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) ?**

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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.

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For each characteristic, there are implications for you, the trainer

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1. Adult learners are autonomous and self-directed

Implications:

- Involve participants.

- Serve as facilitator.

- Determine interests of learners.

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2. Adult learners have a foundation of life experiences and knowledge

Implications:

- Recognize expertise of participants.

- Encourage participants to share their experiences and knowledge.

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3. Adult learners are goal-oriented

Implications:

- Be organized.

- Have clear objectives.

- Explain how training objectives relate to training activities.

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4. Adult learners are relevancy-oriented

Implication:

● Show relevance of training to job.

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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

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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.
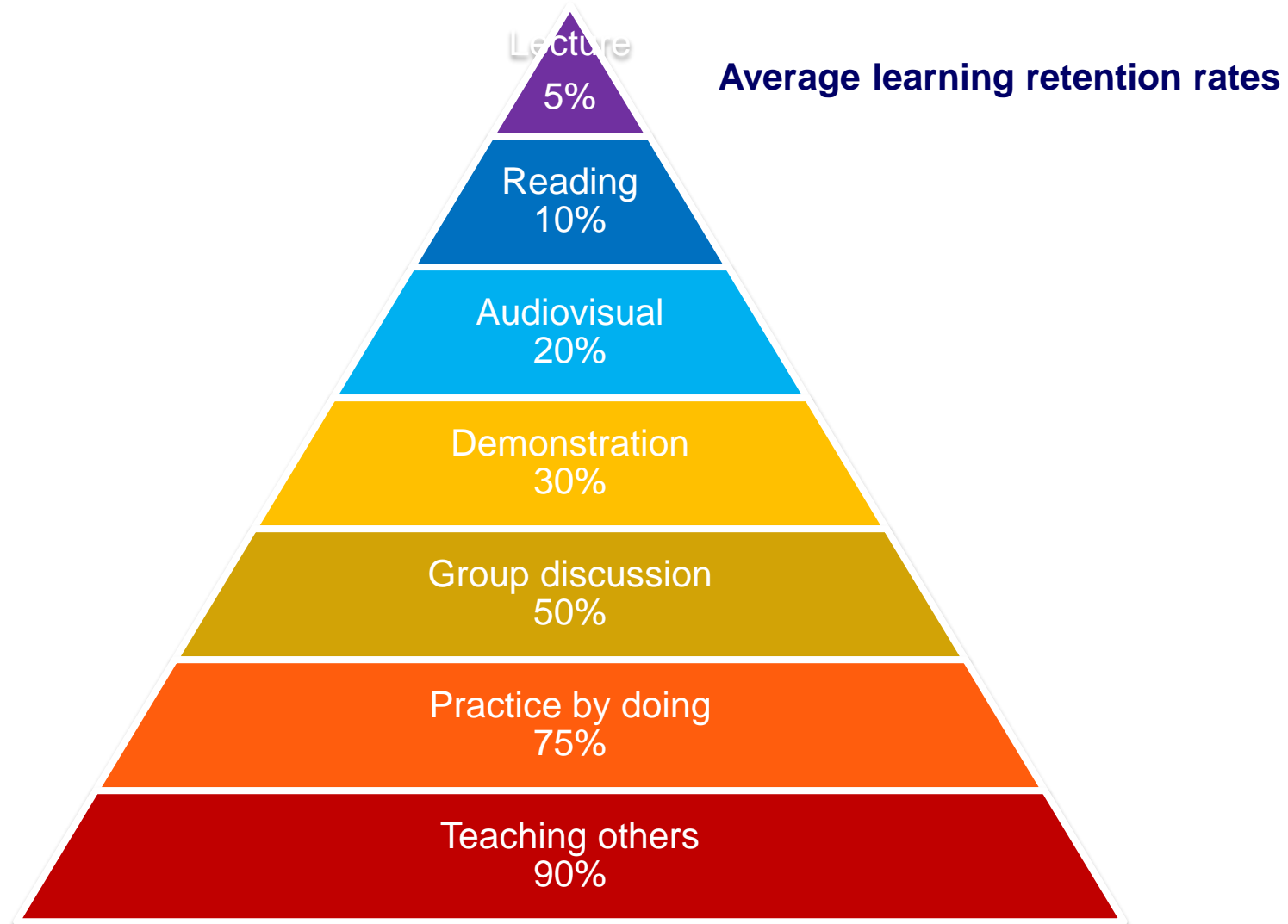
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Active Learning

- The more actively engaged the learner is, the more learning takes place.

- Different instructional methodologies have greater rates of retention.

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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

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Part Ⅳ-B

Adult Teaching Methods

Learning Styles

Visual	Remember best when they **SEE** (create) mental images of what they hear or read.
Auditory	Remember best when they **LISTEN** to a lecture, a presentation, or an audiotape.
Kinaesthetic	Remember best by **DOING** rather than sitting and listening, reading, or thinking about the information.
Verbal	Remember best when they **DISCUSS** with others the new and complex information they are learning.

Brainstorming

- **What adult teaching methods have been used in our training?**

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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

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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

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Lecture

Rules and Tips
●Give a clear introduction and summary. ●Include examples, analogies. ●Use visuals when needed to enhance meaning. ●Be prepared for questions and prepare responses in advance.

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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.

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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

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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.

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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.

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Role Play

Advantages

- Provides safe opportunity to practice.

- Provides opportunity for learners to assume roles of others and thus appreciate another point of view.

- Can clarify complex information.

Limitations

- May be uncomfortable for some learners.

- Not appropriate for large groups.

- Requires debriefing afterwards to ensure objectives were met. This can be time consuming.

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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.

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Part Ⅳ-C

Skills and Characteristics of an Effective Trainer

Brainstorming

- **What skills, qualities and characteristics should an effective trainer have?**

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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

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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**

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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).

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A model for adult motivation

Relevance	Make it relevant to their reality
Enjoyment	Make it fun and enjoyable
Volition	Give them choices about what, how, where and when for the learning
Value	Make it valuable to them and match their values
Success	Help them be successful in the activities you design for them; Create a high challenge/low threat environment.

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Summary

- Apply principles of adult learning theory

- Make learning active

- Use methods modeled in this training.

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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**

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Thank you for your attention