

SCENARIO

MODULE 3

Professional Adult Trainer: Effective Learning and Teaching Methods



Duration: A total of 8 lesson hours, divided into 4 lesson workshops

Participants: Educators working with groups of adults

Aim of the training: The aim of the training is to understand the mechanisms governing adult learning, including the theory of andragogy or the Kolb cycle, to familiarize participants with the practical aspects of adult learning, including learning styles, techniques of proper preparation and presentation of presentations, or to familiarize participants with facilitation as a key aspect of the adult education process. The training also aims to introduce a variety of tools and exercises that will help the trainer understand the needs and expectations of the participants and adapt the training program to these needs. Participants will have the opportunity to gain practical skills in working and effectively transferring knowledge to adult students.

Description: The training is intended to enable participants to learn about the mechanisms that determine adult learning, including the theory of andragogy, the Kolb cycle and other theories of adult learning. Thanks to the training, participants will learn about adult learning styles, practical principles of adult learning, learn how to prepare and deliver good and interesting presentations, as well as learn what facilitation is and its importance in the adult education process. The training program consists of four modules covering different aspects of adult learning, such as building participant engagement, understanding the stages of training and the changing needs of the group, as well as working with adults aimed at maximizing its effectiveness. The training is intended for adults and takes into account primarily their educational needs.



Scope of training:

Module 1: Introduction and objectives of the module (approx. 45 min):

- Presentation of objectives
- ice-breaking activities
- Setting individual goals by participants

Module 2: Understanding the mechanisms governing adult learning (approx. 1.15 h):

- Differences between adults and children
- Theory of andragogy
- Characteristics of adult learners
- Transformative learning
- Kolb Cycle
- Barriers to adult education

Module 3: Adult learning in practice (approx. 4h):

- Learning styles
- Practical principles of adult learning
- Stages of the learning process
- Presentation Skills
- Facilitation

Module 4: Completion (approx. 1h)

- Summary of key points discussed
- Group discussion and reflection
- Solving a knowledge test
- Highlighting key insights and recommendations for the educator

Learning outcomes:

After completing the training, participants:

- They will improve their skills in preparing and conducting training for adult learners
- Expand knowledge of the mechanisms governing adult learning
- They learn the practical principles of adult learning
- Increase the ability to build interest and a positive atmosphere in the group by using specific tools and exercises
- They will use different attention techniques
- Increase your ability to effectively prepare and deliver presentations
- They will learn the techniques of effective facilitation

Supplies needed:

- Screen and projector
- Laptop
- flipchart or A2/A3 paper
- Colored pens/markers
- Printer



Course of training:

Module 1: Introduction and Objectives of the Module

Welcome and introduction

1. Introduction of the educator and greeting of participants upon arrival

Introduce yourself using the following tips. You can write them down on a board or display them on the screen along with your welcome message

Name
Education and work experience
Interests and areas of expertise
Signage of the facility, e.g. toilets, trash cans, emergency exits/fire alarms

2. Plan

Print or view the agenda for all attendees to refer to. Highlight when there will be breaks and how they will be used, as well as whether the plan is flexible or not. Ask attendees if they have any questions.


3. Program Introduction

This includes a summary of each module that will be taught today. You can refer to the plan to explain the order of the workshop. This includes the information that participants will gain and the main learning objectives. Ask attendees if they have any questions. When presenting the program, pay attention to your non-verbal communication (appearance, gestures, facial expressions, movements) and verbal communication (intonation, length of sentences) to emphasize your expectations and motivate participants. You can also read or play the No. 1 introductory podcast to the course.

4. Group Policy

You can hand out sticky notes to participants and ask them to write their first thoughts about group policies. Make sure you specify that Group Policy should be in the form of "We do . Talking. we listen.", rather than "We don't", to create a positive attitude and atmosphere in the group.





Give participants 2 minutes to write their comments, collect the sticky notes, read them aloud and write them down or stick them where everyone can see them. Discuss the suggestions with your participants, ask if they agree, and leave room for a brief discussion and additional policy examples. Finally, summarize the rules and refer to them during the workshop when needed.

5. Ice breaker / introduction of participants

It allows participants to get to know each other and feel comfortable in the presence of each other. Examples of activities include: Bingo people: Print 10 traits on an A4 sheet, such as "plays sports" or "likes jazz". Allow participants to talk to each other and ask questions to fill the card with the names of other participants. Interviews: Put participants in pairs or threes and let them interview each other. They can ask questions about their background and interests. Then ask the interviewee to introduce their partner to the group, for example: "This is Elizabeth, she has three dogs, she recently graduated with a master's degree in psychology, she likes to watch movies in her free time. She came to this workshop with a colleague from work, Adam."

6. Verification of expectations

Distribute Pretests to participants and ask them to solve them. After verifying your current knowledge in the group, discuss the results of the pretest and then allow participants to share specific areas of focus that participants need or want to learn more about and questions that need to be answered. Thank the participants.



Module 2: Understanding the Mechanisms Governing Adult Learning

Adult education

The term "adult", allows for many interpretations and can vary depending on the social and cultural context in which it is studied.

Many people think of adults in terms of the chronological age of an individual, which gives a very limited range, since the age criterion varies from society to society and can change over time.

UNESCO, aware of the ambiguity surrounding the term 'adult', adopted the term 'education for young people and adults' to refer to the learning and training of people of post-school age in



the 15-year-old age group.

In addition to chronological age and the legal definition of adulthood, the term "adult" can be defined based on social and psychological criteria. From a social perspective, adulthood can be linked to the social roles that are expected, e.g. the role of an employee, spouse, parent, etc.

From a psychological point of view, based on the psychosocial stages of development, an adult (at age 19) is expected to deal with conflicts of intimacy with isolation, fertility with stagnation, ego integrity with despair. According to Alexis Kokkos, a person is considered an adult "if he is in a state of adulthood", so that others identify elements of maturity and self-determination in him.

The most commonly used definitions of adult education are provided by UNESCO and the OECD:

UNESCO definition: "The term 'adult education' means the whole set of structured educational processes, regardless of their content, level and method, formal or otherwise, whether they extend or replace initial education in schools, colleges and universities, as well as apprenticeships, in which people who are considered adults by the society to which they belong develop their skills, enrich their knowledge, improve their technical or professional qualifications or give them a new direction and cause changes in their attitudes or behaviour in the dual perspective of full personal development and participation in sustainable and independent social, economic and cultural development".

