

Cheat Sheet for Facilitating Technology

Learning processes and procedures for facilitating adult learning.

(Cindy Brock's contribution)

Learning is practical and problem-centered.

- Give overviews, summaries, examples, & use stories to link theory to practice
- Discuss and help them plan for direct application of the new information
- Use collaborative, authentic problem-solving activities
- Anticipate problems applying the new ideas to their setting so, offer suggestions
- Personal experience, group support, and mentoring are preferred over lectures
- Student centered
- Emphasize how learning can be applied in a practical setting
- Set a positive climate for learning,
- Clarify the purposes of the learner(s),
- Organize and make available learning resources,

Learning promotes learners positive self esteem.

- Plan for building individual success incrementally
- Help them become more effective and confident through guided practice and establishing routines.
- Readiness to learn depends on self-esteem
- Instructors show respect for the individual learner

Learning integrates new ideas with existing knowledge.

- Help them recall what they already know from prior experience that relates to the topic of learning.
- Use a continuum that describes a range of skill & knowledge. Ask them to apply stickers or marks showing what their current level of knowledge/skill is in the topic(s)
- Ask what they would like to know about the topic
- Build in options within your plan so you can easily shift to address needs.
- Suggest follow up ideas and next steps for support and implementation after the session
- Collect needs data and match the degree of choice to their level of development

Teachers show respect for the individual learner.

- Provide for their physical needs through breaks, snacks, coffee, comfort
- Provide a quality, well organized, differentiated experience that uses time effectively and efficiently
- Avoid jargon and don't "talk down" to participants
- Validate and affirm their knowledge, contributions and successes
- Ask for feedback on your work or ideas, provide input opportunities
- Watch your choice of words to avoid creating negative perceptions

Learners capitalize on their own experience.

- Don't ignore what they already know, it's a resource for you
- Plan alternate activities and choice so they can adjust the process to fit their experience level
- Create activities that use their experience and knowledge
- Listen and collect data about participant needs before, during and after the event
- Provide for the possibility of a need to unlearn old habits or confront inaccurate beliefs

Learning should allow for choice and self direction.

- The learner participates completely in the learning process and has control over its nature and direction,
- Self-evaluation is the principal method of assessing progress or success
- Students capitalize on their experience
- Group experiences are useful, in that they allow learners to assist each other in understanding material
- Learners want to know *how* what they learn will be applied to workplace
- Build your plans around their needs, compare desired behaviors (goals) & actual behaviors
- Share your agenda and assumptions and ask for input on them
- Ask what they know already about the topic (their perception)
- Ask what they would like to know about the topic
- Build in options within your plan so you can easily shift if needed
- Allow time for planning their next steps.

Sources:

http://www.southernhealth.org.au/cpme/articles/adult_learning.htm

<http://www.teachermentors.com/RSOD%20Site/StaffDev/adultLrng.HTML>

<http://www.cdc.gov/niosh/mining/topics/training/adultlearningtips.htm>

GAIL'S CONTRIBUTION TO THE CHEATSHEET

Malcolm Knowles, that father of adult learning research, states that adults:

- 1) move from dependency to self-directedness;
- 2) draw upon their reservoir of experience for learning;
- 3) are ready to learn when they assume new roles; and
- 4) want to solve problems and apply new knowledge immediately.

Malcolm Knowles also says adult instructors (trainers) should:

- * set a cooperative learning climate
- * create a means for mutual planning
- * arrange for a diagnosis of learner needs and interests
- * enable the formulation of learning objectives based on the diagnosed needs and interests
- * design sequential activities for achieving the objectives
- * execute the design by selecting methods, materials, and resources; and
- * evaluate the quality of the learning experience while re-diagnosing needs for further learning

<http://adulthood.about.com/cs/adultlearningthe/a/knowles.htm>

Procedures when training adults:

Adult characteristics & needs →	How the instructor (trainer) addresses adult needs. Trainers should:
Adult learners need to be free to direct themselves.	Let adults work on projects that reflect their interests
Adult learners bring knowledge and life experiences to the training session.	<ul style="list-style-type: none"> • Connect learning to the adults knowledge and life experiences. • Actively involve adults in the learning process. • Get adults perspectives about what topics to cover. • Act as a facilitator, guiding adults to their own knowledge rather than supplying them with facts.
Adult learners are goal-oriented.	<ul style="list-style-type: none"> • Show adults how the training will help them reach their goal. • Establish the training goal and objectives early in the training session.
Adult learners are <i>relevancy-</i>	Make the learning applicable to

