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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Purpose: In order to be the most effective trainer you can be, it is imperative that you understand how adults learn and how to structure a training experience that will transform the lives of those you support within Developmental Disabilities Administration.

Learning 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**

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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: Adults will not retain information that
they will rarely use. Adults need to relate their
experience to the learning to make it relevant.

The environment should be welcoming: set
up before participants arrive, greet participants
as they arrive, have activities ready that are
engaging and fun.

Engaging. Avoid using really long
PowerPoints, adults need activities, time to
discuss big concepts. Adults also need to
personalize trainings before they can relate that
learning to other areas of practice.

Respectful. Introduce yourself. Smile! Say
thank you, use people's names (there is nothing more personal), set group agreements or ground
rules. At the beginning of each training let adults know where the restroom are located, when
breaks (including lunch) will be and when the training will end. Keep those agreements. Show
that you are valuing different learning styles, adaptive methods for everyone to participate. Allow
for people to tell their own stories when it is applicable. Encourage participation. Provide multiple
checks for understanding in fun and simple ways. 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, 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!

Learning Styles Questionnaire

Complete the following questionnaire by ticking the appropriate box to discover your preferred learning style.

		Often	Sometimes	Seldom
1	Can remember more about a subject through listening than reading.	❏	❏	❏
2	Follow written directions better than oral directions.	❏	❏	❏
3	Like to write things down or take notes for visual review.	❏	❏	❏
4	Press down extremely hard with pen or pencil when writing.	❏	❏	❏
5	Require explanations of diagrams, graphs or visual directions.	❏	❏	❏
6	Enjoy working with tools.	❏	❏	❏
7	Enjoy developing and making graphs and charts.	❏	❏	❏
8	Can recall an acquaintance's voice more than their face.	❏	❏	❏
9	Remember best by writing things down several times.	❏	❏	❏
10	Can better understand and follow directions using maps.	❏	❏	❏
11	More engaged in training that includes listening to lectures or watching videos	❏	❏	❏
12	Enjoys fig-it toys when listening, often plays with coins and keys in pockets.	❏	❏	❏
13	In school, learned to spell better by repeating the letters as opposed to writing.	❏	❏	❏
14	Prefer to read books vs. listen to books on audible or on tape	❏	❏	❏
15	Chew gum or snack during studies.	❏	❏	❏
16	Feel the best way to remember a picture is in my head.	❏	❏	❏
17	Learn spelling by 'finger spelling' the words or do basic math using finger counting.	❏	❏	❏
18	Would rather listen to a good lecture or speech than read about the same material.	❏	❏	❏
19	Good at working and solving jigsaw puzzles and mazes.	❏	❏	❏
20	Grip objects in my hand during learning periods.	❏	❏	❏
21	Prefer listening to the news on the radio than reading about it in a newspaper.	❏	❏	❏
22	Obtain information on an interesting subject by reading relevant materials.	❏	❏	❏
23	Feel very comfortable touching others, hugging, handshaking, etc.	❏	❏	❏
24	Follow oral directions better than written ones.	❏	❏	❏

Adapted within: *Primary Learning Mentor Training – Trainer Manual* DFEE/Liverpool Excellence Partnership

Scoring

Award yourself **5 points for OFTEN**, **3 points for SOMETIMES** and **1 point for SELDOM**.
Complete the grid by filling in the values and totalling each column. Transfer your score to the 'tripod' to get a visual display of your preference.