OECD definition: "Adult education refers to any educational activity or programme deliberately designed by an entity providing education to meet any educational need or interest that may be experienced at any stage of life by a person who has passed the legal age for leaving education and whose main occupation is no longer in education. Its scope therefore includes non-vocational, vocational, general, formal and non-formal studies, as well as education aimed at a collective social goal."

David C.M. Taylor and Hossam Hamdy identified the differences between adult learners and learner children in six ways:

- the need for knowledge (why do I need to know this?);
- students' self-awareness (I am responsible for my own decisions);
- the role of students' experiences (I have experiences that I value and should be respected);
- readiness to learn (I have to learn because the circumstances in which I function change);
- learning mindset (learning will help me cope with the situation I'm in)
- motivation (I learn because I want to).



The Virgin

Andragogy as a science of adult learning was developed in Europe in the 1950s.

Its pioneer and promoter as a theory and model of adult learning in the 1970s was Malcolm Knowles, an American practitioner and theoretician of adult education.

According to Knowles, the term "andragogy" comes from the Greek root - agog - meaning "guidance". "Andra" was translated as "adult," which made andragogy an art and science to help adults learn, as opposed to pedagogy, which in Greek means to guide a child. It should be noted, however, that the term pedagogy has been used since the times of ancient Greece, and the German educator Alexander Kapp used the term andragogy for the first time only in 1833.

Andragogy was thus defined by Knowles as the art and science of helping adults learn, and recognized adults as independent learners and teachers as facilitators of the learning process.

Researchers distinguish 6 basic principles by which the theory of andragogy differs from pedagogy:

- adults are intrinsically motivated and self-directed;
- adults bring life experiences and knowledge to the learning experience;
- Adults are goal-oriented. Adult learners become teachable when they "feel the need to learn to deal with more rewarding tasks or problems in real life";
- Adults are relevancy oriented. Adult learners want to know how what they are learning relates to what they want to achieve;
- Adults are practical. Through hands-on fieldwork experiences and real-life situations, students move from classroom mode and manual problem-solving where they can recognize firsthand how what they are learning can be applied to life and work context;
- Adult students like to be respected. The role of the educator is to facilitate the transition of students towards more independent and responsible learning, as well as to support their intrinsic motivation to learn.

Andragogy makes the following assumptions about the learning project called the 4 principles of andragogy:

- adults need to know why they need to learn something,
- adults need to learn through experience,
- adults treat learning as problem-solving and
- Adults learn best when the topic has direct value.

In practice, andragogy means that adult education must focus more on the process and less on the content being taught. Strategies such as case studies, role-playing, simulations, and self-assessment are most useful. Educators take on the role of a facilitator, not a lecturer or evaluator.

Characteristics of adult learners, developed by Knowles and constituting the basis of the model of andragogy:



1. **Concept of the learner** – adults have the need and ability for self-direction and self-determination. Educators have a responsibility to encourage and nurture this tendency.
2. **The role of learners' experiences** - the experiences and knowledge that adult learners bring to the educational process are a rich source of knowledge for themselves and for others. Adult educators respond better to learning that takes place through their active rather than passive participation. Therefore, it is more appropriate to use techniques based on experience.
3. **Adults are goal-oriented** – it is important for adult learners to see that the goals of the educational program coincide with their own.
4. **Willingness to learn** – People become ready to learn something when they feel the need to learn it in order to be able to better cope with tasks or problems in everyday life. Adults need to understand why they are learning a certain topic.
5. **Learning mindset** – emphasis should be placed on skills that students can apply to real-life situations, rather than abstract concepts. Adults are more focused on problems than on content.
6. **Learning incentives** – students' "perseverance" in learning is supported when their incentives to learn are internal rather than external.



According to Alexis Kokkos, adult learners:

- **Before starting** the educational process, they set clear goals. Most adults, compared to younger students, for whom education is obvious because of their age and the developmental stage they are at, choose to participate in an educational program for specific reasons and because a specific need has been identified. Possible learning objectives include:
 - Professionalism
 - performing social roles (e.g. activities for parents)
 - Personal development
 - for social status
- **have more** life experience. As adult learners, they are expected to bring more life experiences to the educational program than the average typical student. It can be a force and a barrier at the same time. This is a strength, because these life experiences can be the foundation on which new knowledge can be built. However, it can become a barrier because the adult learner has used these life experiences to form their set of values and beliefs that, if rigid, may not be willing to accept the new knowledge and experiences that science has to offer.
- **They have** developed their own preferred learning style. Adults are subject to a continuous learning process and have chosen the learning style that suits them best. Crucially, the researchers emphasise that adult educators "need to remember that all learners have their own ways of learning, which may be different from ours, and opportunities need to be created for them to use them". tend to actively participate and expect active involvement in the learning process. They need an active rather than a passive learning experience and demand to be treated as mature and responsible. As adult learners start education with specific goals, they are more likely to question the educational content and/or learning methods used.

Transformative learning

Another basic theory of adult learning is transformational learning, which is the latest and currently most widely reported theory. Instead of focusing on the characteristics of the adult learner, as andragogy does, transformational learning focuses on the cognitive process of meaning-making.

This type of learning is considered a theory of adult learning, since transformational learning depends on adult life experiences and a more mature level of cognitive functioning than in childhood.

Learning in adulthood is often about more than just adding information. It also allows us to make sense of our experience and can result in a change in beliefs, attitudes, or perspectives. Perspective transformation is crucial for this type of learning.

In transformational learning theory, there are typical phases that learners in adult education go through. These phases are crucial when it comes to helping adult educators change their previous perceptions as they gain new information and insights.

7

1. **Confusing Dilemma** - A confusing dilemma is when a student discovers that what they have been thinking or believing in the past may not be accurate. This is the first part of transformational learning. It can be an "aha" moment when a student hears or ponders something they may not have understood before. This confusing dilemma may be uncomfortable or difficult for students, but it is a crucial spark that ignites the fire of transformative learning.
2. **Self-examination** - after a confusing dilemma, students will make a self-examination of their beliefs and understanding. They will think about their past experiences and how they connect to this confusing dilemma. This can result in a transformation of perspective, where students understand that their perspective may not be the only perspective.
3. **Critical evaluation of assumptions** - students at this stage of transformational learning are able to look at their past assumptions more comprehensively and critically evaluate them. They are able to

accept that perhaps some of their previous assumptions were wrong, which makes them more open to new information and thoughts. This creates a shift in perspective, as they are able to look at their own past with more unbiased eyes.

