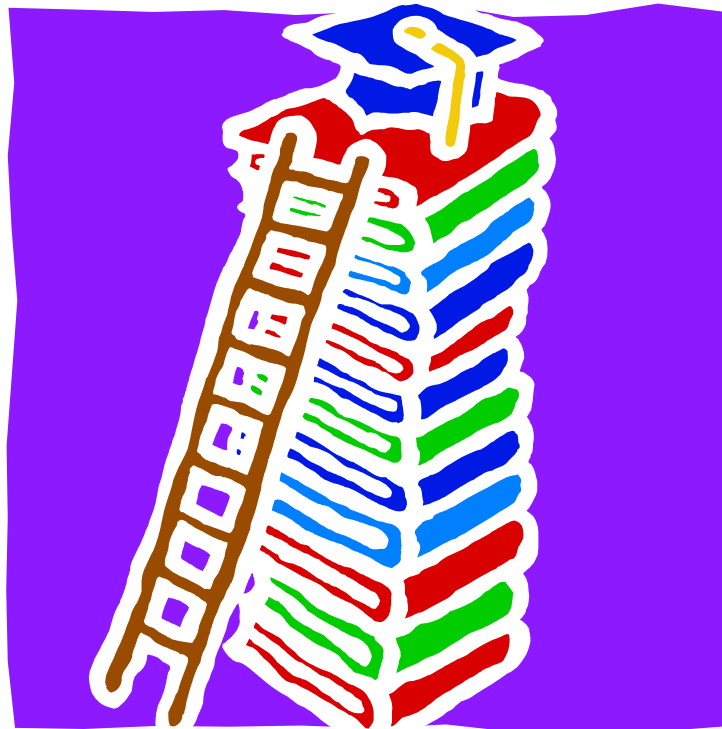# Volunteer Training
A Short Course

Nancy Macduff

Volunteer Training:
A Short Course

Nancy Macduff

Purpose

The purpose of this book is to provide readers with consistent information on adult learning and workshop planning. There are exercises in this book to help you practice planning workshop sessions. It is written in a casual style; imagine the writer is talking to you over a cup of coffee or tea.

Acknowledgements

My thanks go to Floyd Bunt, Jr. and Connie Pirtle for suggestions and editing on this book. It is important to thank, also, many, many students in my "train-the-trainer" courses who contributed to the knowledge in this book.

Dedication

Training Adults: A Short Course is dedicated to Dr. Jim Long, retired. Without his support and encouragement this book would not exist.

Instructions

There are six sections in this book: adult learning, content of the courses, learning objectives, training activities, writing the training plan, and evaluation of training. Each section is interactive. You will be asked to do something and then compare what you have done to the "right" answers. Some sections are easier than others. Keep in mind you can get a doctorate in adult education.

There are instructions throughout the text to help guide you through this self-study book. Some sections contain handouts, tests, or other resources to add to your knowledge. In some cases, the information is in the Resources section and is referred to in the exercises you will be doing. You will find yourself flipping back and forth between exercises and printed information. Try not to let it drive you crazy. I really did try to make it as easy as possible.

Table of Contents

SECTION ONE
Adults as Learners

We are all adults, so understanding how adults learn should be a snap. Here is a quiz to test your knowledge of how adults learn. Before planning training it is important to understand the things that work in your favor for adult learners and what can create barriers or challenges.

Directions: Read the statements below and indicate whether you think they are true or false. There is a place to write notes or comments. The answer key follows, but try doing it on your own first because you will learn more.

Statement	True	False	My Comments
1. There are three basic ways in which adults take in information when they are learning: auditory, visual, and kinesthetic.			
2. Brain research tells us that adding learning peripherals (color signs, displays, handouts, etc.) can increase learning substantially.			
3. Adults learn best when they base the new information on things they know from the past.			
4. Because the "tell it" method was used in high school and college, most adults prefer this teaching technique.			
5. There is no difference in the biological structure of men's and women's brains.			
6. Early Egyptians did not mummify the brain in burying their dead because they didn't think it had a function.			
7. Some adults doubt their ability to learn.			
8. The optimum learning cycle for adults (time devoted to one specific teaching activity — demonstration, lecture, etc.) is 12–15 minutes.			
9. The ability to learn is diminished as one ages.			
10. Physical and psychological factors can impair learning ability and retention.			
11. Adults expect learning to fit into their life or the roles they have in life.			
12. Adults have little control over what they learn. The trainer controls learning for the adult.			
Number of correct answers			

Once you have completed the test, review the answers and comments. The bulk of the information on which this test is based comes from two documents in the Resources Section: *The Brain* and *Generalizations on Adult Education*. Score your answers and read the comments, too. You might find something new about the adult learner.

ADULTS AS LEARNERS
Answer Key

Statement	True	False	My Comments
1. There are three basic ways in which adults take in information when they are learning: auditory, visual and kinesthetic	X		While there are many learning style inventories, the easiest one to remember and understand is the Neurolinguistic Communication Style Inventory (okay, so the name isn't so simple) that tells what type of learner the adult is. Later in this section you will find an inventory to take so you know what type of learner you are. Sometimes your learning style can get in the way when you are planning training.
2. Brain research tells us that adding learning peripherals (color signs, displays, handouts, etc.) can increase learning substantially.	X		Read Item #15, *The Brain*, on Pg. 14. This means we want to organize training with lots of color, handouts, and things to do. There is a 35% jump in retention when sounds and smells are added, and that's pretty darn good!
3. Adults learn best when they base the new information on things they know from the past.	X		Read Item #27, *The Brain*, on Pg. 15, and Item #2, *Generalizations…*, on Pg. 23. Hook new information to what an adult already knows and s/he is half way to absorbing the new information. For example, the volunteer can connect things done with children from their past experience in dealing with children. The trainer needs to point out the connection.

Statement	True	False	My Comments
4. Because the "tell it" method was used in high school and college classes, most adults prefer this teaching technique.		X	Several items in *The Brain* and *Generalizations…* allude to this. See Dale's *Cone of Experience* on Pg. 24. Dale studied the impact of varying audio-visual equipment on learning: books, videos, tapes, field trips, etc. Note the impact on retention of hands-on style teaching. 90% of all three learning types—auditory, visual, kinesthetic—say the same thing, "I want to do it; don't just talk at me."
5. There is no difference in the biological structure of men's and women's brains.		X	I bet you loved this one. See *The Brain* on Pg. 19. There is a whole page on the differences that are anatomical, not a result of socialization. The implications of these differences for training can be challenging when volunteers are men and women.
6. Early Egyptians did not mummify the brain in burying their dead because they didn't think it had a function.	X		In the past 20 years we have learned much about the anatomy of the brain and how memory and retention works, among other things. This factoid says that in human history we are really just at the beginning of knowing about our powerful brain machine! See #1, *The Brain*, on Pg. 12.
7. Some adults doubt their ability to learn.	X		See #6, *Generalizations…*, on Pg. 23. A substantial portion of adults are fearful of not "getting it" in a learning situation, and few of them will tell you that. This fact means that in organizing training, start with things where they can have early successes.

Training Adults: A Short Course

Statement	True	False	My Comments
8. The optimum learning cycle (the time devoted to one specific teaching activity—demonstration, lecture, etc.) is 12–15 minutes.		X	See #14, *The Brain*, on Pg. 14. The time is a little longer, but not by much. What this means is that you shift activities, not necessarily the topic, after 20 minutes or so. Back to our working with children example. A training session for volunteers might start with a brainstorm of what people expect when other adults are working with children. This establishes standards. Then the "rules" are distributed and learners are asked to compare their standards with that of the organization. What are the similarities and differences?
9. The ability to learn is diminished as one ages.		X	*The Brain* article, Pg. 20, has an entire page devoted to the aging brain. Research in congregate facilities with 90+ year olds shows that the ability to learn does not diminish, unless there is disease or previous lack of use. We are born as learning beings and learn one of the most complicated things— language— without textbooks or teachers before we are two or three.

| Statement	True	False	My Comments
10. Physical and psychological factors can impair learning ability and retention.	X		See Items #7 and #9, *Generalizations…*, on Pg. 23. Too cold, too hot, have a cold, lights too dim, can't see the screen, taking drugs and sleepy, was a bad student and hate anything resembling school. All these conditions and many more stand in the way of learning. When training, imagine everyone arriving with luggage—sport bags to steamer trunks. Training doesn't ignore baggage, it tries to incorporate and account for it in the activities and exercises.
11. Adults expect learning to fit into their every day activities or the roles they have in life.	X		See Item #1, *Generalizations…*, on Pg. 23. Training needs to be a direct line between something I need to know to the topic of the training. If I am a volunteer who cares about children's safety, training needs to make a connection between my role as a volunteer and my behavior while in the program.
12. Adults have little control over what they learn. The trainer controls learning for the adult.		X	Adults decide what they will learn and store. New information goes into a three-day "bin." At the end of three days the brain determines whether or not to store it. Information is then distributed in various places throughout the brain. The trainer's best option is to create a hospitable environment where it is hard not to learn. But the adult decides and the trainer has no control over it.