Visual		Auditory		Kinaesthetic	
Points		Points		Points	
2.		1.		4.	
3.		5.		6.	
7.		8.		9.	
10.		11.		12.	
14.		13.		15.	
16.		18.		17.	
19.		21.		20	
22.		24.		23.	
Total:		**Total:**		**Total:**	
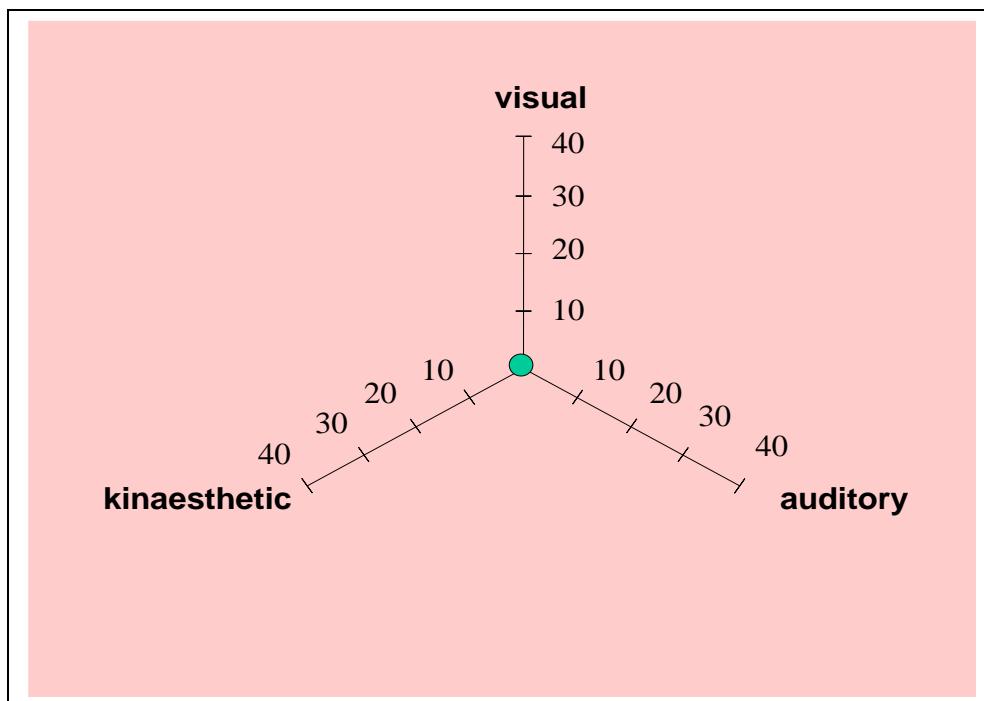
Have each trainee take the learning styles quiz then divide the class into groups according to learning styles. Have Visual Learners at one table, have Auditory Learners at 2nd table and Kinaesthetic Learners at a 3rd table. Give each group a large easel paper.

Phase #1: Top half of the easel paper

Ask each group to write bullet points describing the WORST training they have ever attended. Ask Visual learners to describe how this training was THE WORST for visual learners, Auditory learners describe how this training was THE WORST for auditory learners and kinaesthetic learners the same directive. Trainees in each group could be describing different trainings the most important thing is that they are thinking of ways that training did not support the needs of a visual learner.

Debrief this, ask each group to describe their list and how that training DID NOT support their learning style. Ask if that training might support other learning styles?

Phase #2: Bottom half of the easel paper

Ask each group to write bullet points describing the BEST training they have ever attended. Ask Visual learners to describe how this training was THE BEST for visual learners, Auditory learners describe how this training was THE BEST for auditory learners and kinaesthetic learners the same directive. Trainees in each group could be describing different trainings the most important thing is that they are thinking of ways that training DID support the needs of a visual or auditory or kinaesthetic learner.

Debrief this, ask each group to describe their list and how that training DID support their learning style. Ask if that training might NOT support other learning styles?

Phase #4: New easel Paper

Pass out a fresh easel paper to each group. Ask each group to review the material below that gives information on the needs of each learning style. Ask each group to think about how they would plan a training or learning activity that could support each learning style. Have them write down ideas of how they would set up a classroom, curriculum and plan a learning environment that supports all learning styles.

What:

Adult learning theory (ALT) suggests that not all adults learn in the same manner. What is helpful for one individual may not be helpful for another individual in a learning environment. ALT suggests that we do the following when learning is going well:

- Set a collaborative climate to learn together
- Assess individual learning styles and needs
- Develop learning based on the individual's interests, needs, and skill levels
- Collaborate

There are at least four learning styles:

