LEARNING PRINCIPLES
The Learning Process

Module 1
Session 1

**Introduce the Module**

Instruction is the process of helping learning to occur.

In a training situation, instruction can be more precisely defined as the process of helping learning to occur according to a preset strategy or plan.

The instructional plan focuses on three basic questions:

♦ What factors affect the learning process?
♦ What teaching methods are appropriate?
♦ What is the trainer's role?

The responses to these 3 questions form the foundation, or **learning principles** for the design and delivery of the training activity.

In Module 1 we will answer these three questions.

OBJECTIVES

- List and discuss the factors that affect the learning process
- Identify characteristics of adult learners
- Define three learning types
- Define instructional methods
- Choose the most effective instructional method for each learning type
- Explain the four roles of a trainer

**Not animated – objectives of the Module**

**ASK?** Would someone volunteer to read the objectives on the slide?

Thank the volunteer.

Module 1 is titled *Learning Principles*. This module is divided into three sessions and will take most of the rest of the day to complete.

At the end of the session, participants will have a better understanding of the main components that make up the theory part of this training. These include:

1. The Learning Process – including characteristics of adult learners
2. Learning Types and Instructional Methods and how to choose each effectively
3. The Role of the Trainer

Lastly, we will summarize our learning in the context of our training approach.

**EXERCISE – ADULT LEARNERS**

■ Using your own experience as a trainer or a learner, please answer the following questions:
  ■ What motivates adult learners?
  ■ How can the design of a training course inhibit or enhance learning
  ■ How can the delivery of classroom training inhibit or enhance learning?

**Not animated - Individual Exercise**

**Handout 1-1:** Adult Learning
Adult learners can be forced to attend a training course, but they cannot be forced to learn. There are general characteristics of adult learners that are important for trainers to understand in order to enhance the learning experience.

Present slide - after 10 minutes, we will begin a group discussion.

Map the discussion on flipchart using key words from the participants (use paraphrasing technique). One sheet each for motivation, training course design and classroom delivery – then summarize.

**ASK?** Do you feel it is your responsibility as the trainer to ensure that participants are motivated?

♦ If so, how will you do this? If not, why not? Discuss.

Point out that the awareness of how new learning will benefit the learner is the greatest motivating factor of all - adults will only learn what they feel they need or want to know.

**Handout 1-2:** Adult Learning Principles
Summarize the exercise by pointing out that over the next few days we will address these issues and provide practical ways to deal with them.

Let's look at some other factors that influence the learning process.

## 1-1: ADULT LEARNING

1. What motivates adult learners?

2. How can the design of a training course (i.e. organization of content, pace, media, methods, etc.) inhibit or enhance learning?

3. How can the delivery of classroom training inhibit or enhance learning?

# 1-2: ADULT LEARNING PRINCIPLES

## MOTIVATION

Adult learners can be forced to take a training program, but they can not be forced to learn. Adult learning is most successful when it is undertaken voluntarily. Here are some reasons why adults want to learn:

- Adults seek out learning experiences in order to cope with specific changes in their lives such as a new job, a promotion, being fired or retiring, marriage, divorce or losing a loved one. For many of us then, learning is a coping response to significant change.

- For most adults, learning is not its own reward. Adults usually engage in learning because they have a use for the knowledge or skill being taught.

- A strong secondary motivator for adult learning is the increase or maintenance of self-esteem or pleasure.

## COURSE DESIGN

Historically, we have often equated youth with the ability to quickly acquire information and age with the ability to use information wisely. Wisdom, it seems, is a separate intellectual function that develops as we grow older. This concept has some implications for course design and development which include:

- To retain and use new information, adults must first be given an opportunity to integrate new ideas with what they already know.

- Information that conflicts sharply with what is already held to be true, is integrated more slowly. It forces the learner to re-evaluate old material which takes longer than simply acquiring new information.

- Information that is not connected with existing knowledge is acquired slowly.

- Fast paced, complex or unusual learning tasks interfere with learning rather than enhance it.

- Adults frequently compensate for being slower in some psychomotor learning tasks by being more accurate.

- Adults tend to allow error to affect their self-esteem. They will try to apply proven solutions and take fewer risks.

- Adults prefer self-directed learning over group learning.

- Self-directed learning for adults does not mean the learner should be isolated. It simply means that adult learners want to have input into the design of the course.

## INSTRUCTING ADULTS

The area we seem to know least about is helping adults optimize classroom instruction. Again, there are many tips and suggestions, but they are based more on theory than hard data. The strongest data on maximizing adult learning in the classroom, seems to come from surveys on what turns adult learners off in the classroom. Some of the more frequently mentioned items are:

- Adults have expectations. If the trainees' and the instructor's expectations of the training vary, this variance should be resolved early.

- Adults bring extensive life and job experiences with them. It can be a valuable asset which enriches a training program.

- New knowledge has to be integrated with existing knowledge. Since only learners themselves can tell us how new knowledge fits with previous knowledge, we must provide opportunities for this to occur. This means adults must be active participants in training.

- To integrate new knowledge and skills, adult learners require translation time and focused effort. Practice activities that provide this opportunity are most successful when they are centered around job-related problems.

- Adults can feel threatened by training. Their self-esteem and ego are at risk when they are asked to demonstrate new skills or knowledge in front of their peers. In addition, they bring with them feelings from previous learning situations such as school, attitudes about authority and preoccupation with work and personal events outside the classroom. These factors influence their learning.

- Learning theories function best as a resource. The four most influential theories: humanistic, behavioural, cognitive and developmental; can offer valuable guidance when matched with an appropriate learning task. Instructors need to understand where and how they are best used.

