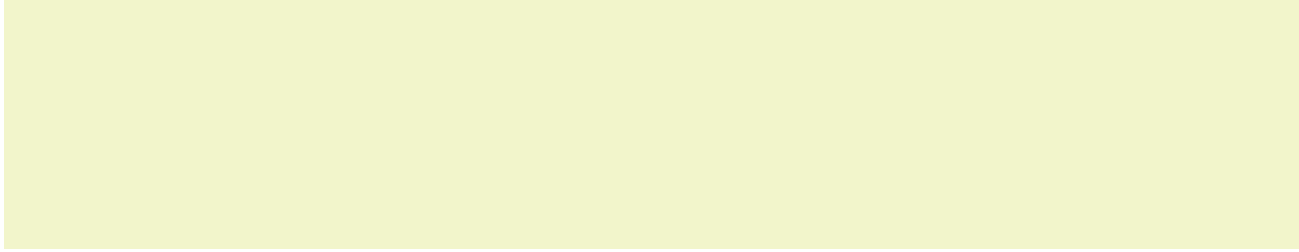# NQC Training-of-Trainers Guide

Facilitator Manual to Train HIV Providers on Quality Management

New York State Department of Health AIDS Institute
Health Resources and Services Administration HIV/AIDS Bureau

NATIONAL QUALITY CENTER

Adult Learning Guide

Learning Objectives

The learning objective are:
- Understand basic principles of adult learning
- Understand how these principles relate to designing learning experiences
- Increase participants' confidence in designing learning experiences

Framing Question

Why would learning how to design and facilitate learning experiences be important for...

You?

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Your organization?

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Patients served by your organization?

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Discussion Starters

Describe the most positive learning experience in workshop settings you have had in the last five (5) years.

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What aspects of training others will be the most difficult for you?

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Learning Defined...

" A Change in Behavior Due to Experience or Continued Practice."

Learning = Change
- Learning is adaptation to the environment, allowing survival
- Humans have a huge capacity for learning
- The ability to learn varies by individual
- Your job is to facilitate change through learning for individuals

Foundation for Learning
- <u>Ability</u>: Innate, and differs by individual
- <u>Prior Knowledge</u>: differs by individual
- <u>Motivation</u>: differs and can be influenced and impacted by:
  - Perceived value
  - Confidence in our ability
  - Mood when we are learning

Contemporary Historical Roots of Adult Learning

Since the 1970s, adult learning theory has offered a framework for educators and trainers whose job it is to train adults. Malcolm S. Knowles (1973) was among the first proponents of this approach. In his book, *"The Adult Learner: A Neglected Species,"* he resurrected the word "andragogy"

a term popular in German education circles in the early 1800s, and used it to label his attempt to create a unified theory of adult learning. Knowles' contentions were based on four assumptions:

1. As individuals mature, they tend to prefer self-direction. The role of the instructor is to engage in a process of inquiry, analysis, and decision-making with adult learners, rather than to transmit knowledge.
2. Adults' experiences are a rich resource for learning. Active participation in planned experiences—such as discussions or problem solving exercises, an analysis of those experiences, and their application to work or life situations—should be the core methodology for training adults. Adults learn and retain information more easily if they can relate it to their reservoir of past experiences.
3. Adults are aware of specific learning needs generated by real-life events such as marriage, divorce, parenting, taking a new job, losing a job, and so on. Adult learners' needs and interests are the starting points and serve as guideposts for training activities.
4. Adults are competency-based learners, meaning that they want to learn a skill or acquire knowledge that they can apply pragmatically to their immediate circumstances. Life or work-related situations present a more appropriate framework for adult learning than academic or theoretical approaches.