<p><i>oriented</i>. They need to see a reason or value for learning something.</p>	<p>their work or other responsibilities</p>
<p>Adult learners are <i>practical</i>, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake.</p>	<p>Tell participants explicitly how the lesson will be useful to them on the job.</p>
<p>Adult learners have many responsibilities (barriers) that they must balance against the demands of learning.</p>	<p><i>Enhance</i> their reasons for enrolling in the training session.</p> <p>The best way to motivate adult learners is to <i>enhance</i> their reasons for enrolling and <i>decrease</i> the barriers...</p> $\begin{array}{r} \text{Enhancement} \\ - \text{barriers} \\ \hline = \text{Motivation} \end{array}$
<p>Unlike children and teenagers, adult learners have many responsibilities that they must balance against the demands of learning.</p> <p>Some of these barriers include lack of time, money, confidence, or interest, lack of information about opportunities to learn, scheduling problems, and problems with child-care and transportation.</p>	<p>Motivators: Adults are motivated by:</p> <ul style="list-style-type: none"> • A requirement for competence or licensing, • An expected promotion, job enrichment, • A need to maintain old skills or learn new ones, • A need to adapt to job changes, or the need to learn in order to comply with company directives.
<p>Adult learners learn at different speeds, so it is natural for them to be anxious or nervous when faced with a learning situation.</p>	<p>Positive reinforcement by the instructor (or trainer) can enhance learning, as can proper timing of the instruction.</p>
<p>Learning results from stimulation of the senses. In some adult learners, one sense is used more than others to learn or recall information.</p>	<p>Instructors should present materials that stimulates as many senses as possible in order to increase their chances of teaching success.</p>
<p>If the adult learner does not recognize the need for the information (or has been offended or intimidated), all of the instructor's effort to assist the participant to learn will be in vain.</p>	<p>The instructor must establish rapport with participants and prepare them for learning; this provides motivation. Instructors can motivate students via several means:</p> <ul style="list-style-type: none"> • Set a feeling or tone for the lesson. Instructors should try to establish a friendly, open atmosphere that shows the participants they will help them learn.

	<ul style="list-style-type: none"> • Set an appropriate level of concern. The level of tension must be adjusted to meet the level of importance of the objective. If the material has a high level of importance, a higher level of tension/stress should be established in the class. However, people learn best under low to moderate stress; if the stress is too high, it becomes a barrier to learning. • Set an appropriate level of difficulty. The degree of difficulty should be set high enough to challenge participants but not so high that they become frustrated by information overload. The instruction should predict and reward participation, culminating in success.
Adult learners need specific knowledge of their learning results (<i>feedback</i>).	Feedback must be specific, not general.
Adult learners must also see a <i>reward</i> for learning.	The reward does not necessarily have to be monetary; it can be simply a demonstration of benefits to be realized from learning the material.
Adult learners must retain their new skill.	Retention by participants is directly affected by their amount of practice during the learning.
Adult learners need transference- the ability to use the information taught in the course but in a new setting.	<p><i>Association</i> -- participants can associate the new information with something that they already know.</p> <ul style="list-style-type: none"> • <i>Similarity</i> -- the information is similar to material that participants already know; that is, it revisits a logical framework or pattern. • <i>Degree of original learning</i> -- participant's degree of original learning was high. <p><i>Critical attribute element</i> -- the information learned contains elements that are extremely beneficial (critical) on the job.</p>

The best motivators for adult learners are interest and selfish benefit. If they can be shown that the course benefits them pragmatically, they will perform better, and the benefits will be longer lasting.S

Educators must remember that learning occurs within each individual as a continual process throughout life. People learn at different speeds, so it is natural for them to be anxious or nervous when faced with a learning situation. Positive reinforcement by the instructor can enhance learning, as can proper timing of the instruction.

Learning results from stimulation of the senses. In some people, one sense is used more than others to learn or recall information. Instructors should present materials that stimulates as many senses as possible in order to increase their chances of teaching success.

There are **four critical elements of learning** that must be addressed to ensure that participants learn. These elements are

1. Motivation
2. Reinforcement
3. Retention
4. Transference

<http://adulted.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.hcc.hawaii.edu%2Fintranet%2Fcommittees%2FFacDevCom%2Fguidebk%2Fteachtip%2Fadults-2.htm>

After training...then what?

“After training, in-classroom assistance in the form of peer observation and coaching is critical to the transfer of more complex teaching skills (Joyce & Showers, 1988). The process of data gathering and analysis that accompanies most forms of peer observation is valuable to the observer as well as the observed teacher (Brandt, 1987; Sparks, 1986).“

<http://www.nsd.org/library/publications/jsd/sparks104.cfm?printPage=1&>

Resources:

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<http://adulted.about.com/cs/adultlearningthe/a/knowles.htm> (accessed November 10, 2006).

Lieb, Stephen . "Principles of Adult Learning." 1991.
<http://adulted.about.com/gi/dynamic/offsite.htm?site=http%3A%2F%2Fwww.hcc.hawaii.edu%2Fintranet%2Fcommittees%2FFacDevCom%2Fguidebk%2Fteachtip%2Fadults-2.htm> (accessed November 10, 2006).

Sparks, Dennis, and Susan Loucks-Horsley. "Five Models of Staff Development,"
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