**SENSES AND LEARNING**

- Sight       } — 70 - 75 %
- Hearing   } — 15 - 20 %
- Smell      }
- Taste      } — 10 %
- Touch     }
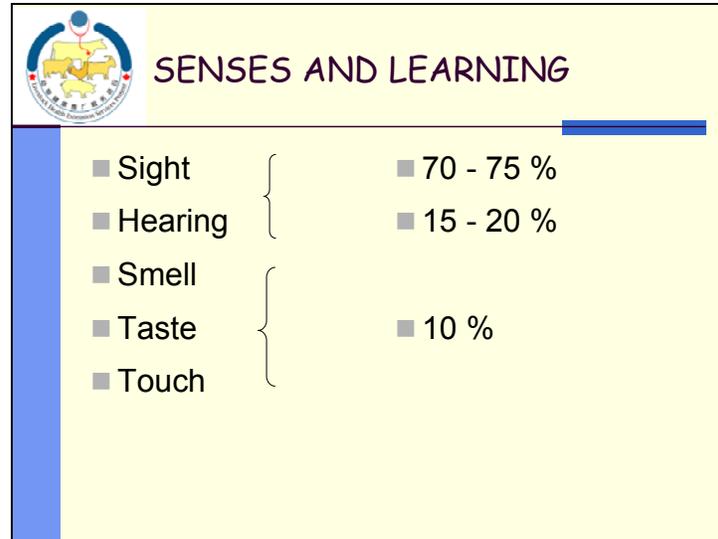
**Animated slide – senses first, then percentages**

Before anything can be learned, it must be detected by one or more of the senses and passed into the brain.

**ASK?** What are the five main human senses?

♦ Present from slide after answering (or use flip chart).

**ASK?** What percentage of our learning comes from each?

♦ Present from slide after answering (or use flip chart).

Most humans accomplish about 70-75% of their learning through the sense of sight. Hearing accounts for about 15-20% of learning and the rest takes place via the senses of smell, touch and taste.

**ASK?** Why do you think we use slides and lecture?

Using a combination of senses produces quicker learning and better retention, sight and hearing.

**ASK?** When would it be important to use the other senses for learning?

At times, using the weaker senses can result in very efficient learning e.g. veterinarians may use smell and touch to diagnose health problems.
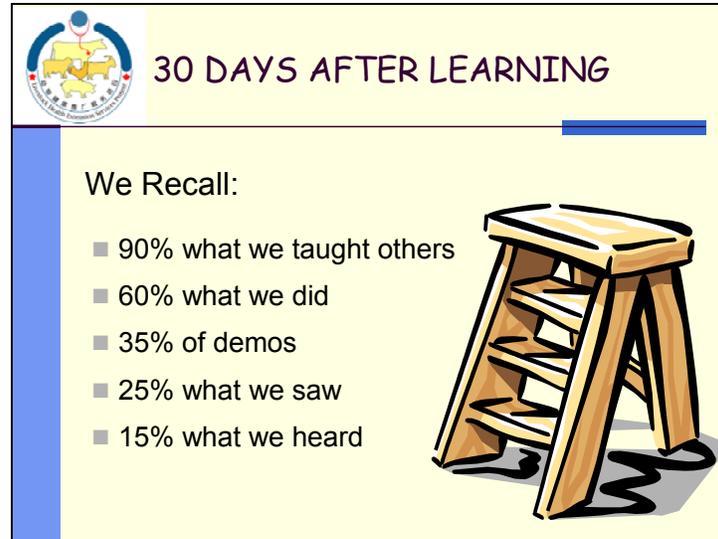
**Animated Slide – reverse order number presentation.**

**ASK?** 30 days after learning, what do you think we retain with respect to what we heard, what we saw, etc?

Write suggestions on flip chart then present actual figures using slide.

This "ladder of learning" presents another viewpoint on the relationship of senses to learning.

**ASK?** Where on the ladder does the strongest learning take place?

♦ The presentation of information to others creates the strongest learning.

In other words, "the trainer always learns more than the trainee".

So, the ideal learning activity is one in which the learner is given the opportunity to teach other participants.As part of this training program, each person will be given an opportunity to train others through various activities that are planned.

**ASK?** Can anyone recall the famous Chinese saying by Lao Tze that is similar to what we are saying here?

> I hear, I forget
> I see, I remember
> I do, I understand
> I think, I learn.
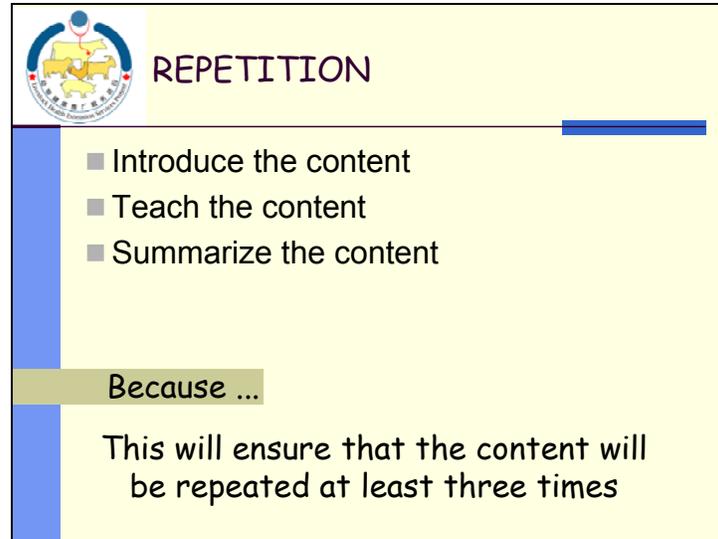
**Animated slide – title, 3 points, then because…**

Repetition helps people learn - however, too much repetition can cause boredom or be insulting to the learner.

**Present three points:**
A basic way to use repetition in a session is to tell the learners what is going to be covered in the session (objectives), then cover the material and then use a summary to review what has been covered.

**ASK?** Why is this considered repetition? (see because…)

**ASK?** Are there other ways to repeat the information?

Other methods include:

♦  Showing a video, film or slide show that covers the same topic;
♦  Issuing reading or research assignments about the topic; and
♦  Having a trainee summarize a lesson which you have just presented.
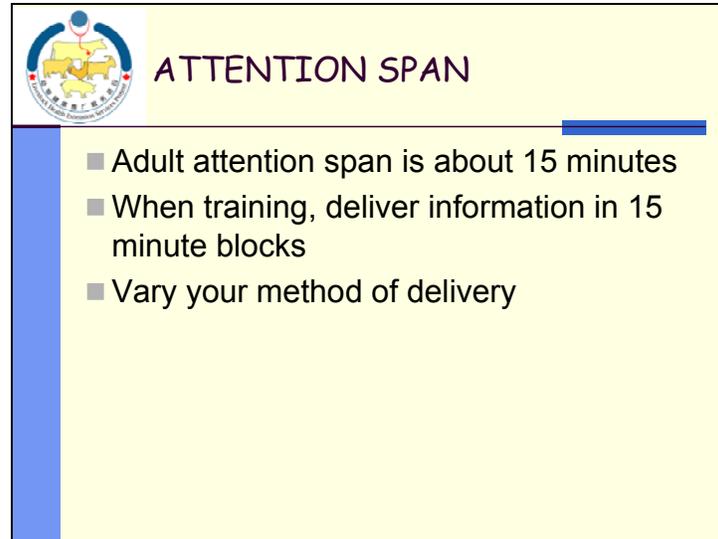
ATTENTION SPAN

- Adult attention span is about 15 minutes
- When training, deliver information in 15 minute blocks
- Vary your method of delivery

**Animated slide – 3 points.**

**ASK?** What do we mean by attention span?

Attention span is the period of time during which information can be absorbed efficiently by a person.

