Part Ⅳ-A

Principles of Adult Education
Brainstorming

Compared to teaching child, why we should do differently for adults (what are special characteristics of adult learners)?
Adult Learners . . .

- Are autonomous and self-directed.
- Have a foundation of life experiences and knowledge.
- Are goal-oriented.
- Are relevancy-oriented.
- Are practical.
- Need to be shown respect.
For each characteristic, there are implications for you, the trainer
1. Adult learners are autonomous and self-directed

Implications:

- Involve participants.
- Serve as facilitator.
- Determine interests of learners.
2. Adult learners have a foundation of life experiences and knowledge

**Implications:**

- Recognize expertise of participants.
- Encourage participants to share their experiences and knowledge.
3. Adult learners are goal-oriented

Implications:

- Be organized.
- Have clear objectives.
- Explain how training objectives relate to training activities.
4. Adult learners are relevancy-oriented

Implication:

- Show relevance of training to job.
5. Adult learners are practical

Implication:

- Learning has to be applicable to their work or other responsibilities.
- Focusing on teaching practical skills/tools, methods.
- Giving opportunities to apply the knowledge, to practice skills and methods to solve the problem.
6. Adult learners need to be respected

Implications:

- Acknowledge the wealth of knowledge and experiences the participants bring to the training.
- Treat the participants as equals rather than subordinates.
- Allow the participants to voice their opinions freely in class.
Active Learning

- The more actively engaged the learner is, the more learning takes place.
- Different instructional methodologies have greater rates of retention.
Part IV: Training for future trainer: Applying adult education skills to training

Learning Pyramid

Average learning retention rates

- Lecture: 5%
- Reading: 10%
- Audiovisual: 20%
- Demonstration: 30%
- Group discussion: 50%
- Practice by doing: 75%
- Teaching others: 90%

Source: US CDC. Effective teaching strategies
Part IV-B

Adult Teaching Methods
## Learning Styles

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Description</th>
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<tbody>
<tr>
<td>Visual</td>
<td>Remember best when they <strong>SEE</strong> (create) mental images of what they hear or read.</td>
</tr>
<tr>
<td>Auditory</td>
<td>Remember best when they <strong>LISTEN</strong> to a lecture, a presentation, or an audiotape.</td>
</tr>
<tr>
<td>Kinaesthetic</td>
<td>Remember best by <strong>DOING</strong> rather than sitting and listening, reading, or thinking about the information.</td>
</tr>
<tr>
<td>Verbal</td>
<td>Remember best when they <strong>DISCUSS</strong> with others the new and complex information they are learning.</td>
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</tbody>
</table>
Brainstorming

- What adult teaching methods have been used in our training?
Adult Teaching Methods

- Quiz
- Lecture
- Socratic questioning
- Independent work
- Brainstorm
- Demonstration
- Small group discussion or working in pairs.
- Role plays
- Story telling
- Case study
- Video
Lecture

Advantages

- Can accommodate a large group of students.
- Provides new or complex information that may be difficult for participants to find quickly on their own.
- Can be fully prepared ahead of time.

Limitations

- Trainer focused, not learner focused.
- Does not tap into learner’s higher thinking or problem solving.
- Participants may not remember and/or understand the content.
<table>
<thead>
<tr>
<th>Rules and Tips</th>
</tr>
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<tbody>
<tr>
<td>● Give a clear introduction and summary.</td>
</tr>
<tr>
<td>● Include examples, analogies.</td>
</tr>
<tr>
<td>● Use visuals when needed to enhance meaning.</td>
</tr>
<tr>
<td>● Be prepared for questions and prepare responses in advance.</td>
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</tbody>
</table>
# Brainstorming

**Advantages**
- Creativity and generation of new ideas.
- Friendly competition and mutual help.
- Encourage all learners to participate because all ideas are equally accepted.