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Now, go to the Resources Section and take the Adult Learning Style Profile on Page 27. After you've scored it, read the brief explanation that follows it, particularly the "Learning Style Behaviors." Then go back to the beginning of the Resources Section, Page 13, to continue your reading.

Resources

Adult Learning
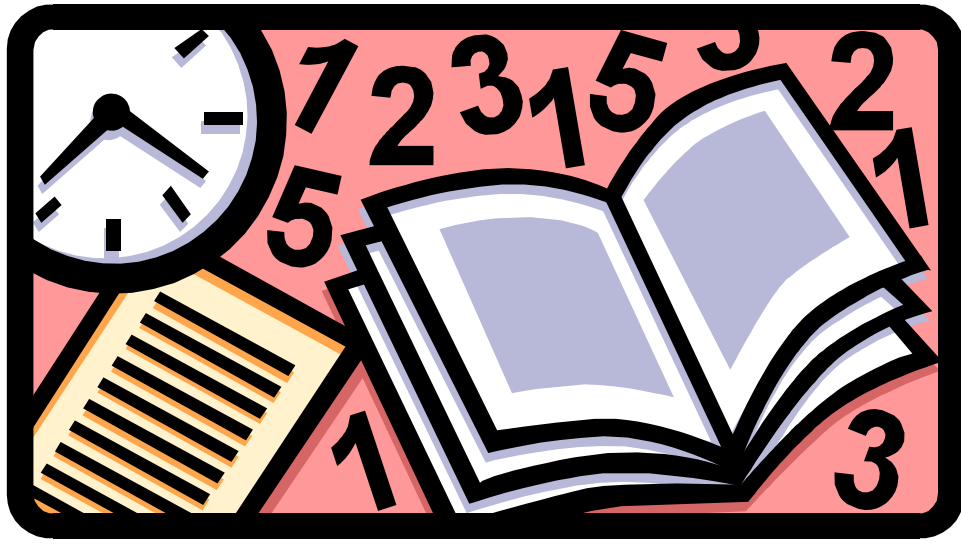
The Brain
Learning and Memory

History

1. Early Egyptians did not understand the function of the brain. They discarded it, instead of placing it with other organs for preservation in special urns, when they prepared their Pharaoh's body for the afterlife.

2. By the Fifth Century, Aristotle and Plato recognized the significance of the brain. They debated whether the heart or the brain was the seat of the mind.

3. By 1268, Roger Bacon had researched the function of the brain.

4. Leonardo da Vinci (in the 1500's), Sir Thomas Browne (in 1648), and Wigans, Horsley, and Jackson (in the 1800's) added to the knowledge about the brain.

5. By the 19th Century, phrenologists believed the brain had areas designated for such things as ambition or wit. They believed that by palpating the skull, the size and shape of those areas could be determined.

6. In the 1950's and 1960's, notions about the brain were based on what could be seen or observed. Theories of Behaviorism by B.F. Skinner and others came out of this era.

7. The Behaviorist view of the brain led to such things as: rote learning, memory drills, direct instruction, and lectures. Student's regurgitation of information became common.

8. By the late 1970's, Dr. Roger Sperry introduced the notions of hemisphericity in the brain. He said that each side of the brain is specialized, having specific and localized functions.

9. Dr. Paul MacLean identified the triune nature of the brain. He proposed that humans have three brains in one—reptilian, mammalian, and neo-cortex. While recent research indicates a more complicated interaction of neural pathways, MacLean's model reveals the importance of environment, challenge, and emotion in learning. The reptilian brain (sensory-motor) controls voluntary and involuntary muscle movement and keeps us in touch with our basic instincts. The mammalian brain (emotional-cognitive) oversees emotions, relationships, and learning. More recent research indicates that emotions are recorded throughout the neural structures of the brain. The mammalian brain is the home of knowledge and comprehension. The neo-cortex (intellectual-creative) is the realm of higher-order thinking, where you find application, analysis, evaluation, and synthesis.

10. The most recent studies of MRI, PET, and CAT scans (along with information from biology, physics, psychology, and neuroscience) picture the brain as a rain forest. The parts of the brain have a symbiotic interconnected network of associative relationships. Some scientists believe there are 10 to the 800th power of these relationships. Not only are there a lot of relationships, but they are also very complex. (One million is 10 to the 6th power.)

How Do We Study the Brain?

A variety of techniques are used to study the human brain. CAT is computerized axial tomography or computerized x-rays. FMRI is functional magnetic resonance imaging and PET is position emission tomography. These scans allow researchers to "see" into the brain while it is working.

What Do We Know?

1. A mature brain comprises billions of neurons that interact and create elaborate networks for the purpose of communication. Communication is sent through neurotransmitters or chemical messengers. Neurons communicate at the synapse.

2. The creation of a neural network and synapses is what constitutes learning.

3. The brain is designed for survival, with learning as its preferred mode of operation. Through discovery, risk-taking, and exploration, the brain seeks to take meaning from the experiences it faces. The degree of engagement, inquiry, and experimentation is the degree to which learning takes place.

4. Adults create their own brains through choosing how to live their lives (Restak in Brainscapes, 1995).

5. Adults constantly make associations between incoming information and past experiences.

6. The brain makes associations and controls what we remember and forget.

7. The adult brain operates simultaneously on many levels. It pursues multi-path, multi-modal experiences. It does not operate in a linear fashion. For example, crossing a street engages five separate brain functions: visual pattern movement, shape, velocity, sound, and feelings. Think of the word "hammer." Your brain simultaneously retrieves its name, its appearance, its function, its heft, the sound of its clang when it hits—all from different regions of the brain. When you cannot connect a face with a name, you have a break down in processing information.

8. Learning, for an adult, is as natural as breathing. You cannot inhibit or facilitate it.

9. Physical factors, such as happiness, stress, drugs, nutrition, exercise, and physical challenges, affect the ability of our brain to function.

10. When the neurons fire a message to the neurotransmitters, connections are made between incoming information and past experience. The greater the number of connections, the more associations for the brain, the more firmly the neurological information is woven into the fabric of the brain.

11. Sensory memory is stored temporarily. At a later point, the brain decides if it warrants long-term storage.

12. Memories are not stored intact. They are separated and distributed to different parts of the brain. For example, there are different storage areas in the brain for nouns and verbs.

13. The ability to maintain learning attentiveness, or focused attention, is affected by fluctuations in brain chemistry. This occurs at 90-minute cycles throughout a 24-hour day. Our brain learns best when learning is interrupted by breaks of two to five minutes so it can diffuse, or process, information.

14. Optimal learning cycles correspond to our age, plus or minus two minutes, up to a maximum of 20-25 minutes. If the learner is 19, s/he can focus for approximately 17 to 21 minutes.

15. The brain learns from focused attention and from surrounding peripherals. Colors, decorations, sounds, and smells are powerful tools enhancing retention. One study shows that learning can be increased 35% by adding peripherals.

16. The area of the brain that learns and comprehends language and speech sounds is highly adaptable throughout childhood, but loses flexibility in adulthood. Conversely, the area of the brain that stores word meanings remains flexible, and expands as we age. It is robust and persistent through the aging process.

17. Stimulating areas in the cortex for a longer period of time can enhance a person's ability to remember the information.

18. Emotion has a strong impact on the ability to learn. Fear causes the brain to shift into survival mode, blocking out the ability to function at a higher cognitive level.

