Participant Guide

Adult Learning 2
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 Module 2 Participant Outline

Section A: Introduction
Section B: Adults and Learning
Section C: Culture and Inclusion
Section D: Training Strategies
Section E: Facilitation
Section F: Differentiation in Training
Section G: Wrap Up/Closing

Course Objectives

- Apply foundational adult learning theories to identify the essential components involved in designing effective training.
- Communicate how cultural factors affect learning styles, communication, and engagement.
- Choose and apply training strategies to keep learners engaged, considering the variety of learning styles and preferences.
- Summarize 2 - 3 strategies to address the varying needs, abilities, and backgrounds of learners to ensure an inclusive learning environment for everyone.
- Facilitate training that is well-organized and interactive to achieve the desired learning outcomes.

External Links

A. Active Learning Strategies for Any Mode of Instruction

https://z.umn.edu/Activelearningstrategies

B. Minnesota Knowledge and Competency Framework

https://mncpd.org/resources/trainers/

- Scroll to "MN KCF Resources"
- Click "Minnesota's Knowledge and Competency Framework for Trainers"

C. Resources for the Develop Trainer Membership

https://mncpd.org/resources/trainers/

D. Glossary of Terms for Minnesota Early Childhood and School-Age Care Professionals

https://mncpd.org/resources/trainers/

- Scroll to and click "Glossary of Terms for Minnesota Early Childhood and School-Age Care Professionals"

Adult Learning Module 2 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

What are you hoping to learn during this course?

Section B: Adults and Learning?

What is something you want to remember about adult learners?

What have you experienced as an adult learner that worked?

Section C: Culture and Inclusion

What is something from your own culture that influences learning?

Identify one step you can take to get to know participants' culture during training?

Section D: Training Strategies

What training strategies do you feel most comfortable with?

Which training strategies will you need to practice before you begin training?

Section E: Facilitation

What is something you want to remember about creating a physical learning environment?

What do you want to remember about creating a social learning environment?

Section F: Differentiation in Training

What type of formative assessments are most comfortable for you? Which will require more practice?

What is one strategy you will use when responding to participant needs in the moment?

Section G: Wrap Up/Closing

What steps do you need to take to become a trainer?

Creating an Environment of Inclusion

Scenario 1

You provide training for a group of family child care providers. During the training event, you notice some of the participants are leaving the room periodically during the presentation. As the trainer, you are concerned that they are missing out on some key points.

Scenario 2

You're leading training that will last six hours and have ordered sandwiches and soup for lunch. During the training event, you notice that no one is eating.

Scenario 3

You have been asked to provide a training session to a group of early care and education professionals who are Latino. You agree to provide a two-hour training. When you arrive to set up your environment you notice that you have nothing that represents this group of participants.

Scenario 4

You are training a group of early care and education professionals. One of the participants makes a comment about behavior guidance practices. You notice that the group has suddenly gone silent, and participants are avoiding eye contact.

Adult Learning Module 2: Handout 4

This is a multiple-page document provided by the University of Minnesota Digital Education and Innovation department. To save space in the Participant Guide, use the links below to access the document.

The weblink or the QR code will work to access the resource.

https://z.umn.edu/Activelearningstrategies

The Art of a Good Response: Bridging Techniques

Bridging conversation or building a communication bridge can be used to move from a question asked of you to the message that you want to communicate. The following are some useful bridging techniques:

- **Compliment and thank the person who asked the question.** This technique should be used sparingly, but when used, it validates the questioner.For example, "Nancy, I am glad you asked that question, it leads me to a valid point…"

- **Acknowledge the questioner's viewpoint, demonstrating that the trainer is listening**. To use this technique the presenter says something like: "This is what I hear Nancy saying…. Nancy has good reasons for her viewpoint."

- **Ask for clarification.** This is a good way to clear up any uncertainty about the meaning of the question, and to provide the questioner a chance to organize and articulate her or his thinking: 'I'm not sure I understand what you asked, will youask your question in a different way?" Or "I like the sound of what you are saying. Just so everyone is clear, will you provide an example, or describe your idea a bit more?"

- **Ask for an example**.

- **Rephrase in your own words.** This allows the trainer to repeat the question for everyone to hear and make sure the trainer correctly understands what is being asked. It also allows the trainer to recast the question whether it is unclear or emotional in nature. If a participant asks several questions rolled into one, the trainer may want to summarize and offer a central question that addresses the common theme: "Nancy, you've touched on several questions and issues. I thinkthat the following answer might address most of them.

- **Use the feel, felt, and found method**. Occasionally, participants vent feelings through their questioning. If this happens, state something like, "Many people feel that way. I felt the same way when…." Later I realized that even though itfeels like the correct thinking/response, it isn't effective practice.

Unexpected Incidents Activity

Unexpected Incident # 1: PARTICIPANT BEHAVIORS

You are facilitating a full-day training with a group of 30 child care providers. After a smooth beginning, some individual behaviors begin to surface that not only annoy you but seem to be distracting to the group. There is a participant who talks too often and too long and a skeptic who doesn't support the topic. In addition, there are two participants who seem to be having side conversations that are beginning to feel disrespectful.

Unexpected Incident # 2: GROUP DYNAMICS

Early care and education professionals have come together for a regional training opportunity. Some of the professionals are family child care professionals and others work as professionals in child care centers. Many of the participants are first time attendees for training offered through this organization. Though it is their first time here, they are not all new to the field. There are a variety of levels of experience in the group. You jump right into the content of the training and soon notice there aren't many people enthusiastically joining you.

Unexpected Incident # 3: PHYSICAL SPACE

The training is scheduled for 30 people. When you show up at the location, you see that you have been placed in a room meant for 150. The acoustics are bad and the temperature in the room is somewhat cool. The equipment requested (power point projector) is not available. Chairs are set up in a classroom style with rows.

Unexpected Incident #4: PARTICIPATION LEVELS

You are facilitating a full-day training. Lunch has just ended, and you are moving into the afternoon content. The curriculum you are following uses a lecture format to cover the content for this section. As you begin delivering the lecture, you notice people nodding off.

Reflection Questions

1. What might contribute to this situation?

2. As the facilitator, is there anything you could have done to prevent this situation?

3. As the facilitator, what can you do now to make this situation easier?

4. What are general things to keep in mind related to your critical incident in a training environment?

Differentiation Practice

Choose one option from each column and discuss how you might facilitate an activity.

	Training Topic	Participant Group	Training Strategy	Formative Assessment
A	KCF I	Infant Teachers	Think-Pair-Share	Thumbs Up/Thumbs Down
B	KCF II	Toddler Teachers	Information Sort	KWL
C	KCF III	Preschool Teachers	Four Corners	Kahoot/Blooket
D	KCF IV	New Family Child Care Providers	Posters and Gallery Walk	Quiz
E	KCF V	Educators from all over the state	Pro/Con Grid	One thing you learned and one question you have
F	KCF VI	Family Child Care Providers with 15+ years of experience	Word Cloud	Red Card/Green Card
G	KCF VII	A cultural child care center that differs from your own	Jigsaw	Muddiest Point- individuals or groups state what they need more help on
H	KCF VIII	A training event with no prior information	Lecture	Text It/Tweet It – use 140 characters to summarize learning
I	KCF IV	A group who speaks multiple languages	Picture Prompt	Discussion
J	KCF X	Rural educators who traveled from multiple locations	Case Study/Scenario Discussion	Fist to Five