4. **Planning the course of action** – once students understand that their past assumptions and beliefs may have been wrong and undergo a transformation of perspective, they will be able to plan how to act. They are able to consider what kind of learning they will need now to understand the problem or situation more fully. They will be able to have a strategy for learning new things, seeing new perspectives, talking to new people, and more.
5. **Gaining the knowledge or skills needed to execute the new plan** – it is time for students to execute their plan and move forward in the transformation process. They may need to learn new things and consider different perspectives to fully improve their learning. It can take a lot of work and effort, but this is where the real learning happens.
6. **Discovering and trying new roles. We need to act within the framework of transformational learning** – in transformational learning, the key to success is discovering and trying to understand change. This goes beyond just learning something, but actively working to understand and experience new things for yourself.
7. **Building self-efficacy in new roles and relationships** – Self-efficacy is associated with the ability to make your own decisions and have your own beliefs. As we follow the transformational learning phases, it is critical to build confidence in our beliefs and understanding, and to continue to practice this transformational cycle as we progress.

In order to consolidate their knowledge, ask the participants to solve Quiz No. 1.

Cycle by David A. Kolb

The learning styles proposed by David A. Kolb are widely used as one of the most well-known theories of adult learning styles.

Kolb's theory focuses on the student's personal development and perspective. Unlike the conventional teaching method, the student is responsible for directing his or her learning process through experiential learning. Experiential learning allows students to apply knowledge in real-life situations. Experiential learning encourages active participation, critical thinking, creativity, problem-solving, collaboration, and communication skills.

David Kolb argues that people's learning styles depend on their life experiences, genetics, and the demands of modern times. According to Kolb, the learner enters a spiral of direct experience, which results in reflections and observations of this experience. These reflections are then combined and absorbed with knowledge from the past and translated into theories or abstract ideas, leading to actions and new ways of adapting to experience that can be explored and tested.

Kolb's theory of experiential learning consists of two levels:

- cycle of four experiences and a combination of four
- four distinct learning styles.

According to Kolb, learning is the acquisition of abstract experiences that can be flexibly applied to various situations. In Kolb's theory of education, the experiential approach provides an impetus for the development of ideas and new concepts.

According to Kolb's theory, learning is a four-stage, never-ending process in which a person acquires knowledge by gaining new experiences. All these types of activities and the information obtained are part of holistic development, increase creativity and foster the emergence of new ideas.



According to David A. Kolb, we can talk about effective learning when a training participant or student goes through the next stages of the cycle, which are:

- experience
- reflection
- conceptualization and
- Experimenting.



1. **Concrete Experience** - In the first phase of the Kolb cycle, a person is confronted with a specific experience that creates an incredible opportunity to gain new knowledge. According to the researcher, commitment is extremely important at this stage, which, in the case of professional work, may involve completely new tasks or new ways of implementing already known projects. The main goal here is to participate in a situation that in itself can be a good opportunity to gain new knowledge.
2. **Reflective Observation** - in the second stage of the Kolb cycle, immediately after engaging in the experience, there is reflection, during which the learner can reflect on a task or specific activities. This phase allows, for example, to ask questions and discuss them in a group. For many people, this is a time when they can confront their experience with their personal point of view and their own ideas. Reflection helps to juxtapose new experiences with previous practice.
3. **Abstract Conceptualisation** - in Kolb's series, reflection leads to the next stage, i.e. abstract conceptualisation. In this phase, learners create entirely new ideas or try to change their current train of thought based on previous considerations. This is the time to formulate new conclusions and look for applications that can be implemented in everyday life. The more abstract the solutions, the greater the chance of better remembering given issues and developing related skills.
4. **Active Experimentation** - the last phase of the Kolb experiential learning cycle is active experimentation. At this stage, the learner begins to apply new ideas to the world around them. This is the moment when new solutions are tested and different concepts are actively experimented with. This allows you to solve completely new problems and make new decisions. The result of the experiments is, of course, completely

new experiences that trigger the next cycle. In this way, our life becomes a weave of various practices that interpenetrate each other, creating further fields for development.

According to Kolb, learners can enter the cycle at any stage, because each of the four phases is dependent on the others. However, in order to ensure an effective transfer of knowledge, you need to go through each of them.

Another component of the theory of experiential learning are four learning styles according to David A. Kolb:



1. **Divergent** - a combination of elements of specific experience and reflective observation. People with this learning style are able to look at specific situations from different perspectives. They have a wide range of cultural interests and enjoy gathering information. They have great social interests, a vivid imagination, and are very emotional. They prefer to work in groups and receive personal feedback. They can listen with an open mind.
2. **Assimilation** - a combination of abstract conceptualization and reflective observation. People with this learning style are adept at processing a large amount of information and putting it into a specific and logical form. They are less human-centered and more interested in abstract ideas and concepts. In general, they are more interested in the logical superiority of theory than in its practical value. In informal learning situations, they prefer to read, explore analytical models, and take time to think deeply.
3. **Convergent** - a combination of abstract conceptualization and active experimentation. These people are able to find practical applications for ideas and theories. They can solve problems and make decisions effectively. They prefer to deal with technical problems and tasks rather than social and interpersonal problems. In informal learning situations, they tend to experiment with new ideas, simulations, and practical applications.
4. **Polite** - a combination of concrete experience and active experimentation. These individuals have the advantage of learning from direct experience. They love to play and get involved in new, challenging situations. When faced with problems, they rely more on

information from others than on their technical analysis. They prefer to collaborate with others to complete tasks, set goals, complete fieldwork, and test different informal learning situations by solving problems.

David Kolb's four learning cycles and learning styles can be used to apply new ideas to teaching techniques, according to students' choice of style:

1. Enables teachers to define more specific learning outcomes for students.
2. It enables the design of coaching exercises, instructional techniques, and training sessions that allow the lifelong learner to effectively understand information in formal learning settings.
3. Helps teachers personalize any instructional techniques for students according to the 4 stages of the Kolb experiential learning cycle.