19. Strong emotions create lasting imprints. Where were you when you heard some devastating news, such as the assassination of John F. Kennedy or Martin Luther King Jr.; the Oklahoma City bombing; the first man on the moon; the explosion of Challenger; the death of Princess Diana; or the killings at Virginia Tech?

20. Long-term stress shrinks the hippocampus, which is the part of the brain that processes memory.

21. A better brain is built in a sensory-rich, challenging situation that is also a safe environment for taking risks.

22. No two brains are the same. Maturation rates differ, as do size and weight. Albert Einstein had an average-sized brain. Balzac's brain was 40% larger than Einstein's. The older we are, the more distinctive the brain.

23. Some adults doubt their ability to learn and fear failure in new learning situations.

24. Change and risk are challenging for many adults.

25. The most effective learning environment for an adult is one in which leadership and instructional decision-making are shared, the learning strategies are suited to the learner, and the learner meets his/her own personal goals.

26. It appears as if the brain forms thousands of new neurons each day. These neurons migrate to areas of the brain controlling intelligence and decision-making.

27. There is some speculation that memory is forged by weaving new neurons in with old ones.

28. Neural wounds to the brain do not heal as quickly as wounds to skin and bones.

29. Most memories consist of a group of disparate elements coming together.

30. Different people use different strategies to accomplish the same task. For one person the drive home is accomplished through relying on street signs. Another person might rely on a general sense of direction and spatial cues. A person is often unaware of the strategy s/he uses.

31. The brain is like an incredibly detailed map of a constantly changing topography much like the Balkan States.

32. The memory of newly learned skills improves only after sleeping six hours.

33. The adult brain retains impressive powers of "neuroplasticity", or the capacity to change its structure and function in response to experience.

34. There are three types of memory: procedural, semantic, and episodic.

35. Procedural memory is how to eat, walk, or tie a shoe. It is what we do unconsciously and it is the strongest type of memory.

36. Semantic memory covers facts. What is a lock? What is a TV show? What are water glasses?

37. Episodic memory covers experience. Who was on the TV show? Where did I leave my glasses? This type of memory can be the most elusive.

38. Brains shrink by about one-half of one percent each year, beginning at 30.

39. Episodic memory relies on the part of the brain that shrinks first, the frontal lobes.

40. Brain memory is fluid, unlike computer memory that is exact. (Dr. Barry Gordon)

Children's Brains

1. The brain is not "fully baked" between the ages of three and ten. It is remarkably plastic, retaining the ability to learn throughout life.

2. Changes in the brain are greatest for children under age 13. The younger you are, the more plastic your brain.

3. Maturation of the brain, for children, continues into the twenties. It is not finished at age 12.

4. The brain reaches about 95% of its adult volume by age five. However, sections like the corpus callosum continue growing into the 20's.

5. The frontal lobe (self-control, judgment, emotional regulation. organization, and planning) undergoes the greatest change between puberty and young adulthood, happening earlier for females than for males.

6. The frontal lobe functioning increases through age 11 or 12, and then there is a decline. If the cognitive abilities are stimulated, the decline is small. But if not, there is a withering of the connections. Teens control their environment, and thus, can determine the extent of the decline.

7. The parietal lobes of children between the ages of 12 and 16 are still maturing. The parietal lobe is where information is integrated from different places around the brain. This means the circuits that make sense of dissimilar information are still developing through the age of l6.

8. Some studies show that many teens are unable to read the emotions in another person's face.

9. The seat for language and emotional control does not reach gray-matter maximum until the ages between 16 and 20.

problems and substance abuse can all be critical clues to mental turmoil. Anxiety disorders are the most pervasive psychiatric problems in teens: 13 percent of children between 9 and 17 suffer conditions ranging from chronic worrying to severe social phobia. The big concern is suicide, which is highly associated with depression. Every year, one in 13 high-school students at-

tempts suicide—girls try to kill themselves more often than boys, but boys succeed far more frequently. "An amazing number of kids are either thinking about suicide, making suicide attempts or even dying," says Dr. David Shaffer, a child psychiatrist at Columbia University. Shaffer is hopeful that a decline in teen suicides over the last few years will continue downward, but the rate

is still staggering—three times higher among males in the 1990s than it was in the early 1960s.

In the end, teens should and will make their own choices. But they're more likely to make the best ones if the adults in their lives do the right thing—communicate, pay attention and set a good example themselves.

with JOAN RAYMOND *and* LISA BERTAGNOLI

Mind Expansion: Inside the Teenage Brain

AND ALL THIS TIME they thought it was raging hormones. Or existential angst. Or resentment of authority. But the more fundamental explanation for much of what goes on in the heads of teenagers lies ... in their heads. No sooner have teens made their peace (sort of) with the changes that puberty has inflicted on their body than their brain changes on them, too, reprising a dance of the neurons very much like the one that restructured the brain during infancy. "Brain maturation continues into the teen years and even the 20s," says Jay Giedd of the National Institute of Mental Health. As a result, although today's teens mature physically at younger ages than their parents, and although they take on many of the behavioral trappings of adulthood, "that does not mean that they understand the full implications of their behavior," says psychologist Deborah Yurgelun-Todd of McLean Hospital outside Boston. "The regions of their brain responsible for judgment, insight and planning are still immature."

Both the pattern of brain use and the structure of brain regions change through the teen years. The good news is that,

around puberty, the brain blossoms with new brain cells and neural connections, something that was thought to happen only i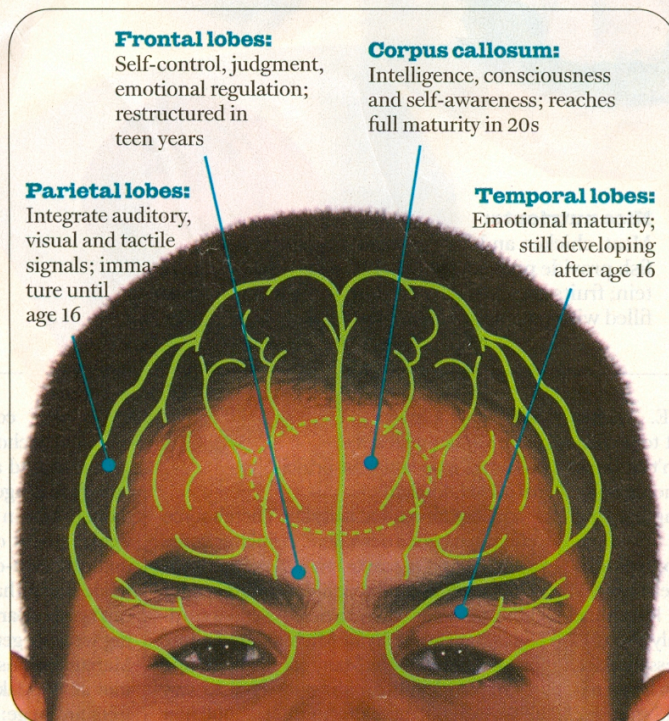n the first 18 months of life. Then, between puberty and young adulthood the frontal lobes—responsible for such "executive" functions as self-control, judgment, emotional regulation, organization and planning—undergo wholesale renovation. They shrink. The reason seems to be that extraneous neuronal branchings get pruned back. Pruning also occurs in infancy, creating effi-

cient, well-organized circuitry. The teen years are, then, a second chance to consolidate circuits that are used and prune back those that are not—to hard-wire an ability to hit a curve ball, juggle numbers mentally or turn musical notation into finger movements almost unconsciously. "Teens have the power to determine their own brain development, to determine which connections survive and which don't, [by] whether they do art, or music, or sports, or videogames," says Giedd.

The immaturity of the frontal lobes during the teen years may explain why the brain regions that teens use for several tasks differ from the regions adults use. McLean's Yurgelun-Todd and colleagues showed pictures of people wearing fearful expressions to teenagers between 11 and 17. Compared to adults, she finds, the teens' rational, thoughtful frontal lobes light up less and their amygdala, which registers emotions such as fear, light up more. Yet the teens often misread facial expressions, seeing sadness or anger or confusion where there was fear. The results, says Yurgelun-Todd, suggest that "in teens, the judgment, insight and reasoning power of the frontal cortex is not being brought to bear on the task as it is in adults. Teens just process information differently from adults."