Adult Learning Theory

Adults are people who:

1. have a good deal of firsthand experience
2. have relatively large bodies subject to gravitation
3. have set habits
4. have pride
5. have very tangible things to lose
6. have developed an opinion about authority
7. have decisions to make and problems to solve
8. have a great many preoccupation's outside
    a learning situation
9. have many options
10. have developed group behaviors consistent
    with their needs
11. have established emotional frameworks
12. have developed selective stimuli filters
13. respond to reinforcements
14. need a vacation
15. are supposed to appear in control
16. have strong feelings about learning situations
17. are secretly afraid of falling behind and being replaced
18. can skip certain basics
19. more than once find the foundations of their
    lives stripped away
20. can change
21. have a past
22. have ideas to contribute

Therefore...

I Learn Best When...

COLUMN A	COLUMN B
• Someone who knows something I don't explains and describes it to me.	• I dialogue and discuss with someone who knows something I don't.
• I observe a demostration.	• I get involved and try things out during a demonstration.
• I attend lectures in which an instructor presents information to me.	• I attend a session in which an instructor engages me in a two-way interaction.
• I see what's in it for the organization.	• I see what's in it for me.
• There is a lot of detailed content.	• There is minimal and meaningful content.
• What is presented to me is organized according to the logic of the content.	• What is presented to me is organized according to the logic of how I learn.
• I am shown how things are done.	• I get to try things for myself.
• I attend long learning sessions.	• I attend short learning sessions.
• I am in a formal instructional setting.	• I am in an informal work and learning setting.
• I am told how things work.	• I experience how things work.

Source: Telling Ain't Training, ASTD, Harold Stolovitch, Erica Keeps, 2006

Assumptions, Conclusions, and Applications of Adult Learning

ASSUMPTIONS	CONCLUSIONS	APPLICATIONS
1. Adults enter a learning activity with an image of themselves as self-directing, responsible grown-ups, not as immature, dependent learners.	Adults resist situations in which they are not treated with respect.	If adults help to identify their needs, plan, conduct, and evaluate their own learning experiences, they will learn more than if they are passive recipients.
2. Adults enter a learning activity with more experience than younger individuals.	Adults have more to contribute to the learning activity and have a broader basis of experience to relate to new learning.	Methods which build on and make use of the experience of learners will produce the greatest learning.
3. Adults enter a learning activity with more intention to apply learning to life problems than do those who are younger.	Adults prefer practical results from learning.	Learning experiences focused on life problems are perceived by adults as being more relevant than those organized around subject topics.
4. An adult's "readiness" to learn is based on their role in society (e.g., parent, spouse, worker).	The content of what an adult learns and the most "teachable moments" are determined by an adult's needs and interests. Adult needs and interests change along with the change in their social roles.	Determine adult needs and interests and then develop content for learning. Schedule what is learned according to when it is most needed.
5. Adults learn, although the speed of learning changes as adulthood progresses; conceptual learning changes as adulthood progresses.	Adults decline physically, may decline in auditory and visual acuity; increase ease of conceptual learning, depth and speed of applying "principles" of subject to problem solving.	Pay attention to such things as time allotted for solving problems, lower energy level, visual acuity, speed, and reaction.
6. Adults enter learning situations with concern for their status in new group; fear of failure. There are specific conditions which are conducive to adult.	Adults will strive to their best when they enter into a situation in which they feel physically comfortable and free from psychological threat.	Learning climate should provide for mutual respect, support, friendliness, cooperation, trust, and responsibility. Physical climate allows for ease in learning.
7. Adult learning is an internal process and is motivated through curiosity and internal incentives.	Adults learn to the degree that they feel the need to learn and that they perceive a personal goal.	Provide opportunities for adults to recognize their needs and interests. Encourage them to set goals and structure a plan for achievement of goals.

Adult Learning Styles

In adult learning theory, several approaches to learning style have been developed and are prominently used in training and educational programs. These include learning styles based on the senses that are involved in processing information; theories of intelligence, including emotional intelligence and "multiple intelligences;" and preferences for learning conditions, i.e., the environment in which learning takes place. In order to provide a framework for a discussion on adult learning style differences, each of these approaches is briefly discussed.