By offering initiatives and approaches to education that differ in learning styles, teachers can increase the chances of adult learners to absorb knowledge effectively and enable them to develop ideas that they might ignore if learning were different.

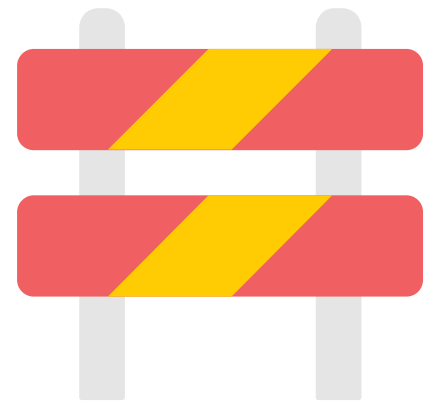
Kolb argues that each stage of learning is a fragment of the experiential learning process. For example, learning in training can be an abstract experience for learners, but it can also become a concrete experience if, for example, the learner imitates and admires the teacher.

In order to consolidate their knowledge, ask the participants to solve Quiz No. 2

Barriers to adult education

There are three basic categories of barriers to adult education:

1. **Institutional barriers** – practices and procedures that exclude or discourage adults from participating in educational activities (e.g. poor organisation, equipment, schedule, etc.).
2. **Situational barriers** – those that result from the situation of a given person at a given moment (e.g. lack of time, lack of money, lack of childcare).
3. **Internal barriers** (also called dispositional) that refer to existing knowledge and values, as well as barriers resulting from psychological factors related to attitudes and perception of oneself as a student.



Researchers point out that internal obstacles play a key role in a student's decision to continue an educational program and invest in learning.

Intrinsic barriers play a key role in adult learning and are classified as barriers that result from pre-existing knowledge and those that relate to emotional factors:

Prior knowledge - adult participants of the training have already invested emotional capital in acquiring this knowledge and experience. They will spend much more to defend the integrity of that knowledge, so new changes in teaching will sometimes face strong resistance.

Emotional factors – anxiety is defined as an emotional reaction often occurring in adult students, which can be attributed to, among others:

- negative self-image,
- fear of failure,
- fear of criticism,
- fear of self-disappointment, and
- fear of the unknown.

In addition, the anxiety experienced by adult learners may refer to situations that arise within social roles or specific to the situation they are taking on at the moment (e.g. parent, unemployed, refugee, service recipient, etc.).

Module 3: Practical aspects of adult learning

Learning styles

People learn best in different ways. Learning styles indicate the most effective teaching methods for different types of learners. When developing training content and delivery methods, recognizing these differences increases the effectiveness of training.

3

The three different learning styles are:

1. Visual.
2. Auditory.
3. Kinesthetic.

Although we learn through all styles, each person has one dominant learning style.

Visual learners absorb more from the material they see, auditory learners from the material they hear, kinesthetics – from performing a task.

Before discussing the topic in depth, ask the participants to take Quiz 3

Visual learners

Visual learners prefer to watch or read materials. These students respond well to pictures and illustrations of the material. They need step-by-step charts with pictures of the procedures or process they are learning. Therefore, the instruction manuals that come with the equipment usually include pictures and written directions. These materials are perfect for visual learners. Visual learners often prefer to read, watch art or paintings. They look at facial expressions to determine a person's mood, and often doodle (draw or sketch) while they wait or are bored.

Posters with words or colorful lettering on a flip chart are a good way to stimulate learning in visual learners. These participants appreciate creative photos or illustrations to accompany keywords on flipcharts or transparencies. These participants also respond well to video presentations if their content is vibrant, colorful, and animated.

A trainer can often determine if a participant is a visual learner based on their choice of words. Visual learners use words that bring to mind images, colors, words, or illustrations.

Visual learners can say things like:

- "In my opinion, it looks good",
- "I have to put it into perspective.",
- "Now I understand." (That is: "I understand").



Auditory learners

Auditory learners like to listen to presentations and discuss problems. Lecture is usually an effective learning method for these participants. Audio tapes are also a good educational tool for these participants.

These students often use words related to sound, listening, hearing, or something that causes noise or sound.

They often say things like:

- "Sounds great";
- "Listen to me";
- "I'm listening";
- "I just hear how..."
- "Something is telling me..."



Usually, auditory learners like to talk to people, they prefer to listen to the radio and enjoy music. When praising someone, they praise them verbally instead of writing a note. In an attempt to determine someone's mood, they listen to the tone of voice. These students prefer verbal instruction to written instruction. These participants can learn effectively from audio tapes.

They learn through discussions with other participants, as well as lectures by the trainer. Video presentations also work well, but presentations don't have to be as visually stimulating as they are for visual learners. These individuals learn through speaking, teaching, reading aloud, and giving presentations.

Kinesthetic students

Kinesthetic learners absorb new information through action, movement, and participation. These participants enjoy the action and get bored just reading or listening. They are usually not good at learning from audio tapes or lectures. If they have to sit still for too long, the coach loses their attention. What words and phrases can you expect from a kinesthetic student? These students often use words that express action, movement, a sense of touch or feeling, and commitment.

They say things like:

- "It seems right"
- "I feel that..."
- "This is a difficult problem"
- "I have a strong view on this subject"
- "It's hard to deal with."



Talking while walking or performing another activity is a distinctive feature of this student. They may also prefer to play sports or games, they like dancing and reward someone with a pat on the back. Trying to interpret someone's moods, they observe body movements. When they are inactive, they tend to fidget (move).

Kinesthetics respond well to group activities by performing a variety of activities. **Here are some examples of how they can learn:**

- Saving your answers
- Simulating skills, such as practicing a presentation.

They start the task without reading the instructions. Activities that require students to physically move maximize learning opportunities. They understand a deeper meaning or content through physical activity. Don't expect them to read and learn a task. To understand them, they need to complete a task.

The importance of recognizing learning styles

As a trainer, you want every participant to get the maximum benefit from your course. When creating a course or teaching, you need to recognize and consider learning styles. Without realizing that individuals have different learning styles and offer a variety of ways to learn, the trainer tends to teach based on their own learning style. In other words, if you're an auditory learner, you can naturally assume that all participants benefit from lectures, while kinesthetic participants can easily lose interest. If you are a visual learner, you can ask participants to read and write frequently, which can cause the auditory learner to lose interest.