Developing the ability to plan, to organize, to manage emotions, to understand others, to exhibit judgment and even to master logic and algebra requires more than slipping software into existing hardware. That's what learning is. Instead, it requires changing the very hardware of the brain. The brain you have when you enter your teen years is not the one you have when you grow out of them. Thank goodness.

SHARON BEGLEY

Frontal lobes:
Self-control, judgment, emotional regulation; restructured in teen years

Corpus callosum:
Intelligence, consciousness and self-awareness; reaches full maturity in 20s

Parietal lobes:
Integrate auditory, visual and tactile signals; immature until age 16

Temporal lobes:
Emotional maturity; still developing after age 16

PHOTODISC

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20

The Differences Between the Brains of Males and Females

1. There is a substantial difference between the structures of the brains of males and females. Men have more gray matter, made up of neurons; women have more white matter, which is responsible for the communication between different areas of the brain.

2. All brains start out female. Exposure to male hormones in the womb leads to differential development in boys and men.

3. Girls have more active frontal lobes and more active connections between the brain hemispheres.

4. Men are more visual learners.

5. The corpus callosum, a bundle of nerves that links the right and left hemispheres of the brain, is like a highway. In a woman it is thicker and larger, explaining why women recover more readily from strokes than men.

6. The anterior commissure and massa intermedia (areas in the brain) are larger in women. This is the suspected link to "women's intuition," which is a type of whole-brain processing.

7. Male brains are 15% larger than female brains.

8. "The female brain is like a Swiss Army Knife, whereas males get stuck with one big blade." (Dr. Lucia Jacobs, Ph.D.)

9. Neither the male nor the female brain is inherently superior.

10. Males excel at solving spatial problems. Females excel at solving verbal problems.

The Aging Brain

1. The decline of the brain in the aging process is caused by three things: disuse, disease, and the aging process—"Use it or lose it!"

2. Neural networks have the potential to grow more sophisticated as we age, making the brain more responsive.

3. What adults do with their brains as they age results in a wide range of differences between individuals. People with cognitive ability in later life have complex, stimulating life styles. If the brain is not constantly stimulated, it shrinks and dies.

4. Low estrogen levels mean that there are fewer chemical messengers produced that order new memories to be imprinted. This negatively impacts the brain's ability to remember.

5. For aging adults, there are declines in the amount of visual information that can be handled; a loss in the ability to do two things at the same time, and losses in short-term memory are not uncommon.

6. Long-term memory is not affected by aging.

7. Within limits, the human brain has the capacity to remodel itself at any age.

8. While there is some physical deterioration and loss of memory for adults, the biggest block to continued learning is the patterning that already occupies brain space. This is what makes learning a second language in old age so difficult.

9. The loss of brain cells is not the hallmark of aging. It is more complicated! There is a constant gain and loss of shifting synaptic patterns. Mentally active adults, have more connections between their brain nerve cells. These connections are more far flung. (Think of the accomplishments of people in the far reaches of their lives—Georgia O'Keeffe, Pablo Picasso, Arturo Toscanini, Ronald Regan, Albert Einstein, Averell Harriman, Jimmy Carter, Golda Meir, and Grandma Moses.)

10. Older adults are better judges of whether people are honest and intelligent.

11. Older brains are more efficient. The reason is that older people use the left and right hemispheres simultaneously. Typical of younger people is to rely on the left hemisphere for some things and the right for others.

12. Neuroticism is less prevalent in people ages 50-79. Brain scans revealed a more controlled response to fear.
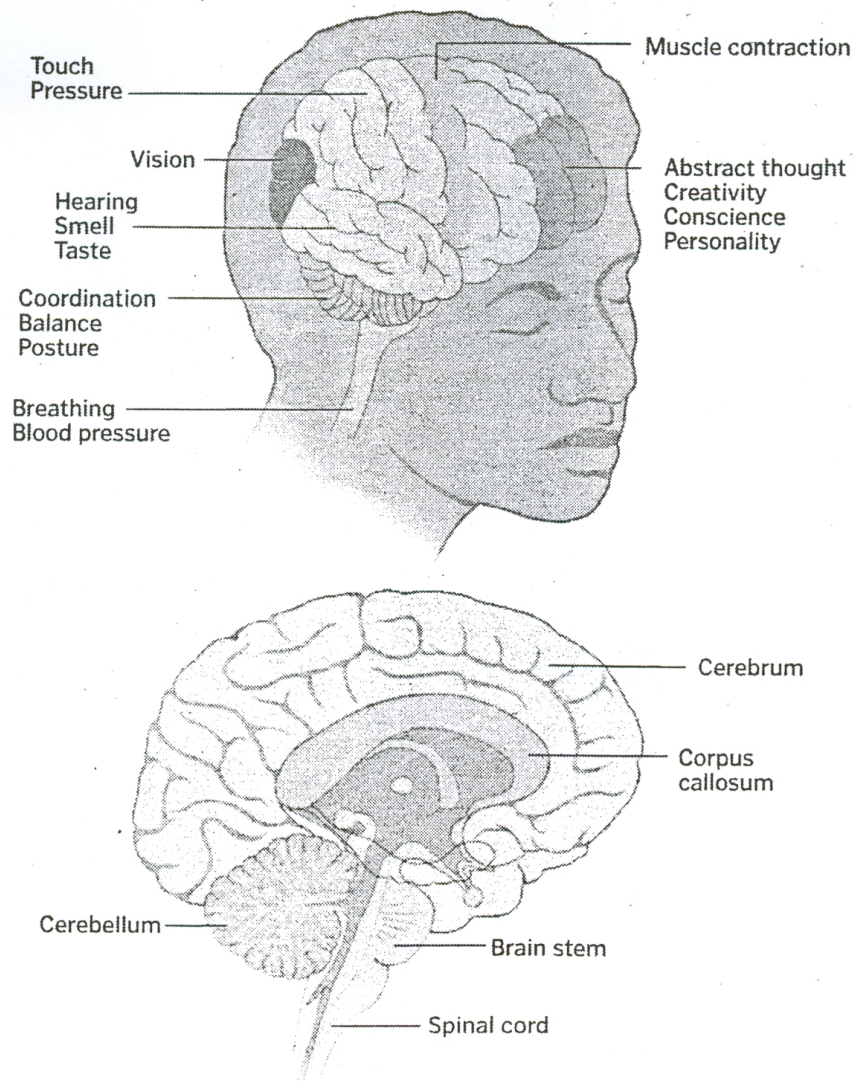
Anatomy of the Brain

The brain has three main parts:

- The BRAIN STEM, which connects the central brain to the spinal cord and controls breathing and heartbeat.
- The CEREBELLUM, a twin-lobed oval structure behind the brain stem, which coordinates movement and balance.
- The CEREBRUM, the largest part, which consists of left and right hemispheres joined by a bundle of nerve fibers called the corpus callosum. The outer layer of the cerebral hemispheres—the cortex, or "gray matter"—is responsible for all conscious experience, including thought and feeling.

Different parts of the cerebrum are involved in different functions. The left hemisphere, for example, specializes in speech, language and numerical calculation; the right, in the five senses and recognition of patterns.

