

MODULE 5: INTRODUCTION TO ADULT LEARNING

Overview

- Conditions needed for successful learning
- Adult learning theory
- Considerations for working with adult learners
- Activity-based learning activities
- Giving objective feedback

Upon completion of this module you will be able to explain:

- Describe the conditions for successful learning
- Describe two key elements of adult learning theory
- Discuss the seven considerations when working with adult learners
- Give examples of at least five activity-based learning activities
- Explain how to give objective feedback

Robert Gagne's Conditions Of Learning

Gagne identifies five major categories of learning:

- Verbal information
- Intellectual skills
- Cognitive strategies
- Motor skills
- Attitudes

In order to present the successful training programs, particularly to diverse audiences with different training needs, trainers need to be able to adapt course material.

This training introduces participants to the elements of instructional design, Gagne's conditions of learning, and elements of adult learning theory. .

Personal requirements include good communication and reflection skills, flexibility; and, they should show respect and acceptance towards people with and without special language needs.

Conditions for Successful Learning

1. Gaining attention (reception)
2. Informing learners of objectives (direction or expectancy)
3. Recall (retrieval)
4. Presenting new material (content)
5. Providing learning guidance (semantic encoding)
6. Eliciting performance (responding)
7. Providing feedback (reinforcement)
8. Assessing performance (retrieval/evaluation)
9. Retention and transfer (closure/generalization)

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Gagne states that different internal and cognitive conditions are necessary for learning. For example, if cognitive strategies are to be learned, there must be a chance to practice developing new solutions to problems; to learn new attitudes, the learner must be exposed to a credible role model or persuasive arguments.

The following examples for the nine conditions of learning can be changed to focus on examples relative to the training being developed or delivered

1. Gain attention – show variety of Personal Fall Arrest System (PFAS).
2. Identify objective – pose question: “What is a full body harness?”
3. Recall prior learning – review definitions of PFAS.
4. Presenting new material – give definition of safety nets.
5. Guide learning–show actual example or photo of safety nets.
6. Elicit performance – ask participants to create a Level B ensemble for a given task.
7. Provide feedback – check examples as correct/incorrect.
8. Assess performance– provide scores and remediation.
9. Enhance retention/transfer – show pictures of PPE and ask participants to identify where and how it should be used.

Key Elements of Adult Learning Theory

Key Element One:

- Adults learn best by doing.
- Participants should be engaged in learning and encouraged to be self-directed.
- Take advantage of participants' experience and previous experiences.
- Learning activities have more direct relevance if they relate directly to learners' circumstances.

Key Element Two:

- Take individual learning styles for each new element of learning and provide the information in at least two different ways and three different times.
- Use varying approaches and circumstances.

Review key elements of adult learning theory:

Please encourage participants to engage their students by conducting reviews of the information that was just covered.

Additional Tips Related to Adult Learning

- Establish a climate conducive to learning.
- This varies based on what type of training will be given, the expected audience, the training venue, and many other items.
- Design training to be approximately 35% presentation and 65% application and feedback.

Considerations for Adult Learners

- Realistic goals and objectives
- Control over the what, who, how, why, when, and where of learning
- Direct, concrete experiences to apply the learning in real work
- Support from peers to reduce the fear of judgment during learning
- Feedback
- Small group activities
- Prior knowledge and experience

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Discuss considerations on slide.

Adults need to participate in small group activities during the learning to move them beyond understanding to:

- o Application
- o Analysis
- o Synthesis
- o Evaluation

Small group activities provide an opportunity to share, reflect, and generalize their learning experiences.

Adult learners come to learning with a wide range of previous:

- o Experiences
- o Knowledge
- o Self Direction
- o Interests
- o Competencies

This diversity must be accommodated in the professional development planning.

Activity-Based Learning (AbL)

Process that involves participants in:

DOING, THINKING AND APPLYING

Includes range of activities such as:

- interactive lecture
- hands-on
- class discussion
- small group exercises

Activity-based learning is a process that involves participants in doing things, thinking about what they are doing and applying what they have learned to new situations. The process includes a range of activities such as interactive lecture, hands-on, class discussion, small group exercises, videotapes, case studies, role plays, reflective exercises, panel of experts, brainstorming, guest speakers, and demonstration.

