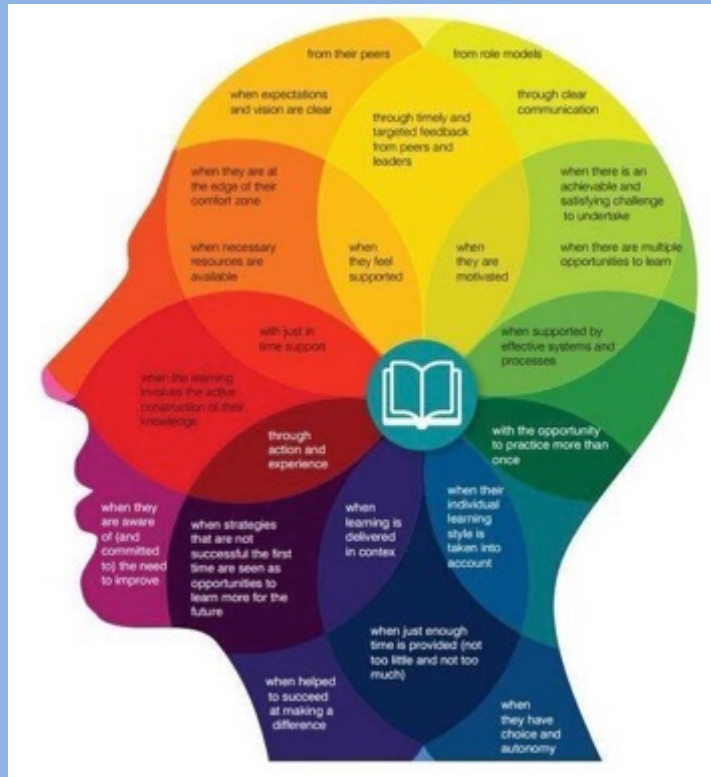




The Fundamental Principles of Adult Learning

**Learn the key components to engaging self-directed, internally motivated,
and ready to learn adult learners!**



**By
Theresa Vadala, Ed.D.**



**Applying New Knowledge:
Learning & Transfer**

Child Care Training Consultants, LLC

Accredited by International Association for Continuing Education and Training (IACET)

The Fundamental Principles of Adult Learning

Theresa Vadala, Ed. D

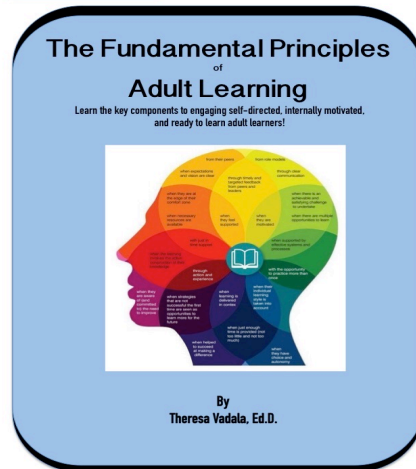
Child Care Training Consultants, LLC

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"Applying New Knowledge:
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<p>CKA 7: Professionalism and Leadership</p> <p>Title: WY 7.A The Fundamental Principles of Adult Learning</p>	<p>3 Hours</p>	<p>0.3 CEUs</p>
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Dr. Theresa Vadala
(Instructor & Curriculum Designer)





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Read the material provided, take the 5-10 quiz questions and
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Participants must receive 100% on individual courses to obtain a certificate of completion.

Questions?

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Support Services:

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Child Care Training Consultants LLC., Goal

The goal is to empower educators as they take Child Development Associate (CDA) courses to make a powerful difference in the lives of young children!

Mission Statement

“Child Care Training Consultants, LLC’s is committed to provide research-based professional growth and development training courses primarily focused on the Child Development Associate. The CDA is the nation’s premier credential that is transferable, valid, competency-based and nationally recognized in all 50 states, territories, the District of Columbia, community colleges and the United State Military.

Vision

Child Care Training Consultants, LLC’s vision is to provide the early childhood community with courses based on CDA competency standards to obtain their CDA Credential and assist in reaching their goal as an exceptional early childhood educator to ultimately achieve higher child outcomes.



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About the Instructor

Theresa has over 30 years experience in the field of Early Childhood Education. During that time, she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of an Early Childcare Program. She has a Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. Theresa is a Professional Growth & Development Trainer and Curriculum Designer and offers web-based courses internationally. She is the Executive Director/Owner of of the training organization Child Care Training Consultants, LLC., (CCTC).



Business Description

Child Care Training Consultants, LLC. (CCTC) is an accredited provider (AP) with the International Association for Continuing Education and Training (IACET) that provides Continuing Education Units (CEU) for adult education nationally. The business is also a recognized training organization with the Council for Professional Recognition, Child Development Associate Council (CDA), National Credentialing Program.

Competency-based Objectives and Outline

Objectives:

Learners will be able to...

- 1) Identify adult learning theories, basic principles, and strategies to engage adult learning and provide guidance, consultation to administrators.
- 2) Define and identify learning styles and multiple intelligences to implement within training content.
- 3) Provides guidance and Implement cultural diversity and inclusive learning activities within training content.
- 4) Involve and engage parents through strategic adult learning activities.

PART 1: Adult Learning: A Historical Perspective

1. Key Learning Theories
2. Adult Learning Principles
3. The Three Learning Domains
4. Facilitating Adult Learning Techniques

PART 2: Learning Styles & Learning Theories

1. Learning Styles
2. Multiple Intelligences
3. Delivery and Development: Adult Learning Training Content

PART 3: Inclusion, Cultural Diversity, and Parent Involvement

1. Adult learning and Cultural Diversity
2. Inclusive Learning and Adult Education
3. Adult Learning an Parent Involvement

Conclusion

References

Glossary of Terms

Evaluation

Appendixes

Research

Professional Development Trainers and Faculty play an important role for adult learners as change agents in creating supportive learning environments by incorporating theory and research into their own classrooms and adult-oriented (Blair, 2010). Adult learners benefit from active engagement in defining the learning program and approach, from methods that tap their experience base as workers and in other aspects of life, and from learning that is structured in ways that align with work settings—in teams, group discussions, emphasizing skill practice, use of technology, and use of case method to elicit lessons (Knowles 1970).

Today's adults need higher levels of academic and technical knowledge to remain employable in an information age and service economy characterized by frequent job and career change. Research shows that adults with postsecondary credentials earn significantly more than those with a high school education; and the gap has widened. Job categories with the fastest expected growth in the next decade require postsecondary education; those with the greatest expected decline require only on-the-job training.

Nearly 30 years ago, Knowles developed a set of core adult learning principles that serve as a foundation for the instructional design and delivery of training for this day and age. As a trainer, your goal is to create a learning environment that implements principles of adult learning built into the instructional design of your course to make sure the training is motivational, interactive, and relevant so that you reach all of your learners!

PART 1

PART 1: Adult Learning: A Historical Perspective

- A. Key Learning Theories
- B. Adult Learning Principles
- C. The Three Learning Domains
- D. Facilitating Adult Learning Techniques



PART 1: Adult Learning: A Historical Perspective

Adult education programs are also known as continuing or recurrent education. They are typically designed for individuals who are no longer in school full time. Public schools hold adult classes at night in the same buildings used by school kids during the day. Colleges and universities offer something known as extension courses. These courses are offered evenings, via correspondence or through the Internet. The programs may or may not lead to a degree. The first adult education programs began in the 1700s and are still a regular part of many education systems. Adult education programs have changed significantly, growing from a narrow vocational skills focus to more broadly encompass fields like information technology. The main sources of adult education are public schools, colleges and universities, proprietary schools and the government.

At one time, adult education referred to being taught remedial and basic skills. However, today's programs focus on broader, higher-level skills that include problem-solving, information literacy and information technology. Students can enroll in adult education programs at adult high schools, community colleges, university extension programs and even prisons. Topics covered in these programs include:

- Adult Basic Education (ABE)
- Citizenship preparation
- English as a Second Language (ESL)
- Family literacy
- GED classes
- Workplace training

Emergence of Self-Directed Learning Skills

Knowles (1975) published his guidebook for learners and teachers on the topic of Self-Directed Learning. This was the first time that he labeled pedagogical as 'teacher-directed' learning and andragogy as 'self-directed' learning. Previously, pedagogy was for children and andragogy was for adults. Andragogy was the underlying philosophy, and self-directed learning was the way andragogy was to be implemented. This training aims to provide learners with Knowles' principles or assumptions of adult learning and effective strategies to engage adult learners.

Key Learning Theories

Use this chart to help you decide on the learning approaches to use. Place a check in the box next to the theories appropriate for your training.

Learning Type		Key Source	Characteristics	Examples of Application
<input checked="" type="checkbox"/>	Andragogy	M. Knowles (1968)	“Art and science of helping adults learn”	Adults have the need to know why they are learning something; they learn through doing and problem-solving; the subject is of immediate use.
<input type="checkbox"/>	Behaviorism	B.F. Skinner (1938)	All behavior can be explained through stimulus-response	Does not account for all kinds of learning as it disregards activities of the mind; positive and negative reinforcement techniques in the classroom.
<input type="checkbox"/>	Brain-based learning	Caine (1991) and others	Based on the structure and function of the brain	Teachers should maximize the natural learning processes by designing or orchestrating “lifelike, enriching, and appropriate experiences for learners.”
<input type="checkbox"/>	Communities of Practice	Lave and Wenger (1991)	Structure of communities and how learning occurs in them	Apprenticeships, school-based learning, service learning, real problem solving.
<input type="checkbox"/>	Cognitive Development	Piaget (1936)	Focus on the inner mental activities exploring mental processes of children	Information comes in, is processed, and leads to certain outcomes— examples include symbol manipulation, information mapping, mental models.
<input type="checkbox"/>	Computer-Supported Collaborative Learning	Koschmann (1996) Hakkinen (2002)	Multi-faceted pedagogical practices using Information and Communication Technology	No unified theory, diverse standpoints on how collaborative learning and technology can work together, various applications being tried.
<input type="checkbox"/>	Constructivism (Activity)	Vygotsky, (1978); Dewey, Vico, Rorty, Bruner, Piaget	Learning is an active constructive process	Learner is not a blank slate but brings past experiences and cultural factors to the situation.
<input type="checkbox"/>	Experiential	Kolb and Fry (1975)	Emphasizes role that true experiences have in learning process	Concrete experiences; observation and reflection; forming abstract concepts; testing in new situations.
<input type="checkbox"/>	Multiple Intelligences	H. Gardner (1983)	8 (or more) different intelligences	Traditional schools often focus on only two intelligences, verbal-linguistic and logical-mathematical. More balanced curriculum includes more equal emphasis on other intelligences by role playing, music, cooperative learning, reflection, visualization, physical education.
<input type="checkbox"/>	Problem or Project-based Learning	Boud and Feletti (1991); Helle, (2005)	Both approaches begin with problem or question raised	This is often an adult learning model that starts with a problem orientation, often favored in work-based settings. Question raised, leads to experiment or hypothesis, verified, then reviewed.
<input type="checkbox"/>	Transformative Learning	Mezirow (1991)	Learner challenges assumptions through critical lens	Ability to create new meaning in the process.

Knowles' 4 Principles of Andragogy and Adult Learning Principles

Knowles' 4 Principles of Andragogy

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience provides the basis for the learning activities.
3. Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
4. Adult learning is problem-centered rather than content-oriented.

Adult Learning Principles

Malcolm Shepherd Knowles was an American educator well known for the use of the term *Andragogy* as synonymous to adult education. According to Malcolm Knowles, andragogy is the art and science of adult learning. Knowles identified 5 assumptions of adult learners.