Touch
Pressure

Vision

Hearing
Smell
Taste

Coordination
Balance
Posture

Breathing
Blood pressure

Muscle contraction

Abstract thought
Creativity
Conscience
Personality

Cerebrum

Corpus
callosum

Cerebellum

Brain stem

Spinal cord

SOURCES: American Medical Association and the Society for Neuroscience

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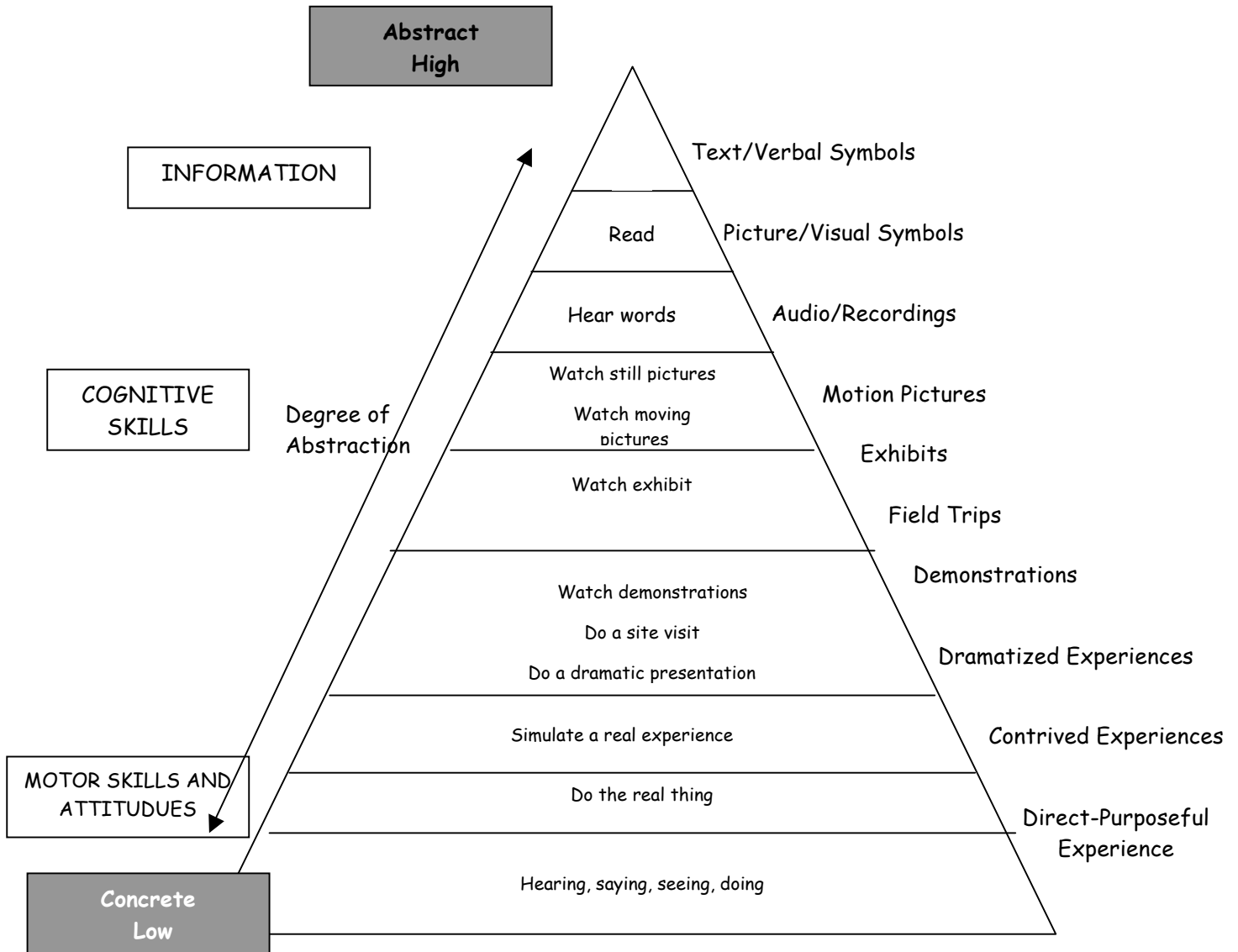
Generalizations on Adult Education

DEFINITION: Adult education is the process through which adults have and use opportunities to learn systematically under the guidance of an organization, teacher, supervisor, trainer, or leader. It is a cycle of planning, conducting, and evaluating learning activities. It requires guidance by the teacher or trainer. It is concerned with purposeful, guided learning. Usually, it is not graded.

1. Adult learning is problem centered: An adult expects the learning to fit into his/her daily life.

2. Adults make connections between incoming information and past experiences.

3. Adults have likes and dislikes, with dislikes getting stronger with age.

4. Adults are extremely sensitive to failure in the learning situation.

5. The shared leadership environment is the most effective adult learning environment.

6. Many adults doubt their ability to learn.

7. Physical factors can impair learning.

8. Adults expect the information they get to be correct and workable.

9. Adults in the learning environment will vary widely in age, experience, motivation, and goals.

10. The learning strategy (methods and techniques) should be suited to the learner, not the learner to the strategy.

11. Learning for an adult is a slow, evolutionary undertaking that requires time to ripen.

12. In any learning environment, adults need to be respected for choosing to be present.

13. Adults control their own learning. The teacher/trainer is a facilitator of learning, not a "teller" of facts.

14. Learning for an adult is as natural as breathing.

15. Adults are goal-directed.

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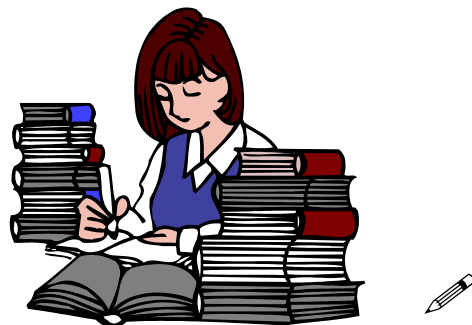
Dale's Cone of Experience

Dale's Cone is a graphic demonstration of how much people remember with each different approach to teaching.

Abstract
High

INFORMATION

Text/Verbal Symbols

Read — Picture/Visual Symbols

Hear words — Audio/Recordings

COGNITIVE SKILLS

Degree of Abstraction

Watch still pictures — Motion Pictures

Watch moving pictures — Exhibits

Watch exhibit — Field Trips

Demonstrations

Watch demonstrations

Do a site visit — Dramatized Experiences

Do a dramatic presentation

Simulate a real experience — Contrived Experiences

MOTOR SKILLS AND ATTITUDUES

Do the real thing — Direct-Purposeful Experience

Concrete Low

Hearing, saying, seeing, doing

ADULT LEARNING STYLE PROFILE

(for use with adolescents and adults)
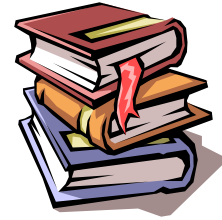
Directions: Read each statement. Place a 1, 3, or 5 in the box at the end of the statement.

"1" indicates least like you

"3" indicates somewhat like you

"5" indicates a lot like you

Work quickly; do not sit and ponder. There are no right or wrong answers!

	A	V	K
1. I'm better at remembering things I hear rather than things I read.			
2. I like to read and usually read a lot.			
3. I notice that I often bear down extremely hard with pen or pencil when writing.			
4. I often find diagrams, graphs, and charts difficult to understand.			
5. I do better at following directions if I read them, not just hear them.			
6. I enjoy crafts/sewing or woodworking or working on machines.			
7. I like group projects that allow for lots of discussion and an exchange of ideas.			
8. Graphs, charts, and diagrams help me understand the topic/presentation.			
9. I often handle objects (coins, keys, pencils) while studying, reading, listening, or talking.			
10. I understand academic subjects better when listening to lectures or tapes.			
11. I remember best by writing, taking notes in classes/meetings, making lists of things to do.			
12. I like to have snacks or drinks available, chew gum or smoke while studying or working.			
13. I'm good at spelling difficult words if I "sound them out."			
14. I'm good at using maps to find places.			
15. I like classroom or work projects where I can create/make things or build models.			
16. I enjoy attending and listening to a good lecture/speech, play or drama.			
17. I enjoy spending time reading or looking through magazines, books, newspapers.			
18. I exercise regularly like - aerobics, jog, walk, and participate in sports activities.			
19. I listen to news on the radio or TV and enjoy listening to music on the radio.			
20. It helps me spell difficult words if I write them down or see them in print.			
21. I feel comfortable with physical contact: touching, hugging, and handshaking.			
22. I'm good at remembering and following oral directions.			
23. I'm good at working and solving jigsaw puzzles and mazes.			
24. I enjoy sightseeing and visiting new places.			
25. I enjoy music like - singing, listening, going to musicals or concerts.			
26. I'm good at researching topics, reading articles or stories and/or writing reports.			
27. I doodle during meetings/lectures, or while listening on the phone.			
28. I read aloud/whisper to myself when trying to understand new or difficult material.			
29. I'm good at doing layout and design work - formatting, drawing, sketching, and coloring.			
30. I like working with computers or other electronic technology for learning/working.			
TOTAL EACH COLUMN	A	V	K

The total in column 1 is your AUDITORY score (A).