**ASK?** What is the average adult attention span?

**Present first point from slide.**

**ASK?** What does this mean for you, the trainer?

**Present second point from slide.**

**ASK?** In your experience, as a trainer or participant, how can you hold the participant's attention during a course?

**Present third point from slide.**

If a topic requires more than 15 minutes to cover, the presentation methods must be deliberately varied at least every 15 minutes for effective learning to take place.

**ASK?** Can you suggest other delivery methods?

♦   List various methods including participation of learners

## INDIVIDUAL DIFFERENCES

Physical
- Age
- Size
- Strength
- Coordination
- Sex
- Physical limitations

Non-physical
- Culture/values
- Experience
- Education/training
- Attitude
- Motivation
- Learning ability

**Animated slide – physical points, then non-physical**

Another factor to consider in the learning process is referred to as individual differences.

**ASK?** What are some physical differences?

Brainstorm by writing any and all suggestions down on a flip chart as quickly as possible, about 10 minutes.

**Present the 6 points** and link to those on the flip chart by using colored marking pens to tick each one off.

**ASK?** What are some non-physical differences?

Brainstorm by writing any and all suggestions down on a flip chart as quickly as possible, about 10 minutes.

**Present the 6 points** and link to those on the flip chart by using colored marking pens to tick each one off.

As an instructor, you must first recognize the differences when faced with them - then you must use the correct teaching methods and people-handling skills to minimize any problems caused by these differences.

Let's consider one other factor before we wrap up this session.
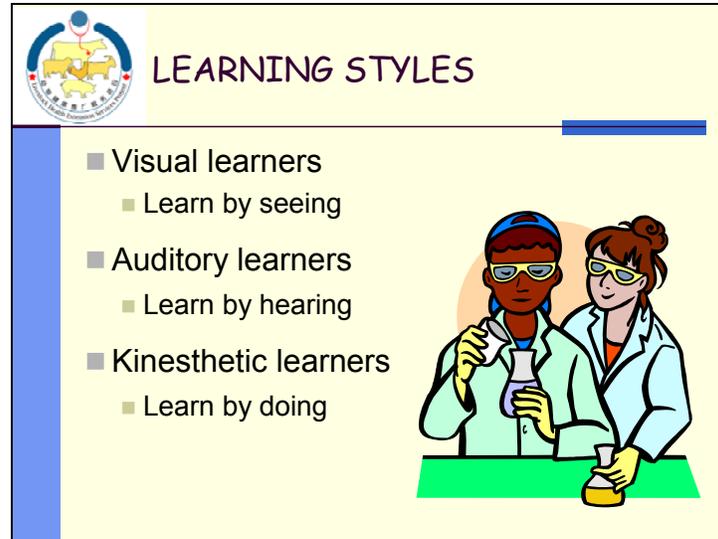
**Animated slide – title and picture, then three points**

Adults have preferences in how they learn.

To accommodate different learning styles, the first step is to acknowledge that there are differences in the way people receive, process and apply information.

**ASK?** In terms of the human senses, what would be the three main styles of learning?

**Present from slide** after answering.

Although individuals use all senses to take in information, each person tends to have a preferred style.

**ASK?** Which style do you prefer? (by show of hands).

Discuss your own style and how it influences your training methods.

For training to be effective, it is important for it to include activities that will work for all these learning types.

This means that course designers should identify the predominant learning styles for the group that will be trained.

It is useful for to keep learner styles in mind as you develop a course.

**Not animated – summary slide**

**ASK?** Would someone volunteer to summarize the session?

Thank the volunteer.

Numerous factors influence the learning process.

**Present slide**.

**ASK?** How can this information assist you as livestock health extension workers when dealing with farmer training?

**Not animated – small group exercise**

**Application and Wrap-Up**
In order to begin thinking about the application of what they have learned in the session, have the participants work in small groups.

**Read the instructions** from the slide.

Have each group present its list of tips/practical advice on a flip chart to the other participants. Check to see if there are any clarification questions as each group presents its list.

Point out the most common areas of advice that participants have.

**ASK?** What advice is the easiest for trainers to follow and what is the most difficult?

LEARNING PRINCIPLES
Matching Methodology & Types
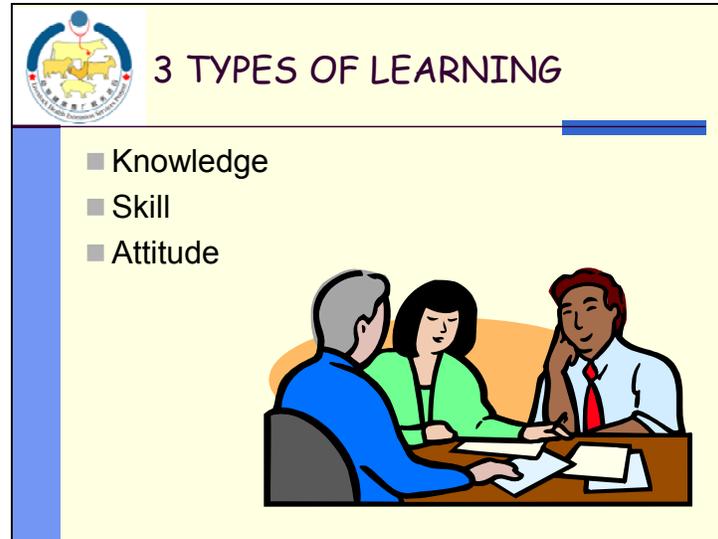of Learning

