

Adult Learning

Foreign Animal Disease Response
Train the Trainer



Overview

- In order to present successful training programs, particularly to diverse audiences with different training needs, trainers need to be able to adapt course material to accommodate various learning styles.

Goal

- This module introduces participants to the elements of instructional design, Gagne's conditions of learning, and elements of adult learning theory, incorporating the following principles :
 - Learning causes an observable change in the participant.
 - Skills should be learned one at a time.
 - Each new skill learned should build on previously acquired skills.

Terminal Learning Objective

- Apply adult learning theory and practice into Foreign Animal Disease Response (FADR) training delivery.

Enabling Objectives

- Using Gagne's conditions of learning and elements of Adult Learning Theory, participants will be able to:
 - Recognize five common categories of learning.
 - List the key elements of Adult Learning Theory
 - Implement adult learning theory in the participant teach-back.

Categories of Learning

- Gagne's theory stipulates there are several different types or levels of learning; each requiring different types of instruction. Gagne identifies five major categories of learning:
 - Verbal information.
 - Intellectual skills.
 - Cognitive strategies.
 - Motor skills.
 - Attitudes.

Nine Conditions to Successful Learning

- Gaining attention
- Informing participants of objectives
- Retrieval
- Presenting new material
- Providing learning guidance
- Eliciting performance
- Providing feedback
- Assessing performance
- Retention and transfer

Key Elements of Adult Learning

- **Key Elements:**
 - Adults learn best by doing.
 - Learners should be engaged in learning and encouraged to be self-directed.
 - Take advantage of learner's experience and previous experiences.
 - Learning activities have more relevance if they relate directly to learner's circumstances.
 - Take individual learning styles and demonstrate each new element of learning at least two different ways and three different times.
 - Use varying approaches and circumstances.

Tips Related to Adult Learning

- Establish a climate conducive to learning.
- Design training to be approximately 35% presentation and 65% application and feedback.



Considerations for Adult Learners

- Commit to learning when the goals and objectives are considered realistic and important to them.
- Want to be the origin of their own learning and will resist learning activities they believe are an attack on their competence.
- Need direct, concrete experiences to apply the learning in real work.
- Need to receive feedback on how they are doing and the results of their efforts.

Considerations for Adult Learners

- Participate in small group activities during learning to move them beyond understanding and provide an opportunity to share, reflect, and generalize their learning experiences by:
 - Application
 - Analysis
 - Synthesis
 - Evaluation

Considerations for Adult Learners

- Adult learners come to learning with a wide range of previous :
 - Experiences
 - Knowledge
 - Self direction
 - Interests
 - Skills

Trainers



The ability to deliver effective training can be acquired and demonstrated by anyone that has the desire to do so.

Qualities of an Effective Trainer

- **Active Listening** is the ability to hear not only what a person is stating, but also what his or her underlying feelings are about the subject.



Qualities of an Effective Trainer

- **Peripheral vision** is the ability to sense the group process and to make a fairly accurate assessment of what you imagine each group member is experiencing.



Qualities of an Effective Trainer

- **Empathy** is the quality of a good trainer that refers to the ability to put yourself in the other person's shoes, to see the world as he or she sees it.



Qualities of an Effective Trainer

- Sense of **timing** is knowing when to intervene and when to remain silent.



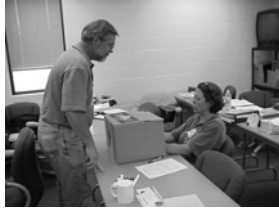
Qualities of an Effective Trainer

- **Clarity** is an important characteristic of an effective trainer.



Qualities of an Effective Trainer

- **Differentiation** is the ability of the trainer to separate him/her self from the participants, so that the trainer is able to facilitate the group process.



Qualities of an Effective Trainer

- **Variability** means the ability to be both confrontational and supportive, serious or light, depending on the circumstances.



Qualities of an Effective Trainer

- **Sensitivity** is the ability to reach each participant, to touch each member emotionally, intellectually, or physically.



Qualities of an Effective Trainer

- **Self-disclosure** is a willingness to share one's feelings, thoughts, reactions, and appropriate personal information with participants in the training.
- **Flexibility** is the willingness of the trainer to give up pre-conceptions.



Effective Trainer Behaviors



- Be Prepared
- Be Yourself
- Be Energetic
- Use Humor
- Be Direct

- Be Clear
- Be Sensitive
- Share Leadership
- Be A Role Model
- Be Positive

Learning Styles

- Transfer of learning for adults is not automatic and must be facilitated.
- Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained.

Learning Styles

■ Passive learners

- Reading manuals and books
- Watching an audio-visual presentation
- Hearing a lecture
- Observing demonstrations

■ Active learners

- Participating in discussions
- Role-playing
- Performing an experiment
- Taking a field trip
- Hands-on learning
- Responding to a scenario
- Making a presentation

Key Points about Adult Training

- Must be relevant.
- Should be of immediate use or benefit to the learner.
- Most important resource in the training is the participants themselves.
- Must focus at all times on the learner.



Summary

- Focus on real world problems.
- Emphasize how the learning can be applied.
- Relate the learning to the participant's goal.
- Allow debate and challenge ideas.
- Relate the materials to the participant's experiences.
- Listen to and respect the opinions of participants.
- Encourage participants to be resources to you and to each other.
- Treat participants like adults.
