

Creating Trainings using Adult Learning Principles



This training is sponsored by the
University of Wisconsin Green Bay
Office of Continuing Education and Community Outreach



Participants will earn 4 Continuing Education Hours.



Agenda

- I. Principles of Adult Education
- II. Characteristics of the Learner
- III. Training Logistics
- IV. Training Development



Training Objectives

At the end of this training, participants will:

- Understand the principles of adult learning
- Recognize how learning styles may affect trainings
- Understand how generations learn, interact, and function in the workplace
- Discover practical approaches to become a more effective instructor/trainer
- Learn basic planning and preparation techniques to insure quality trainings



The Learner



We are Individuals

Learning is a process,
not a thing that can
be seen. It is
individual and
personal.



Introduction to Terms

- **Pedagogy**
 - The science and art of education
 - Strategies that are used to improve learning outcomes
- **Andragogy**
 - Method and practice of teaching adult learning



Assumptions about Adult Learners

Adult learners:

- Experience is a resource for learning
- Self-directed and readiness to learn
- Focus on problem centeredness rather than subject focus.
- Internal motivation to learn



Basic Principles of Adult Education

Adult education requires learner-centered methods and a cooperative learning environment.

Adults learn best when:

1. They understand why they need to learn something
2. They have the freedom to learn in their own way
3. Learning is experiential or hands-on
4. The time is right for them to learn
5. The process is positive and encouraging

(Knowles, Holton, & Swanson, 2015)



Considerations for Trainings

Adult Learners

- Have life experiences and knowledge
- Are relevancy oriented
- Are goal-oriented
- Are practical
- Require respectful dialogue
- Are independent and self directed
- Participatory approach
- We are all learners and we are all educators



Sources of Motivation for Adult Learners

- Social relationships
- External expectations
- Social welfare
- Personal advancement
- Escape/Stimulation
- Cognitive interest

(Lieb, 1991)



Participatory Learning

Training based around adult learning principles looks more like this:



Principles of Adult Learning

*According to a study conducted by
North Central Regional Education Lab,*

***“Adults will commit to learning
when the goals and objectives
are considered realistic and
important to them.”***



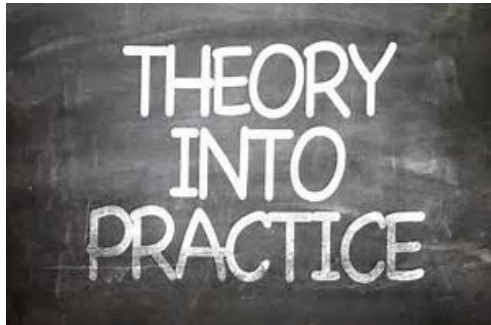
Training Process

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1. Tell participants what you plan to tell them (explain subject material and learning objectives)
2. Tell them
3. Tell them what you told them (review learning objectives, activities, etc.)



Translating Theory into Practice



What's Your Learning Style?

- Knowing your learning style can help you become a more reflective learner
- You can help those you are teaching by providing them with the opportunity to assess their learning style

- Learning Style Inventory

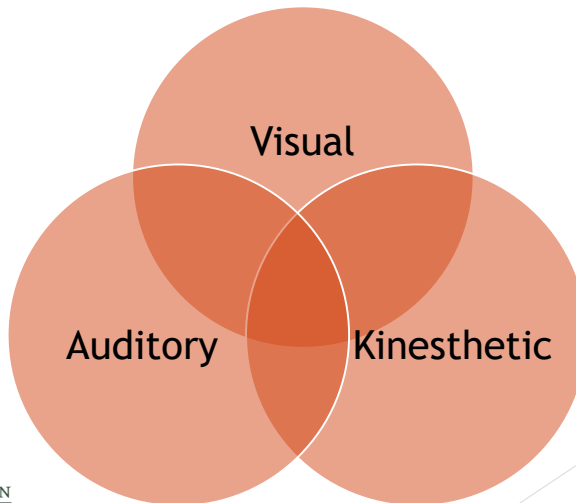


Learning Styles

Learning Style	Preference for information acquisition
Visual / Verbal or Nonverbal	Prefers to read information Uses graphics or diagrams to represent information This includes looking, seeing, viewing and watching
Auditory / Verbal	Prefers to listen to information. This includes listening, hearing, and speaking.
Kinesthetic/Tactile	Prefers physical hands-on experiences. This includes moving, doing and experiencing.