Ericksen, K. (2016). Finding your fit: The 4 most common types of learners. Retrieved from https://www.rasmussen.edu/student-experience/college-life/most-common-types-of-learners/
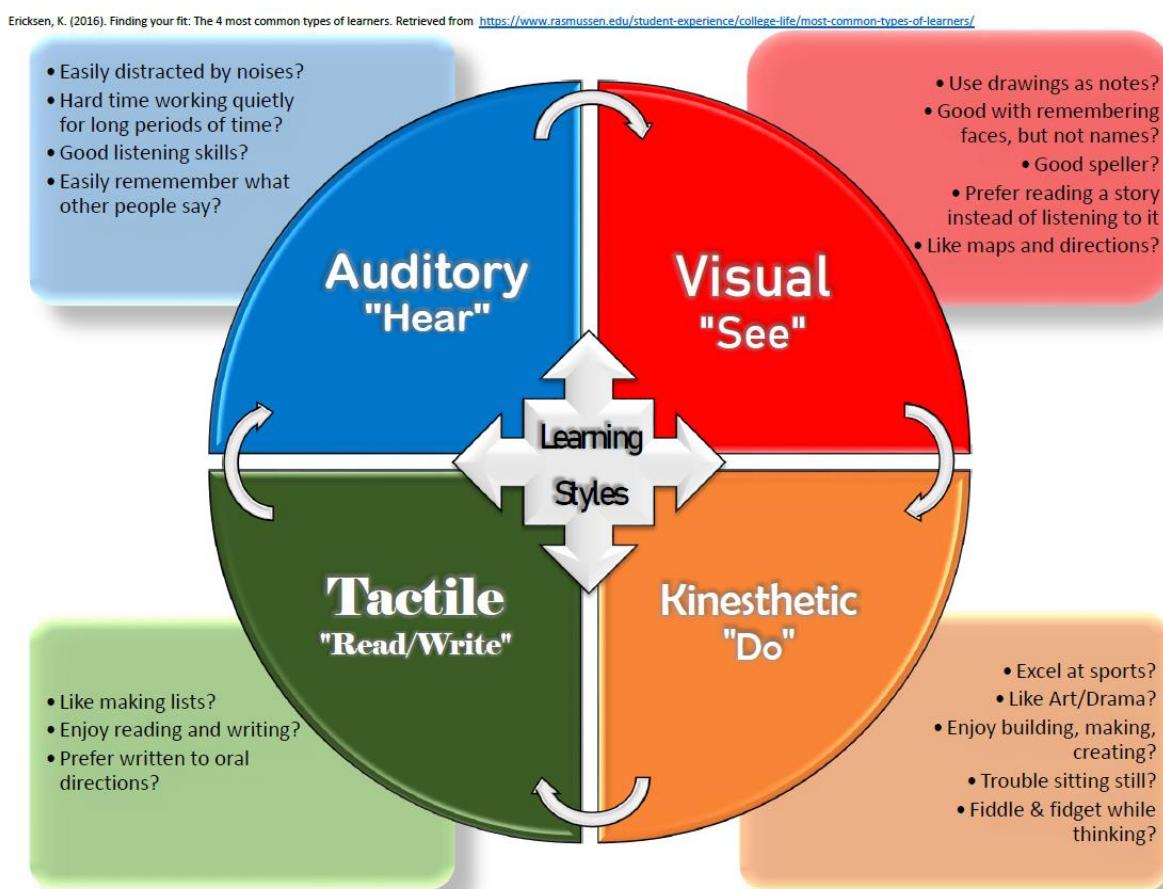
"Style"-ish Learning Tips!

Check out these learning tips for each style to help maximize your training experience today:

Visual Learners, try this:

- Sitting in the front; stay close to the information!
- Translate your notes into charts, diagrams, lists
- Use color-coding to your advantage

Kinesthetic Learners, try this:

- Stand up from your seat; try a new vantage (view) point
- Follow along with your finger, in your handouts!
- Engage in the games/activities planned out-make it fun!
- Use fidgets and manipulatives while thinking and processing

Tactile Learners, try this:

- Review key points in group breakouts/discussion opportunities
- Circle, underline, highlight items in printouts to help keep focused and follow along
- Rewrite/Reframe/Reformat ideas in your own words
- Translate visual information into simple/easy-to-remember statements

Auditory Learners, try this:

- Read aloud (scenarios, handouts, etc.) when possible
- Participate in group discussions and keep the conversation flowing!
- Volunteer to report-out for the group (i.e. whole group presentations)
- Record presentation (when optional/appropriate)

Generational differences in learning

While our student population is adults we have to be aware of Generational differences. Our workforce is becoming increasingly diverse as new generations enter the workplace. The American life expectancy has also increased and that means adults are spending more of their lifetime in the workplace than ever before. 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 rule. Your challenge as a teacher is to honor all of this along with their learning styles which will cross generations.

