ADULT LEARNERS AND LEADING TRAINING

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AIMS OF SESSION

1. USE THE EXPERTISE IN THE ROOM

2. HELP YOU TAILOR THE LEARNING EXPERIENCE FOR ADULTS

3. MAXIMISE THE CHANGE IN PRACTICE AS A RESULT OF THE LEARNING EXPERIENCE

4. THINK ABOUT DEVELOPING ONLINE EXPERIENCES

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ACTIVITY 1– ANDRAGOGY BINGO
WRITE THE NAME OF WHO HAS…
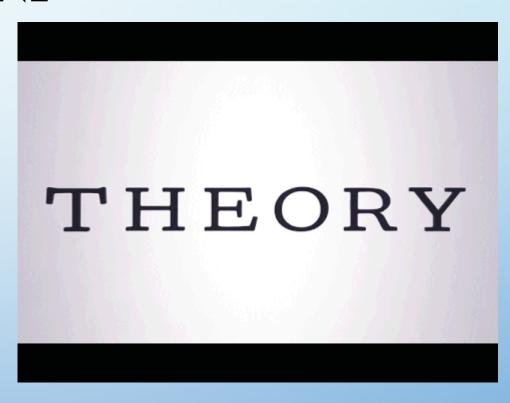
Delivered a lecture	Set-up a learning network of peers	Shadowed someone to learn	Coached someone in a work related task
Learned something entirely by reading a book	Applied knowledge gained from one situation to an entirely new situation	Been shadowed by someone	Created a practical workshop
Used a "how to video" to learn a new thing	Evaluated an individual's competence	Written a book	Designed a role play
Learned something through an Audio route: CD/audio book or podcast	Taught someone to drive	Developed a plan of learning with someone	Created an online learning experience

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OUTLINE

1. THEORY

2. DISCUSSION

3. PRACTICE

4. REFLECTION

5. WHERE NEXT?

ANDRAGOGY

Andragogy refers to methods and principles used in adult education. The word comes from the Greek ἀνδρ- andr-, meaning "man", and ἀγωγός agogos, meaning "leader of"; it literally means "leading man", whereas "pedagogy" literally means "leading children". Wikipedia

- ADULT LEARNING AS OPPOSED TO PEDAGOGY (CHILD LEARNING)

- MALCOLM KNOWLES IN 1960S AND 70S

- FOCUS ON PROCESS RATHER THAN CONTENT AS ADULTS ARE:
  - SELF-DIRECTED
  - INDEPENDENT
  - BENEFIT FROM COOPERATIVE LEARNING

HTTPS://WWW.TANDFONLINE.COM/DOI/FULL/10.1080/2331186X.2018.1496643

IMPORTANT CHARACTERISTICS OF ADULT LEARNERS:

- MATURITY,

- SELF-CONFIDENCE,

- AUTONOMY,

- SOLID DECISION-MAKING,

- GENERALLY MORE PRACTICAL,

- MULTI-TASKING,

- PURPOSEFUL,

- SELF-DIRECTED,

- EXPERIENCED,

- AND LESS OPEN-MINDED AND RECEPTIVE TO CHANGE.

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ADULTS LEARN BEST WHEN..

- THEY UNDERSTAND WHY SOMETHING IS IMPORTANT TO KNOW OR DO

- THEY HAVE THE FREEDOM TO LEARN IN THEIR OWN WAY

- LEARNING IS EXPERIENTIAL.

- THE TIME IS RIGHT FOR THEM TO LEARN. (IN THEIR LIFE AND IN THE DAY)

- THE PROCESS IS POSITIVE AND ENCOURAGING.

THE ORGANISATION NEEDS…

- RELIABLE LEARNING OF CONTENT (KNOWLEDGE AND SKILLS)

- THE LEARNING TO ADD VALUE:
    - IMPROVE PRACTICE
    - FIDELITY WITH PROCESSES OR POLICY

- STAFF TO FEEL IT WAS A VALUABLE USE OF THEIR TIME AND THE ORGANISATION TO FEEL IT WAS IN KEEPING WITH THEIR CURRENT JOB ROLE (OR FUTURE JOB ROLE?)

- CRITICAL REFLECTION AND TO DO MORE THAN WHAT WAS "TAUGHT"

- IMPLEMENTATION OF EVIDENCE BASED INTERVENTIONS

- THE APPLICATION OF THE LEARNING

THE COMMON CORE COMPETENCY FRAMEWORK – LEVELS AND APPROPRIATENESS

HTTPS://WWW.CORRA.SCOT/WP-CONTENT/UPLOADS/COMMON-CORE-OF-SKILLS-KNOWLEDGE-UNDERSTANDING-AND-VALUES-FOR-THE-%E2%80%9CCHILDREN%E2%80%99S-WORKFORCE%E2%80%9D-IN-SCOTLAND.PDF

HTTPS://WWW.NES.SCOT.NHS.UK/MEDIA/370658/CHILD-PROTECTION-WEB.PDF

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COMPETENCE

1. YOUR SKILL OR ABILITY IN A SPECIFIC FIELD OR SUBJECT

2. A CLUSTER OF RELATED ABILITIES, COMMITMENTS, KNOWLEDGE, AND SKILLS THAT ENABLE A PERSON (OR AN ORGANIZATION) TO ACT EFFECTIVELY IN A JOB OR SITUATION