- **Self-Concept** - As a person matures his/her self-concept moves from one of being a dependent personality toward one of being a self-directed human being.
- **Adult Learner Experience** - As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.
- **Readiness to Learn** - As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles.
- **Orientation to Learning** - As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application. As a result his/her orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness.
- **Motivation to Learn** - As a person matures the motivation to learn is internal.

Knowles' 4 Principles Of Andragogy

In 1984, Knowles suggested 4 principles that are applied to adult learning:

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience (including mistakes) provides the basis for the learning activities.
3. Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
4. Adult learning is problem-centered rather than content-oriented (Kearsley, 2010).

Andragogy (Malcolm Knowles)

Andragogy refers to a theory of adult learning that details some of the ways in which adults learn differently than children. For example, adults tend to be more self-directed, internally motivated, and ready to learn. Teachers can draw on concepts of andragogy to increase the effectiveness of their adult education classes. Knowles' theory of andragogy is an attempt to develop a theory specifically for adult learning. Knowles emphasizes that adults are self-directed and expect to take responsibility for decisions. Adult learning programs must accommodate this fundamental aspect. Andragogy makes the following assumptions about the design of learning:

- (1) Adults need to know why they need to learn something
- (2) Adults need to learn experientially,
- (3) Adults approach learning as problem-solving, and
- (4) Adults learn best when the topic is of immediate value.



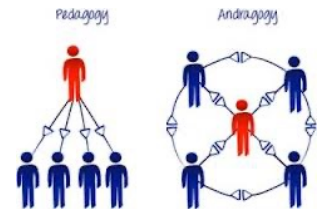
In practical terms, andragogy means that instruction for adults needs to focus more on the process and less on the content being taught. Strategies such as case studies, role playing, simulations, and self-evaluation are most useful. Instructors adopt a role of facilitator or resource rather than lecturer or grader.

Educators teaching adult learners need to know the concepts of the adult learning theory and be able to incorporate them into their teaching style. Educators need to become facilitators of adult education, helping the adult learner to set and achieve goals and guide them in choosing the subjects and courses needed to fulfill these goals. They need to keep in mind that the adult learner needs to know why the course is important to their learning and life situation. The adult learner brings into the continuing educational a variety of experiences that will affect the learning styles and assimilation of knowledge. Adult learners need to be able to apply the knowledge into their life situations. There is a need to continue the work of Dr. Knowles to continue to support, design and implement curriculums tailored to the educational needs of the adult learner in today's society. With advancing technology, there is a continuing need to re-educate and provide continuing education in the academic as well as the business and industrial environment.

Adult Learning Principles

In 1980, Knowles made 4 assumptions about the characteristics of adult learners (andragogy) that are different from the assumptions about child learners (pedagogy). In 1984, Knowles added the 5th assumption. The five assumptions underlying andragogy, as theorized by Knowles, are:

- 1)Learner's self-concept,
- 2)Learner's experience,
- 3)Readiness to learn depends on need,
- 4)Problem centered focus,
- 5)Internal motivation, and



Adults need to know why they need to know something. Below is a model to explain the characteristics of learning in adults based on the following five assumptions:

Knowles' 5 Assumptions Of Adult Learners

Self-Concept	Adult Learner Experience	Readiness to Learn	Orientation to Learning	Motivation to Learn
• As a person matures his/her self concept moves from one of being a dependent personality toward one of being a self-directed human being.	• As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.	• As a person matures his/her readiness to learn becomes oriented increasingly to the developmental task of his/her social roles.	• As a person matures his/her time perspectives changes from one of postponed application of knowledge to immediacy of application, and accordingly his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.	• As a person matures the motivation to learn is internal.



ASSUMPTION #1: Self-Concept

EXERCISE 1.1 After reading each of Knowles' 5 Assumptions, complete the tasks below each section.

ASSUMPTION #1: Self-Concept As a person matures his/her self concept moves from one of being a dependent personality toward one of being a self-directed human being. Adults have the self-concept of being responsible of their own decisions and their own lives and consequently need to be considered by others as capable of self-direction. Teachers should help their adult students become self-directed learners: Learners that are able to control, motivate, supervise and adjust their own learning. Encouraging active learning (where students actively participate in their learning – through debates, questioning, case resolution) over passive learning (where students just sit back and expect to be 'fed' by the teacher) is one strategy for helping students make a transition from dependent to self-directed learners.

Self Direction. Adult learners are self-directed and must have some control over what they are learning. They are motivated to learn if they can take charge of their learning and make decisions about the content and process; contribute to the learning of their co-learners; and have some degree of independence in the learning process.

List three concepts you learned from the reading on Assumption #1: Self-Concept

ASSUMPTION #2 of Adult Learners

ASSUMPTION #2: Adult Learner Experience As a person matures he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning. Adults come to learning situations with accumulated experience; therefore, in any group of adults there is a wide range of individual differences regarding background, learning styles, motivation, needs, interests and goals. Also, adults tend to develop mental habits, biases and assumptions that usually make them resistant to new ideas and alternative methods of learning. This concept suggests the inclusion of techniques that take into consideration the learner's' experience. Group discussions, debates, case-based methods, etc., are examples of techniques in which students may evaluate, reflect and review their own experience in light of what is being taught. Additionally, constructivist learning theories suggest that new information must connect to previous knowledge in order to be understood, retained and then utilized.

Experience. Adult learners come to each learning event with a unique background of knowledge and experience. They are motivated to learn if the learning:

- Involves them in sharing what they know;
- Builds on what they know;
- Validates their expertise.

After reading Assumption #2: Adult Learner Experience write 3-5 sentences on your experience as an adult learner. (Think about the last training session you attended; Describe your experience, teachable moments, etc.)

ASSUMPTION #3: Readiness to Learn

ASSUMPTION #3: Readiness to Learn As a person matures his/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles. Adults are ready to learn what they need to know to cope with the situations they face in their real lives. This principle supports the relationship between the content to be taught and the learner's developmental stage.

1) Personal Benefit. Adult learners must be able to see the personal benefit of what they are learning, and how it satisfies a need they have. They are motivated to learn if the learning

- Solves or avoids a problem for them;
- Provides an opportunity or increased status;
- Leads to professional or personal growth.

After reading Assumption #3: Readiness to Learn, describe what is meant by “ This principle supports the relationship between the content to be taught and the learner's developmental stage.”

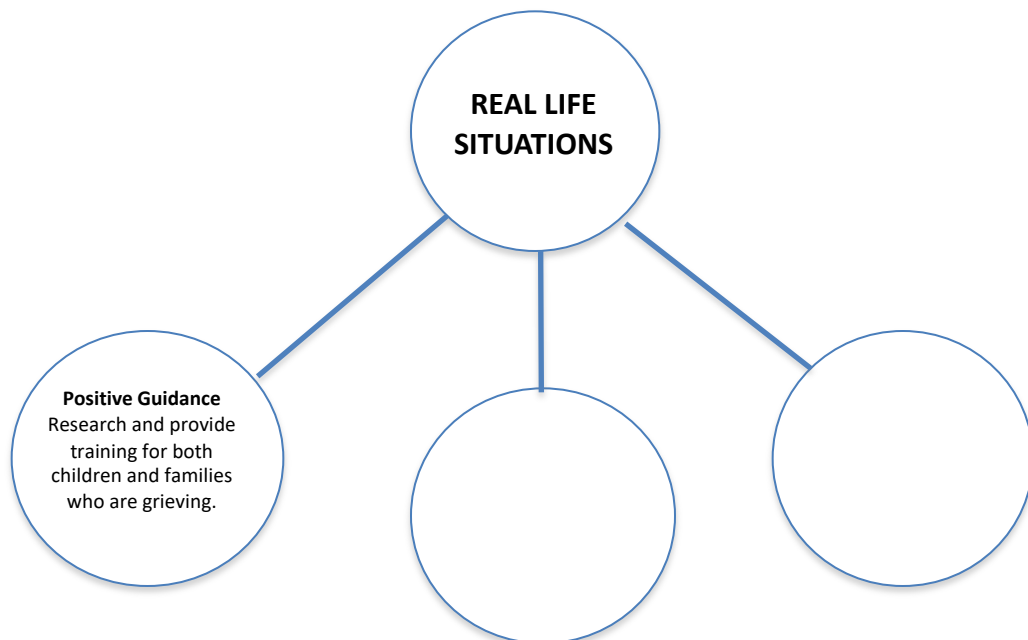
ASSUMPTION #4: Orientation to Learning

ASSUMPTION #4: Orientation to Learning As a person matures his/her time perspective changes from one of postponed application of knowledge to immediacy of application. As a result his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness. Adults will be motivated to learn as long as they perceive the learning as useful to help them perform tasks or solve problems they face in their lives. They will learn more effectively when new knowledge, skills, attitudes and values are presented in the context of their application to real life situations.

4) Application & Action. Adult learners are busy, practical, and learn by doing. They learn best when;

- There is immediate application for the learning;
- They participate actively in the learning process;
- They can practice new skills or test new knowledge before leaving a learning session.

Read Assumption #4: Orientation to Learning and mind map real-life situations that you as a learner relate to in daily practices and teaching. (For example, developing a training on positive guidance or grieving because a child in the class lost a parent and is now unruly, as opposed to developing a training on “The Beauty of Art.” Although art is beautiful and teaches expression, the immediacy of application for an adult learners may be to learn how to deal with grieving children and families.)



ASSUMPTION #5: Motivation to Learn

ASSUMPTION #5: Motivation to Learn As a person matures the motivation to learn is internal (Knowles 1984:12). Although adults respond to external motivators (better jobs, promotions, higher salaries, etc.) the most powerful motivators for learning are internal pressures (the desire for increased job satisfaction, self-esteem, quality of life, etc.). Letting learners know why they need to know a topic or what they will be able to do with the knowledge acquired from the lecture (i.e., to present goals and objectives) can increase motivation during lectures, as well as the inclusion of activities, debates and questions.

5) Learning Styles. Adult learners approach learning in a great variety of ways, from hands-on and moving to using their eyes, ears, and/or logic to anchor new skills and knowledge. The three primary learning styles are visual, auditory, and kinesthetic. Adults learn best when;

- The learning taps into a mix of learning styles that fit their preferences and stimulate their 'multiple intelligences';
- Multiple means are used to represent the material being learned.

After reading Assumption #5: Motivation to Learn complete the outline and include additional activities that include the three primary learning styles learning.

Deployment: Coping Strategies for Children

1. Visual learning activities

- a. Have an adult iron on a photo of deployed parent on pillow case or blanket to use during nap time at school.
- b.
- c.

2. Auditory learning activities

- a. Record a song together with deployed parent before deployment to listen too when parent is away.
- b.
- c.

3. Kinesthetic /hands-on learning activities

- a. Decorate a special box to save treasures for deployed parent.
- b.
- c.

Summary

Adults need to know why they need to learn something

Adults need to know what's in it for them – how this new knowledge will solve a problem or be immediately applied. According to Knowles, “adults want to know why they need to learn something before undertaking learning. Facilitators must help adults become aware of their ‘need to know’ and make a case for the value of learning.” Adult learners will be more receptive and committed to training if they understand why it is important to the organization, their management, the customer and most importantly themselves. Providing the *why* as early as possible, such as when initially scheduling the training and then again at the beginning of the training, will help ensure your adults learners get the most out of the training.

