four Level Evaluation Model is probably the best known and most widely used evaluation for training programs. As stated in the course, there are four levels of evaluation:
- Level 1: Reaction
- Level 2: Learning
- Level 3: Behavior or Performance
- Level 4: Results

Level 1 measures a reaction of participant's in training. The questionnaire used for this evaluation should measure participant's attitude toward a training program and individual components of a training program such as the trainer, the way the trainer presented material, topics, room environment, audiovisuals, and others items that are important to the organization. Participants may be more truthful with their answers if questionnaires are completed anonymously.

Kirkpatrick recommends the following guidelines to receive the maximum results from the questionnaires.
1. Determine what you want to find out.
2. Design a form that will quantify reactions.
3. Encourage written comments and suggestions.
4. Get a 100 percent immediate response.
5. Get honest responses.
6. Develop acceptable standards.
7. Measure reactions against standards and take the appropriate action.
8. Communicate reactions as appropriate.

Advantages of Level 1 evaluation:
1. You will know how the participants felt about the training event.
2. It may point out content areas that trainees felt were missing from the training event.
3. It will tell you how to engage the participants felt by the training event.
4. It can provide information about overall participant reaction as well as participant feedback and evaluation of specific aspects of the training event.
5. A detailed Level 1 evaluation can provide information that can be used to improve future versions of the training program (e.g., you can fix the things that participants disliked about the program and add the things they felt were missing).

Level 2 measures a change in the participant's attitude, level of increased knowledge, and/or increased skill level due to attending training. Trainers have specific learning objectives to cover in training. It is the responsibility of trainers to make those objectives clear enough so that each participant understands them. To measure and validate learning that takes place, the following must be determined.
1. What knowledge was learned?
2. What skills were developed or improved?

3. What attitudes were changed?

The participant's assessments on this level are about the participant's ability to perform and the progress and achievements of each participant. The evaluation is about the complete training.

The evaluation should be completed after the training to determine if participants acquired knowledge, skills, and attitudes expected because of the training. How are knowledge, skills, and attitudes measured?

Knowledge is measured using achievement tests designed to measure what was learned in the training. This is based on learning objectives for that particular training.

Skills are measured through a performance test. The performance test is to determine if the participant can perform the skills that were taught in that particular training.

Attitudes can be measured using a questionnaire similar to the one described in Level 1 evaluation. Closed-ended and open-ended questions are encouraged to allow the participants to answer using their own words. A type of rating scale can also be used.

Kirkpatrick suggest using the following guidelines for evaluating learning:
1. Use a control group if it is practical.
2. Evaluate knowledge, skills, and/or attitudes both before and after the program. Use a paper and pencil test to measure knowledge and attitudes and use a performance test to measure skills.
3. Get a 100 percent response.
4. Use results of the evaluation to take appropriate action.

Advantages of Level 2 evaluation:
- Demonstrating participant learning should help trainers in promoting their training program.
- Knowledge of Level 2 evaluation can help in interpreting results of Level 3 evaluation (e.g., if Level 3 results do not occur, it may because of workplace factors and not because of any flaw in the training program).
- Detailed Level 2 evaluation can prove information that can be used to improve future versions of the training program (e.g., you may find certain learning objectives that are not being met).

Level 3 evaluation measures the participant's ability to perform new skills and knowledge in the workplace.

Level 1 and Level 2 outcomes are still important because participants need to react positively to the training program (Level 1 outcome) and they need to learn the material (Level 2 outcome) if they are going to be motivated and able to apply what they have learned when they return to work.

Learning most likely will transfer if working conditions are favorable. Transfer of learning is affected by "training factors" before the participants return to work and after they return to work. There are two sets of factors that allow transfer of learning to occur.

1. Some of the factors in the training that can help facilitate transfer of learning:
   - The training or learning environment is made to be similar to the actual work environment. Learning that takes place in a similar work environment is more likely to be used later.
   - Provide real world examples and actual experience performing and practicing new behaviors.
   - Make sure trainees understand the general principles behind the behaviors.
   - Explaining the importance and application of the future on-the-job behaviors motivates participants.