Generation Activity: take a minute and look at the cultural events and generational values and attributes that research has revealed about each generation. At your table talk about how cultural events may have impacted each generations values, experiences and collective attributes.

Baby Boomers – Born 1946-1964

Historical Events	Evidence-Based Group Values & Attributes
Women's Rights Movement	Uncomfortable with conflict
Civil Rights Movement	Personal growth
Disability Rights Movement	Sensitive to feedback
Woodstock (rock n roll festival)	Health and wellness
Higher Divorce Rate/High Rate of 2nd Marriages	Personal Gratification
Huge Advances in Healthcare (polio vaccine)	Big picture / systems in place
GI Bill (Post WWII)	Bring fresh perspective
Typically married between ages of 18-23	Do not respect the titles
Average family had 4+ children	Disapprove absolutes and structure
Av. age of first job 14 yrs old ($3.65 min wage)	Optimism
Grew up with no computers/analog phones	Team Orientation

Generation X – Born 1965-1980

Historical Events	Evidence-Based Group Values & Attributes
Roe v. Wade (abortion legalized)/Birth control pill introduced in 1960)	Flexible hours/Informal work environment
Watergate/President Nixon resigns	Great at and enjoys Multi-tasking
HIV/AIDS Epidemic	Work to live vs. live to work
Rodney King and OJ Simpson Trial	Self-reliance
Columbine Shooting (mass school shooting)	Thinking globally
9/11 terrorist attack on the U.S.	Question the authority
Dot Com boom/huge technology boom	Positive attitude
Smallest Generational co-hort	Impatience
Increased Immigration rates	Goal oriented

Millennials (aka Generation Y) – Born 1981 and after

Historical Events	(Evidence-Based Group Values & Attributes
Huge Advances in Technology (especially personal technology: smart phones, etc)	Technological savvy
Largest generational cohort (will be half the working population by 2020)	Tenacity
First generation born into a digitally connected and globalized world	Collective action
Most diverse generational cohort	Lack of skills for dealing with difficult people
Fastest growing customer/consumer in the marketplace	Multi-tasking
Housing crash/economic deficit of 2008	Need flexibility
Rise of Social Media (Facebook/Twitter)	Confidence
Afghanistan/Iraq War	Sociability
Rise of online dating	Morality
School Shootings & Mass Shootings increased	Street smarts
First African American President of the U.S.	Diversity

Gender and Learning:

According to the latest research on adult-based learning shows that adults, regardless of gender identity, prefer multimodal learning. This means that adults need to interact with their learning through, reading, discussion, activities and practice.

**It is important to note that there are gaps in research around adult learning for and with individuals who identify as transgendered or as non-binary.

Cultural Considerations:

Cultural influences deeply affect adult learning. If you are working with individuals who were not raised in the United States or speak English as a second language you will need to be open to learning how they need and want to engage with what you are teaching. It is important to learn about different cultural communities in your area. Use multimodal learning to meet different needs in your classroom. For example, using picture-based visuals, creating opportunities to for discussion and practice, would be ways to offer a broader approach to learning. It will also be a way for you to informally track your trainees learning progress and adjust accordingly. It is also important to pay attention to communication needs, is more time needed before they answer questions, can you do more small group work so peers can help each other, etc.

CULTURAL CONSIDERATIONS

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

Teaching Students with English as a second Language (ESL)

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
ENGLISH AS A SECOND LANGUAGE

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.

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

- Be organized and have your classroom organized
- Be clear on your expectations of every student
- Clearly mark transition times
- 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!
- 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.

Evidence Based Effective Teaching Strategies

Hook: Hook is different from an icebreaker a hook engages a participant is what they are going to learn that day with a simple activities. Find something everyone can relate to, set the tone for the information they will receive. http://www.accuconference.com/blog/The-Hook-5-Ways-toQuickly-Get-Your-Audiencee28099s-Attention.aspx
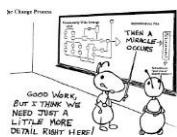
Modeling: adult learners can benefit from watching others perform a task before they attempt the task themselves

Instruction: Limit your "lecture" time, no more than 10-15 minutes before a discussion, break or activity. It helps to pair lecture time with visual learning. Relate the new information to things that participants already know.   Preparing a lecture takes planning. Did you know it takes an average of 3-6 month to prepare a 10 min Ted Talk?