Malcolm Knowles based andragogy on five assumptions about the adult learner. Knowles theorized that adults typically want to choose what they want to learn, when they want to learn it, and how they want to learn; adults are able to contribute richness to class discussions and are considered valuable resources for learning from and with each other; whether or not an adult is ready to learn depends on what they need to know in order to deal with life situations; adults need to see the immediate application of learning; adults will seek learning opportunities due to some external motivators, but the more potent motivators are internal; and adults need to know why they need to learn something.

Applying Adult Learning Principles into Instructional Design

(Based on Knowles Learning Principles)

Adult Learning Principles	Classroom Application
<p>Self Direction Adults are accustomed to being autonomous and self-directed. They have expectations and wants that need to be met.</p>	<p>Allow your participants to create their own <i>ground rules</i> at the beginning of the training course. Let them roll dice or choose a playing card to determine break times, rather than you dictating the amount of time. Finally, since adult learners are self-directed, allow them to discover things on their own and even make mistakes.</p>
<p>Experience Adults bring considerable experience with them. They like to speak, participate, and contribute to the proceedings. They dislike long lectures.</p>	<p>Gather the experience of your adult learners. Incorporate <i>peer-mentoring</i> by pairing up those with more experience with the newer, less knowledgeable trainees. Use icebreakers that will reveal shared experiences (e.g. give learners five minutes to list things that they all have in common).</p>
<p>Time Orientation Adults have a here-and-now viewpoint. They wish to focus on current issues, rather than material that may be useful in the distant future.</p>	<p>Teach tasks that the attendees will use in their current role. Ensure your trainees use the skills within 30 days of the training by following up with their manager or supervisor. Studies show that when learning a new skill, if it's not used within 30 days, ninety percent of it will be lost.</p>
<p>Relevance Adults want courses that focus on real-life problems and tasks rather than academic material. A strong how-to focus is desired. They become restless if their time is being wasted.</p>	<p>Teach tasks rather than topics. Maintain a brisk pace and schedule, omitting <i>nice-to-know</i> information—focus on what the learners <i>need to know!</i></p>
<p>Benefit Adults see learning as a means to an end, rather than an end in itself. They must know what there is to gain, and they must see progress being made.</p>	<p>Point out why it's important for the trainees to learn the content. Focus on how they'll benefit personally, and what will happen back on the job if they, or their peers, don't learn how to do the job properly.</p>
<p>Self-Esteem Adults have something to lose. They have a strong need to maintain their self-esteem, and need to feel <i>heard</i>.</p>	<p>Make sure that adequate climate building is done before working on the course content (e.g. icebreakers, energizers, and brainteasers). Most people need to feel safe, secure, and comfortable before they can give their full attention to learning. Create early practice sessions that are easier and more prompted than later sessions. As learners gain proficiency, more complexities can be added to the practice session.</p>
<p>Participation Adults are accustomed to being active. They should be given an opportunity for active participation whenever possible.</p>	<p>Build practice sessions throughout the course rather than just at the end, and use frequent small-group sessions. Include opportunities for learners to express themselves, work together, and be active.</p>

Three Learning Domains

A committee of colleges, led by Benjamin Bloom, identified three domains of educational activities. The three domains are cognitive, affective, and psychomotor. Domains can be thought of as categories. Cognitive is for mental skills (Knowledge), affective is for growth in feelings or emotional areas (Attitude), while psychomotor is for manual or physical skills (Skills). Trainers often refer to these as KAS, SKA, or KSA (Knowledge, Attitude, and Skills). This taxonomy of learning behaviors can be thought of as "the goals of the training process." The committee then produced an elaborate compilation for the cognitive and affective domains, but none for the psychomotor domain. This compilation divides the three domains into subdivisions, starting from the simplest behavior to the most complex. The divisions outlined are used in the educational and training world; with Bloom's Taxonomy the most widely applied and in use today.

To understand adult learning, it is important to know and understand the learning domains, learning styles, and how and why adults learn. The three learning domains are cognitive, affective, and behavioral.

- 1) *Cognitive* refers to knowledge or a body of subject matter;
- 2) *Affective* refers to attitudes and beliefs; and
- 3) *Behavioral* refers to practical application.

*COGNITIVE	AFFECTIVE	BEHAVIORAL (Psychomotor)
Lectures	Values clarification exercises	Role plays
Brainstorms	Nominal group process	Simulations
Discussions	Consensus-seeking activities	Teach backs

Cognitive Learning Activities are geared toward pushing learners to work through different problems and stimuli. The goal is to get learners thinking and applying problem-solving strategies without the use and preparation or steps that lead to an answer. Cognitive learning relies on five principles: remember, understand, apply, analyze, evaluate, and create.

The Cognitive Learning Domain

The cognitive domain involves knowledge and the development of intellectual skills (Bloom, 1956). This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories of cognitive processes and consist of six (6) categories. These six categories are known as *Blooms Taxonomy*, widely used by educators to develop effective learning objectives.

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Cognitive Domain Levels

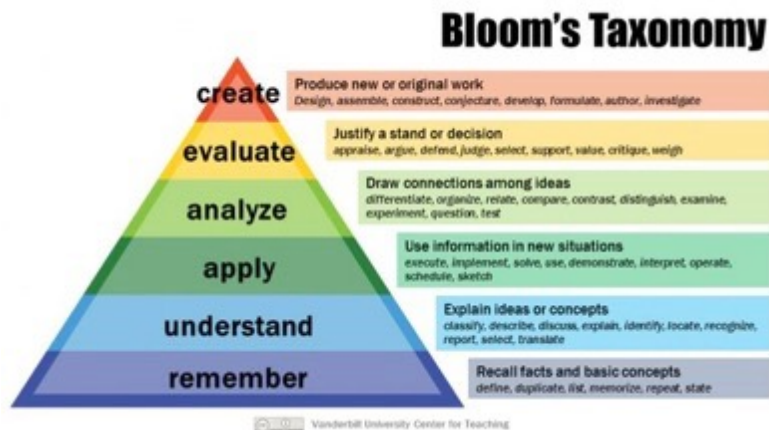
Level	Description	Verbs	Objective
Knowledge	To recall or recognize information in some pre-arranged form.	Define List	Define levels of cognitive domain.
Comprehension	To understand meaning of information based on prior learning.	Describe Explain Interpret	Explain purpose of cognitive domain.
Application	To utilize information to complete a task with limited direction.	Compute Solve Use	Write objective for levels of cognitive domain.
Analysis	To classify and relate assumptions or evidence.	Contrast Examine	Compare cognitive & affective domains.
Synthesis	To integrate or combine ideas into a new product or plan.	Design Develop Organize	Design way to write objectives that combines 3 domains.
Evaluation	Critique idea based on specific standards and criteria.	Appraise Judge Justify	Judge effectiveness of writing objectives using taxonomy.

Bloom's Taxonomy Framework For Writing Objectives

Bloom's Taxonomy Framework for Writing Objectives

The Revised Blooms Taxonomy Framework is used to develop learning objectives in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles. The main purpose of the taxonomy is to allow educators to create learning outcomes that target not only the subject to be taught, but the depth of the learning that is to occur, as well as to then create assessments that accurately report on the students' progress towards these outcomes.

Bloom's taxonomy is separated into three domains: the cognitive, the affective, and the psychomotor. Within these domains are hierarchies composed of action verbs that correspond to different levels/depths of thinking. For the purpose of this course design, the cognitive domain is used as it is focused on intellectual skills such as critical thinking, problem solving, and creating a knowledge base. Blooms Taxonomy of action verbs are listed on the following page.



The learner's objectives are based on Bloom's Taxonomy cognitive domain. The training activities, assessment, the transfer of learning and learning outcomes are aligned with the objectives.

Bloom's Taxonomy Revised

Bloom's Taxonomy was developed in the 1950's and is still used today to categorize ways of learning and thinking. A revised model was developed in the 1990's to better fit educational practices of the 21st century; the nouns have been changed to verbs.

Taxonomy of Cognitive Objectives

- 1950's- developed by Benjamin Bloom.
- Means of expressing qualitatively different kinds of thinking.
- Been adapted for classroom use as a planning tool.
- Continues to be one of the most universally applied models.
- Provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking.
- 1990's- Lorin Anderson (former student of Bloom) revisited the taxonomy.

Bloom's Taxonomy	
Original (1956)	Revised (2001)
Evaluation Synthesis Analysis Application Comprehension Knowledge	Creating Evaluating Analyzing Applying Understanding Remembering
Noun	Verb
<p>Thinking is an active process, and verbs describe actions. Knowledge does not describe a category of thinking and was replaced with Remembering. Comprehension and synthesis were retitled to Understanding and Creating, respectively, to better reflect the nature of thinking for each category.</p> <p>One can be critical without being creative (i.e., judge an idea and justify choices), but creative production often requires critical thinking (i.e., accepting and rejecting ideas on the path to creating a new idea, product or way of looking at things).</p>	

Bloom's Taxonomy Revised

The Knowledge Dimension

- Factual
- Conceptual
- Procedural
- Metacognitive

Bloom's Taxonomy

Level 1: Remembering: Exhibit memory or previously learned material by recalling facts, terms, basic concepts, and answers.

Level 2: Demonstrate: Show an understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

Level 3: Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques, and rules in a different way.

Level 4: Analyzing: Examine and break information into parts by identifying motives and causes. Make inferences and find evidence to support generalizations.

Level 5: Evaluating: Present, and defend, opinions by making judgments about information, validity of ideas, or quality of work, based on a set of criteria.

Level 6: Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions

What are Objectives?

In general, objectives are more specific and easier to measure than goals. Objectives are basic tools that underlie all planning and strategic activities. They serve as the basis for creating policy and evaluating performance. Objectives are specific, measurable steps that can be taken to meet the goal.

Objectives are: **SMART**

Specific - Clearly defined

Measurable - to be measured

Attainable - Achievable

Relevant - Closely connected or appropriate to matter

Time-frame - A period of time

EXAMPLE:

The teacher will write a comprehensive action plan, given the Guidebook to read within 45 minutes with 0 errors.

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	<ul style="list-style-type: none"> • Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why 	<ul style="list-style-type: none"> • Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize 	<ul style="list-style-type: none"> • Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme 	<ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value 	<ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

Writing Learning Objectives

EXERCISE 1.2 After reading and reviewing Bloom's Taxonomy, answer the questions below, and use the template to write three objectives on a topic of your choice.

Objectives should be written from the participants' point of view and emphasize what you want students to value, understand, or do with the information or skills being taught. According to Robert Mager, a world-renowned expert in instructional design, the simplest way to start writing learning objectives is by answering three questions:

1. What will participants be able to do as a result of take the intended training course?

2. What are the conditions or circumstances where the participants/learners will perform this activity, and what knowledge or materials does he/she need to do this effectively?

3. What level of proficiency is needed to perform the task or skill successfully or apply this information?

There are several different models that have been created to help in designing learning objectives. For developing practical objectives, you might consider the SMART Model.

Use this template to develop your objectives.

1. Use Bloom's Taxonomy list of action verbs for writing objectives.

Writing Objectives		
Performance	What the learner will be doing	The _____ will be able to Who/Name/The Learner <hr/> What will the learner be doing?
Condition	What the learner /individual will use and how	given _____ What will the learner use? /Tools to _____ Explain how the learner will use
Measure	Provide a time limit and range	Within/by _____ with Time limit <hr/> Range
The learner/participant will be able to:		

Objective Samples

After the reading and studying the assigned materials, the student will

Objective 1

After the training/course period the learner identify methods and techniques to address the dynamics of parents and manage generational differences within the school community.