Module 1
Session 2
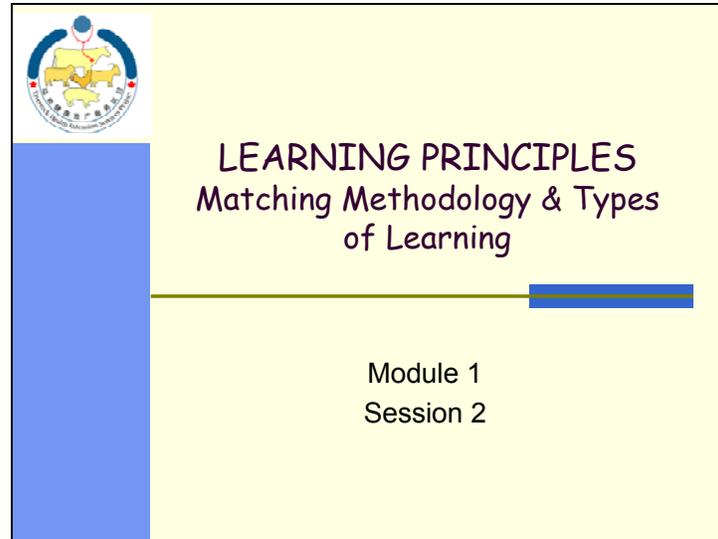
**Introduce the session** and link to previous

In the previous session, the many factors affecting the overall learning process were examined.

This session looks at specific types of learning and the most effective teaching methods available for each type.

All methods are capable of aiding more than one learning type, but some are more useful than others for specific purposes.

At the end of the session, you will be able to describe commonly used training techniques and kinds of learning appropriate to each one

**Animated slide – picture first, then 3 learning types**.


**ASK?** Can you list the 3 main types of learning?


**Present slide** to confirm responses.


**ASK?** What is the difference between knowledge, skills and attitude?


♦ Knowledge: retaining facts and information

♦ Skills: aptitude; the ability to do something (including both cognitive and manual skills)

♦ Attitude: expressing feelings and values in a given situation; showing emotion.


Explain that behaviour involves a combination of knowledge, skills and attitudes.


Training techniques are designed to change people's behaviours by developing knowledge, skills and attitudes.

SMALL GROUP EXERCISE

**For your technique, provide the following:**

- A definition of the technique
- Advantages and disadvantages of this technique
- The steps a trainer should follow to carry out this technique

**Not animated – small group exercise**

We have mentioned a number of training techniques in the previous session. In this exercise, please use your experience as a trainer or a learner to answer the questions posted on the slide.

Divide participants into groups and have a representative from each group draw a slip of paper with the name of a training technique from a box, a hat, a bag, etc. Have each group work on the questions for 10 minutes and present their work to the large group.

Encourage questions and discussion.

**ASK?** What difficulties did you have? What are possible solutions?

**Handout 1-3:** Guidelines for Selecting Instructional Methods (for additional ideas and discussion).

**ASK?** Which techniques would participants like to practice during the workshop's practicum and why?

**Handout 1-4:** Approaches to Actively Engage Participants in Different Learning and Thinking Styles

Summarize the session by encouraging participants to use the checklists to assist them in choosing the appropriate training technique.

## 1-3: Guidelines for Selecting Instructional Methods

| Methods | Learning Types | | | | |
| --- | --- | --- | --- | --- | --- |
| | Knowledge | | | Attitudinal Change | Motor Skills |
| | Verbal Information | Intellectual Skills | Cognitive Strategies | | |
| Lecture | 4 | 3 | 2 | 1 | 0 |
| Panel | 4 | 3 | 2 | 1 | 0 |
| Debate | 4 | 3 | 2 | 1 | 4 |
| Demonstration | 1 | 4 | 2 | 2 | 0 |
| Field Trip | 1 | 4 | 2 | 2 | 0 |
| Case Study | 1 | 3 | 4 | 3 | 0 |
| Buzz Groups | 1 | 4 | 4 | 1 | 0 |
| Group Discussion | 1 | 4 | 3 | 2 | 0 |
| Brainstorming | 1 | 4 | 1 | 1 | 0 |
| Role Playing | 1 | 2 | 3 | 4 | 0 |
| Simulation and Games | 1 | 2 | 3 | 4 | 1 |
| Practice and Drills | 1 | 1 | 1 | 1 | 4 |

All techniques are capable of aiding more than one learning type, but some are more useful than others for specific purposes. The higher the number, the more likely it is the learning outcome will be achieved by the use of the techniques. For example, if problem-solving behaviour is one learning outcome and change in attitude is desired but not essential, then a case study would be an effective way to elicit this behaviour.

## Instructional Methods

Lecture - a prepared oral delivery of a topic by an expert; essentially a one-way communication.

Panel - several people discuss an assigned topic before meeting with group; the information is passed from experts to group with exchange between panel and trainer.

Debate - speakers who have opposing views on a controversial subject present the reasons for their beliefs, followed by discussion of the issue by the entire group.

Demonstration - useful for a learning task involving transmission of a skill from a trainer to group members; ultimately the learner should perform the learning task to a satisfactory standard on his/her own.

Field Trip - a carefully arranged event in which a group visits an object or place of interest for first-hand observation and study.

Case Study - a real-life situation is presented to the group which analyzes the aspects of the problem and offers a solution; may be analyzed by individuals or small groups.

Buzz Groups - a group is divided into subgroups of 3 - 4 people each for a short time, to discuss an assigned topic or to solve a problem; a representative from each subgroup is selected to report findings.

Group Discussion - a group of people meet to cooperatively discuss a topic of mutual concern; the leader presents a topic for discussion and the participants discuss it.

Brainstorming - a technique to secure as many solutions as possible to a problem; excellent for:

- actively involving the total group, because all responses are recorded
- solving difficult problems
- tapping knowledge and experience of group
- decision-making process where lack of time is a factor

Role-Play - a process where problems are dealt with through action; a problem is outlined, acted out and discussed; the essence of role-playing is participation in a real problem and the desire for resolution and understanding that participation may bring about; role-playing provides a vehicle for people to explore feelings and gain insight into their attitudes, values and perceptions.