JOURNEY OF DEVELOPING COMPETENCE

- SELF-ASSESSMENT/APPRAISAL

- INCREASES WITH EXPERIENCE

- SCOTTISH GOVT FRAMEWORK, SKILLS FOR SUCCESS

Developing	• **Aware** of core skill, but needs some support • New in post or limited opportunity to demonstrate
Competent	• Capable **practitioner**, managing autonomously • Needs support to deal with non-standard situations
Broadening	• Is an **expert**, copes with non standard issues • Experienced in all aspects of core skill • Needs little or no guidance to deliver results
Advanced	• Recognised as an **innovator** in core skill area • Respected by peers, acts as a **coach and mentor**

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PSYCHOLOGICAL THEORY

- SCAFFOLDING (COACHING)

- SCHEMA THEORY – ACCOMMODATION AND ASSIMILATION

- POSITIVE REINFORCEMENT

- SPIRAL CURRICULUM

- TAXONOMY LEARNING – KNOWLEDGE TO EVALUATION

- MULTIPLE INTELLIGENCES

6 Education Theorists That All Teachers Should Know

Lev Vygotsky
*Zone of Proximal Development (ZPD) – The range of skills that are a little bit more difficult than what a student can do independently.
*Scaffolding – Changing the level of support to meet the ability of the child

Jean Piaget
*Schema – The things a child already knows. Students connect new knowledge to an existing schema
*Constructivism – Students learn by doing, rather than by being told

B. F. Skinner
*Behaviorism – Positive reinforcement (praise, rewards, etc.) strengthens behavior or increases the likelihood that the behavior will be repeated. Negative reinforcement (punishment) pushes a child away from a behavior.

Jerome Bruner
*Spiral Curriculum – Children can tackle challenging topics in age appropriate ways. These topics can be revisited and expanded upon year after year

Benjamin Bloom
*Bloom's Taxonomy – a hierarchy of learning objectives starting with knowledge and growing in complexity to evaluation.

Howard Gardner
*Multiple Intelligences – Humans have several ways of processing information (musical, visual, verbal, logical, etc.)

The Classroom Key

FOR VERY NEW KNOWLEDGE

- TELL THEM WHAT THEY ARE GOING TO LEARN

- TELL THEM IT

- TELL THEM WHAT THEY HAVE LEARNED

METHODS – FOR SUSTAINABLE CHANGE

- TRAIN, PLAN, DO, REVIEW

- IMPLEMENTATION SCIENCE

- ACTION ENQUIRY

- COACH CONSULT METHOD

- IMPROVEMENT SCIENCE

- DISCUSS THE KEY FEATURES

1. MATCHING LEARNING TO LEARNERS
   1. CLEAR DESCRIPTORS ABOUT THE COURSE, WHO IT IS AIMED AT, WHAT IT WILL DO AND WHY…
   2. DELIBERATELY PLANNING ACCORDING TO PRIOR LEARNING AND EXPERIENCE
   3. PLANNING ACCORDING TO JOB ROLE AND COMPETENCE EXPECTED

2. MATCHING CONTENT TO STYLE OR APPROACH
   1. LECTURE, SEMINAR OR WORKSHOP
   2. ACTIVITY BASED, DISCUSSION, ROLE PLAY, SKILL PRACTICE
   3. SHADOWING, SELF-DIRECTED LEARNING, CONFERENCES, PROJECT WORKING
   4. COACHING, MENTORING AND SUPPORTING THE NEW
   5. PEER NETWORKS, ACTION LEARNING SETS

3. JUST IN TIME LEARNING

ONLINE LEARNING

- LEARNING CAN BE COMPARTMENTALISED: KNOWLEDGE, SKILLS AND ATTITUDE

- KNOWLEDGE ✓✓✓ - MORE INTERACTIVE THAN READING

- SKILLS ✓✓ - NEED TO TRY/PRACTICE SKILLS

- ATTITUDE ✖ - NEED TO DISCUSS, PROCESS AND THINK THROUGH

DISCUSSION – SHARING PRACTICE

- DESCRIBE AN ADULT LEARNING EXPERIENCE THAT WAS BRILLIANT…

- WHAT WERE THE KEY FACTORS IN THIS BEING SUCCESSFUL LEARNING?

- DESCRIBE AND ADULT LEARNING EXPERIENCE THAT FELT LIKE A WASTE OF YOUR TIME

- WHAT WERE THE KEY FACTORS IN THIS BEING SO POOR?

PRACTICE – DISCUSS IN PAIRS

- YOU HAVE TO DESIGN AND DELIVER A 5 MINUTE "HOW TO…" VIDEO ON AN AREA OF SPECIALIST KNOWLEDGE

1. LINK TO PRIOR LEARNING

2. THINK ABOUT THE KEY MESSAGES

3. HOW WILL YOU ILLUSTRATE THIS

4. WHEN WILL THEY PRACTICE THE NEW SKILL…

5. RE-VISIT/CYCLE OF YOUR "SCRIPT"

- AT THE END DESCRIBE THE 5 MINUTE VIDEO, USE MIME IF YOU LIKE,

REFLECTION

WHAT METHOD WILL YOU USE?

WHAT METHOD DO YOU WANT TO KNOW MORE OR LEARN MORE ABOUT?

HOW WILL YOU FIND OUT ABOUT DIFFERENT LEARNERS NEEDS?

- STYLE?
- COMPETENCE?
- JOB ROLE?