Objective 2

After the training/course period the learner will apply strategies to embrace students, parents, and families from diverse backgrounds within the classroom and school community.

Objective 3

After the training/course period the learner will recognize features of effective communication to keep parents engaged within the school community.

Use this template to write three (3) objectives for your training course content.

Objective 1

Objective 2

Objective 3

Facilitating Adult Learning Techniques

There are a number of powerful methods to help your learners retain what you teach. If you are lecturing, with or without PowerPoint, stop every 15-30 minutes and engage learners in an activity to reinforce learning. For some topics, learners may already know some of what you'll teach, or have experience with it. Some of the activities suggested below involve having them brainstorm first, with you filling in the blanks in their knowledge afterwards. These participatory methods focus on five participatory processes:

- Reflecting
- Summarizing
- Sharing knowledge
- Teaching
- Receiving feedback

Each of these participatory processes is described below, with suggested learning activities.

A. REFLECT

Learning is enhanced if we are given a chance to reflect, review, and personally relate to the material and how we might apply it. Give participants a log or journal, then use a variety of ways to have participants stop and reflect periodically for a few minutes on what they've learned and how they might use it. After the reflection time you can have them volunteer to share, share in small groups, or not share.

Facilitating Adult Learning Techniques

Here are six examples of participatory “reflective” learning processes to use when training:

1) Most Important: In your journal or note paper *write three (3) things you just learned.*

Now put a star by the most important.

2) Three Applications: *Write three ways you can use or apply what you’ve just learned. Circle the one you plan to do first.*

3) One Sentence: *Write one sentence explaining what you learned in the last two (2) minutes.*

4) One Question: *Write one question you have about what you’ve heard.*

5) “AHA”/How About: *On a sticky note, write about a “AHA” moment—something you learned that was important to you. On another sticky note, write a “HOW ABOUT” question or other idea you might have. Post your notes on the two flip charts (labeled “Aha” and HOW ABOUT).*

Build in some time to work in groups to debrief the two charts.

6) Highlights: *Spend the next four (4) minutes reading and reviewing the notes and the other information you have. Highlight the important points. Write any questions you may*

Facilitating Adult Learning Techniques

B. SUMMARIZE

Having learners summarize, in a sentence or two, the most important things they have just learned is another powerful way to have them interact with the content and fix it in their minds. Here are seven fun ways to share summaries with others.

1) Best Summaries: On an index card, each participant prepares a summary of the main points at the end of a segment or topic presented. On the other side of the card have them put a code or identifying PIN. Teams of 4-7 collect their cards and exchange them with another team. Then each team selects the best summary from the set of cards they were given. Each team reads the summary to the whole group. Also read the identifying PIN so the author can be congratulated.

2) Essence: Explain this activity at the beginning of a presentation to spark a competitive spirit and motivate participants to pay close attention. Following the presentation, divide the group into teams of 3-7. There are four rounds. 1—Tell them to create a 32 word summary of what they have learned. Have each group read their summary, then participants vote for the best by raising their hands. There are two rules: they can only vote once, and they can't vote for their own team's summary. 2—Repeat the process but now the summary must be only 16 words. 3—Repeat the process for an 8-word summary. 4—Repeat the process for a 4-word summary. 5—Repeat the process for a 2-word summary.

3) Superlatives: After a presentation, ask participants to identify the most important piece of information or concept that you presented. Give them time to think and jot an idea down. Ask for responses. Then ask them to identify the most important thing you presented and share that with a partner. Take a few responses in the whole group. Continue this process, substituting superlatives in the blank. Some possible superlatives include: useful, controversial, difficult to understand, surprising, universal, obvious, etc.

Facilitating Adult Learning Techniques

4) Thirty-Five: After a presentation, distribute index cards to participants. Give participants two (2) minutes to write one sentence that summarizes an important idea they learned. Have them stand up and exchange their card, blank side up, with someone else. They should continue exchanging cards with others for about 20 seconds. At your signal have them find a partner and read each other the sentences on their cards. Repeat the process—exchange cards for 20 seconds, find a new partner, read the sentences, assign points—four more times. Ask them to return to their seats and add up the points for the card they have. The highest possible score is 35. Last comes the count down to the winning sentence. Start counting down from 35. When a participant hears the number that is the total for the card they have, he or she should stand up and read the card. Do this for the top 5-10 cards. You can invite participants to make brief comments. You can also offer to type the cards and send them out to participants.

5) Open and Closed: At the end of a presentation, have each participant write a closed-ended question and an open-ended question on index cards. Warn them ahead of time that you will ask them to do this so they will pay close attention and take good notes. For round one, have them pair up and ask each other their closed questions. Have them switch partners 4 or 5 times. For round two, have them get in triads and ask each other their open questions.

6) Picture Summary: Divide participants into small groups and give each a flip chart or flip chart sheet. Their task is to design a poster that summarizes the key points they've learned. There are 4 rules: 1—page limit is one sheet of paper; 2—only pictures can be used, which includes graphics, symbols, icons, or diagrams but not words, letters or numbers; 3—joint effort, meaning that all team members should contribute; and 4—time limit is 5 minutes.

7) Flip Chart Summary: Divide participants into small groups and give each a flip chart or flip chart sheet. Their task is to design a poster that summarizes the key points they've learned. There are 3 rules: 1—page limit is one sheet of paper; 2—joint effort, meaning that all team members should contribute; and 3—time limit is 5 minutes.

Facilitating Adult Learning Techniques

SHARE KNOWLEDGE

Often learners have some knowledge of or experience with the subject they are learning. To build on what they know, to give them some control over content, and to validate their expertise try some of the following ideas.

1) Brainstorm: Ask participants, in groups, to think about a question related to a topic and brainstorm answers on a flip chart sheet. Have each group share, and then you fill in missing information verbally, and/or from a handout.

2) Leaky Fishbowl: If participants have some but different levels or types of knowledge of the material you'll be covering, this is a good technique for tapping the knowledge of the group. Have 5-7 volunteers sit in a circle in the middle of the group. If the group is large, have participants pass a microphone around. Have a set of questions ready, and give the small group a question to discuss. There are two rules: only those in the middle of the circle can talk; and those outside the circle can join it by standing behind someone until an inner circle participant voluntarily vacates his or her chair. Periodically give a new question to be discussed. If someone shares something that is incorrect, feel free to break in and question the group or provide the correct information. It's also a good idea to take notes on a flip chart during this process.

3) Item List: Have a list or outline of the topics you are prepared to teach on a flip chart. Give participants a few sticky dots and have them mark the ones that are highest priority for them to hear about from you. Be sure you give most emphasis to those topics in your presentation, and spend less time on the low priority items.

4) Press Conference: Give the outline of your presentation to participants as well as a brief overview of key objectives and major topics. Divide participants into small groups, using the same number of groups as topics you will be covering. Give each group a number of index cards, equal to the number of topics your presentation covers. Have the groups write one question for each topic to be covered. They should either label each card with the topic, or use a different color of card for each topic. Collect all the cards; then redistribute them, giving all the cards of one topic (and color) to each group. Have the groups take turns grilling you with their questions, as in a press conference. Be sure to ask participants to help you answer the questions when they can.

Facilitating Adult Learning Techniques

5) Concept Hunt: After a presentation or a portion of a presentation, have small groups of participants brainstorm and come up with specific examples of a principle, concept, or skill. Have each group share their example in the large group.

6) Confusion: Give your presentation in segments. After each segment have participants write two questions or points of confusion anonymously on two index cards. Give them 1 minute. Have them stand up and exchange the cards with the written side down, with as many people as possible for about 30 seconds. When you call time, they should sit down with the two cards left in their hands. Then conduct a question and answer session with participants volunteering to read a question on one of their cards. Be sure to ask if any of the participants can answer or explain before you do.



Brainstorm additional activities to share knowledge:

Facilitating Adult Learning Techniques

E. RECEIVE FEEDBACK

Adult learners enjoy getting feedback on what they have learned. Fun ways to self-test what they have learned motivates and empowers them to take more active control of their learning.

1) Bingo: In advance, create at least 25 questions that cover the material you will be presenting. In creating the questions, ask yourself: *If they can only take away 25 things from what I presented, what would I want those to be?* Create a one-page 5x5 matrix, a grid with 25 boxes. Put a one-word or short-phrase answer to each of your questions in each of the boxes. Either at the end or at intervals during your presentation, ask one or more of the 25 questions. Have participants find the answers on their cards either individually or in pairs or teams. Tell them that as soon as the individual or team thinks they have the right answer, they should stand up. The first to stand gets to share their answer. If they're correct, they get to cross off a box on their sheet. If wrong, the next one standing gets to give an answer. Continue until someone gets BINGO or until you've gone through all the questions and answers.

2) Jeopardy: *Before the training*, think of four or five categories that you would want participants to know about. Create questions on the most important topics in those categories; write each on a 5x7 or 8x11 card or sheet; assign a point/monetary value to each question; and write this on the back of the card. Post the categories on a board or wall. Post the questions with point/monetary value side up so participants can choose a point value. Finally, choose one special question for the final round. This should be the one thing that you want participants to take away from your training.

To play the game, divide the group into teams. Have each group choose a number or roll a dice to see who goes first. Each group chooses a category and a point value. Turn the card over, read the question, and they try to answer it. The group can confer for a determined amount of time before giving their answer. If they get the answer correct, they earn the allotted points. Keep a point list on a flip chart visible to everyone. Once a team has answered a question, move on to the next team until all the questions are answered.

Facilitating Adult Learning Techniques

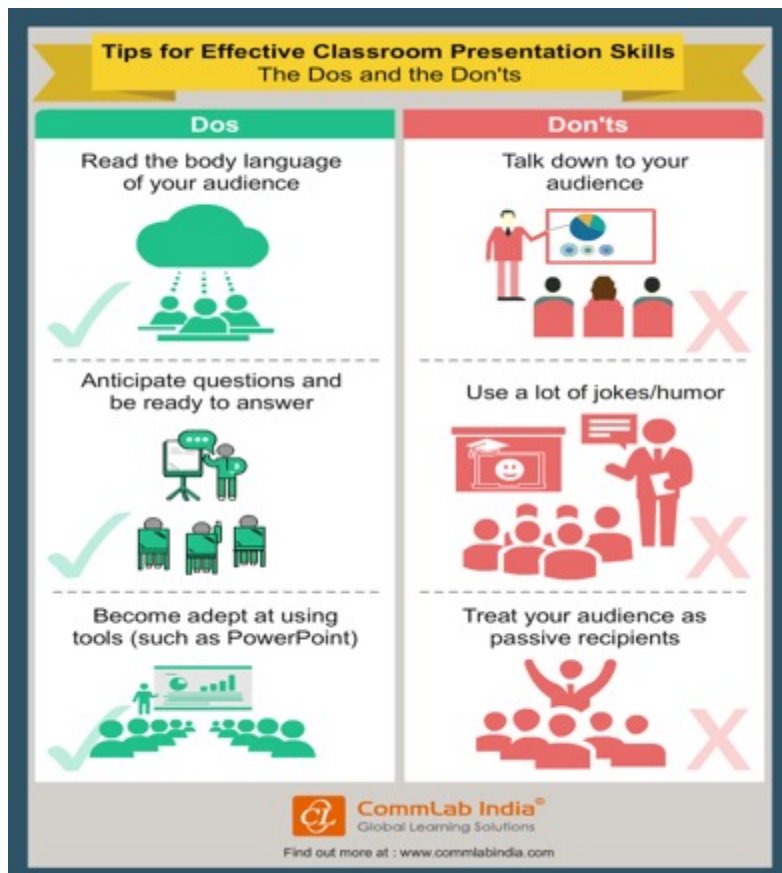
For the final round, have groups wager a point value for final jeopardy and write these down. Read the final jeopardy question to the groups. Have them write down their answers in a specified amount of time. Then have each group read their answers and reveal their point values. Add or subtract them from their teams' scores. The group with the most points wins the game! (The groups could be given prizes that help to emphasize the learning points).