Simulation - participants are involved with a setting, objects or people that are as close to reality as possible; participants learn from the consequences of their actions; an effective way to:

- analyze an existing system
- evaluate a model for a new system
- provide a learning environment that represents a real-life situation and encourages learning

Game - a competitive device or technique in which learners are pitted against one another in a procedure that forces them to use the course material to win.

Practice and Drill - practice is the repetition of an operation to improve; the learner can develop skills under the guidance of a trainer.

## 1-4: Approaches to Actively Engage Participants in Different Learning and Thinking Styles

| Organizing Technique or Method | Description | When to use | Could fail if… |
|---|---|---|---|
| Small Group Task | In this technique, participants are divided into small groups of between five and eight individuals. They work together on an assigned task introduced by the facilitator. At the end of the task, a spokesperson usually provides feedback about what the group discussed. | Small group tasks work best when participants:<br>♦ are required to give prior knowledge on a topic or concept;<br>♦ build on ideas that are shared; and are from different schools and are required to work collaboratively and think creatively together. | …the task is not clear to participants.<br>…the task is too complex and takes too long to complete.<br>… the nature of the task does not lend itself to collaboration and cooperation.<br>… for personal reasons, group members clash.<br>… the language spoken to the group is not common to all. |
| Lecture-style Presentation | Usually a structured input provided by the facilitator. May involve the use of visual aids. While the facilitator may encourage participants to interrupt and ask questions, this approach is largely passive for participants. | The lecture-style presentation can be used effectively in a workshop to:<br>♦ introduce the tone of the workshop and the style of the facilitator;<br>♦ provide new knowledge and information that is conceptual in nature; and give clear expectations and instructions to participants. | … the content provided is irrelevant or unclear.<br>… what you say is already known to the participants.<br>… you talk for too long.<br>… the approach is the dominant one used in the workshop. |
| Individual Task | Participants carry out a task on their own. | Individual tasks can be used effectively in a workshop to:<br>♦ make participants aware of how the content covered in the workshop applies to the classroom;<br>♦ assess to what extent participants have understood the content of the workshop (pre and post workshop | … the task is not clearly explained.<br>… the purpose of the activity is not clear to the participants.<br>… participants ignore the request to work on their own and those that wish to are inconvenienced by unnecessary noise.<br>… participants are uncomfortable |

| Organizing Technique or Method | Description | When to use | Could fail if… |
|---|---|---|---|
| | | assessments); and<br>♦ allow participants to think about and reflect on their own practice and how it relates to what has been covered in the workshop. | about reporting back to the whole group about personal responses they have made. |
| Case Study Discussion | A case study usually uses the description of a real situation to develop a discussion. Although case studies are mostly written, they can also be communicated through audio and video. They are a mechanism to bring the work environment into the workshop situation. | Case study discussions can be used effectively in a workshop to:<br>♦ teach awareness rather than knowledge and skills;<br>♦ develop problem solving and decision making skills;<br>♦ allow participants from different schools to explore creative and practical solutions to problems;<br>♦ show participants how workshop content is related the classroom; and<br>♦ demonstrate that there is more than one solution to a problem. | … participants are not given the opportunity to explore their own solutions.<br>… it is not relevant to participant's experience.<br>… it is too long and complex.<br>… it does not lend itself to a number of practical and creative solutions. |
| Games | Games are not necessarily directly related to workshop content although feelings and process are usually connected back to the content of the end. They involve obeying rules and working together and are often a welcomed break from more | Games can be used effectively in a workshop to:<br>♦ highlight attitudes people have towards competition, power, obedience to rules, co-operation etc; and<br>♦ add energy and humour to a workshop. | … the game is too complex and the rules not clearly explained.<br>… it takes too long.<br>… it is not connected back to the content of the workshop. |

| Organizing Technique or Method | Description | When to use | Could fail if… |
|---|---|---|---|
| | formal workshop techniques and approaches. | | |
| Role Play | Role plays are situations where participants simulate or act out a situation. They are usually rehearsed and performed by a group of participants. A process of review and discussion usually takes place at the end. | Role plays can be used effectively in a workshop to:<br>♦ allow participants to practice skills learnt in the workshop;<br>♦ bring real issues and experiences in to the workshop situation;<br>♦ identify appropriate and inappropriate ways to handle different situations; and<br>♦ deal with sensitive situations. | … the situation is not properly explained.<br>… participants are not given enough time to rehearse.<br>… the role plays lack a clear purpose and the feedback and debriefing stage is not properly structured. |
| Demonstrations | Usually in the form of modeling and demonstrating a lesson using the participants as learners. All stages of the lesson are modeled. A debriefing of the process takes place after the lesson. | Demonstrations can be used effectively in a workshop to:<br>♦ model classroom practices;<br>♦ demonstrate how planning supports teaching;<br>♦ model the effective use of materials in a lesson;<br>♦ demonstrate classroom management practices such as group work and differentiated learning; and<br>♦ highlight the facilitators' knowledge and experience of good teaching. | … the lesson is unprepared and unsuitable for the participants.<br>… the experience is seen as patronising to the participants.<br>… the process is not presented in a structured *briefing – demonstrating – debriefing* framework. Demonstration lessons that are interrupted by clarification and discussions may not be a success. |

LEARNING PRINCIPLES
The Roles of a Trainer

Module 1
Session 3
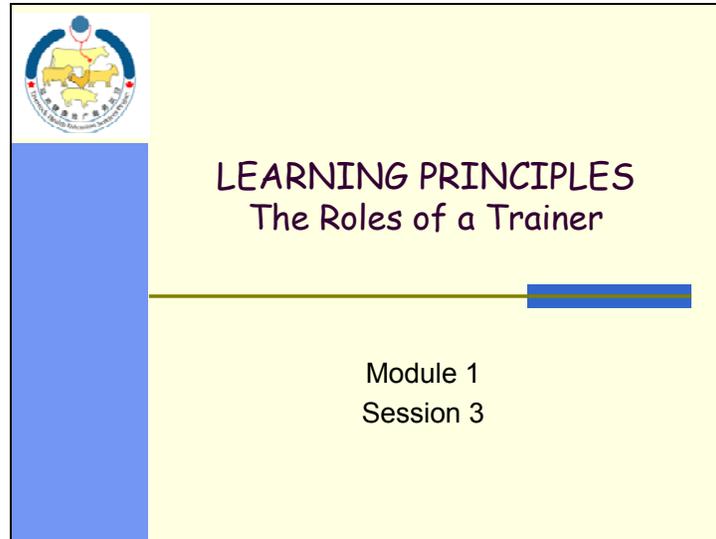
**Introduce the session and link to previous**

Much of the responsibility for the success of a course rests with the trainer.