Guided Practice: Adult learners need to practice a new task when learning. Guided practice ranges from the trainer doing most of the task and asking the trainee to do the first or last step and incrementally increasing the trainees independence until they are doing the task with little to not guidance from the trainer or coach.

Independent Practice: Trainee can perform that task without ANY help or guidance from the trainer or coach.

- **Check for understanding**: It is through this practice that you can see whether or not a trainee completely understood the task and your instructions.

Evaluation: Good trainers seeks feedback both formally and informally. An example of a formal evaluation is through a formal written evaluation at the end of a training. An example of informal feedback is debriefing after activities, asking for questions, quizzing the class on learning objective and if the class is not mastering those, then you need to return to those concepts and use a different teaching strategy. No matter how you illicit feedback itMust be evaluated. This is an opportunity for participants to share ideas or provide feedback. For the trainer, it's a growth opportunity.

Cone of Learning: The Power Active Learning

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 they teach others. 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.

Passive Learning: lecture, reading, audiovisual, (watch) demonstration

Active Learning: Discussion, Practice doing, teach others

Learning Pyramid

average student retention rates

10%	Lecture
10%	Reading
20%	Audiovisual
30%	Demonstration
50%	Discussion
75%	Practice doing
90%	Teach others
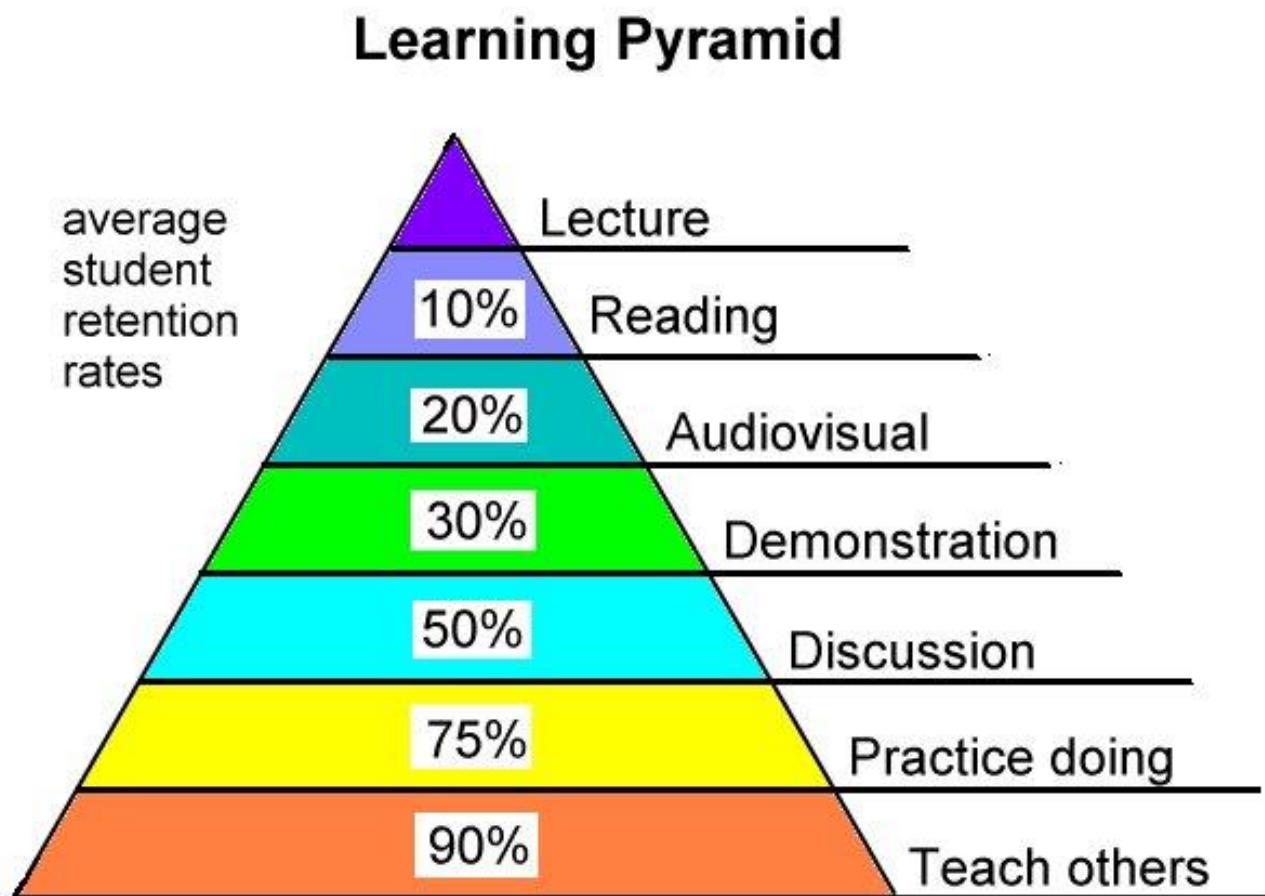
Source: National Training Laboratories, Bethel, Maine