Differing aptitudes, abilities, and experiences have caused individuals to develop a preference for sending and receiving information through one sense over another. Most often people prefer auditory or visual input; however, some people have a preference for kinesthetic learning, i.e. learning that involves movement. A preference for one type of learning over another may be seen in the following ways:

Visual learners prefer, enjoy, or require: graphic illustrations such as bar graphs or crosstabs to explain data; color codes to highlight salient information; maps to find their way on the subway or while driving in a new city; written material to study new concepts; wall charts that display points to be remembered; written outlines; drawings or designs to illustrate overhead presentations; sitting "up close" in a presentation in order to see the presenter's face, gestures, or visuals; taking notes during a lecture; instructors to repeat verbal directions.

Auditory learners prefer, enjoy, or require: a verbal presentation of new information, such as a lecture; group discussions to hear other points of view or practices; fast-paced verbal exchanges of ideas; a good joke or story that they can repeat for others; verbal cues or pneumonic devices to help them remember information; music at the beginning or during transitions in a training setting; words to accompany a cartoon; oral reports of working groups.

Kinesthetic learners prefer, enjoy, or require: movement, such as rocking or shaking a leg during a lecture; hands-on experience to learn a task; gestures while making a point; role play exercises over discussion groups; shaking hands when meeting or greeting people; trying new things without a lengthy explanation of the activity; frequent breaks; regular opportunities to change seating or room arrangement; "just doing it" rather than talking about it.

While it is thought that people have developed a preference for or have greater skill in processing one type of input over others, most people simultaneously process information through multiple senses. In fact, the retention of learned material is enhanced if the learner is asked to process information using more than one sense. Presentations that are multisensory (using visual and auditory components) in combination with interactive activities will increase learning and retention for most adults.

Lecture

"When the instructor's notes become the student's notes without passing through the minds of either of them!"

Source: Telling Ain't Training, ASTD, Harold Stolovitch, Erica Keeps, 2006

Short Term Memory

- Information that passes our filters needs to be stored and organized
- Left untreated, information disappears in 15 seconds or less (why can't you remember names you don't practice?)
- Research suggest 5-9 "chunks" of information can be stored in Short Term Memory

Key Question:

What are the implications?

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Long Term Memory

- Long Term memory is virtually limitless in capacity
- How distinct and unique the memory is determines it's accessibility: The less distinct, the more it tends to blend and blur with other memories
- Small Group Activity: picture a childhood friend or favorite toy you have not thought of in over 5 years. What stands out? How long ago did that occur? Why does it stand out?

How We Learn: Senses And Memory

What proportion of information do we gather from each sense?

a. Sight	
b. Hearing	
c. Smell	
d. Touch	
e. Taste	

Key Question:

What are the implications for teaching adults?

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Experience and Learning

WE TEND TO
REMEMBER...