Previously we have talked about the learning process and choosing training techniques.

Now we will discuss the role the trainer plays in developing the training course.

The trainer usually selects, assembles, sequences and presents the course content.

In addition, how the sessions are conducted by the trainer greatly influences learner progress.

Highlight the importance that the participants will play in the success of livestock health extension.

**Animated slide – picture first, then roles**

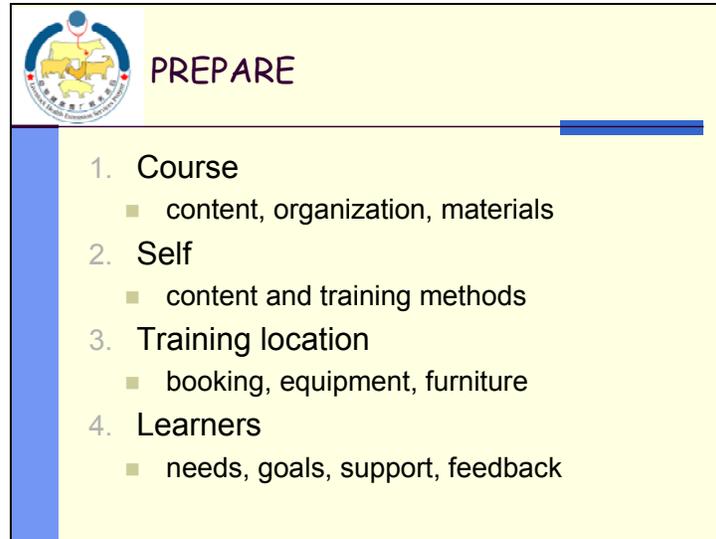**ASK?** What is your role as a trainer?

Brainstorm by writing any and all suggestions down on a flip chart, as quickly as possible, about 10 minutes.

**Present the slide**, one point at a time.

As you present each role, link to those on the flip chart by using numbers 1, 2, 3, and 4 or different coloured marking pens to tick each one off.

Ask for clarification if suggestions from participants do not fit in one of the four roles.

To explain how an instructor accomplishes these roles, let's look at each one in detail.

PREPARE

1. Course
   - content, organization, materials
2. Self
   - content and training methods
3. Training location
   - booking, equipment, furniture
4. Learners
   - needs, goals, support, feedback

**Animated slide – 4 items to prepare**.

The most important role of a trainer is preparation.

**ASK?** What are some typical preparation activities for a trainer?

Brainstorm by writing any and all suggestions down on a flip chart, as quickly as possible, about 10 minutes.

**Present the slide**, one point at a time.

As you present each item, link to those on the flip chart by using numbers 1, 2, 3, and 4 or different coloured marking pens to tick each one off.

Examples of typical preparation activities are:

- Course content and layout, lesson planning and sequence of presentation, training materials and aids, tests, and audio/visuals
- Research and learn (review) course content, learn (review) instructor training techniques
- Schedule course, sets up equipment and furniture, distribute course material and time-table
- Motivate, counsel and give feedback to the learners
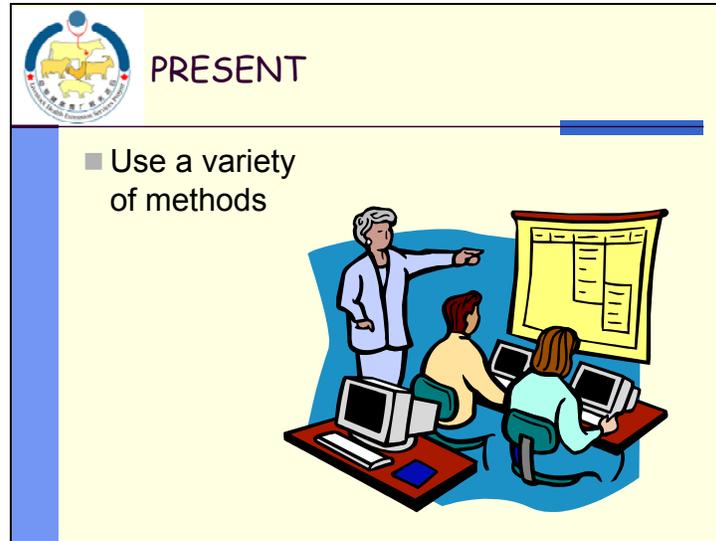
**Animated slide – picture first, then point.**

After preparing lessons, demonstrations, exercises and assignments, instructors present them using lecturing, demonstrating, questioning and coaching techniques in one-on-one or in classroom situations.

**ASK?** What experiences as a trainer or a learner can you share with the group that you remember as being good presentations?
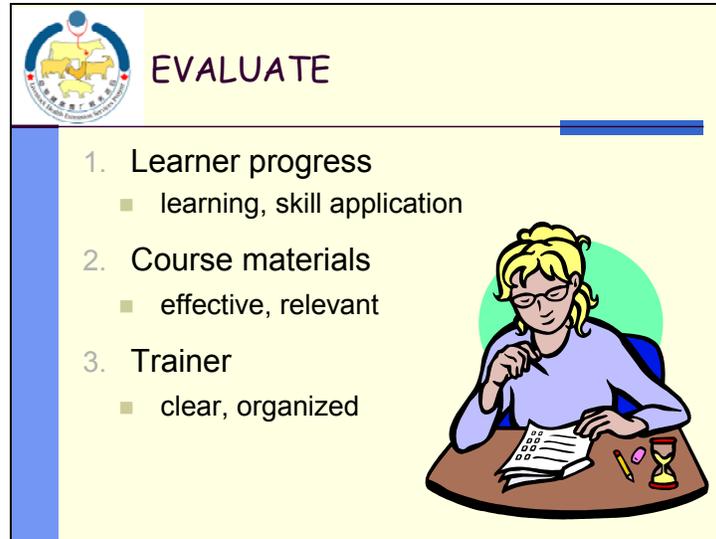
**Animated slide – 3 aspects to be evaluated**

Trainers must evaluate all aspects of training.