The total in column 2 is your VISUAL score (V).

The total in column 3 is your KINESTHETIC score (K).

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EXAMPLES OF LEARNING STYLE PROFILES

If your score looks something like this: A=24, V=33, K=19, it would indicate that you are a **visual learner**, with an auditory learning backup, and some tactile learning preferences. This means that you learn best by **seeing** something. If your vision is obscured in some fashion, you can still learn through the listening and tactile modes, but your major and best mode of learning is being denied you. When you are in a lecture situation, you usually want to make notes on the material being presented, or read the material in a handout or book.

If your score looks something like this: A=30, V=27, K=20, you are probably an **auditory learner** with a visual backup and some tactile learning. This means that you learn best by **hearing** and/or **saying** what it is you want to learn. You can learn by seeing the information, but your retention is best when, upon seeing it, you can say it to yourself; or you can hear the material being read out loud. You may learn very well using tapes. Your retention and depth of learning is enhanced by visual and tactile input, but your major (or dominant) learning mode/style is auditory.

If your score looks something like this: A=27, V-31, K=34, you are probably a **kinesthetic learner**, with auditory and visual backup learning modes. You learn best by **doing** something. You may write material you see, such as notes on a flip chart. You take notes during lectures and rarely have to look at them afterwards. In order to recall information it helps you to move, or to have something in your hand. In school you were often told to sit still, and your family probably called you a "wiggle-worm."

IMPLICATIONS FOR INSTRUCTION AND LEARNING

Visual Learner: Learns best by seeing, observing and reading; prefers reading to lectures. This person is usually a whole word reader, not phonetic; usually a good speller because s/he "sees" the word; often prefers to work alone; likes to do research and write.

Auditor Learner: Learns best by listening/hearing, and often needs to ask questions and discuss the lesson/project; not thrilled with long reading assignments or homework assignments. This person is a phonetic reader and speller, likes socializing, cooperative learning, and group projects.

Kinesthetic Learner: Learns best by doing something tactilely or physically when learning new information—handling objects, tapping with pencil or fingers. Often "mouths" words while reading. Must be able to get up and move about, likes group projects, good at sports and mechanics. Usually the K modality teams up with either the Visual or Auditory modality to become more effective

Learning Styles Behaviors

Intake Style % Of Population	Physical Evidence	Favorite Words	Some Behaviors
Visual 65-75%	Eyes go up when asked a question.	• See • Look • Focus • Watch • Foggy • Horizon • Picture • Reveal • Notice • Appears	• Organized • Neat, orderly • Observant • Quieter • More deliberate • Good speller • Memorizes by seeing • Less distracted by noise • Difficulty remembering verbal instructions • Mind wanders with too much verbal • Rather read than be read to • Stillness
Auditory 22-25% 78% of teachers prefer this learning style intake method.	Eyes go sideways and down to opposite side of handedness when asked a question.	• Listen • Talk • Said • Speak • Hear • Rhyme • Sounds like	• Talks to self • Easily distracted • Moves lips/says words when reading • Can repeat back • Math and writing more difficult • Rhythmic speech pattern • Likes music • Can mimic tone, timbre, pitch • Learns by listening • Memorizes by steps, procedure, sequence
Kinesthetic 0-13%	Eyes go down to the same side as handedness when asked a question.	• Feel • Get in touch with • Hold • Grab • Handle • Action words	• Responds to physical reward • Touches people and stands close to them • Physically oriented • Moves a lot • Early large muscle development • Learns by doing • Memorizes by walking through it • Points when reading • Gestures a lot • Physical response to stories

SECTION TWO
What Is The Content For The Courses?

All training begins with content. What you are teaching needs to be written down. For example, if the content of the course is to teach adults the appropriate behaviors for working with young children, there should be a checklist of the things to remember. This is the content. It is from this content that learning objectives are written to guide the training plan.

As you organize content, consider the purpose of the training and what you hope to have the learners walk away knowing or being able to do. Content does not change, but the purpose might change depending on the audience. The structure of the training and the delivery might be different. Consistency is in the content.

Let's assume that you organize volunteers to teach community workshops on reducing pollution in the waterways of the community. Part of your content might be contained on the handout below. It is not the entire content for a workshop on reducing pollution, but it would be content for which one learning objective would be written. More about learning objectives in the next chapter.

Protecting Our Waterways

DON'T dump hazardous household products. Keep paints, used oil, cleaning solvents, polishes, pool chemicals, insecticides, and other hazardous household chemicals out of drains, sinks, and toilets.

Use non-toxic household products.

Recycle and dispose of all trash properly. Never flush non-degradable products, such as disposable diapers, down the toilet.

Conserve water.

DON'T over-water lawns and gardens. Over-watering your lawn can increase the leaching of fertilizers into groundwater.

Plant native plants in your gardens.

Use natural fertilizers. Apply natural fertilizers, such as compost, manure, bone meal or peat, whenever possible.

Landscape with vegetation, gravel, or other porous materials instead of cement. It can prevent run off of water.

Recycle used motor oil. If you change your own motor oil, never pour waste oil into gutters or down storm drains, and resist the temptation to dump waste onto the ground. A single quart of motor oil that seeps into groundwater can pollute 250,000 gallons of drinking water.

How does one get "content" of learning into a handout, especially if the topic is not a concrete one, say effective communication skills? There are two ways to tackle the development of content. The first is the recipe method. A recipe is a list of ingredients and the step-by-step procedures for preparing food using the listed ingredients. Suppose a volunteer is working on trail clean up. The content for a section of training on "underbrush clean up" might first list the tools needed, and then an itemized outline to do the job. The content can be developed by watching someone do the task and write down what is done, adjusting for any procedure missed. Teaching flows from content. And that content is only useful to the learner if it can be spelled out. "Telling" learners, as you learned from the last section of this book, is one of the least effective means to convey content. So getting it in writing is essential.

The second method to develop content is giving directions. This method is most useful for the less concrete information a volunteer needs to learn. Suppose a volunteer is working with Hospice patients or people at a homeless shelter. Having effective communication skills are essential. How can that go on a handout?

One of the best exercises to teach people the skill of giving clear directions is the peanut-butter sandwich exercise. Learners are asked to write directions to make a peanut butter and jelly sandwich. Learners are then asked to swap papers and given the necessary tools to assemble a sandwich. The learner cannot do anything from their own experience or "fill-in-the-blanks", but must assemble the sandwich from the directions he/she has been given. As you might imagine the mess that ensues is not pretty. Some directions forget to tell the learner to take the lid off the jar of peanut butter, or how much peanut butter and/or jelly to use. The "fledgling trainers who wrote the directions fail to note that you need two slices of bread and it needs to be taken out of the package. It is a silly exercise, but with a powerful message

The principle is to not assume anything. Just because a volunteer is 68 does not mean they can communicate effectively. So developing a clear list of how to do it. . .like giving directions makes it easy to design learning objectives and training.

For example, on a list of effective communication skills would be "active listening." An entire hour-long session could be devoted to that single item. Assertive communication is sometimes necessary, that could be a three-step process that is practiced during training. The content is a list of all the elements that make up effective communication skills.

Now, imagine you are training volunteers, who work in a domestic violence shelter, on issues of confidentiality. What might the broad content areas be? Write your ideas below.

_____

_____

_____

_____

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_____

_____

Here's an example of content related to confidentiality. Your handout or slide could be titled "Tips on Maintaining Confidentiality".

1. Definition of confidentiality: not available to the public, anything done or revealed will be kept private.

2. Information about clients, members, or patrons should never be left unattended on copy machines, in fax machines, or in other areas that are not secure.

3. Identifying information should never be included in emails, email forwards, or attachments to emails.

4. Documents containing client, member, and/or patron information should never be thrown in the trash. If you don't need it, shred it!

5. If you are using a computer and have to leave the area, be sure to log off or put any documents with recipient information away.

6. Do not share information of a confidential nature with family, friends, or anyone.

7. Include the organization's policy on confidentiality here.

Training Content for Volunteers

Volunteers drop in for one day and offer to help with anything you need them to do. A local employer offers to bring a team of his employee volunteers to tackle a big project at your facility doing outside landscaping. A woman is recently retired and wants to donate four or five hours one day per week for the foreseeable future.   An person who is an environmental studies major at a local college is seeking a volunteer internship placement with your organization for the spring semester. A group of local businessmen work together to sponsor a tennis tournament each year that benefits the organization.