A kinesthetic trainer can exhaust visual and auditory learners with too much activity. Providing participants with the opportunity to learn in their own style is essential to creating the most positive learning atmosphere possible. The way you present something is as important in the learning process as the content you present.

As a trainer, you need to develop your skills to integrate all three learning styles into the teaching process. You also need to be able to recognize when a participant is not absorbing the material so that you can adapt and facilitate learning.

After discussing the topic, ask the participants to distribute Worksheet No. 1 to the participants and ask them to complete the task described therein.

Then divide the participants into groups of 3-4 people, distribute Worksheet No. 2 to the participants and ask them to complete the task in the group.

Practical principles of adult learning

Adults must have a desire to learn before learning can take place.


For an adult to be motivated to learn, the following criteria should be met:

- the relationship of the course to the goals of the adult.
- "comfortable" learning atmosphere.
- respect for the participant's life experiences.
- the participant's sense of maintaining control over learning.



The relationship of the course to the adult's goals – adults learn what they need or want to learn – unlike children, who like to learn almost anything. The instructor should constantly relate the course content to the "real world" of the adult learner. Because of the many additional responsibilities faced by adults, whether family, business, or social, adults need to feel that attending a course gives them information that they can use. The instructor can establish relevance for students by asking them to list the desired course outcomes and put the participants' goals on a flip chart. Once the goals are met, the instructor can record the achievement. The instructor may say, "Eric, on the first day of class, you said you wanted to learn more about security pricing. Did the module we just completed help you achieve this goal?" At the end of the course, review the list of student goals. Determine if each of these is met by the course. Explain how the student can address any issues that were not addressed in class.

"Comfortable" learning atmosphere - adults are motivated to learn in an atmosphere where a wrong answer or incorrect display will not be negatively evaluated. Adults are sensitive to the judgment of their peers. Learning does not happen when adults are criticized or feel inferior because of wrong answers or opinions that are not in line with the course content. The instructor's response to incorrect answers or comments from participants creates the basic atmosphere of the learning environment, but it does



not exclude the provision of feedback. For example, supportive feedback to an incorrect answer might be, "In some cases, it's true, in this situation you'll notice that..." "I understand how you came to that conclusion. Have you wondered about..." The instructor should guide and control the mutual reactions of the participants. Relationships among participants should be supportive rather than destructive. Peer groups can destroy a positive learning atmosphere.

Respect for the life experiences of the adult learner – the adult learner comes to class with a wide range of experiences, both personal and professional. The instructor should respect the student's life experiences and relate the topics of teaching to those experiences. If the instructor assumes that the participants do not know much, they are less experienced and educated than the instructor. Such attitudes have a negative impact on the learning environment. Participants receive a disrespectful message from the instructor, which makes learning difficult. The instructor should always respect the background of the adult student. Instructors can be respectful by asking students for feedback and offer positive responses when a student shares experiences. Inclusion is an element of respect. Adults must feel included in the group as equals. The instructor can achieve this by engaging each student in a discussion, changing volunteers, and trying to give each participant equal attention.

Staying in control of learning – Adults like to have as much control as possible. Asking the group to make simple decisions, such as when to take a break or lunch, indicates that participants have a partnership with the instructor. Forcing adults to follow rigid rules can be an obstacle to learning.

The instructor can signal that students have some control by allowing them to make decisions about:

- which students will be in their small group during a given activity,
- where to sit (unless you have valid reasons for allocating a seat),
- where to put information on flipcharts.

After discussing this part, ask the participants to take Quiz 4 and share their results with the group.

Participation

Adults learn best when they can participate in the learning process. Participation helps all students, regardless of their learning style. Their participation contributes to their commitment to learning on the course.

It should be noted that students generally remember:

- 50% of what they hear and see,
- 70% of what they say,
- 90% of what they do and what they talk about.

Active participation in the learning process ensures that participants acquire and retain as much information as possible from the class.

Self-discovery

Good training programs allow participants to discover the answers on their own.

Self-discovery differs from standard training participation in that participants may be asked to complete activities before presenting content. Thanks to self-discovery, participants draw on their own experiences and knowledge to create their own new knowledge.

For example, the instructor can provide self-discovery opportunities as part of a course that introduces audit procedures. The instructor can arrange an audit for students prior to attending the course, assign specific topics to learners to explore, and allow them to share what they learned about the audit at the beginning of the class.

After discussing the issue of "self-discovery", ask the participants to complete the task from worksheet 3

Early achievement

Adults should experience positive achievements at the beginning of the training. The instructor can create this opportunity by offering a simple task in the first hour of training and providing positive feedback to participants on how the task has been completed.

Achievement at an early stage of training creates a positive atmosphere conducive to adult learning.

Such an atmosphere reduces the anxiety of adults who are concerned about their ability to learn new information or cope in the classroom, especially among participants with a higher professional standing. Therefore, the instructor must ensure that everyone has the opportunity to participate and succeed at the beginning of the class. Early achievements also give the instructor the opportunity to praise and give positive feedback. By observing that the instructor is open-minded, positive, and provides supportive feedback, the adult learner can begin to relax and be open to learning.

Positive reinforcement

The instructor should provide positive reinforcement throughout the course to ensure that you are constantly motivated to learn. All students like to be told that they did a good job or gave the correct answer. Adult learners need to know that they are going through the course correctly to prevent concerns about their performance, which interferes with the learning process. Positive reinforcement confirms that the participant is making adequate progress.

The instructor imparts positive reinforcement through tone of voice, enthusiasm, and word choice. The tone of voice should convey the same message as the words. Few words filled with great enthusiasm are far more motivating than long praises delivered in a monotonous tone. The instructor gives positive reinforcement to individuals and, if necessary, to the whole group. During each activity, thank each person or group for their contributions. At the end of each module, the instructor summarizes the achievements of the groups and praises them for what they have learned.

Cultural differences

Cultural differences affect the way participants learn and the methods used by the instructor. In some cultures, people don't respond well to public positive reinforcement and prefer to have these remarks made in private. In other cultures, it is inappropriate to discuss with an instructor. If cultural differences are not taken into account, a barrier to learning can arise. Understanding customs, acceptable practices, and traditions is the responsibility of the instructor.

Kurt Lewin's three-step formulation of the learning process provides adequate insight into designing an effective training program.