3) Crosswords: Create a crossword puzzle on a flip chart with clues that test understanding of the key ideas and concepts you are presenting. To create the puzzle using words and definitions from the content you are teaching. Stop at periodic intervals and have pairs of participants complete as much of the puzzle as they can.

4) Team Quiz: Before your presentation, tell participants that you will be stopping periodically (about every 10 minutes) to have them, in groups of 3-5, write two questions for their fellow participants. One should be factual and the other should be open-ended, requiring some evaluation, synthesis, or inferential thinking. Give them 3 minutes to write the questions. Debrief by having each team, one-by-one, ask their factual questions. Then do the open-ended questions. Teams can answer in consultation with each other. Make sure that everyone gets a chance to answer some questions.

10 Important Lessons for Effective Classroom Presentations

1. Don't talk at participants. Involve them.
2. Encourage positive group dynamics. Reform and move students into groups as needed.
3. Allow participants to discover data for themselves.
4. Ask participants to keep an action or idea list, and revisit it throughout the session.
5. Learning is directly proportionate to the amount of fun you have.
6. Change the pace. Listening with retention only lasts about 20 minutes at a time.
7. Design your class so participants leave excited about what they learned.
8. Allow adults learners to use their expertise by leaving time to share experiences.
9. Offer material in a variety of ways. Recognize your participants will learn differently.
10. Teach the things there is a need for with passion!



(Adapted from Robert Pike, ASTD handbook for workplace learning professionals, 2008)

Take a Break!

STOP

TAKE A MINUTE TO STRETCH!



You are doing GREAT!

Part 2 is next!

Learning Styles and Learning Theories

Have any questions?

Email Theresa Vadala at

childcaretrainingconsultants1@gmail.com

PART 2

PART 2: Learning Styles & Learning Theories

- A. Learning Styles
- B. Multiple Intelligences
- C. Delivery and Development: Adult Learning Training Content



Learning Styles

VAK Learning Styles

The VAK learning style uses the three main sensory receivers: Visual, Auditory, and Kinesthetic (movement) to determine the dominant learning style. It is sometimes known as VAKT (Visual, Auditory, Kinesthetic, & Tactile). It is based on *modalities*—channels by which human expression can take place and is composed of a combination of perception and memory.

VAK is derived from the accelerated learning world and seems to be about the most popular model nowadays due to its simplicity. Research has shown a connection with modalities and learning styles (University of Pennsylvania, 2009). The three primary learning styles are: visual, auditory, and kinesthetic.

Visual learners tend to learn by looking, seeing, viewing, and watching. Visual learners need to see an instructor's facial expressions and body language to fully understand the content of a lesson. They tend to sit at the front of the classroom to avoid visual distractions. They tend to think in pictures and learn best from visual displays. During a lecture or discussion, they tend to take detailed notes to absorb information.



Auditory learners tend to learn by listening, hearing, and speaking. Auditory learners learn best through lectures, discussions, and brainstorming. They interpret the underlying meaning of speech by listening to voice tone, pitch, and speed and other speech nuances. Written information has little meaning to them until they hear it. They benefit best by reading text out loud and using a tape recorder.






Kinesthetic learners tend to learn by experiencing, moving, and doing. Kinesthetic learners learn best through a hands-on approach and actively exploring the physical world around them. They have difficulty sitting still for long periods of time, and easily become distracted by their need for activity and exploration.



The three primary learning styles are: visual, auditory, and kinesthetic. When developing training course content the learning styles must be included in order to reach all adult learners.

Adapted from Teach, Make a Difference. (2017). Retrieved from <https://teach.com/what/teachers-teach/learning-styles/>

Adult Learning Activities Aligned with Learning Styles

Learning Styles	Characteristics	Adult Learning Activities
<p>Visual Learners</p> 	<p>Visual learners tend to learn by looking, seeing, viewing, and watching. Visual learners need to see an instructor’s facial expressions and body language to fully understand the content of a lesson. They tend to sit at the front of the classroom to avoid visual distractions. They tend to think in pictures and learn best from visual displays. During a lecture or discussion, they tend to take detailed notes to absorb information.</p>	<ul style="list-style-type: none"> • Watch a video • Provide demonstrations • Create graphs and charts • Create outlines • Write practice test • Create mind maps • Note taking • Use symbols • Draw pictures • Use flash cards • Use handouts
<p>Auditory Learners</p> 	<p>Auditory learners tend to learn by listening, hearing, and speaking. Auditory learners learn best through lectures, discussions, and brainstorming. They interpret the underlying meaning of speech by listening to voice tone, pitch, and speed and other speech nuances. Written information has little meaning to them until they hear it. They benefit best by reading text out loud and using a tape recorder.</p>	<ul style="list-style-type: none"> • Use videos embedded in training content • Ask learners to share what they learned • Find a study buddy • Associate music with learning • Class participation • Giving oral reports • Read aloud to yourself • Discussions • Lectures • Brainstorm
<p>Kinesthetic Learners</p> 	<p>Kinesthetic learners tend to learn by experiencing, moving, and doing. Kinesthetic learners learn best through a hands-on approach and actively exploring the physical world around them. They have difficulty sitting still for long periods of time, and easily become distracted by their need for activity and exploration.</p>	<ul style="list-style-type: none"> • Hands on activities • Role play • Draw • Use demonstrations • Create mind maps • Stretch • Use a variety of writing utensils • Use movement activities • Use flip charts

Learning Styles

The table below shows some of the methods that appeal to visual, auditory, and kinesthetic learners. Training should take into account all three styles. The three primary learning styles are: visual, auditory, and kinesthetic.

Select learning styles in **ALL** three area to use within your training content and activities.

VISUAL	AUDITORY	KINESTHETIC/TACTILE/HANDS ON
<ul style="list-style-type: none"> <input type="checkbox"/> Videos/Slides <input type="checkbox"/> Flip Charts <input type="checkbox"/> Readings <input type="checkbox"/> Demonstrations <input type="checkbox"/> Graphs and charts <input type="checkbox"/> Create outlines <input type="checkbox"/> Write practice test <input type="checkbox"/> Create mind maps <input type="checkbox"/> Note taking <input type="checkbox"/> Use symbols <input type="checkbox"/> Draw pictures <input type="checkbox"/> Use flash cards <input type="checkbox"/> Use handouts <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Videos/Slides <input type="checkbox"/> Lectures <input type="checkbox"/> Group Discussions <input type="checkbox"/> Informal Conversations <input type="checkbox"/> Stories and Examples <input type="checkbox"/> Brain storms <input type="checkbox"/> Ask learners to share what they learned <input type="checkbox"/> Find a study buddy <input type="checkbox"/> Associate music with learning <input type="checkbox"/> Class participation <input type="checkbox"/> Giving oral reports <input type="checkbox"/> Read aloud to yourself <input type="checkbox"/> Answer Questions <input type="checkbox"/> Debate <input type="checkbox"/> Other 	<ul style="list-style-type: none"> <input type="checkbox"/> Role plays <input type="checkbox"/> Simulations <input type="checkbox"/> Practice Demonstrations <input type="checkbox"/> Writing/Note Taking <input type="checkbox"/> Team Activities Hands on activities <input type="checkbox"/> Draw <input type="checkbox"/> Create mind maps <input type="checkbox"/> Stretch <input type="checkbox"/> Use a variety of writing utensils <input type="checkbox"/> Use movement activities <input type="checkbox"/> Use flip charts <input type="checkbox"/> Handouts <input type="checkbox"/> Other

What is Multiple Intelligence?

Multiple Intelligences is a concept and approach developed in 1983 by Dr. Howard Gardner. Gardner says there are at least nine different ways to show intellectual ability. His findings expand the idea of intelligence or the way people think, problem-solve, and understand beyond the measure of typical intelligence tests (IQ).



Multiple Intelligence (MI) Theory Overview (3:45)

[You tube video](#)

It is helpful to know that there are many ways to show intellectual ability. Not everyone is "book smart." Multiple intelligences are a set of different ways to look at how learners are knowledgeable and skillful. Understanding that learners can be intelligent and good at different things allows you, the trainer to help learners succeed by seeing the world through their eyes.

by

Dr. Howard Gardner

"I want my children to understand the world, but not just because the world is fascinating and the human mind is curious. I want them to understand it so that they will be positioned to make it a better place.

Knowledge is not the same as morality, but we need to understand it if we are to avoid past mistakes and move in productive directions. An important part of that understanding is knowing who we are and what we can do...

Ultimately, we must synthesize our understandings for ourselves. The performance of understanding that try matters are the ones we carry out as human beings in an imperfect world which we can affect for good or for ill."

What does this "saying" mean?

The Eight Intelligences

- **Visual-Spatial**
- **Verbal- Linguistic**
- **Logical-Mathematical**
- **Bodily-Kinesthetic**
- **Musical-Rhythmic**
- **Interpersonal**
- **Intrapersonal**
- **Naturalistic**



Brainstorm activities to use with adult learners in each of the areas of intelligences.

Visual-Spatial

Verbal- Linguistic

Logical-Mathematical

Bodily-Kinesthetic

Musical-Rhythmic

Interpersonal

Intrapersonal

Naturalistic

Visual-Spatial

People with strong visual-spatial intelligence are typically very good at visualizing and mentally manipulating objects. Those with strong spatial intelligence are often proficient at solving puzzles. They have a strong visual memory and are often artistically inclined.

Visual-Spatial

- Reading,
- Writing,
- Drawing,
- Visual arts,
- Having a good sense of direction,
- Designing objects, fixing things
- Graphic arts
- Like mazes and puzzles
- Provide adult learners many opportunities to explore and encourage



Visual-Spatial Characteristics: Activity Building

- thinking primarily in pictures
- good at reading maps
- needing to visualize words in order to spell them
- using intuition to solve problems
- can have strong artistic, mechanic, or technological talents
- often highly perfectionistic

Verbal-Linguistic

People with high verbal-linguistic intelligence display an understanding to words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. They tend to learn best by reading, taking notes, listening to lectures, and discussion and debate.

Verbal-Linguistic Speaking, storytelling, writing, listening, using humor, remembering information, using language cleverly

- Provide lots of books and reading materials
- Read stories together
- Give children materials to write
- Have them make a book and read it to you
- Learning another language
- Play word, board or card games
- Make sure you provide lots of language opportunities and that children's linguistic expression is listened to and appreciated



**Verbal
Linguistic**

Verbal-Linguistic Characteristics: Activity Building

- Enjoy Talking and Asking Questions
- Love to read, write and listen
- Enjoy rhymes and sounds
- Good memory for general knowledge, names, places
- Appreciate grammar and meaning
- Good with spelling
- Enjoy word games, jokes, puns, riddles
- Are self reflective, understand philosophy and abstract reasoning
- Like to acquire new words and new languages
- Enjoy possessing books.
- These students will thrive if you find opportunities for them to work with others in the classroom during class projects.