OUR LEVEL OF
INVOLVEMENT

10% of what
we read

20% of what
we hear

30% of what
we see

READING

HEARING WORDS

LOOKING AT PICTURES

VERBAL
RECEIVING

50% of what
we hear and see

WATCHING A VIDEO

LOOKING AT AN EXHIBIT

WATCHING A DEMONSTRATION

VISUAL
RECEIVING

PASSIVE

70% of what
we say

PARTICIPATING IN A DISCUSSION

GIVING A TALK

RECEIVING
AND
PARTICIPATING

ACTIVE

90% of what we
say and do

MAKING A PRESENTATION

SIMULATING THE REAL EXPERIENCE

DOING THE REAL THING

DOING

The Level of Involvement

HIGH

TRAINER CENTERED

LECTURE

LECTURE AND DISCUSSION

LARGE GROUP DISCUSSION

SMALL GROUP DISCUSSION

INVOLVEMENT

CASE STUDY

ROLE PLAY

SELF ASSESSMENT

STRUCTURED EXPERIENCE

LEARNER CENTERED

LOW
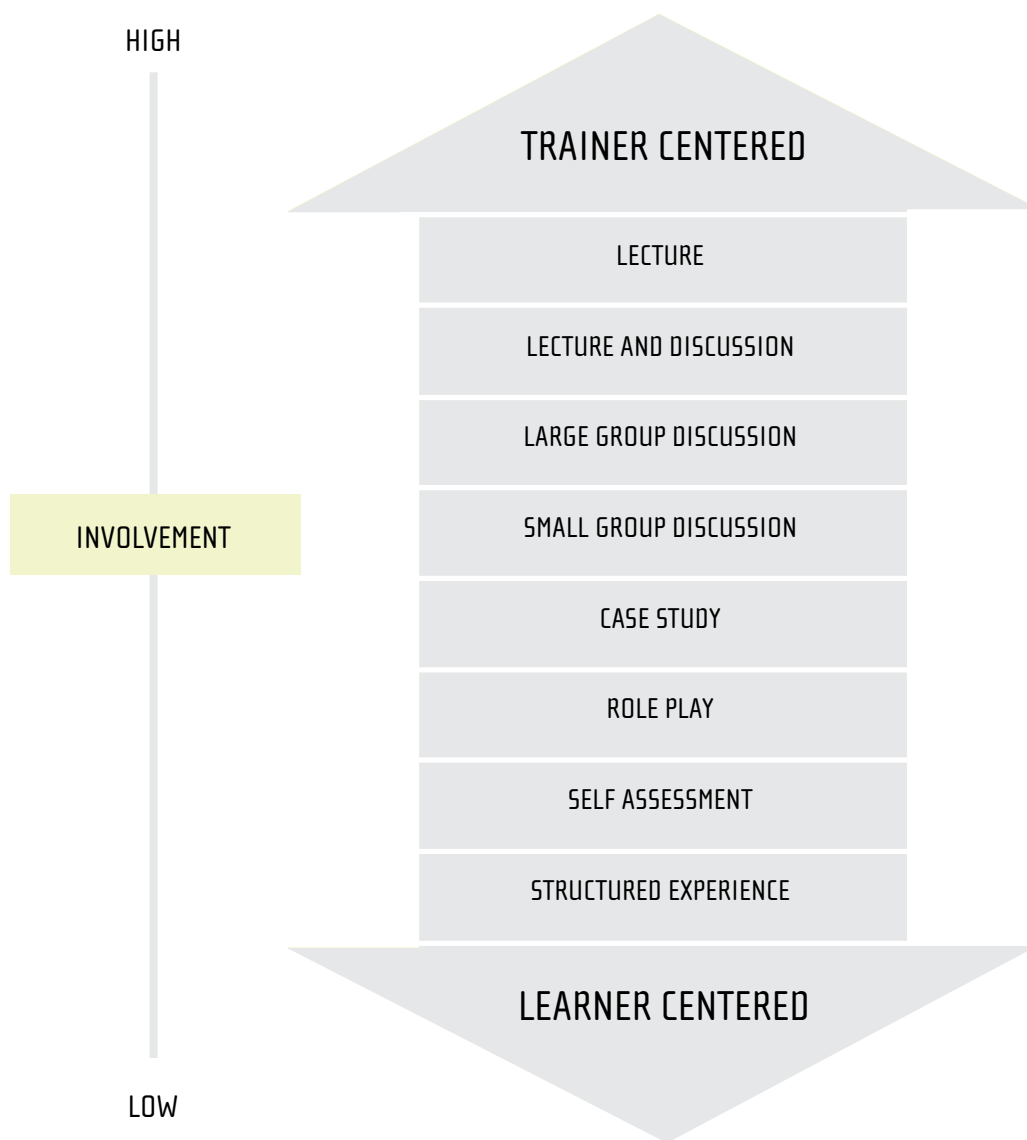
Discussion Questions

How does this resonate with your experience?

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What are the implications for teaching adults?