The theory proposes the following three stages of the learning process:

- **Frostbite** - before frostbite, participants do not pay enough attention to the problem or issues that are the subject of the learning process. Therefore, the training methods to use at the beginning of the program are those that provide maximum stimulation and engagement. Defrosting is to training what ploughing is to agriculture.
- **Transference** - exploration, trial and error, new knowledge and experimentation are all events necessary for proper activity and learning. Case studies, individual exercises, and practicing new skills are just some of the methods to enhance learning.
- **Refreezing** - this is the final stage. The participant adapts the new knowledge and understanding and skills gained during the training, which have been found useful and acceptable, to their personal patterns of routine, daily work and life. Case studies, role-play, individual tasks and reflection are suitable methods for this part of the process.

After discussing the part on "practical principles of adult learning", divide the participants into groups of 3-4 people, give them Worksheet No. 4 and ask them to complete the task included therein

Then give the participants worksheet no. 5 and ask them to perform the activity described therein.

Presentation Skills

The purpose of any speech or informative presentation is to facilitate the learning process.

There are three ways to do this:

1. Learners should be helped to become receptive to new information. Listeners quickly assess whether they will listen to new information. The goal of speakers is to show the audience that being open-minded is essential to learning.
2. You should help the audience understand the material. Speakers can help listeners relate information to their own experiences. Speakers can also help listeners apply this information to their work and personal lives.
3. You should help the audience absorb the material provided. As soon as we absorb information, we start to lose it – unless we learn to retain it. A few basic principles result in the acceptance, understanding, and retention of new information:
 - Information is more easily received when it relates to the recipients' experience. Make your presentation relevant to your audience.
 - Information is more easily digestible when it is new. Try to introduce novelties in your explanations.
 - Information is more easily digestible when it is surprising. Use a few attention-grabbing techniques when presenting.
 - Information is more easily received and remembered when it is presented in a humorous way. Moderate use of humor related to the topic can be very effective.
 - Information is more likely to be understood and retained if it is linked. Try to relate new or complicated material to familiar concepts.
 - Information is more likely to be understood and remembered if it is visually related. Use the right visual aids to enhance your presentation.
 - The information is more likely to be understood and remembered if it is repeated. Introduce an ingenious transformation of key words and concepts.
 - Information is more likely to be understood and retained if it is well organized. Start with a clear outline and introduce your audience to the organization of your training content.

Facilities

Adults must have appropriate facilities to enable learning. Inadequate facilities can be an obstacle to effective adult education.

An adult learner is easily distracted by discomfort, so the right accommodations, including seating and lighting, can affect how well they can concentrate on their studies. Adults need easily accessible bathrooms, snacks, breaks and smoking areas.

The instructor should ensure that the facilities meet the needs of adult learners as much as possible. The way the instructor sets up the tables and chairs also affects the usability of the object for the student. If possible, arrange tables and chairs so that each participant can see the instructor and most of the other participants. This encourages more discussion and interaction between participants.

Making a positive impression on participants

Making a positive impression on participants at the beginning of the training session sets the tone for future education. The relationship between the instructor and the participants and directly between the participants are important elements required in the learning process. Building friendship and trust with participants begins at the moment they enter the class and continues throughout the training.

- **Establishing friendships and trust** - The instructor should immediately establish friendly relationships and inspire confidence in the participants as soon as they show up for the class. A well-prepared classroom provides time for the instructor to greet the arriving participants. It's a good idea to shake hands with participants or use another appropriate greeting. You should make the participant feel comfortable during a casual conversation. Using a participant's name helps them feel important.
- **Appearance** - The instructor should be neat, clean and well-groomed. Clothing should be appropriate for the situation. In general, the instructor should be dressed a little more professionally than the participants. Instructors should maintain dignity and authority in the classroom.
- **Enthusiasm** - The instructor should be full of enthusiasm and energy. It should show willingness to share content with participants.

- **Gestures** - gestures should be positive and appropriate to the situation. Hand gestures should enhance the presentation, not make it worse. Instructors must avoid distracting gestures during presentations, such as playing with keys in a pocket or with a marker.
- **Eye Contact** – Instructors should make eye contact with participants during the initial introduction and throughout the presentation. Eye contact is a way of connecting with people that supports the learning process and helps the instructor determine if the learner understands the content presented.
- **Posture** – Good posture expresses the confidence of the participants. Slouching, leaning against a wall for support, or grabbing the podium can distract students. Stand up straight with your shoulders facing back to show off a confident image.
- **Names** – using participants' names during the initial presentation and addressing them by their first names during class builds friendship and trust with the student

Credibility of the coach

The credibility of the trainer affects how well adult learners perceive the information presented during the training.

Adult learners may tend to ask questions to see if the instructor knows enough to teach the class.

Adult learners want to know that the trainer has enough knowledge and experience to teach the course. They do not want a person who has less knowledge on a given subject than they do to teach.

Adult learners value the years, as well as the quality and depth of the experience related to the presented content. An instructor may have 20 years of experience in an area unrelated to the topic presented and not gain credibility among the participants.

Instructors should present their experience at the beginning of the training to build a foundation of trust and respect from the participants. Building these foundations enables learners to see the instructor as



credible in the subject, which increases their engagement in learning.

By conducting classes, instructors gain the respect of the participants by building trust and respect among the participants and preparing for the class properly.

The key to the success of the classes is the relationship established between the instructor and the participants and between the participants of the classes. The instructor's appearance should not distract students. If the instructor is not neatly dressed or looks tired and slouching, students may be distracted. A positive attitude, high energy, tone of voice, choice of words, facial expressions and gestures can positively affect the appearance of the instructor. Conversely, a negative attitude towards students, low energy levels, bad tone of voice, and word choice can create a bad learning environment and lower the credibility of the trainer.

Ideas for creating good presentations:

- Dress comfortably and appropriately. Avoid giving presentations in clothes that make you feel uncomfortable or unattractive. Wear your most attractive, professional and comfortable outfit.
- Use your own style instead of copying other speakers. Think of a dynamic speaker you admire. You can apply some of his/her techniques without imitating the speaker. Rely on your own personality to create an interesting and unique image.
- Change activities every twenty minutes or so, as this is the typical attention span of the participants.
- When you speak, face the audience. When writing on a flip chart, stand so that participants can see what you're writing, then turn around and talk to them.
- Calm your nerves before speaking. Try a relaxation technique by taking a few deep breaths through your diaphragm. Breathe through your nose, hold your breath for a count of three, exhale through your mouth. Repeat this 10 times. Also, do some quick, simple exercises, such as neck and shoulder rolls. This exercise usually relieves last-minute tension.
- Respiration. Before addressing your audience, take a few deep breaths to make sure your voice sounded strong and that you had plenty of oxygen.