Review Techniques: Bob Pike Group: A to Z Review Techniques

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 gets 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.

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. One area you can use is learning maps, this is a visual representation of all you have learned (only headlines or broad concepts). This is a great way to review learning and if you can create a picture to replace words it will be really effective for your visual learners:

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 top 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:

✓ Don't use red or yellow markers (orange can be difficult too).

✓ Alternate colors for different points.
✓ Prepare headlines and instructional flip pages prior to the start of class.
✓ If you wrote it down – hang it on the wall.

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.

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   **3 greatest weaknesses**

1. _____ 1. _____ 2.

_____ 2. _____ 3.

_____ 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
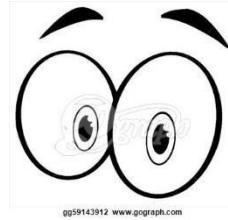
1. Maintain training records _____ years

    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: WAC 388-829-0246 use the state approved certificate template.

    4.   Resources you can use for training are reimbursement can be found here:
    https://www.dshs.wa.gov/dda/counties-and-providers/residential-provider-resources

5. Effective Teaching

6. Principles of Adult Education

7. Incorporate all learning styles

8. 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.
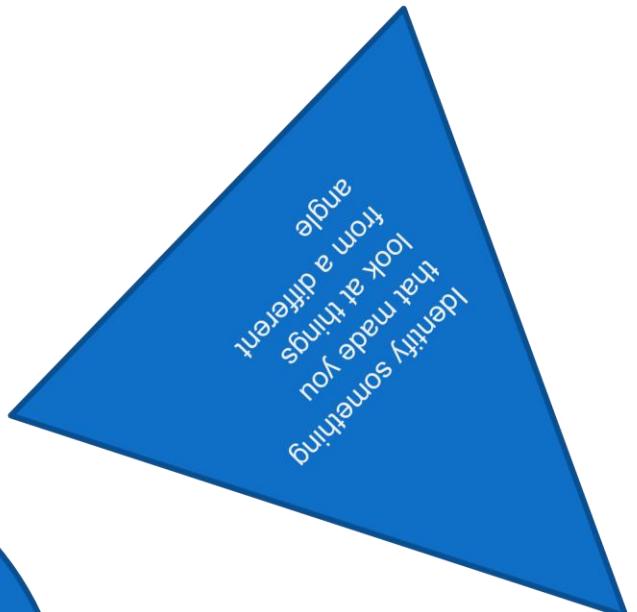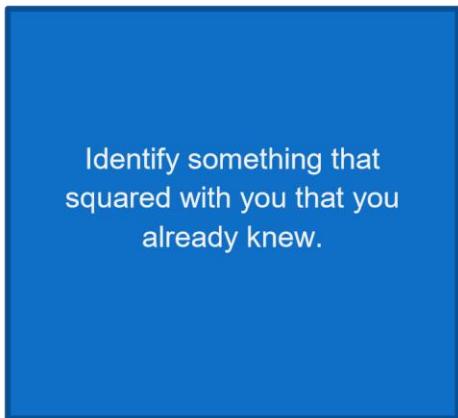
Z

IDENTIFY A CHANGE/ ACTION APPROACH YOU WILL TAKE.

Evaluation

Agency Name: Instructor Name:

Name of course: CE(D) code:

Date:

	Disagree				Agree
Evaluation – *circle the appropriate one*	**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!