All of the above descriptions of volunteering are alive and well in most organizations that engage volunteers. It is also likely that the planned training course for volunteers is decades old in its design, if not content, and only applicable to one of the volunteers

described above, the person who is serving once a week for several hours, every week during the year.

The content used to train volunteers is frequently static—no movement. Everyone gets the same training, which is frequently hours in a classroom setting, and PowerPoint machinery figures prominently.

The changes in the way people are asking to volunteer are driving new strategies in recruiting, supervision and management of the unpaid work force. This is also true in the training of volunteers. The notion that "one-size-fits-all" is as dead in recruiting as it is in all other aspects of working with volunteers, including training.

In selecting the content for what volunteers need to learn the manager of volunteers must consider such things as:

- Duties of the volunteer
- Term of service (hours, location, equipment, etc.)
- Availability of technology
- Organizational policies

As an example, the local employee team of volunteers mentioned earlier does not need to know the history of the organization, but must adhere to organizational safety policies around the use of tools. Hence, a mechanism to develop content about safety issues for these episodic volunteers is essential. The manager of volunteers could create a brief and colorful content handout for short-term volunteers that addresses safety issues related to tools the volunteers will use during their brief stay with the organization. It might include pictures of the tools, tips on usage, and safety consideration. This is the content for the training. The manner of distribution of this content is part of the overall training plan for episodic volunteers doing this type of short-term service. But, the planning process begins with deciding what content is essential for which type of volunteer position.

To prepare volunteers for service there are some topics that should be used when determining content for all volunteers. The chart below lists the content categories and suggests what might be in the "content" for the training session for two types of volunteers—the long-term continuous service volunteer and those serving episodically.

Content Topics	Long-term Continuous Service Volunteer (content for this type of volunteer)	Episodic or Serendipity Volunteer (content for this type of volunteer)
Key People	• Staff list-names and titles; photos as handout • In-person introductions during training	• Web site list of staff with photos
Facility/location	• Maps with detailed descriptions • Tour guide • History of building and uses	• Brief description of area where volunteers will work. Should be available electronically
Amenities (bathrooms, lunchroom, vending machines, etc.)	• Maps with detailed descriptions • Tour guides	• Bathroom guide • One page map with all pertinent amenities to area where people will work
Paper Work	• Handbook that spells out all policies and procedures • Sample forms	• Simple information sheet • Brief one page policy overview
Job Training	• Specific step by step written information on job duties. • Review of other tasks carried out by volunteers	• One page overview of job tasks. Laminate for repeated use
Supervision	• Steps in the monitoring process for volunteer work • FAQ (frequently asked questions) sheet on topics pertinent to volunteer who does on-going work	• Verbal description of the oversight process of work of short-term volunteer (there should be an outline so nothing is missed)
Evaluation	• Steps in evaluation of volunteer work • Sample forms	• Verbal description of expectations and who will evaluate work (there should be an outline so nothing is missed)
Recognition	• List of awards for which the volunteer is eligible • Things the organization does to acknowledge the work of volunteers to other volunteers, paid staff, family, or employer	• Verbal appreciation for work of volunteer and how it is given (there should be an outline so nothing is missed)

The lists in the table are not all inclusive of the content material needed for a volunteer orientation, but are an example of how to set about determining the content for a workshop, depending on the type of volunteering being done.

Now it is your turn

Assume you are planning training for volunteers at a food pantry for the low-income. There are a small number of volunteers who oversee and supervise the work of volunteer groups (employee, church, synagogue, mosque, youth, etc.) who come in to sort food into family size packages. The volunteer supervisor has to train each new group to break down large packages of food into smaller bundles for home distribution. Example: 100-pound sack of flour into five pound bags. Use the chart to determine the content for a training session you would hold for the volunteer supervisor (a long-term volunteer) and the content of training for the group of volunteers. The volunteer supervisor delivers the training for the members of the volunteer group who are doing a four hour shift to repackage the food.

Developing Content for a Training Workshop for Volunteers

Directions: In the boxes provided write down the overall content that should be included in training for the volunteer supervisor, a continuous volunteer, and for the youth group, episodic volunteer, that is volunteering. When you have completed the chart, go to the answer key to see a sample answer form.

Food Pantry Content Category	Volunteer Supervisor (content for this type of volunteer)	Church Youth Group (content for this type of volunteer)
Key People		
Facility/location		
Amenities (bathrooms, lunchroom, vending machines, etc.)		
Paper Work		
Job Training		
Supervision		
Evaluation		
Recognition		

Developing Content for a Training Workshop for Volunteers

Food Pantry Content Category	Volunteer Supervisor (content for this type of volunteer)	Church Youth Group (content for this type of volunteer)
Key People	• Staff list-names, titles, phone numbers • photos as a handout • In-person introductions during training-especially those likely to be on duty at the same time as volunteers	• Web site list of staff with photos
Facility/location	• Maps with detailed descriptions • Tour guide • History of building and uses	• Brief description of area where volunteers will work Should be electronically available in advance
Amenities (bathrooms, lunchroom, vending machines, etc.)	• Maps with detailed descriptions • Tour guides • Where can volunteers put personal belongings that are safe	• Bathroom guide • One page map with all pertinent amenities to area where people will work • Short tour to bathrooms, coat room, snack area • Where not to go list
Paper Work	• Handbook spelling out all policies and procedures • Sample forms-that short term volunteers must complete	• Simple information sheet • Brief one page policy overview

Job Training	• Need training:
	  • Food separation
	  • Supervision of volunteers
	  • Conflict resolution
	  • Emergency procedures
		• One page overview of job tasks. Laminate for repeated use

Supervision	• How will volunteer supervisor be supervised • How will group volunteers be supervised	• Verbal description of the oversight process of the work of the short-term volunteer
Evaluation	• Steps in evaluation of volunteer supervisor work • Sample forms	• Verbal description of expectations and who will evaluate work
Recognition	• List of awards for which the volunteer is eligible • Things the organization does to acknowledge the work of volunteers to other volunteers, paid staff, family, or employer	• Verbal appreciation for work of volunteer and how it is given

SECTION THREE
Learning Objectives as Road Maps

Writing Learning Objectives

Learning objectives are the maps to guide the trainer as s/he plans a training course. They are written to describe what a learner does in the training session, not out on the job. The assumption being that if I learn something in training and can demonstrate that knowledge, then it is likely I can do it in my position.

The learning objective derives from the content to be taught, be it skill, knowledge, or behavior.

What are learning objectives?

• Written statements about what the learner can do during the training session and guides for the trainer in selecting appropriate teaching techniques and devices to make sure the trainee achieve the objectives.
• Written statements that tell the learner what s/he must be able to do to successfully complete the training course.
• Written statements that the trainer can use as tools to measure the effectiveness of the training.
• They are NOT about what the person does on the job, but about what s/he does during the training course.

What are the Elements of a Learning Objective Statement? The learning objective statement has three parts — a behavior, a condition, and a criteria.

BEHAVIOR
• Describes the behavior of the learner when s/he successfully masters the topic.
• Is always an action verb such as: apply, compose, list, demonstrate, guide, identify, transfer, write, use, etc.
• The word must describe a measurable and observable activity.
• Words such as "know, understand, appreciate" are never used in learning objectives. They cannot be measured.

Some examples include:
    o The learner will **list** three things a volunteer should never do with a child in the program.
    o The learner will **identify** three things a volunteer should do with a child in the program.
    o The learner will **demonstrate** knowledge of ABC program elements.

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CONDITION
- Describes what the learner uses to engage in the correct behavior.
- Describes what the learner has available to accomplish the learning - map, manual, from memory, calculator, personal experience, blue print, computer program, etc.

Some examples include:
- o The learner will list three things a volunteer should never do with a child in the program, using **ABC Volunteer Policy manual** guidelines.
- o The learner will identify three things a volunteer should do with a child in the program, using **ABC Volunteer Policy manual** guidelines.
- o The learner will demonstrate knowledge of ABC program elements by correctly matching descriptions of activities to elements of the program, using **ABC Program Handbook** handout, in 2 out of 3 tries.