Effective Public Speaker:

- He understands the needs of his audience.
- It tries to meet these needs as effectively as possible.
- He is an expert in his field and has extensive knowledge in other areas.
- He is constantly developing and improving in his understanding of his areas of specialization and the ability to present material effectively.
- He is enthusiastic about his topic and is honest with his message to the audience.
- He has a pleasant voice and appearance.
- It uses examples, illustrations, analogies, and stories to make information more interesting and exciting.
- It sets the pace of the show to keep it lively and interesting.
- He uses the right level of humor and drama.
- It encourages engagement and participation in the group.
- It makes information as practical as possible by telling people how to use it.
- It uses in-depth and broad knowledge to accurately answer a wide range of questions.
- He admits when he does not know the answer to a question, but offers to examine the answer and pass it on to the participants. He can ask other participants if they know the answer.
- It helps listeners understand and retain information through the use of attention-grabbing verbal and visual means such as repetition, graphics, and audience participation.

At this point, distribute Worksheet No. 6 to the participants and ask them to complete the task described therein.

Facilitation

You can start this part by reading podcast no. 2 or playing a recording. A very important aspect in teaching adults is facilitation, i.e. conducting the work of the group, which is focused on using the potential of all its members. Facilitation skills are useful for delivering new content, helping participants to have a deeper understanding of the content presented, and as a model of communication skills. Often, participants benefit the most from new information when they have the opportunity to process it or take an active part in discovering new information.

The so-called facilitation of a training session differs from a standard presentation and requires additional skills:

- effective communication skills,
- providing feedback,
- tailoring the training to the audience.

Facilitation has many benefits for the learning process.

Engage participants

Participants involved in the learning process tend to remember more of what they have learned. Because the brain processes information so quickly, a participant involved in answering questions asked by the facilitator is better able to focus in class. Engaging participants ensures that they are responsible and active in their own learning process.

Building student responsibility

When participants are in charge of their learning, they work harder to gain something from the class. Being responsible for our learning may be a new idea for some participants who expect a facilitator or instructor to be responsible for allowing them to learn something. The more actively participants participate in classes, the more they stay after the classes are over.



Instructor-to-student relationships and between participants

Research on classroom relationships indicates that one of the most important aspects of an effective learning environment is the strong relationship between participants and the strong relationship between the instructor and each participant. These relationships are strengthened when the instructor asks students for feedback or encourages them to talk about the content.

Assessing the instructor's understanding of the topic

Instructors can measure the degree of understanding of the topic by asking them questions. Asking questions helps the instructor determine if they need to explain something further or explain in another way so that the participants understand it better.

Effective communication skills for facilitation include:

- asking questions,
- listening and
- Summarize.

An inseparable element of all these skills are verbal and non-verbal elements of communication.

Dr. Albert Mehravian conducted a study on verbal communication and found that communication is divided as follows:

- 55% non-verbal communication,
- 38% tone of voice,
- 7% of the word.

Here you can read or play podcast No. 3

Often, a person's words can even mask their true meaning. Facilitators must be aware of the true meaning of the message they convey to the participants and the verbal and non-verbal messages that the participants convey to them. Nonverbal communication has the same meaning in all cultures; However, the same gesture doesn't always mean the same thing in all cultures. In fact, in a given culture, the same gesture can mean

different things depending on the person. However, the same gesture made by the same person almost always means the same thing. For example, when one person crosses their arms over their chest, it could mean that they are bored with your presentation. When another person crosses their arms over their chest, it may mean that they are cold. Facilitators must therefore pay attention to each participant's gestures and figure out what the disturbing gesture means when the person does it.

Ask questions

Asking questions properly ensures that you will help participants learn most effectively. Participants need to feel that your questions are friendly and not "interrogatory".

Closed questions

Closed-ended questions require an answer of one or two words. These questions are used to obtain specific facts or a yes/no answer from the participant. If these types of questions are overused, participants may feel "like they are being auditioned". Closed-ended questions often start with words or phrases: what, are, do you have, who or where.

Examples:

- What is the answer to question number 3?
- Are you prepared for the test?
- Do you understand the steps to process a transaction?
- Have you studied this topic yet?
- Who went with you?
- Where is the backend located in this diagram?

Open-ended questions

Open-ended questions encourage participants to give longer and more complete answers. Open-ended questions often begin with words or phrases: describe, tell me about how, what happened, and why.

Examples:

- Describe the situation to me.
- Tell me about the problem.
- How do you complete a task?
- What happened when you followed the new procedure?
- Why was the training method effective?

At this point, distribute Worksheet No. 7 to the participants and ask them to follow the instructions described therein.

Listening skills

How well you listen to your attendees will affect how well you understand the content they present. Effective listening also builds a relationship with participants and helps formulate the next question to ask.

Keys to effective listening:

- put aside other work and focus on the participant while listening,
- listen to voice modulation, speed, and changes to detect any emotional issues the participant is facing,
- Allow the participant to finish speaking before you start speaking
- Summarize often what you understood, what the speaker (participant) said.

At this point, distribute Worksheet No. 8 to the participants and ask them to complete the task.

Then divide the participants into pairs and give each pair Worksheet No. 9 and ask them to do the activity described therein.

Feedback

Feedback informs about the student's progress. Positive reinforcement motivates the student. Feedback can be positive or corrective and should provide clear and specific information regarding the results. Without feedback, an adult learner is lacking in direction and doesn't know how well they are handling the course content. Using feedback helps the participant assess progress and identify areas for increased concentration or exercise.

Feedback should be:

- Immediate
- Tangible
- Specific
- communicated in a positive and non-judgmental way,
- designed to give instructions on how to correct errors,
- used to encourage the participant to continue with the correct performance,
- respectful.



