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

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

THEORY INTO PRACTICE

"Have some respect for my learning style."
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

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

- Visual
- Auditory
- Kinesthetic

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

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
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

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.
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

Kinesthetic Learning Strategies

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

Kolb, 1984

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.

Generation Timeline and Cohorts

- **Silent Generation** (1924 – 1944)
- **Baby Boomers** (1945 – 1964)
- **Gen Xers** (1964 – 1980)
- **Millennials** (1981 – 2000)
- **Gen Z/Centennials** (2001 – present)
**Silent Generation**

Less than 1% of the workforce

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

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**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 the 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"
### Sample Timeline for Training Preparation

<table>
<thead>
<tr>
<th>Before Your Training</th>
<th>One week before your training</th>
<th>One day before your training</th>
<th>One hour before your training</th>
<th>One minute(or a few) before your training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Practice your session</td>
<td>1. Practice the entire session with the visuals.</td>
<td>1. Arrive 40 to 60 minutes before training is to begin.</td>
<td>1. Last peek at introduction.</td>
</tr>
<tr>
<td></td>
<td>2. Know your subject matter very well</td>
<td>2. If possible, view the room set up and the room mechanicals.</td>
<td>2. Make sure equipment is set up and it all works.</td>
<td>2. Breathe.</td>
</tr>
<tr>
<td></td>
<td>3. Make a list</td>
<td>3. Test your equipment (if possible).</td>
<td>3. Organize your space and make sure all of your notes are ready.</td>
<td>3. Smile and begin session.</td>
</tr>
<tr>
<td></td>
<td>4. Confirm all arrangements and materials</td>
<td>4. Get a good night’s sleep.</td>
<td>4. Have a contingency plan (more activities) just in case you get through content quickly.</td>
<td></td>
</tr>
</tbody>
</table>

### 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

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**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

Answering Questions

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

Developing Training
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

Create
Evaluate
Analyze
Apply
Understand
Remember
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!
References