CRITERIA
- Describes the learner's behavior in measurable terms.
- Always uses numbers.
- Designates the lowest level of acceptable performance on a task.
- Uses statements such as: with 90% accuracy, in 20 minutes, in 8 out of 10 tries, within five minutes, with less than two errors, etc.

Some examples include:
- o The learner will list **three** things a volunteer should never do with a child in the program, using ABC Volunteer Policy manual guidelines, **in 25 minutes.**
- o The learner will identify **three** things a volunteer should do with a child in the program, using ABC Volunteer Policy manual guidelines, **in 25 minutes.**
- o The learner will demonstrate knowledge of ABC program elements, by correctly matching descriptions of activities to elements of the program, using ABC Program Handbook handout, in **2 out of 3 tries**.

Practice

<u>Directions</u>: Under each learning objective below write the **behavior**, **condition**, and **criteria** statement(s) for it.

Learning Objective 1: The learner will be able to complete the "Volunteer Hours Record" in one hour, using the ABC Volunteer Manual.

Behavior_____

_____

Condition_____

_____

Criteria_____

_____

Learning Objective 2: The learner will be able to identify 3-5 inappropriate activities volunteers have done with children according to the ABC Volunteer Manual.

Behavior_____

_____

Condition_____

_____

Criteria_____

_____

Learning Objective 3: The learner will be able to locate requirements for the program in 25 minutes, using the ABC Volunteer Manual.

Behavior_____

_____

Condition_____

_____

Criteria_____

_____

Answer Key

Statement for Learning Objective 1: **The learner will be able to complete the "Volunteer Hours Record" in one hour, using the ABC Volunteer Manual.**

Behavior   **Complete**

Condition   **Volunteer Manual**

Criteria   **One hour**

Statement for Learning Objective 2: **The learner will be able to identify 3-5 inappropriate activities volunteers have done with children according to the ABC Volunteer Manual.**

Behavior   **Identify**

Condition   **Volunteer Manual**

Criteria   **3-5**

Statement for Learning Objective 3: **The learner will be able to locate program activity requirements for the program in 25 minutes, using the ABC Volunteer Manual.**

Behavior   **Locate**

Condition   **Volunteer Manual**

Criteria   **25 minutes**

LEARNING OBJECTIVE QUIZ

Directions: Mark those statements that are learning objectives with an "O." Leave the poorly drafted statements blank.

_____1. To develop a critical understanding of the operation of the agency computer system.

_____2. The learner will be able to identify, by using his/her notes, the names of the keys on the computer keyboard for the major functions of the Target Tracking program, with 85% accuracy.

_____3. The learner can list, from memory, 5 Shakespearean comedies in 2 out of 3 trials.

_____4. To understand the rules for the volunteer program.

_____5. Given a list of recreational activities, the learner will be able to identify those inappropriate for a Boy Scout troop, with 90% accuracy.

_____6. To know the plays of George Bernard Shaw.

_____7. To develop an appreciation for music.

_____8. To name the bones of the body, from a blank diagram, with 75% accuracy in 3 out of 5 trials.

_____9. The learner correctly names, from memory, each correction depicted on a series of 5 blue prints, with 90% accuracy.

_____10. To understand the principles of recruiting.

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LEARNING OBJECTIVE QUIZ
Answer Key

_____ 1. To develop a critical understanding of the operation of the agency computer system.

O _____ 2. The learner will be able to identify, by using their notes, the names of the keys on the computer keyboard for the major functions of the Target Tracking program, with 85% accuracy.

O _____ 3. The learner can list, from memory, 5 Shakespearean comedies in 2 out of 3 trials.

_____ 4. To understand the rules for the volunteer program.

O _____ 5. Given a list of recreational activities, the learner will be able to identify those inappropriate for a Boy Scout troop, with 90% accuracy.

_____ 6. To know the plays of George Bernard Shaw.

_____ 7. To develop an appreciation for music.

O _____ 8. To name the bones of the body, from a blank diagram, with 75% accuracy in 3 out of 5 trials.

O _____ 9. The learner correctly names, from memory, each correction depicted on a series of 5 blue prints, with 90% accuracy.

_____ 10. To understand the principles of recruiting.

Now it's your turn to try this handy tool that trainers use.

You want the trainee to be able to list appropriate behaviors when working with children in a program. Here is a sample. Then try your hand at writing a learning objective.

> **Sample learning objective: The learner will be able to list 5-8 different appropriate program or personal activities with children in the program, using the ABC Volunteer Manual.**

Now, select something a volunteer needs to know in your program — operation of machinery, a physical skill, and a policy on appropriate behavior, confidentiality, etc. Write a learning objective on the lines below that contains all three Elements of a Learning Objective Statement: behavior, condition, criteria.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

SECTION FOUR
Selecting Training Activities

Selecting Training Activities

Think about a recent training session you attended that provided a variety of learning experiences - small group discussion, writing, lectures, team work, etc. Compare it to a training session where the information came via a lecture or Power Point presentation. Now answer the questions below:

1. List the best things about both training sessions.

Interactive:

Lecture or Power Point:

2. List the things you liked least about both training sessions.

Interactive:

Lecture or Power Point:

3. How much of the content did you remember the day of the training (percentage)? An estimate is fine.

Interactive:

Lecture or Power Point:

4. Several months later how much of the content do you remember (percentage)? An estimate is fine.

Interactive:

Lecture or Power Point:

5. List 3 – 5 different teaching or training techniques that work best for you when you are trying to learn to do a new thing. It does not have to be classroom learning, but can be hobbies, new skills (skiing, kayaking, cake baking), etc.

_____

_____

6. What teaching activities work least well for you when you are trying to learn to do something new?

_____

_____

<div align="center">* * * * * * * * * *</div>

While there are no right or wrong answers, most adults prefer some type of interactive teaching techniques: taking a self-assessment, practicing or demonstrating a skill, talking with someone about the information being discussed, working with others to learn to do something, writing or taking notes, filling out a form, or assembling something.

Adults are none too thrilled when people talk <u>at</u> them, and some people are developing an "allergic reaction" to Power Point presentations. They quickly leave the room, if not physically at least mentally. Engaging learners is a sure-fire method to insure that the information gets into those long-term memory cells in the brain. You can refer to *The Brain* article in the Resources Section of Section One of this book.

So why do some things work and others do not? The following pages give you lists of different types of training activities and devices with some information on what works, what does not, and under what conditions.

Review the information as the prelude to the next part of this section. It will ask you to select two or three interactive techniques to teach a specific learning objective.

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SUGGESTED TRAINING TECHNIQUES

Individual

apprentice
audio tutorial
brokering
consulting
conference proceedings
counseling
correspondence
dance
direct mail

examples
fact sheet
hypnosis
intern
internet e-learning, web, email, chat
interview
IPI (individualized personal instruction)

learning center
learning library
programmed instruction
research
signing
supervision
tasting
tutoring
visit – home or office

Group

case study
community meeting
conference
debate
Delphi
demonstration
discussion
display
drama
field day
field trip
living room seminar

group experiment
growth group
lecture
mobile classrooms
nominal group
panel
paraprofessionals
personnel meeting
public hearings
recall
role playing

Simulation
Singing
Symposium
Task
Technological
Teleconference
Travel
Workshop
field stations
model farms
Feedback
internet (Web/email/chat rooms/discussion groups)

Community/Mass

box holder mail
community forum
magazines
newspaper

radio broadcasts
telecourse
television

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SUGGESTED TRAINING DEVICES

Are you tired of the same old training devices? Here are some new suggestions.

agenda

aircraft

audiocassette tape

blocks

body language

book in Braille

brochure

bulletin

CB radio

cartoon

chalkboard

chart

display

easel

evaluation form

fact sheet

filmstrip

flannel board

games

handbook

handout (e.g., discussion
  questions)

liturgy

newsletter

newspaper

overhead projector

paraphernalia

pattern (blueprint)

photograph

planning board

posters

puppets

radio

record

samples

scientific instruments

scientific papers

signing

sketch, drawing

slides

study guide

telephone

television

test

translation

WEB

WIKI