Adult Learners: Training for Trainers

Overview:

To be effective, any training program or lesson plan must be designed with the needs of an adult audience in mind. This requires acknowledging the ways in which adults differ from children in their approach to new learning. This training will focus on the unique risks and benefits that learning presents to adults as well as the methods for understanding the concepts of teaching and training adults.

This program begins by outlining ways adults differ from children as students; how their acquired knowledge and experience makes them more critical judges of materials and instructors; how adults want to be partners, not just pupils with the instructor; and why adults can be defensive and fearful in training programs. After setting up these problems, we will offer techniques for addressing these concerns when planning an adult training session.

Learn:

Participants will learn to recognize the pressures of success and performance that accompany the adult student and how to minimize these anxieties through a tension-easing atmosphere which allows all participants to voice their expectations and, when applicable, their expertise. We will teach you how to recognize adult values, previous experience, and professional priorities and also how to integrate these into your teaching by using application techniques, calculated risks, learner participation, a supportive atmosphere, and freedom of expression.

At the outcome of this program, you will understand the psychological factors inherent in adult learning. Upon it's conclusion, you will have the knowledge to design an effective adult training program.

Objectives:

❖ Recognize the needs of adult audiences and develop a distinct approach that works for you and your participants.

❖ Identify the benefits that learning present to adults.

❖ Learn how to minimize pressures of success and performance anxiety that inhibit adult learners.

❖ Foster a tension-free atmosphere for adults to share their expectations, values, previous experience, professional priorities, and expertise.

❖ Create a partnership with adult learners, acknowledging importance of contributions and sharing of information.

❖ Translate what you learn into action.

ÆSCHWARTZ & ASSOCIATES

13 Conservation Way • Stoughton, MA 02072

EMAIL: aes @ aeschwartz.com

TEL: 781-436-5033

www.aeschwartz.com

www.aespeaks.com

www.schoolformanagers.com

Outline:

Adult Needs
    A. How Adult Students Differ From Children
        1. Experience and acquired knowledge
            a. the tendency to be closed and cautious
            b. critical judgment of materials and instructors
            c. longer attention spans and the need for different supervision
            d. how to tap into their experiences
    B. Adult Partnerships -- Not Just Pupilships
        1. Need for recognition on an equal level
        2. Acknowledgment for their contributions to the class
        3. Active recipients and participation of personal information
    C. Recognizing Adult Defensiveness And Fears Toward Training
        1. Causes of pressure and fear
            a. feeling of insecurity and realization that they are not performing
            b. economic benefits or promotion associated with the program
            c. supervisors and peers may cause performance anxiety
            d. how poor classroom performance effects decisions and peer ridicule
            e. new ideas, practices, and policies frighten committed students

Techniques For Teaching Adults
    A. Recognizing Adult Values, Fears, And Anxiety
    B. Providing A Tension-Easing Atmosphere
        1. Let students voice expectations and expertise
        2. The sharing of experience and professional priorities
        3. Encourage peer interaction and small group work to create support
        4. Allow freedom of expression, and participation in decision making
        5. Permit students to set their own pace of learning
    C. You -- The Trainer
        1. What you do not have to be and what you do have to be
            a. expert, know it all, more experienced, entertaining, etc.
            b. be yourself, honest, sincere, confident, prepared, etc.
    D. Integrating The Student Needs Into Teaching
        1. Distinguish between "education" and "training"
            a. students seek knowledge for a specific use or task
            b. content should be tangible, measurable and focus on applications
        2. Students fear of taking risks and making errors
            a. design risks which are safe and calculated
         3. Students possess basic values which may cause conflict
            a. be conscious of these values
            b. structure the material in a non-threatening manner
            c. show material from different perspectives for a
            broader understanding
        4. Provide a follow-up after the course is over
            a. self-assessments, peer interaction and evaluation

Action Plans And Summary