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Questioning as a Method to Keep Learners Involved

A standard method for keeping students engaged in training is to ask questions. Questions can help you determine the needs and expectations of the students, their skill levels, and connect you to your audience. They help you make sure of their understanding before moving forward. Questions increase learner participation, reinforce key learning points, and correct misunderstandings. The key to getting the most out of your questions is to use them effectively. If you ask a question, you must give adequate time for a response, even if that feels uncomfortable. This increases the likelihood that your question will generate an answer.

Consider your instructional goals and use questions that reinforce them. The questions you ask will help students see what topics you consider important. You can use questions to signal a change of topic or direction in the presentation, use "probing questions" to seek information, or ask follow up questions that will encourage participants to expand, clarify, or justify the answer. They can be used to wrap up a discussion. Questions can link concepts, help you explore the knowledge base of your participants, and encourage independent thinking, exploration, invention and intuitive navigation.

It is most useful to develop questions in advance of the training. This ensures that you reinforce key learning points in your design, and that you stay on track. Be aware that there are closed ended questions (answered with a simple yes / no or other simple phrases) and open ended questions (i.e. How would you apply this? or What are all the implications?). Both have their place and purpose although open ended questions will typically provide you with more information about what your learners understand.

Adult Preferences Regarding a Learning Environment

The physical environment in which instruction takes place and the structure of the activities in the course can also affect learning positively or negatively. People react differently to such factors as room temperature, arrangement of the room (e.g., closeness of seats), time of day (early morning versus late in the day), brightness of the lighting, and sound (e.g., noise distractions from nearby construction or talking among participants). In addition, adults differ with regard to whether they prefer to work alone or in groups. Sharon Fisher (1989) has combined all of these factors to depict the various types of preferences that adults may have when they enter the learning environment:

An instructor must recognize that adults' preferences in these areas may affect their responsiveness in the session. Efforts should be made to accommodate differences by providing a variety of learning activities in which participants may feel comfortable.

The ultimate educator delivers instruction in a stimulating, rich, and diverse environment through a variety of instructional methods to appeal to adult participants' learning styles and preferences.

PHYSICAL FACTORS	EMOTIONAL FACTORS	LEARNING FACTORS
Learning Setting: Noise Level Lighting Temperature Structure Time of Day	*Social Needs:* Learn Alone Learn with Others	*Learning Styles:* Auditory Visual Kinesthetic
	Motivation: Extrinsic Intrinsic	

Definition

Technique

The ability to perform a task or series of tasks in a consistent manner.

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Skill

The ability to successfully perform a technique in any given situation.

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Skill Development Progression

UNCONSCIOUS
COMPETENCE

CONSCIOUS
COMPETENCE

CONSCIOUS
INCOMPETENCE

UNCONSCIOUS
INCOMPETENCE
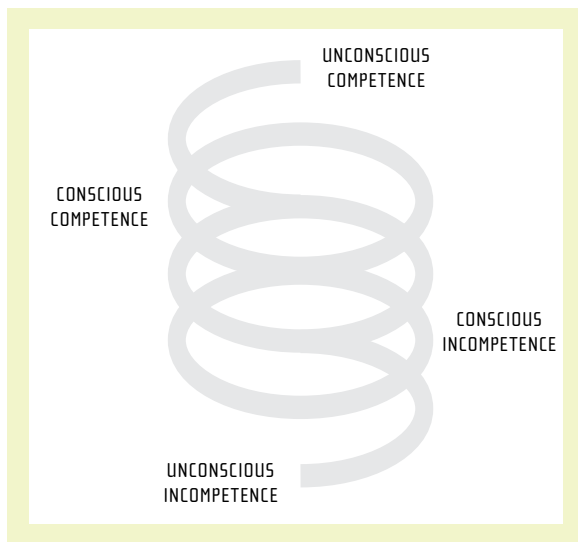
Stages Of Knowledge

1   You do not know what you do not know. (unconscious incompetent)

2   You know what you do not know. (conscious incompetent)

3   You know what you know. (conscious competent)

4   You do not know what you know. (unconscious competent)

Mr. House - Hewlett Packard© 1993 Total Quality Learning, Inc.

Notes

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