

Participant Guide

Adult Learning 1

6 Hours

This training meets 6 hours of the required 12 hours of training related to the design and facilitation of training for the Minnesota Early Education system.	6 hours
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Adult Learning 1 Participant Outline

Outline of the Day

Section A: Welcome to the Training

Section B: Participant Reflection Guide

Section C: Adult Learning

Section D: Confident and Effective Trainers

Section E: Trainer Professionalism

Section F: Wrap Up/Closing

Learning Objectives

- Identify personal areas for strength and development within adult learning principles.
- Articulate and implement effective adult learning strategies.
- Communicate 2-3 examples from the *Minnesota Knowledge and Competencies Framework (KCF) for Trainers* needed for effective training.
- Utilize a variety of communication techniques that encourage learning.
- Reflect on the audience and individual trainers need to create a professional learning environment.

External Links

[Minnesota KCF for Trainers](#)

[NAEYC Code of Ethical Conduct: Supplement for Early Childhood Adult Educators](#)

[Achieve Trainer Membership Resources](#)

Adult Learning Module 1 Participant Reflection Guide

Participants will complete this form throughout the course. The reflection guide provides a space to review content and reflect on personal learning goals.

Section A: Welcome

When you think of adult learners, what are you curious about?

How do you learn best? Given that, what do you need to make today's training productive and successful?

Section C: Adult Learning

You have just learned about several adult learning principles. What content was new to you? Do you still have questions about anything?

Section D: Confident and Effective Trainers

Which of the effective adult learning strategies would you like to try in your next training? What will you need to make that strategy successful?

Section E: Trainer Professionalism

Did you have any ah-ha moments when learning about communication techniques that encourage adult learning? Did anything in this section sound challenging or hard?

Section G: Wrap Up

What is your biggest takeaway from this course?

What do you need to learn more about?

Learner Needs and Preferences

Learner Profile 1:

- Prefer traditional or structured classroom settings
- Value face-to-face interaction
- May be less comfortable with technology in training
- Like Face-to-face instruction
- Value interaction with instructors and peers in formal classroom setting
- Respond best to verbal communication
- Prefer lectures, textbooks and workshops as preferred learning formats

Learner Profile 2:

- Want to understand the 'big picture'
- Tend to be skeptical
- Appreciate flexibility in their learning environment
- Prefer informal communication style
- Appreciate casual storytelling
- Value a mix of traditional and modern methods
- More independent and self-reliant learner
- Like practicality and real-world relevance

Learner Profile 3:

- More comfortable with technology-based learning, collaboration, and flexible approaches
- Prefer interactive and self-directed learning experiences and on-line platforms
- Value collaboration and group projects
- Value peer-feedback
- Shorter attention spans so prefer engaging materials
- Group -based learning with collaborative research
- Want immediate feedback

Learner Profile 4:

- Highly tech savvy
- Prefer interactive content and gamification
- Value flexibility and the ability to learn at their own pace
- Prefer educational materials that are interactive and hands-on
- Like to assess information, receive feedback, and apply what they've learned.

Learning Styles: Self-Assessment

Answer yes or no to the following 12 statements:

1. I learn a lot from listening to instructors and other knowledgeable people.
2. I figure things out best by trial and error.
3. Books are easy for me to learn from.
4. Give me a map and I can find my way.
5. I like to have directions explained to me verbally
6. I can often assemble something I just bought without looking at the instructions.
7. I learn a lot from discussions.
8. I'd rather watch an expert first and then try a new skill.
9. The best way for me to learn how something works is to take it apart and put it back together.
10. I can remember most of what is said in classes and meetings without taking notes.
11. The classes that I was best at in school involved physical activity and movement.
12. Diagrams and drawings help me understand new concepts.

Scoring Key:

A "yes" to # 1, 5, 7 and 10 indicates you learn by hearing it first; you are a good listener or strong auditory learner

A "yes" to #'s 3, 4, 8 and 12 indicates that you learn by reading, watching and studying diagrams; you are a strong visual learner.

A "yes" to questions 2, 6, 9 and 11 indicates that you learn by doing things; you are a strong kinesthetic learner.

(It is very possible to have strong scores in more than one learning style.)

Minnesota's Knowledge and Competency Framework for Trainers

Content Area	Trainer Competency
Content Area I: Professionalism and Ethical Practices	<ul style="list-style-type: none"> Models professional conduct Prioritizes cultural competence and equity Understands professional development/training within the context of early childhood and school age care Continually builds trainer knowledge and skills
Content Area II: Adult Learning Principles	<ul style="list-style-type: none"> Fosters adult learning Uses reflection to promote growth
Content Area III: The Learning Environment	<ul style="list-style-type: none"> Prepares for the training event Creates and sustains a welcoming, safe, and respectful environment Uses technology effectively
Content Area IV: Facilitating Learning	<ul style="list-style-type: none"> Guides adult learning and training experiences Adapts delivery in response to participants Uses time effectively Maintains integrity of instructional plan Demonstrates knowledge of content
Content Area V: Assessing and Evaluating Training	<ul style="list-style-type: none"> Evaluates training practices Assesses learning outcomes
Content Area VI: Instructional Design	<ul style="list-style-type: none"> Develops content based on research and what is known about quality practices Uses principles of universal design to include all participants Utilizes a variety of learning/instructional strategies Aligns content and assessment to objectives
Content Area VII: Technology-based Learning	<ul style="list-style-type: none"> Designs course and instructional materials to achieve learning outcomes Facilitates course to create learner interaction and engagement Facilitates learner access to support

Handout 6: Ethical Dilemma Scenarios

Scenario 1

You are facilitating a health and safety training at a child care facility. You are discussing safe sleep when a teacher raises their hand and says, “Yeah, but we have a baby and the only way he goes to sleep is on his stomach. That is how his mother said to put him to sleep so that is what we do.”

Scenario 2

You are in the middle of a curriculum training when a participant raises her hand and says, “How can you expect me to do all of this when I have 6 babies all to myself? I asked for help, and no one ever comes. I don’t have time read books.”

Scenario 3

During a toddler development course there are many questions about biting. This fits within the course objectives so you spend a few minutes exploring the participants’ questions and focus on development. Someone shares a story of their coworker picking up a biter swatting them on the butt and putting them in the corner.

Scenario 4

At the beginning of a training session, you are going over the objectives and what everyone hopes to take away with them. Someone responds, “I am only doing this because it is required for Parent Aware. My coach doesn’t know anything. She just comes in for a few minutes and leaves. Parent Aware is a joke.