**Limitations**
- Not all learners may feel comfortable or safe.
- Requires experienced facilitators, otherwise the activity can get messy, chaotic and cause conflict.
Brainstorming

Rules and Tips

- Two facilitators work in pairs. One invites participants to offer ideas by reading the question. The other writes down the ideas.
- All ideas are accepted and NO criticism, discussion or questions are allowed until after the brainstorm is over.
- The wilder the better. Have fun. Be creative.
- Have some ideas if group needs to be stimulated.
Small group discussion or working in pairs

Advantages

- Promotes collaboration.
- Trainees are often more comfortable in small groups, even quiet/shy learners can actively participate and share ideas.
- Learners can share ideas in a more deep and profound way.

Limitations

- Some learners may dominate discussion.
- Some learners may be unprepared to actively participate, may get off track without good facilitation.
- Requires more classroom time than large group discussion.
# Small group discussion or working in pairs

## Rules and Tips

- Prepare a task that can benefit from team work in the classroom and the real setting.
- Ask each group to select a moderator/leader (to guide discussion) and a recorder.
- Provide a warm, supportive and non-threatening environment.
- Circulate to answer questions and support small groups.
- Provide opportunity for small groups to share their work to get feedback and learn from each other.
### Role Play

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides safe opportunity to practice.</td>
<td>• May be uncomfortable for some learners.</td>
</tr>
<tr>
<td>• Provides opportunity for learners to assume</td>
<td>• Not appropriate for large groups.</td>
</tr>
<tr>
<td>roles of others and thus appreciate another point of view.</td>
<td>• Requires debriefing afterwards to ensure objectives were met. This can be time consuming.</td>
</tr>
<tr>
<td>• Can clarify complex information.</td>
<td></td>
</tr>
</tbody>
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- May be uncomfortable for some learners.
- Not appropriate for large groups.
- Requires debriefing afterwards to ensure objectives were met. This can be time consuming.
Role Play

Rules and Tips

- Provide detailed information for the learner to understand the scenario and to:
  - Set the scene and conditions.
  - Describe characters, or ask learners to build characters.
  - Describe the challenge or the problem.
- Ask volunteers to do a role play of no more than 10 minutes.
- Thank the role-players.
- Invite feedback, summarize the experience and tie into learning objectives.
Part IV-C

Skills and Characteristics of an Effective Trainer
Brainstorming

What skills, qualities and characteristics should an effective trainer have?
Skills and Characteristics of Effective Trainers

- **Expertise**: the power of knowledge and learning
- **Eloquence**: the power of language and organization
- **Empathy**: the power of understanding and consideration
- **Energy**: the power of commitment and animation
- **Environmental engineering**: the power of managing the learning environment
Part IV-D

Preparation for training delivery: Four-step Lesson Plan
Structure for preparing a lesson plan on one specific topic

- Preparation
- Presentation
- Practice
- Evaluation
Part IV-E

Effectively deliver training
Trainer’s Responsibility

- Define the purpose, objectives, timeframes,
- Establish norms
- Listen, guide, manage time.
- Maintain interest and encourage participation (motivating trainees).
## A model for adult motivation

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relevance</strong></td>
<td>Make it relevant to their reality</td>
</tr>
<tr>
<td><strong>Enjoyment</strong></td>
<td>Make it fun and enjoyable</td>
</tr>
<tr>
<td><strong>Volition</strong></td>
<td>Give them choices about what, how, where and when for the learning</td>
</tr>
<tr>
<td><strong>Value</strong></td>
<td>Make it valuable to them and match their values</td>
</tr>
<tr>
<td><strong>Success</strong></td>
<td>Help them be successful in the activities you design for them; Create a high challenge/low threat environment.</td>
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Summary

- Apply principles of adult learning theory
- Make learning active
- Use methods modeled in this training.
Part IV-F

Developing and presenting a four-step lesson plan
Developing and presenting a four-step lesson plan on one specific topic

- Divide participants into small groups to
  - Develop a lesson plan on one specific topic according to a sample lesson plan
  - Prepare a 10-15 minute PowerPoint Presentation to present the lesson plan.

- The small groups give presentation
Thank you for your attention