**ASK?** What are some typical aspects of training that a trainer should evaluate?

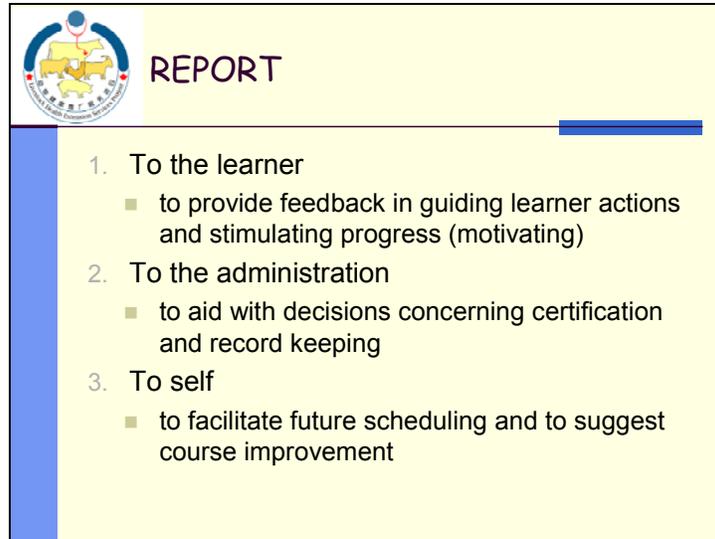Brainstorm by writing any and all suggestions down on a flip chart, as quickly as possible, about 10 minutes.

**Present the slide,** one point at a time.

As you present each aspect, link to those on the flip chart by using numbers 1, 2, and 3 or different coloured marking pens to tick each one off.

Ask for clarification if suggestions from participants do not fit in one of the 3 aspects for evaluation.

For example, we will evaluate this course with a questionnaire on the last day.

The facilitator and the trainer meet throughout the day and in the evening to evaluate their instruction and the learners by observation (e.g. sleeping, attendance).

**REPORT**

1. To the learner
   - to provide feedback in guiding learner actions and stimulating progress (motivating)
2. To the administration
   - to aid with decisions concerning certification and record keeping
3. To self
   - to facilitate future scheduling and to suggest course improvement

**Animated slide – 3 parties to report to**.

Trainers must monitor and keep all parties up-to-date on the training progress.

**ASK?** Who might some of these 'parties' or people be that should be informed of the training progress?

Brainstorm by writing any and all suggestions down on a flip chart, as quickly as possible, about 10 minutes.

**Present the slide,** one point at a time.

As you present each party or person, link to those on the flip chart by using numbers 1, 2, and 3 or different coloured markers to tick each one off.

Ask for clarification if suggestions from participants do not fit in one of the 3 parties or people listed.

The reason for reporting will depend on who is receiving the report and this may assist in the clarification of suggestions.

"To self" could also be the 'training program'.
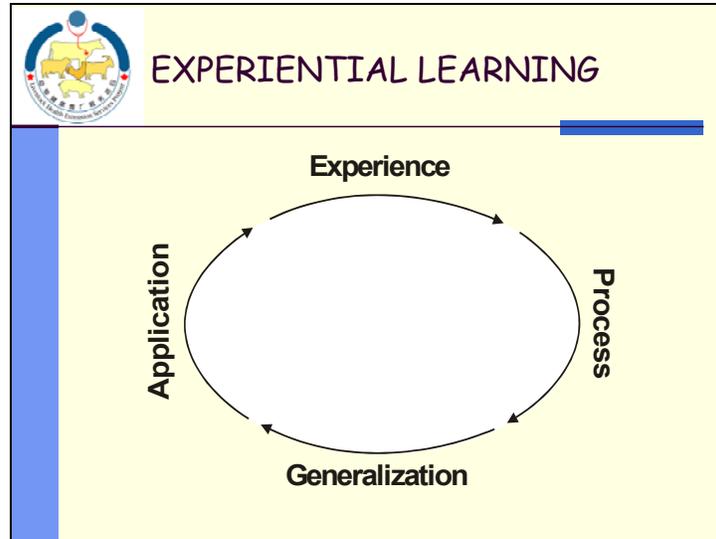
**Not animated**

Review the learning cycle as presented in the introduction and apply learning of training methodologies and the role of the trainer.

The learning cycle requires the learner to progress through four different phases of the learning process. Effective learning requires the ability to *apply* the things you learn in phase 3, where you *form principles* based on your *analysis* in phase 2 of an *experience* you had at phase 1. This does not come easily for everyone, especially those who are used to learning from lectures. Adult learning requires the active participation of the learner in the learning process.

**ASK?** What would be the role of the trainer in each phase of the learning cycle?

The role of the trainer is to help the learner through this process of learning. A good trainer must have the competence to understand what goes on at each phase and to facilitate the learning process. The facilitator must ask: Is the learner moving through the cycle? Or, is the learner stuck in one phase of the cycle?

**Handout 1-5:** Adult Learning Cycle and Implications for Methodology
In this handout, go through each of the four phases and identify:
♦ appropriate training activities
♦ the role of the trainer
♦ the kinds of questions a trainer can ask the learner to promote participation

## 1-5: Adult Learning Cycle and Implications for Methodology

**Phase 1:        Direct Experience**

**What is it?**
In new situations, adults rely on the recall of previous concrete (real) experiences. Trainers must attend to this prior knowledge and previous experience, because it furthers adult learning.

**Questions to ask the participants:**

> What is going on?                          > Would you be willing to try?
> How do you feel about that?                > What else?

**How to find out the answers?**
The learners uncover new information that requires a response on their part. Methods frequently used in this phase include:

> group problem solving                      > skills practice
> case study                                 > games
> role plays                                 > group tasks
> field visit

**Trainer's Role**
The trainer's primary role is that of a structurer. The trainer must present the objectives of the activity and clarify norms, rules, and time limits. Information should be presented in a way that is meaningful to participants and that will stimulate their interest (for example, with visual aids or by asking questions).

**Phase 2:        Reflecting on Experience**

**What is it?**
It is important to invite adult learners to make public some way (perhaps through discussion) their prior knowledge and previous experiences. Often participants are invited to explore previous learning by sharing reactions and observations to an initial activity provided.