Logical-Mathematical

- People with high logical and/or mathematical intelligence are typically good at logical thinking, reasoning, and numbers.
- While it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer programming and other logical or numerical activities.
- A more accurate definition places emphasis on traditional mathematical ability and more reasoning capabilities, abstract patterns of recognition, scientific thinking and investigation, and the ability to perform complex calculations.

Logical-Mathematical - Problem solving, categorizing, classifying, working with geometric shapes

- Have children look for objects and put them into categories: all red objects, all round shapes
- Count, count, count
- Give them games that involve logic and numbers
- Provide manipulatives to help children experiment with numbers
- Use simple machines to help children think about cause and effect



Logical-Mathematical Characteristics: Activity Building

- computation games/kits/puzzles
- creating games incorporating math concepts/other concepts
- classifying/categorizing
- creating story problems based on real life issues
- building models (kites/animals/machines/toys)
- making calendars
- making artistic patterns based on math facts
- pattern study/games
- number sequences/sequencing events
- write/role play life of famous mathematician/scientist
- graphs/charts/diagrams/graphs
- problem recognition/problem solving
- math manipulatives
- flow charts
- brain teasers
- outlining
- graphic organizers
- scientific experiments/scientific methods
- organizing a task

Bodily Kinesthetic

People who have bodily-kinesthetic intelligence learn best by involving muscular movement (i.e. getting up and moving around in the learning experience), and are generally good at physical activities such as sports or dance. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by doing something physically, rather than reading or hearing about it. Those with strong bodily-kinesthetic intelligence seem to use what might be termed muscle memory - they remember things through their body such as verbal memory or images.

Bodily-Kinesthetic

Dancing, sports, acting, anything requiring physical coordination, creating with hands

- Make music a daily part of your activities, have free time to dance and m
- Act out stories with dance only
- Allow children to try different kinds of sporting activities
- Involve children in team sports they like
- Provide opportunities for physical challenges throughout the day-not just outdoors



Bodily-Kinesthetic Characteristics: Activity Building

- uses bodily means to aid memory, remembers how one's body felt as it moved
- invents bodily forms (new movements or movement sequences)
- seeks new bodily forms to use (dancing, athletics, exercise)
- expresses ideas and thoughts in bodily terms when talking
- uses body to express ideas and thoughts
- enjoys bodily humor (funny movements or movement sequences)
- actions affected by bodily information
- seeks using bodily movements and movement sequences
- chooses to use bodily to express ideas/emotions
- cultural/social events marked or remembered bodily (remembers who had the odd gestures, recalls how one felt at a holiday meal, remembers people's gaits)

Musical Rhythmic

- Those who have a high level of musical-rhythmic intelligence display greater sensitivity to sounds, rhythms, tones and music.
- They normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music.
- Since there is a strong auditory component to this intelligence, those who are strongest in it may learn best via lecture.
- In addition, they will often use songs or rhythms to learn and memorize information, and may work best with music playing in the background.

Musical-Rhythmic: Singing, playing musical instruments, composing music

- Play music in the classroom
- Introduce the children to basic musical sounds and instruments: bells, drumming
- Let them learn to play a musical instrument
- Use a tape recorder for listening, singing along, and recording songs and rhythmic and melodic instruments

Musical-Rhythmic Characteristics: Activity Building

- rhythmic patterns/tapping/clapping
- vocal sounds/ tones
- music composition/creating
- environmental/ instrumental sounds
- singing
- background music while working
- talking about words of a song
- musical games
- reading/writing music or lyrics
- drawing/writing imaging to music
- rhyming/rapping/moving to music
- singing information to be learned
- lecture to music/facts to music
- musical selections to represent different animals/cultures/great works of art
- create musical to cover class material



Interpersonal

People who have a high interpersonal intelligence tend to be extroverts, characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others, and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate. They are able to see other's point of view, listening, able to pick up on cues from others, good at forming good relations with other people, conflict resolution and are good leaders.

Interpersonal: Talking, playing with others

- Make sure students have lots of interactions with others
- Encourage them to participate in group activities, take a leadership role
- Give students lots of opportunities to talk about one another and their social interactions, and to problem-solve conflicts together
- Play games in which one has to figure out the knowledge or intentions of other players

Interpersonal Characteristics: Activity Building

- cooperative learning
- giving and receiving feedback
- person-to-person communication
- empathy practices/active listening/ "I" messages
- group projects
- leadership skill development/leading a process/facilitating
- interviews
- coaching
- case studies
- collaborative problem solving
- mentoring/cross-age tutoring
- peer coaching
- multicultural studies/global studies



Intrapersonal

People with intrapersonal intelligence are intuitive and typically introverted. They are skillful at deciphering their own feelings and motivations. This refers to having a deep understanding of the self; what are your strengths/ weaknesses, what makes you unique, can you predict your own reactions/ emotions.

Intrapersonal - Figuring out their own strengths and weaknesses, analyzing, understanding themselves and how they relate to others

- Allow the children to take time to think before making choices, when possible
- Allow the children to be quiet and reflective
- If a child is hesitant, don't force the issue
- Keep a journal - activities, thoughts, whatever he/she would like
- Find independent projects a child can work on
- Let children express their emotions, preferences and strategies
- Help them understand their own wishes and fears and how best to deal with them

Intrapersonal Characteristics: Activity Building

- advertisement for magazine
- board game developer
- brochure
- cause and effect chart
- children's storybook
- chronological timeline
- crossword puzzle
- drawing/wanted poster
- Legos/blocks
- maze
- news article comparison
- nonfiction rhyming poem
- obstacle course designer
- persuasive speech
- play-doh
- puppet show
- schedule
- song
- tongue twisters

Intrapersonal Intelligence

"self smart"



Definition: the ability to access, understand and communicate one's own inner feelings.

Intrapersonal Intelligence traits: self-knowledge, deeply aware of one's own feelings, good at following instincts, self motivated.

Naturalistic

People who lean more towards the Naturalist Intelligence have the ability to recognize and categorize plants, animals and other objects in nature.

Naturalistic - Playing with animals, plants, playing outdoors, gardening

- Play games in which students recognize fine distinctions among members of a plant or animal group
- Explore the outdoors regularly and bring the outdoors in
- Provide books, visuals, and props related to the natural world

Naturalistic Characteristics: Activity Building

- very comfortable outdoors
- aware of their natural surroundings
- feel a definite sense of connection to the rest of nature
- have an affinity for natural habitats such as forests, deserts, oceans/lakes or streams, wetlands
- recognize patterns and colors
- good at sorting and classifying
- have keen observational skills and observe patiently
- feel satisfaction in learning names of flowers, trees, rocks and minerals, dinosaurs, birds, volcanoes, cloud formations, etc.
- seek music related to nature
- make crafts and projects out of natural materials (using shells, driftwood, plant presses)
- like using equipment to find out more about the enjoy collections of rocks, leaves, flowers, shells, feathers, etc.











Other Intelligences

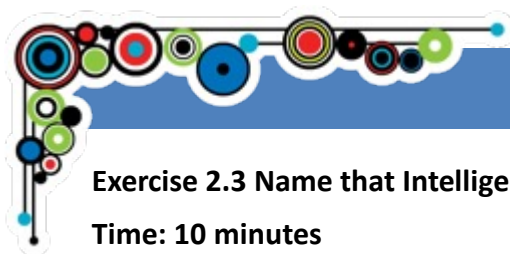
Howard Gardner is working to include other types of intelligence to his theory.

Digital/Technological Intelligence, the innate ability to learn through computers, television, etc. Gardner believes this type of intelligence can still be categorized under logical-mathematical, which has to do with technology to some extent

Existential Intelligence, sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here

Adult Learning Activities Aligned with Multiple Intelligence

Multiple Intelligence Area	Characteristics	Adult Learning Activities
<p>Visual-Spatial</p> 	<p>Those with strong spatial intelligence are often proficient at solving puzzles. They have a strong visual memory and are often artistically inclined.</p>	<ul style="list-style-type: none"> • Have learners draw a story board of events or mind map on butcher paper • Use large puzzles pieces to connect and check for understanding • Design a map with roads, houses, trees, and flowers to identify training concepts
<p>Verbal- Linguistic</p>  <p>Verbal Linguistic</p>	<p>Speaking, storytelling, writing, listening, using humor, remembering information, using language cleverly</p>	<ul style="list-style-type: none"> • Use the counting system to separate learners in to groups • Use flashcards to define words • Create a short poem on topic being taught • Design a board game to include course content
<p>Logical-Mathematical</p> 	<p>Problem solving, categorizing, classifying, working with geometric shapes</p>	<ul style="list-style-type: none"> • Have learners create charts, diagrams, and graphs to assess learning • Use the scientific method to identify and explain training concepts • Have learners create an outline to write about what they learned
<p>Bodily-Kinesthetic</p> 	<p>Dancing, sports, acting, anything requiring physical coordination, creating with hands</p>	<ul style="list-style-type: none"> • Have learners raise left hand, or stand up if they know an answer • Play a game that incorporate body parts (i.e. jump 3 times if your are wearing red)
<p>Musical-Rhythmic</p> 	<p>Singing, playing musical instruments, composing music</p>	<ul style="list-style-type: none"> • Have learners write a song about what they learned • Have learners compose a RAP song to concepts they have learned (Verb rap song) • Play musical chairs based on training concepts
<p>Interpersonal</p> 	<p>Talking, socializing with others</p>	<ul style="list-style-type: none"> • Have learners create a case study • Break up learners in to small groups and let them select a person to speak for the group • Start a training by having learners share something about their culture
<p>Intrapersonal</p> 	<p>Figuring out their own strengths and weaknesses, analyzing, understanding themselves and how they relate to others</p>	<ul style="list-style-type: none"> • Tape training content words on Legos or blocks and build a training concept framework • Have learners use play-doh to create food items and share nutritional facts • Design a storyboard to share training concepts
<p>Naturalistic</p> 	<p>Playing with animals, plants, playing outdoors, gardening</p>	<ul style="list-style-type: none"> • Use shells or river rocks for counters • Have learners guess the number of rocks in a guessing jar to win a prize • Take a nature walk during break • Use sketches of leaves, clouds, or animal shapes to identify training concepts.



Name that Intelligence

Exercise 2.3 Name that Intelligence

Time: 10 minutes

Objectives: Learners will name the intelligences after reading the information.

Directions: After reviewing the multiple intelligences information, fill in the statements below with the correct type of intelligence.

1. Exhibits grace in physical movement _____
2. Displays a sense of independence and strong will _____
3. Delivers speeches with poise and confidence _____
4. Works well with his/her hands _____
5. Easily reads maps, charts. diagrams _____
6. Inspires others to positive actions _____
7. Has a good sense of cause-effect for his/her age _____
8. Remembers melodies of songs _____
9. Enjoys reading books _____
10. Debates ideas well _____
11. Asks lots of questions _____

Multiple Intelligence Assessment

Exercise 2.4 Multiple Intelligence Assessment

Time: 20 minutes

Objective: Learners will be able to assess their areas of intelligences

Directions: Use the checklist provided and answer the question by circling the answers. Tally the results. Score your preferred Intelligence. Highlight your predominant area of intelligence.

Multiple Intelligence Checklist for Preschool and year One Students

(based upon *Seven Ways at Once Book 1* and may be photocopied for classroom use).