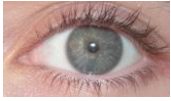


Multimodal Learning



Visual Learners

- Visual learners want to “see” it to learn it.
- Prefer instructors who use visual aids
- Learn well from written text or notes and like things organized in outline form.
- Tend prefer to work alone in quiet environments



Visual Learners

- Visualize information in their "minds' eye" in order to remember something
- Relate well to information obtained from images and charts
- May be artistic and enjoys visual art and design



Visual Learning Strategies

- Illustrations
- Graphs/Chart
- Displays
- Photographs
- Slide Shows
- Posters
- Crossword & Word Find Puzzles
- Diagrams
- Power Point
- Videos or Movies
- Articles (pre-work)
- Worksheets



Auditory / Verbal Learners

- Learn best when information is presented to them through sound
- Remember what others say, benefit from hearing things multiple times and by saying things aloud
- Benefit from podcasts, reading aloud, group discussions, obtaining information from audio sources
- Remember verbal instructions well
- When trying to remember something, they often repeat it out loud and can mentally "hear" the way the information was explained to them



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Auditory / Verbal Learners

- Learn best when interacting with others in a listening/speaking activity
- Enjoy the chance to present information in role play or speeches
- Appreciate the use of music in teaching
- Prefer to discuss ideas they do not immediately understand
- Find it difficult to work quietly for long periods of time



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Auditory Learning Strategies

- Presentations or oral summaries
- Panel discussion
- Group discussions
- Debate
- Audio recordings – podcasts, videos, etc.
- Read material aloud
- Use music in presentations or activities



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Kinesthetic/Tactile Learners

- Learn best when doing a physical "hands-on" activity
- Prefer to learn new materials in a setting where they can touch and manipulate materials
- Learn best in physically active situations
- Benefit from instructors/trainers who use in-class demonstrations, hands-on learning experiences, etc.



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Kinesthetic/Tactile Learners

Enjoy hands-on activities. They retain more information when it is provided in a tactile manner. These learners benefit from simulations, role playing, making and creating, etc.

- May take notes to keep busy but often will not use them
- Enjoys using computers or fiddling with small objects while in the learning environment
- Wants to eat while studying or being able to move around while learning



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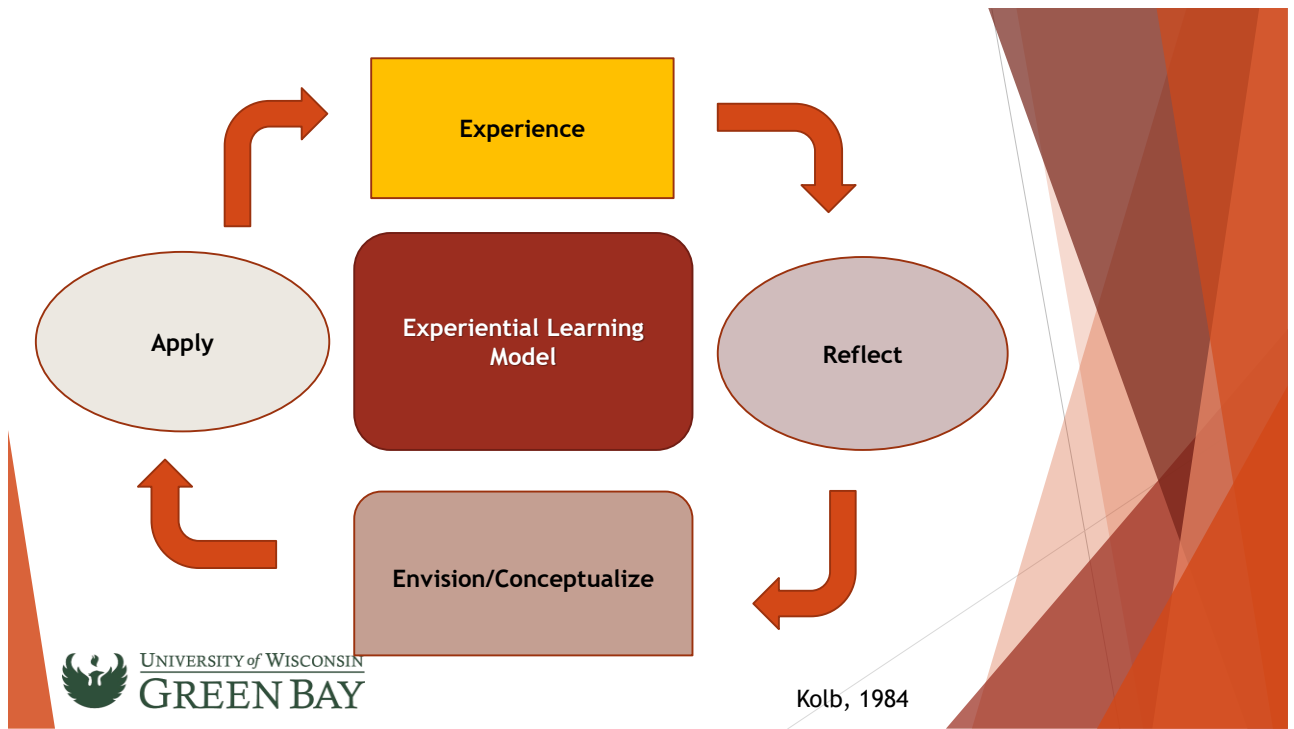