The Interactive Lecture

- Hands-on
- Class Discussion
- Small Group Discussions
- Videotapes
- Case Studies
- Role-playing
- Reflective Exercises
- Panels of Experts
- Brainstorming
- Guest Speakers

The use of interactive lecture allows the opportunities for the instructor to present factual material in a direct, logical manner while relating the participants' background and experience to course topics, stimulating critical and creative thinking and providing examples and stories.

Hands-on

The use of hands-on allows opportunities for the participant to show the instructor how well he/she can perform a particular task or procedure.

Class Discussion

The use of class discussion after a learning activity allows opportunities for the participant to gather ideas, analyze issues and /or generate solutions or recommendations.

Small Group Discussions

Small group exercises usually consist of participants from different backgrounds and experiences working toward a common goal. For example, a small group may analyze a job site accident, determine what caused it and establish guidelines to prevent it from happening.

Videotapes

The use of videotapes is an entertaining way of teaching content and keeping the participants' attention while stimulating discussion.

Case Studies

The use of case studies allows opportunities for the participants to develop analytical skills, explore complex issues and apply new knowledge and skills.

Role-playing

The use of role-playing allows opportunities for the participants to assume the role of others and thus appreciate another point of view, explore complex issues and rehearse skills before applying them in real situations.

Reflective Exercises

The use of reflective exercises allows opportunities for the participants to think for themselves without being influenced by others and then share their individual thoughts with others.

Panels of Experts

The use of experts allows opportunities for the participants to become aware of different opinions and then generate solutions or recommendations based on further reflection and discussion.

Brainstorming

The use of brainstorming allows opportunities for the participants to think creatively, participate fully, draw on their background and trigger other ideas.

Guest Speakers

The use of guest speakers allows opportunities for the participants to personalize the topics and break down stereotypes.

Demonstration

- Giving objective behavioral feedback
- Feedback on behavior rather than the person
- Feedback on observations rather than inferences
- Description rather than judgment
- Feedback on behavior to specific situations
- Feedback on the sharing of ideas and information

MODULE 5: NOW YOU KNOW...

- Robert Gagne's conditions of learning theories
- Five major categories of learning
- Nine conditions that directly relate to successful learning
- Adults learn best by doing
- Establish climate conducive to learning
- Adult learners need direct, concrete experiences to apply the learning in real work
- Activity-based learning techniques
- Importance of hands-on skill assessments
- Important aspects of giving feedback

- Robert Gagne's Conditions of Learning stipulates there are several different types or levels of learning with each requiring different types of instruction
- The five major categories of learning are: Verbal information, Intellectual skills, Cognitive strategies, Motor skills, and Attitudes
- There are nine conditions that directly relate to successful learning: Gaining attention, Informing learners of objectives, Recall, Presenting new material, Providing learning guidance, Eliciting performance, Providing feedback, Assessing performance, Retention and transfer
- Adults learn best by doing
- Establish a climate conducive to learning
- Adult learners need direct, concrete experiences to apply the learning in real work
- Activity-based learning is a process that involves participants in doing things, thinking about what they are doing and applying what they have learned to new situations.
- The use of hands-on allows opportunities for the participant to show the instructor how well he/she can perform a task or procedure
- One of the most important aspects of giving feedback is keeping it objective and behavioral.

MODULE 6: TRAINING REQUIREMENTS

Overview

- Greenville Technical College training standards and expectations
- Required paperwork for course credit

Course Material

Instructors are required to return the following course paperwork

- Instructor Verification Sheet
- Class Roster
- Student Training Attendance Confirmation
- Training Course Evaluation
- Examination Answer Sheets
- Hands-On Skills Assessments

Explain the Greenville Technical College course documentation requirements.

MODULE 6: NOW YOU KNOW...

- **Course Folder Contents**

- Instructor Verification Sheet
- Class Roster
- Student Training Attendance Confirmation
- Training Course Evaluation (if scanned, someone other than instructor should open envelope)
- Examination Answer Sheets
- Hands-On Skills Assessments

Mail to: Grant Program Manager Nikeema Swaby
Mail Stop 1121, PO Box 5616
Greenville, SC, 29606

Scan to: nikeema.swaby@gvltec.edu

Greenville Technical College Continuing Education Unit (CEU) Course Certificates will be mailed **two weeks** after receiving all course documents.

Ensure all students know the timeframe for certificate mailing. Review the course folder contents again to make sure everyone understands their responsibilities.