Immediate feedback allows the participant to correct misunderstandings before they negatively affect the learning process. When the instructor notices that a learner has incorrect information or does not understand the material, he or she should redirect the learner accordingly. Feedback should be given in a way that pushes the student forward. Phrases that indicate the correct answer or how to perform a task are more useful than those that indicate an error. "Michael, the correct answer to question number 2 is yield" or "Michael, answer number 2 is incorrect. Where can you find the correct answer?" are better ways to communicate than "Michael, answer number 2 is a mistake".

Feedback should be given in a positive and non-judgmental way. The instructor presents facts about the results, not opinions about the individual. Evaluative phrases might be, "You accountants never seem to understand the whole operation." "I've answered you twice already."

Design feedback in a way that includes instructions on how to correct errors. Give the student the correct answer and tell them where to find it, or ask another student to work with the student. The purpose of feedback is to correct and improve the learning process. Without guidance on how to correct mistakes, a student's education in a given course may be incomplete. Detailed information should be provided as part of the feedback. General statements should be avoided. Tell the participant exactly what they did correctly and what they didn't, how it could be improved, and what was good about it. Specific feedback could be as follows: "Michael, the report you wrote contained the correct figures and was in the correct format."

Non-specific feedback can sound like: "Michał, the report you wrote was good".

Tailoring training to your audience

Focusing on the needs of your audience during facilitation is one of the keys to your success as a facilitator. You need to pay close attention to what people do and say in class to ensure that you meet their needs.

Tailoring training to your audience can include one of the following:

- spending a little more time on a given activity than planned,
- Spending less time on a concept if the class already understands it.
- Spending more time explaining a difficult concept if participants have difficulty understanding it
- Provide more short breaks if this is better for participants than shorter and longer breaks.
- adapting to the audience's energy level. For example, if your audience has a very high energy level, you should show at least the same amount of energy. If your audience is bored or disengaged, you can switch to a tracking method that requires active engagement.

Effective facilitations

Effective facilitators must have specific skills to be effective during training or workshops.

These skills are:

- understanding people and their behavior.
- understanding group behavior.
- effective communication with people.
- presenting a credible image in front of a group of people.
- Effective use of the four basic functions of an effective facilitator:
 - emotional stimulation,
 - Care
 - attributing meaning,
 - executive functions.

Understanding people and their behavior.

Facilitators need to know human behavior in order to effectively conduct classes and respond to participants. For example, a facilitator might notice a participant who doesn't want to maintain eye contact. The facilitator should keep in mind that this person is likely shy and may need to be persuaded to take part in certain activities. Another participant who is very talkative may have a tendency to dominate the class. The facilitator should realize that the participant may need control over how much they speak, but at the same time allow them to express their opinions occasionally.

Understanding group behavior

Group behavior is influenced by group or class members, their relationships with each other, and other external factors. Facilitators should collect information about the audience and the relationships between its participants before the class, which will allow for better preparation for the class. Managing the personalities of people in a group is not always something that a facilitator can prepare for. The facilitator must observe and analyze during the class how the participants interact with each other. The teacher should inspire respect among the participants, showing that he respects each person and values their opinion. How specific people in the class interact with each other or how participants interact with the instructor can set the tone for the whole group and how much the group gains from the class.

Effective work and communication with people

Because facilitators must be able to observe behavior and adapt their own actions to manage people in the classroom, facilitators must have experience working with and communicating with people. For example, if a new facilitator is promoted from a position where they worked on the assembly line at a plant and had no experience interacting and communicating with colleagues, they would need to gain experience interacting with and communicating with people in order to be an effective facilitator.

Presenting a credible image in front of the group

Facilitators need to feel comfortable in front of the group and show confidence. Since the skill of facilitation involves asking questions and soliciting feedback from participants, the facilitator must not give the impression that they are unfamiliar with the topic or afraid to explain the concept.

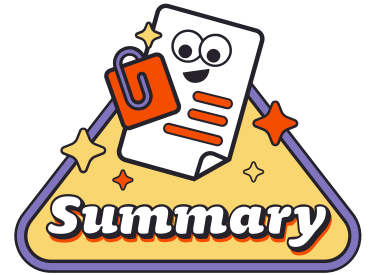
Effective use of the four basic functions of an effective facilitator.

- Emotional stimulation is a way for a facilitator to trigger emotions in participants to improve their understanding or engage them in learning. A skilled facilitator shows concern to participants, which helps motivate them to learn and respond more positively to the facilitator.
- Care also encourages participants to take risks when learning new information. When a facilitator takes care of them, they feel less threatened and are more likely to respond in class and participate in their activities.
- Attribution of meanings is how facilitators create true real meanings of given concepts. It achieves this by giving examples or by relating a classroom activity to the participant's work.
- The executive function has to do with managing logistics and classroom activities. A facilitator does not behave like a dictator; However, he or she is responsible for maintaining the proper course of the class and keeping the participants' attention on the topic presented.

Here, divide the participants into pairs and give each pair Worksheet No. 10 and ask them to complete the task described there.

Module 4: Summary

As a debrief, have a group discussion on the most important aspects of adult education. Below are sample questions for discussion.



Discussion questions:

1. How can understanding the principles of adult learning increase your effectiveness as a coach?
2. How can you incorporate the principle of autonomy into your training sessions to better engage adult learners?
3. Share an example of how you can design learning activities that build on the previous experiences of adults. Why is it important for learning experiences to be relevant to the lives of adult learners?
4. How do I ensure that my training sessions are useful? Discuss some practical strategies for promoting independent learning among adult learners.
5. How do you create a supportive learning environment that encourages adult learners to take risks and learn from their mistakes?
6. Share some techniques to assess the readiness of adult learners and adjust your training approach accordingly.
7. How can we use technology to improve adult learning experiences while embracing different learning styles?
8. What role does feedback play in adult learning and how can effective feedback be provided to adult learners?
9. Recall the last training session you conducted. How did you implement the principles of adult learning and what were the results?

After the discussion, ask the participants to take a test to check the knowledge gained during the training.

Thank your participants for participating in the training.

At this point, the most important thing is for the educator to summarize the workshops conducted.

The key points discussed should be highlighted as a reference to all the content discussed during the training.

At this point, there is also time for:

- Questions from the group – if you do not know the answer to all the questions, you will provide it after checking by e-mail
- Conclusions – you can create a joint map of conclusions with participants on a flipchart or summarize the workshop in a discussion
- Evaluation questionnaire – feedback for the trainer
- Diplomas for participants and thanks for participation

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