Kinesthetic Learning Strategies

- Case Scenarios
- Role Plays
- Small Group Discussions
- Games and Simulations
- Projects
- Writing Tasks
- Self Study
- Body movement while reciting information



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Learner Differences

Millennials

Gen Z/Centennials

Silents

Baby Boomers

Gen Xers

Generations

Learning about generational differences will help you enhance your understanding of how generational differences can affect how you train and interact with participants and it gives you insight on how they prefer to learn.

Millennials

Gen Z/Centennials

Silents

Baby Boomers

Gen Xers



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Generation Timeline and Cohorts

Silent Generation (1924 – 1944)

Baby Boomers (1945 – 1964)

Gen Xers (1964 – 1980)

Millennials (1981 – 2000)

Gen Z/Centennials (2001 – present)



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Silent Generation

Less than 1% of the workforce

Core Values:

- Rules
- Duty
- Patience
- Dedication
- Sacrifice
- Conformity
- Hard Work
- Law & Order
- Respect
- Delayed Reward

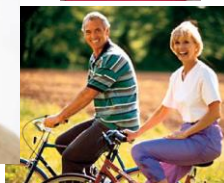


Baby Boomers

26% of the workforce/ this will decrease to ~6% by 2025

Core Values:

- Youth
- Work
- Personal growth
- Team orientation
- Optimism
- Health & wellness
- Personal gratification

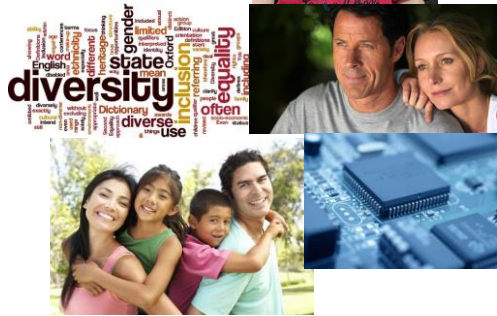


Gen Xers

30% of the workforce

Core Values:

- Balance
- Fun
- Informality
- Self-reliance
- Think globally
- Pragmatism
- Techno-literacy
- Diversity



Millennials

► 42% of the workforce

► *Core Values:*

- Civic Duty
- Confidence
- Sociability
- Morality
- Optimism
- Achievement
- Street smarts
- Diversity



Gen Z / Centennials

1% of the workforce

Core Values:

- Safety from violence
- Equity
- Access
- Inclusion & elimination of oppression
- Champion of modern day issues
- Mental health advocate
- Social change
- Expansion of services for others



Generations

The key is to include multiple methods and techniques in order to address the wide variety of preferences.

Group Discussion questions:

What is your generation expecting or looking for when they come to a training?

How will your generation interact or look at the other generations in the training?

What does your group think the challenges or opportunities will be when teaching a class of mixed generations?



Learning is not a spectator sport.....

*They must **talk** about what they are learning, **write** about it, **relate it to past experiences**, and **apply it** to their daily lives. They must **make what they learn part of themselves**.*

Taken from the article written by: Arthur W. Chickering and Zelda F. Gamson, "Seven Principles for Good Practice"



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Training Logistics



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Sample Timeline for Training Preparation

Before Your Training	
One week before your training	<ol style="list-style-type: none">1. Practice your session2. Know your subject matter very well3. Make a list4. Confirm all arrangements and materials
One day before your training	<ol style="list-style-type: none">1. Practice the entire session with the visuals.2. If possible, view the room set up and the room mechanicals.3. Test your equipment (if possible).4. Get a good night's sleep.
One hour before your training	<ol style="list-style-type: none">1. Arrive 40 to 60 minutes before training is to begin.2. Make sure equipment is set up and it all works.3. Organize your space and make sure all of your notes are ready.4. Have a contingency plan (more activities) just in case you get through content quickly.
One minute(or a few) before your training	<ol style="list-style-type: none">1. Last peek at introduction.2. Breathe.3. Smile and begin session.