Name of student: _____ Class: _____ Year Level: _____

Ask the question:	Circle One	
Would you rather write a story or do a maze?	Word	Math/Logic
Would you rather work by yourself or in a group?	Self	People/Group
Would you rather read a book or go fishing?	Word	Nature
Would you rather draw a picture or read a book?	Picture/Spatial	Word
Would you rather sing a song or paint a picture?	Music	Picture/Spatial
Would you rather dance or work with numbers (counting etc)?	Body	Math/Logic
Would you rather write stories or play a musical instrument?	Word	Music
Would you rather talk to others or look after a pet?	People/Group	Nature
Would you rather go camping or watch a video?	Nature	Picture/Spatial
Would you rather make up your own song or bounce and catch a ball?	Music	Body
Would you rather play a sport or collect things?	Body	Self
Would you rather read a book or play with blocks?	Word	Body
Would you rather do a jigsaw or make patterns with counters?	Picture/Spatial	Math/Logic
Would you rather play a game in a group or learn a new song?	People/Group	Music
Would you rather play a computer game or make a musical instrument?	Math/Logic	Music
Would you rather build with blocks or feed a pet?	Body	Nature
Would you rather imagine by yourself or weed a garden?	Self	Nature
Would you rather read your story to the class or paint a picture?	Word	Picture/Spatial
Would you rather think about yourself or think about others?	Self	People/Group

Multiple Intelligence Assessment

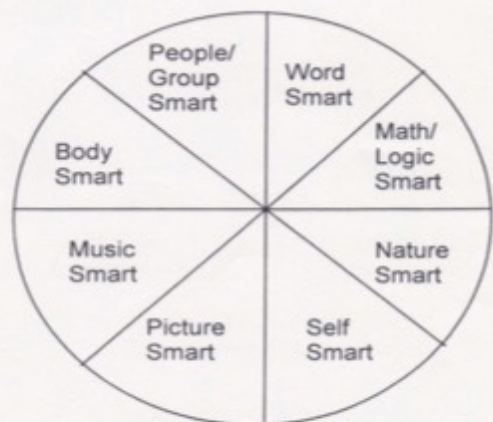
Would you rather make patterns or pick your own activity?	Math/ Logic	Self
Would you rather work outside or write in a diary?	Nature	Self
Would you rather play a game in a group or work with numbers (counting etc)?	People/ Group	Math/ Logic
Would you rather do a drawing or play in the adventure playground?	Picture/ Spatial	Body
Would you rather be a group leader or play a musical instrument?	People/ Group	Music

Tally the results:

Intelligence/ Smart	Tally Marks
Math/ Logic	
Picture/ Spatial	
Body	
Music	
Word	
People/ Group	
Self	
Nature	

Preferred Intelligence/ Predominant Smart

Order	Score	Intelligence/ Smart
1st		
2nd		
3rd		
4th		
5th		
6th		
7th		
8th		



Mark the predominant Smart/s in RED.

Balancing your Intelligences

Exercise 2.5 Balancing your Intelligences

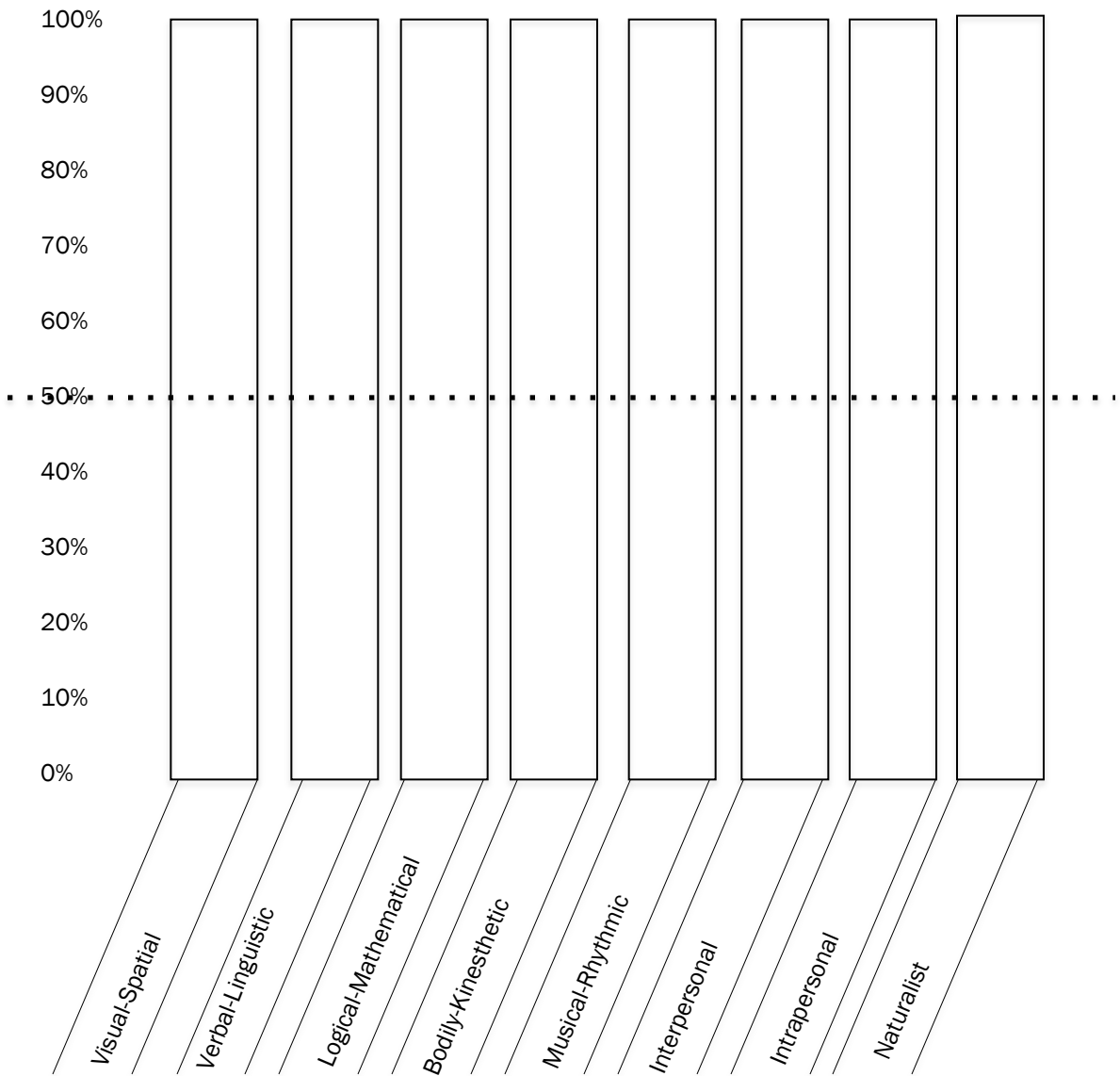
Time: 15 minutes

Objective: Learners will identify their intelligences and seek methods to strengthen each area of intelligence.

Directions:

The graph consist of the eight areas of multiple intelligences.

1. Look at each area.
2. Based on the MI assessment rate yourself on the graph.
3. Shade in the graph from 0% - 100% based on your assessment.
4. The areas of need are any score under 50% or the three lowest scores.



Intelligence Areas

Write in the percentages for each category of the intelligence areas. Circle the three lowest scores on the chart and write in the percentages.

Intelligence Areas	Preferred Intelligence
Visual-Spatial/Picture-Spatial	
Verbal-Linguistic/Word	
Logical-Mathematical/Math-Logic	
Bodily-Kinesthetic/Body	
Musical-Rhythmic/Music	
Interpersonal/People-Group	
Intrapersonal/Self	
Naturalistic/Nature	

Reflection



Brainstorm and explore ideas or concepts to strengthen your weakest areas of intelligences.

Intelligence Areas	Ideas/Concepts
Visual-Spatial	
Verbal-Linguistic	
Logical-Mathematical	
Bodily-Kinesthetic	
Musical-Rhythmic	
Interpersonal	
Intrapersonal	
Naturalistic	

Is it important to know YOUR type of intelligence? Why?

How does knowing the type of intelligence help you with adult learners?

Development

The development phase of course design is where the developers create and assemble, the content assets that were created in the design phase. Programmers work to develop and/or integrate technologies. The project is reviewed, and revised, according to any feedback given.

Training Techniques

Visual

- Video/Slides
- Readings
- Demonstrations
- Other _____

Auditory

- Lectures
- Brainstorms
- Audio
- Other _____

Tactile

- Role Plays
- Simulations
- Writing/Note taking
- Other _____

Training Methods

- Questions
- Reading
- Written Exercise
- Discussion Board
- Case Study
- Written Report
- Illustrate
- Demonstration
- Student Presentations
- Evaluate
- Chat Rooms
- Other _____

Operating System Requirements

- PC/Windows
- MAC
- IPAD

Computer Literacy Skills

- Spreadsheets
- PowerPoint
- Email
- Web and Social Skills
- Writing Skills
- Other

Training Materials

- Website
- Power Point
- Flip Chart
- Handouts
- Manipulatives
- Training Evaluation
- Video Clips
- Other _____

Language

- English
- Spanish
- Other _____

Training Delivery

During the implementation or delivery phase, a procedure for training the facilitators and the learners is developed. The facilitators' training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures. Identify the type of trainings, contact information, and instructor's or course designer's credentials.

Training Type

- On-Site
- Online
- Self-paced
- Webinar
- Other

Contact Information

Name

Phone Number

Email Address

Website

Education and Credentials of Course Content Designer

Education

Credentials

Accredited organization

Take a Break!

STOP

TIME TO STRETCH AGAIN!



Part 3 is next!

**Inclusion, Cultural Diversity, and Parent
Involvement**

Have any questions?

Email Theresa Vadala at

childcaretrainingconsultants1@gmail.com

PART 3

PART 3: Inclusion, Cultural Diversity, and Parent Involvement

- A. Adult Learning and Cultural Diversity
- B. Inclusive Learning and Adult Education
- C. Adult Learning and Parent Involvement

Summary and Conclusion

References

Glossary

Appendices

Evaluation



Adult Learning and Cultural Diversity

Training teachers to teach diverse classrooms is difficult because many schools are not well equipped to provide a suitable platform for cultural exchanges and interactions between students and teachers. Culturally relevant teaching combines the learners' cultures with the learning context. Incorporating cultural values to the learning perspective is important and teachers who are aware of the cultural nuances, or subtle differences, and are often skillful in observation and observe body language and other non verbal cues adult learners display. Although, it is impossible to create a single environment that can encompass the needs of all students from different backgrounds, researchers believe that teachers should respect the diversity brought to the class by each student by creating an encouraging, supportive, and healthy learning environment in classrooms.

Teachers overwhelmingly acknowledge the importance of diversity, and feel competent to address the diverse learning styles, abilities, and cultures of their learners. Adult educators typically feel more comfortable in the following four aspects of culturally inclusive teaching in classrooms:

- Incorporating aspects of learners' cultures and languages into instruction,
- Modifying learning environments to accommodate the needs of special populations,
- Implementing instructional practices that address the needs of learners with diverse learning abilities and differences, and
- Providing instruction to learners with diverse levels of cognitive and academic proficiencies.



Adult Learning and Cultural Diversity

Effective Teaching Methods to Support *ALL* Adult Learning

Teachers should facilitate learning. They should create the environment in which learning occurs, and guide the students through the learning process; however, they should not dictate the outcome of the experience. Teachers may seek to create an awareness of a specific learning need in the students; take into effect cultural background and learning styles, provide students with a problem requiring a solution; provide students with an experience and encourage a reflection on it. Teachers should provide adult learner autonomy and independence. This can mean the freedom of pace, choice, method, content, or assessment. For instance, students should be free to work at their own speed, choose to study particular aspects of a course, choose to study particular aspects of a course, adopt whatever learning style suits them best.