**Question to ask the participants:**

> What happened?                             > Who else had the same experience?
> How did you feel about that?               > Were there any surprises?

**How to find out the answers?**
The learners sort out the information developed in Phase 1. They will use this information to develop key "learnings" about the subject matter in the next phase, but first they need to analyze the experience. Methods frequently used in this phase include:

- ➢ small group discussion
- ➢ participant presentations

- ➢ large group discussion
- ➢ reporting from small groups

**Trainer's Role**
The trainer's role is to help the learner reflect on what happened during Phase 1 and what the experience meant. The trainer should be sure that important aspects of the experience are not ignored. Phase 2 is when learners share their ideas and reactions with each other.

**Phase 3:      Generalization about Experience**

**What is it?**
Adults are often driven by a pragmatic approach to learning and, therefore, they must find meaningful engagement with the general trends and concepts uncovered in an activity. Adults seek to align new engagements with currently held organizational schemata. Adults seek to organize new experiences into locators such as conclusions, or new concepts, and/or new theories.

**Question to ask the participants:**

- ➢ Why is this important?
- ➢ What does this mean?

- ➢ How is it related to other experiences?
- ➢ Why should this count for me?

**How to find out the answers?**
The learners interpret what was discussed during Phase 2 to determine what it means and what lessons can be learned and to draw principles. Methods frequently used in this phase include:

- ➢ synthesis discussion (large group)
- ➢ lectures

- ➢ demonstrations
- ➢ reading assignments

**Trainer's Role**
The trainer's role is the conventional role of the educator – to guide the learner. More than in any other phase, the trainer needs to be knowledgeable about the subject matter and be a credible information source. This does not mean that the trainer

needs to provide all the answers during the phase. In fact, the learners will probably internalize the learning better if they find the answers themselves.

**Phase 4:**                    **Application**

**What is it?**
Adults must seek to modify old behaviors by testing new behaviors and practicing them in everyday situations. They must use the theories and concepts to solve authentic problems and make real decisions.

**Question to ask the participants:**

> ➢   Now what?                          ➢   How would you apply today's learning?
> ➢   What would you do?                 ➢   What other options do you have?

**How to find out the answers?**
In order for the learners to fell the training is significant, the new learning must relate to their own life situation. During phase 4, the learner makes the connection between the training setting and the real world – the two are rarely the same. This link can be strengthened through practice and planning application after training. Methods frequently used in this phase include:

> ➢   action planning                    ➢   practicing new skills
> ➢   field visits                       ➢   discussion

**Trainer's Role**
The trainer's primary role is that of a coach to the learner. As the learners try to do things on their own, the trainer can provide advice and encourage the learners to try to improve new skills. The difficult task here is the moving of participants from the analyzing and theorizing based on their past experiences to applying the day's learning to the reality posed by something in their future lives.
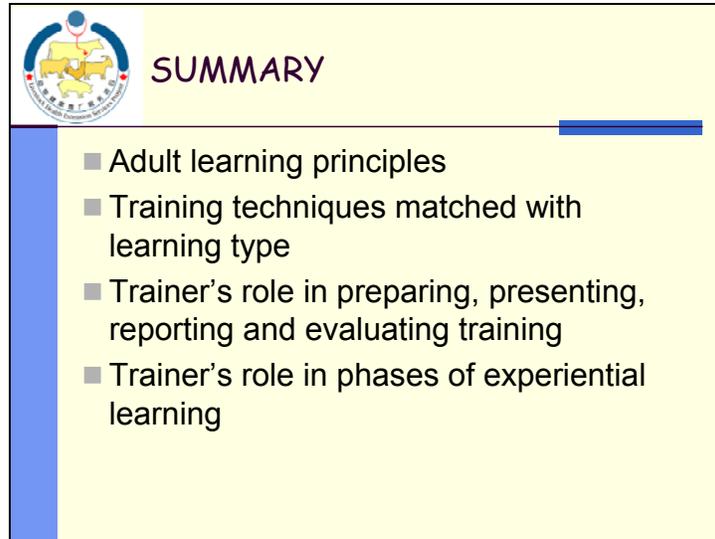
**SUMMARY**

- Adult learning principles
- Training techniques matched with learning type
- Trainer's role in preparing, presenting, reporting and evaluating training
- Trainer's role in phases of experiential learning

**Not animated – summary slide**

**ASK?** Would someone volunteer to summarize Module 1?

Thank the volunteer.

**Present slide** and summarize.

**Handout 1-6:** Principles of Facilitation
This handout is a checklist of pointers for the trainer to take into consideration when conducting a session.

# 1-6: Good Facilitator Checklist

♦ Creates a warm and non-threatening atmosphere;

♦ Sets realistic expectations about learning;

♦ Knows that when participants take part and talk about what they are doing, things are going well;

♦ Knows that each participant has different needs;

♦ Creates opportunities for participants to solve problems in different ways and in different situations;

♦ Knows that participants have different thinking and learning styles and accommodates this diversity;

♦ Encourages participants to ask questions;

♦ Creates opportunities for critical thinking, problem solving and decision making in each session of the workshop;

♦ Uses a variety of approaches and techniques to make sure that participants understand new concepts or skills;

♦ Moves on to new concepts only once participants have demonstrated understanding;

♦ Knows that a good way to avoid discipline problems in big workshops is to be well prepared and to engage participants in meaningful and exciting activities;

♦ Treats every participant fairly and welcomes cultural and other differences;

♦ Is creative and sees challenges and opportunities where others might see problems;

♦ Is well prepared and knows that good planning is an essential ingredient to a successful workshop;

♦ Reflects on facilitation and strives to improve; and

♦ Believes that skills presented in the workshop should be immediately applicable to the work situation.

**WRAP UP QUESTIONS**

- What do you feel you have learned today?
- Are there areas where you feel you need more work for a stronger understanding?
- What needs to happen for you to continue developing your understanding of today's topic?
- How do you think your training practices might change as a result of today's activities?

**Not animated – application questions**

**Present slide** for discussion

After the discussion, ask participants to fill in the Participatory Action Plan Approach (PAPA) for Day 1 which was handed out in the introductory session.

Thank the participants for their work today and encourage comments for change and improvement in the sessions to follow.