Preparation and Delivery Skills

- Recognize your strengths and weaknesses and don't pretend to know all the answers
- Dress appropriately
- Watch your body language
- Be responsive and flexible
- Be sensitive to learners
- Use your sense of humor

Trainer Preparation

- ▶ Room Arrangement
- ▶ Slide Preparation
 - ▶ Discussion Points
- ▶ Structuring Activities
 - ▶ Ice-breaker
 - ▶ Multiple learning styles



At the start of every training...

- ▶ Housekeeping Issues
 - ▶ Session Start and Stop Times
 - ▶ Breaks and Lunch
 - ▶ Location of Restrooms
- ▶ Electronic Devices - please silence
- ▶ Participation & Questions
- ▶ Review Training Objectives



During the Training

- ▶ Engagement & Interaction of Participants
 - ▶ Discussion
 - ▶ Responding to Challenges
- ▶ Communicating to the Room
- ▶ Pacing and Breaks



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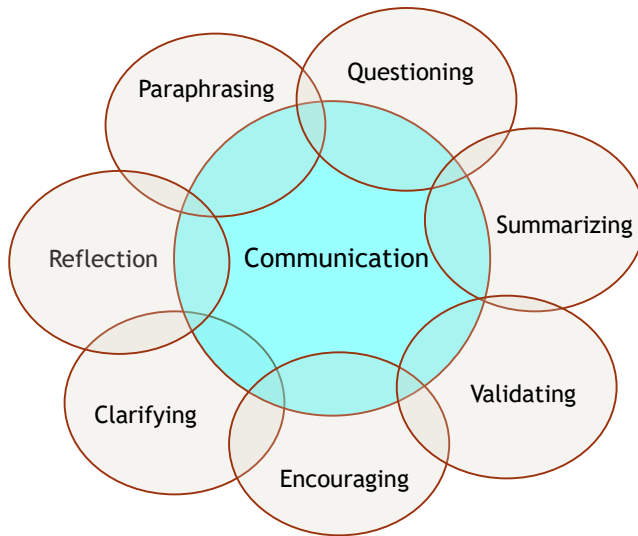
Answering Questions

- Repeat the question
 - Answer now/later
 - Redirect -parking lot
 - Discussion
- Don't bluff
 - You know
 - You don't know



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Communications Skills for Facilitators



Avoid these pitfalls.....

- Poor first impression
- No sharing of objectives
- Dull, dry and boring
- Frozen in one spot or sitting the whole time
- Weak or no eye contact
- Poor visual aids
- No humor
- Poor preparation
- No audience involvement
- No enthusiasm or conviction
- Being too formal
- Being a know it all or talking down to learners
- Using profanity
- Having distracting mannerisms



Challenging Situations

- Argumentative individual
- Loaded questions
- Long-winded
- Rude to others
- Student not understanding materials



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Developing Training



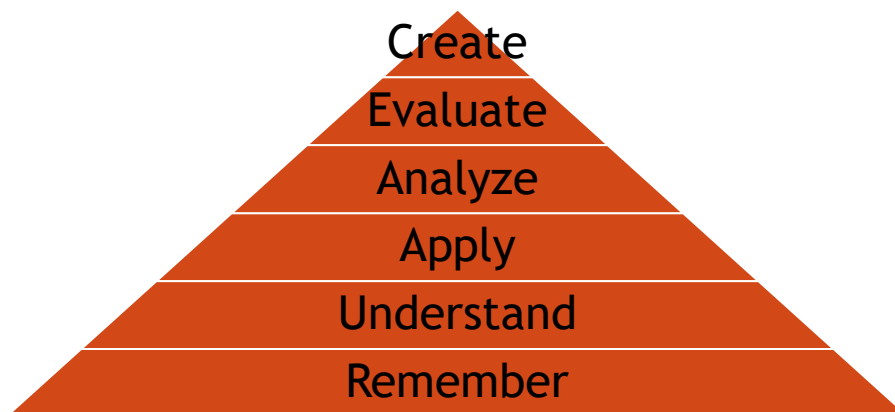
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Creating Trainings

- ▶ Start with the Purpose
 - ▶ Learning Objectives
- ▶ Outline key content
- ▶ Plan activities
 - ▶ Blended/ Multiple modes (Think: Adult learning principles!)
 - ▶ Knowledge-Skills-Attitudes
 - ▶ “Chunk” Learning
- ▶ Create training materials
- ▶ Timing and Rehearsal



Learning Objectives



Preparing Your Toolbox



Closing Thoughts

- ▶ Training Conclusions
 - ▶ Review
 - ▶ Evaluation
 - ▶ Thank-you to attendees



"I never teach my pupils; I only attempt to provide the conditions in which they can learn."

- Albert Einstein

"The art of teaching is the art of assisting discovery."

- Mark van Doren



You got this!



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