2. Some factors in the receiving organization that can help facilitate transfer of learning:
   - The organizational culture and climate support change.
   - The participant's direct supervisor and others with whom they work, support, and/or facilitate the participant's new behavior through direct extrinsic rewards such as help, encouragement, praise, increased freedom and responsibility, pay increases, and recognition.
   - Participants gain intrinsic reinforcement from applying their new knowledge, skills, or attitudes.
   - Participants have an opportunity to use their new knowledge or skills on the job.

Kirkpatrick suggest the following guidelines for evaluating Level 3:
1. Use a control group if that is practical.
2. Allow time for a change in behavior to take place.
3. Evaluate both before and after the program if that is practical.
4. Survey and/or interview one or more of the following: trainees, their immediate supervisors, their subordinates, and others who often observe their behavior.
5. Get a 100 percent response.
6. Repeat the evaluation at appropriate times.
7. Consider cost versus benefits.

Advantages of Level 3 evaluation are:
- Provides measurement of behavior on the job, rather than only measuring positive reaction and/or learning. This is important because you want to have actual on-the-job results from the training program.
- Level 3 outcomes are required for Level 4 outcomes (i.e., they are the intervening variables or factors that lead to Level 4 outcomes); therefore, it is good news when level 3 outcomes are found.
- Most Level 3 outcomes are intrinsically useful, even if Level 4 outcomes (i.e., final organizational or business results) are never fully demonstrated (e.g., it is useful to have managers who are effective listeners and supportive).

- In many situations, evidence of Level 1, Level 2, and level 3 outcomes will be enough evidence and usefulness of a training program. This is true when all levels provide evidence of positive results of the training program.

Level 4 measures final results that occur because the employee attended training. The outcomes of this level are either changes in financial or changes in variables that should have a direct effect on financial outcomes. This level can be difficult to determine because outcomes the organization is looking for may not be solely due to an employee attending training.

Here are some examples of different kinds of Level 4 outcomes.
- Improved quality of work
- Higher productivity
- Reduction in turnover
- Less wasted resources
- Improved quality of work life
- Improved human relations (communication)
- Increased sales
- Fewer grievances
- Lower absenteeism
- Higher worker morale
- Fewer accidents
- Greater job satisfaction
- Increased profits

Kirkpatrick suggests using the following guidelines for evaluating this level.
1. Use a control group if that is practical.
2. Allow time for a change in behavior to take place.
3. Measure both before and after the program if that is practical.
4. Get a 100 percent response.
5. Repeat the evaluation at appropriate times.
6. Consider cost versus benefits.

Pre- and Post-Quiz

1. Characteristics of a motivating instructor can be classified in five categories.
    a. observation, circulation, responsive, intervention, and clarity
    b. expertise, empathy, enthusiasm, clarity and cultural responsiveness
    c. managing time, circulation, empathy, intervention, and expertise
    d. observation, expertise, clarity, managing time, and circulation

2. There are four critical elements of learning that must be addressed to ensure that learners learn. What are the four elements?
    a. clarity, expertise, time management, and empathy
    b. communication, feedback, support, and reinforcement
    c. motivation, reinforcement, retention, and transference
    d. clarity, motivation, communication, and feedback

3. _____ is a skill that allows instructors to meet the adult learners' needs from motivating instructions.
    a. Motivation
    b. Praxis
    c. Communication
    d. Empathy

4. Donald Kirkpatrick developed an evaluation model for evaluating training programs. What are the levels of the evaluation model?
    a. reaction, learning, behavior, and results
    b. enthusiasm, clarity, empathy, and behavior
    c. time management, expertise, retention, and learning
    d. learning, results, enthusiasm, and retention

5. Which characteristic of a motivating trainer allows you to bridge your knowledge with the prior knowledge of the adult learner?
    a. enthusiasm
    b. expertise
    c. reinforcement
    d. transference

6. To ensure transference occurs
    a. the participant's attitude about the training must be measured.
    b. positive feedback must be given.
    c. the participants can associate information learned in the training with prior knowledge.
    d. the trainer creates a learning environment that criticizes.

7. Kirkpatrick's fourth level of evaluation is the easiest to measure because it is completed by the supervisor.
    a. True
    b. False

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