Teaching should empower *ALL* learners. Teachers should share power and decision-making roles with adult learners. Teachers should avoid being in the position of providing right answers and allow adult learners provide feedback. They should make sure that there is equal access to all resources, include self-evaluation in graded courses, and include adult learners in the assessment process. For cultural diverse learners, providing access to resources in their native language and an interpreter is helpful for effective engagement.

Reflect on a training activity to include within the training content. Write the training activity below:

Inclusive Learning and Adult Education

What is Inclusion?

Inclusion is an approach to education based on the premise that all students (e.g., typically developing students, students with disabilities, English learners, students from culturally diverse backgrounds) should be accepted and valued for their unique abilities and included as integral members of the school. Schools that practice inclusion make an effort to include every student in the general education classroom and in extracurricular activities. Inclusive schools are places where all students have access to and can participate in the general education environment, given the appropriate supports.

The Civil Rights Act of 1964

The Civil Rights Act of 1964 was, and still is, an epic piece of legislation. Each of its chapters acts to protect victims of discrimination, although in different ways. Title II, for example, makes it illegal for places of public accommodation (like hotels, restaurants, and movie theaters) to discriminate on the basis of race, color, religion, and national origin; Title III prohibits the same sort of discrimination in public facilities run by state or local government (like courthouses or jails).

The Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal civil rights law. The Act states that people with disabilities are entitled to equal rights in employment, state and local public services, and public accommodations such as preschools, child care centers, and family child care homes. The ADA protects any child or adult who:

- Has a physical or mental impairment which substantially limits one or more major life activities such as speaking, seeing, learning, walking, etc.
- Has a history of this type of impairment (such as a child with cancer now in remission)
- Is "regarded" as having the impairment (such as a child with facial scarring who has no limitations, but is stigmatized)
- Is "associated with" any of the persons described above (so that a child seeking admission to a child care program cannot be denied simply because her brother has tested positive for HIV or because her mother uses a wheelchair).

Inclusive Learning and Adult Education

Adults require a sound intellectual education that challenges convention and promotes innovation and creativity. Adults from different backgrounds, ideals, beliefs, abilities and ways of thinking requires an inclusive learning and teaching environment to enable students, staff and stakeholders to develop their full potential and ultimately contribute to the challenges of this day and age. Being inclusive within this context also requires preparedness and resources to enable course designers, trainers, and teachers to deal with an increasingly diverse set of student backgrounds, ability and attainment and larger classes while providing an excellent learning experience. This training content aims to address this issue by providing its reader with some ideas and examples of practical steps that easily can be taken to minimize the barriers to learning and increase participation of our students in their education.

Tips for Adult Learners and Inclusive Learning and Teaching

- Make your office hours clear
- Keep your profile updated so students can find your contact information easily
- Release handout at the start of a module
- Display information in different ways (Charts, picture, table, etc)
- Release a handout on the different types of assessment
- This helps learners to see what is expected of them and encourages active listening.
- Align text in handouts to the left, rather than justified, so it is easier to read.
- If handouts need to be printed on colored paper, choose light, blue, cream, or light yellow. Bright colors may be too stimulating for some learners.
- If printing double-sided use quality paper to minimize the print showing on the other side
- Publish handouts online so learners have access to learning content to read at their own pace
- Allow a flexible time frame for examinations
- Incorporate assessments into the training content through discussions, small group or large group activities, through observation of tasks provided, etc.)
- Explain clearly what is expected of learners
- Incorporate all three learning styles into course content and convey course content in a variety of ways (Discussion, diagrams, video, small and large group activities, pair/share, use flip charts, etc.)
- Provide a glossary of terms in your training content and handouts

Inclusive Learning and Adult Education

Exercise 3.6 Inclusive Learning – Answer three questions below.

When designing your course framework, keep in mind inclusive teaching.

Think about the learning objectives of your course.

- Do your learning objectives represent what you would like your students to gain from your course?
- Can students with different learning styles meet those learning objectives?
- What skills will your course help students to develop?

Think about the Students/Learners

- What background knowledge do you expect your students to have?
- Think about the support services and resources you can recommend to students that don't have the specific pre-requisite knowledge you have in mind.
- Can you make your teaching more flexible to adapt to changing student needs?

Designing course content

- Do your PowerPoint and handouts follow basic accessibility guidelines?
- Have you considered how to make your learning content more accessible through technology and publishing online?
- Have you thought about how students can engage and interact with learning content?
- Plan opportunities for students to have discussions and ask questions.
- Think about how to make assessments accessible. What reasonable adjustments can be made to assist disabled and dyslexic students?

Check for understanding

- Communicate with colleagues, especially those who will be teaching on the course. Work together to ensure that your course development and delivery methods engage adult learners.
- *Remember, the training content is NOT a secret with a tough examination at the end. The training content is shared in ways to engage and involve learners. Tell learners what their expectations are from the start of the training session. This gives learners time to prepare and think critically about the subject material being presented and increases student engagement in the lecture and discussions.

“Don't teach at learners, involve learners.”



Adult Learning and Parent Involvement

Exercise 3.7 Adult Learning and Parent Involvement - List ideas to involve and engage parents.

Adult learners resist learning when they feel others are imposing information, ideas or actions on them (Fidishun, 2000). Your role as a course designer and trainer is to motivate parents' toward a more self-directed and responsible learning to foster the parent's internal motivation to grow. In order to motivate parents, some helpful hints are provided.

- Develop rapport with the parent to optimize your approachability and encourage asking of questions and exploration of concepts.
- Show interest in the parents thoughts and opinions. Actively and carefully listen to any questions asked.
- Lead the parent toward inquiry before supplying them with too many facts.
- Provide regular constructive and specific feedback (both positive and negative);
- Review goals and acknowledge goal completion.
- Encourage use of resources such as libraries, internet and other community resources.

Adults bring life experiences and knowledge to learning experiences

- Adults like to be given opportunity to use their existing foundation of knowledge and experience gained from life experience, and apply it to their new learning experiences.

How to implement:

- Find out about your parent- their interests and past experiences (personal, work and study related)
- Assist them to draw on those experiences when problem-solving, reflecting and applying reasoning processes with their own children.
- Facilitate reflective learning opportunities to assist the parent to examine existing biases or habits based on life experiences to help them move toward a new understanding of information presented
- Involve parents in homework practices, group activities, and lesson planning



Part 1 Review

Knowles' Five Adult Learning Principles/Assumptions

❖ Knowles made 4 assumptions about the characteristics of adult learners (andragogy) that are different from the assumptions about child learners (pedagogy). In 1984, Knowles added the 5th assumption. The five assumptions underlying andragogy, as theorized by Knowles, are:

1. Learner's self-concept,
2. Learner's experience,
3. Readiness to learn depends on need,
4. Problem centered focus,
5. Internal motivation

Three Learning Domains

❖ To understand adult learning, it is important to know and understand the learning domains, learning styles, and how and why adults learn. The three learning domains are cognitive, affective, and behavioral.

- 1) *Cognitive* refers to knowledge or a body of subject matter;
- 2) *Affective* refers to attitudes and beliefs; and
- 3) *Behavioral* refers to practical application.

Bloom's Taxonomy Revised

❖ The Revised Blooms Taxonomy Framework is used to develop learning objectives in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles. The main purpose of the taxonomy is to allow educators to create learning outcomes that target not only the subject to be taught, but the depth of the learning that is to occur, as well as to then create assessments that accurately report on the students' progress towards these outcomes.

❖ Objectives are: **SMART**

Specific - Clearly defined

Measurable - to be measured

Attainable - Achievable

Relevant - Closely connected or appropriate to matter

Time-frame - A period of time

Part 2 Review

Learning Styles

❖ The three primary learning styles are: visual, auditory, and kinesthetic. When developing training course content the learning styles must be included in order to reach all adult learners.

Multiple Intelligences

❖ Multiple Intelligences is a concept and approach developed in 1983 by Dr. Howard Gardner. Gardner says there are at least nine different ways to show intellectual ability. His findings expand the idea of intelligence or the way people think, problem-solve, and understand beyond the measure of typical intelligence tests (IQ). The eight multiple intelligences are:

- Visual-Spatial
- Verbal- Linguistic
- Logical-Mathematical
- Bodily-Kinesthetic
- Musical-Rhythmic
- Interpersonal
- Intrapersonal
- Naturalistic

Development Phase

❖ The development phase of course design is where the developers create and assemble, the content assets that were created in the design phase. Programmers work to develop and/or integrate technologies. The project is reviewed, and revised, according to any feedback given.

Delivery Phase

❖ During the implementation or delivery phase, a procedure for training the facilitators and the learners is developed. The facilitators' training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures. Identify the type of trainings, contact information, and instructor's or course designer's credentials.

Part 3 Review

Cultural Diversity

- ❖ Teaching should empower *ALL* learners.
- ❖ Teachers should share power and decision-making roles with adult learners.
- ❖ Teachers should avoid being in the position of providing right answers and allow adult learners provide feedback.
- ❖ Ensure that there is equal access to all resources, include self-evaluation in graded courses, and include adult learners in the assessment process.
- ❖ For cultural diverse learners, provide access to resources in their native language.
- ❖ Provide an interpreter for effective parent and family engagement.

Inclusion

- ❖ Remember, the training content is NOT a secret with a tough examination at the end. The training content is shared in ways to engage and involve learners. Tell learners what their expectations are from the start of the training session. This gives learners time to prepare and think critically about the subject material being presented and increases student engagement in the lecture.

Parent Involvement

- ❖ Develop rapport with the parent to optimize your approachability and encourage asking of questions and exploration of concepts.
- ❖ Show interest in the parents thoughts and opinions. Actively and carefully listen to any questions asked.
- ❖ Lead the parent toward inquiry before supplying them with too many facts.
- ❖ Provide regular constructive and specific feedback (both positive and negative)
- ❖ Review goals and acknowledge goal completion.
- ❖ Encourage use of resources such as libraries, internet and other community resources.

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Glossary of Terms

Andragogy - The art and science of adult learning.

Adult Learners - Adult learners include those with little education who want to improve their literacy skills to help them transition to college, immigrants who want to learn English, students who have dropped out of school and want to get their secondary credential or take the high school equivalency tests, and adults seeking to improve their employment skills.

Adult Learning Principles - In 1980, Knowles made 4 assumptions about the characteristics of adult learners (andragogy) that are different from the assumptions about child learners (pedagogy). In 1984, Knowles added the 5th assumption. The five assumptions underlying andragogy, as theorized by Knowles, are:

1. Learner's self-concept,
2. Learner's experience,
3. Readiness to learn depends on need,
4. Problem centered focus,
5. Internal motivation

Learning Styles - The term "learning styles" speaks to the understanding that every student learns differently. Technically, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. The learning styles are visual, auditory, and kinesthetic.

Multiple Intelligences - The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:

- Linguistic intelligence ("word smart")
- Logical-mathematical intelligence ("number/reasoning smart")
- Spatial intelligence ("picture smart")
- Bodily-Kinesthetic intelligence ("body smart")
- Musical intelligence ("music smart")
- Interpersonal intelligence ("people smart")
- Intrapersonal intelligence ("self smart")
- Naturalist intelligence ("nature smart")

Resources

Checklist for assessing students by Armstrong, T. (2017)

The Inclusive learning and teaching handbook (2010) retrieved from https://www.sheffield.ac.uk/polopoly_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf

The 8 fundamental principles of adult learning that every course creator should know (2017) retrieved from (<https://sarahcordiner.com/the-8-fundamental-principles-of-adu/>)



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