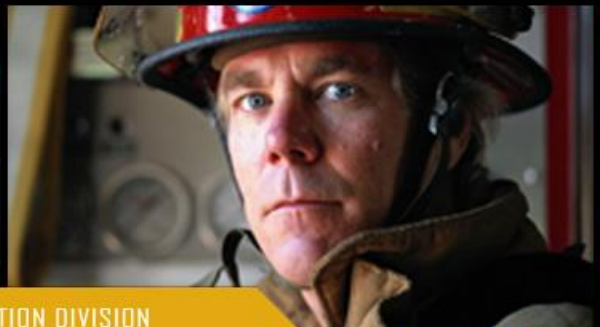




Training and The Adult Learner

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AROTECH TRAINING & SIMULATION DIVISION

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The Adult Learner

What's in it for me?



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3 types of students

- Probie
 - Command structure
 - Rigid in discipline

- Refresher Student
 - Re-certifying
 - Nervous, job may be on the line
 - Less authority among peers

- Remediation
 - May have years on the job
 - May feel pressured to perform
 - May feel persecuted

- Chief Officers
 - Like other refresher students
 - “I don’t do this anymore”
 - Hampered by new technology

- Promotional Students
 - Nervous about new responsibilities
 - Lost in transition

The Adult Learner

- Compared to children and teens, adults have special needs and requirements as learners.

The Adult Learner

- All learners must be motivated
- Intrinsic Motivation
- Extrinsic Motivation

Intrinsic Learning vs Extrinsic Learning

- ❑ People learn best when they are intrinsicly motivated –
 - ❑ learning for “selfish reasons”.
 - ❑ learning for personal pride.

- ❑ People who are extrinsicly motivated or forced to learn do not learn very well, if at all!

Characteristics of the Adult Learner

Adults are *autonomous* and *self-directed*.

- Actively involve adult participants
- Act as a facilitator for them
- Get the participant's perspectives
- Allow participants to assume responsibility for presentations and group leadership.

Characteristics of the Adult Learner

Adults have:

Life experiences and knowledge including:

- Work-related activities
- Family responsibilities
- Previous education
 - Formal
 - Informal
- They need to connect learning to this knowledge/experience base.

Characteristics of the Adult Learner

Adults are *goal-oriented*

- ❑ Appreciate an educational program that is organized and has clearly defined elements.
- ❑ This classification of goals and course objectives must be done early in the course.

Characteristics of the Adult Learner

Adults are *relevancy-oriented*

- Need a reason for learning.
- Learning has to be applicable to their work or other responsibilities.

Therefore, instructors must identify objectives for adult participants before the course begins.

Characteristics of the Adult Learner

Adults are ***practical***

- They focus on the aspects most useful in their work.
- They may not be interested in knowledge for its own sake.

Instructors must tell participants explicitly how the lesson will be useful to them on the job.

Characteristics of the Adult Learner

Adults need to be shown *respect*

- Acknowledge their wealth of experience.
- Treat them as equals in experience.
- Allow them to voice their opinions.

Motivating the Adult Learner

Six factors serve as sources of motivation for adult learning

Motivating the Adult Learner

1. Social relationships

- To make new friends.
- To see old friends.
- To meet a need for associations.

Motivating the Adult Learner

2. External expectations

- To comply with instructions from someone else.
- To fulfill the expectations or recommendations of someone with formal authority.

Motivating the Adult Learner

3. Social welfare

- To improve ability to serve mankind
- To prepare for service to the community
- To improve ability to participate in community work.

Motivating the Adult Learner

4. Personal advancement

- To achieve higher status in a job
- To secure professional advancement
- To stay abreast of competitors
- To stay abreast of changing technology and operational procedures.

Motivating the Adult Learner

5. Escape and/or Stimulation

- To relieve boredom.
- To provide a break in the routine of home or work.
- To provide a contrast to other exacting details of life.

Motivating the Adult Learner

6. Cognitive interest

- To learn for the sake of learning.
- To seek knowledge for its own sake.
- To satisfy an inquiring mind.

Barriers and Motivation

Adults have many responsibilities that they must balance against the demands of learning.

- Lack of time
- Lack of money
- Lack of confidence
- Lack of interest
- Lack of information
- Scheduling problems
- Problems with child care.
- Transportation issues.

Barriers and Motivation

Motivation factors can also be a barrier

- A requirement for competency or licensing.
- An expected (or realized) promotion.
- Job enrichment
- A need to maintain old skills or learn new ones.
- A need to adapt to job changes, or the need to learn in order to comply with department directives.

Eliminating Barriers

- ❑ Enhance their reasons for enrolling.

- ❑ Decrease the barriers.
 - ❑ Learn why their students are enrolled.
 - ❑ Discover what is keeping them from learning.

Learning Tips for Effective Instructors

- ❑ Remember that learning occurs as a continual process.
- ❑ People learn at different speeds.
- ❑ Positive reinforcement can enhance learning.

Learning Tips for Effective Instructors

Learning results from stimulation of the senses

- In some people, one sense is used more than others.
- Present material that stimulates as many senses as possible.

Stimulation of the senses

- ❑ We remember 10% of what we read.
- ❑ We remember 10% of what we hear.
- ❑ We remember 30% of what we see.
- ❑ We remember 50% of what we see & hear.
- ❑ We remember 70% of what we say.
- ❑ **We remember 90% of what we say and do.**

Four Critical Elements of Learning

They are:

- Motivation
- Reinforcement
- Retention
- Transference

Motivation

- Establish rapport with participants.
- Prepare them for learning.
- Establish a need for the information.
- Do not offend or intimidate.

Instructors can motivate students in many ways

- ❑ Set a feeling or tone for the lesson.
 - ❑ Show you are there for the students.
 - ❑ Create a positive atmosphere.

- ❑ Set an appropriate level of concern
 - ❑ Stress level should match importance of the material
 - ❑ Some stress is OK, too much becomes a barrier.

- ❑ Set an appropriate level of difficulty
 - ❑ High enough to challenge, not so high to frustrate.

Instructors can motivate students in many ways

- ❑ Provide feedback
 - ❑ Be specific.
 - ❑ Create a reward for learning.

- ❑ Create an interest in the information.

Reinforcement

Reinforcement encourages correct modes of behavior and performance.

There are two types of reinforcement

Positive & Negative Reinforcement

- ❑ Positive reinforcement is normally used by instructors who are teaching participants new skills.
 - ❑ Positive reinforcement is “good” and reinforces a positive behavior.

- ❑ Negative reinforcement is normally used by instructors teaching a new skill or new information.
 - ❑ Useful in trying to change modes of behavior.
 - ❑ The result of negative reinforcement is extinction.
 - ❑ Use negative reinforcement until the “bad” behavior disappears. (it becomes extinct.)

Retention

- ❑ Students must retain information from classes in order to benefit from the learning.
- ❑ Establish a meaning or purpose for the information.
- ❑ Student must understand and be able to interpret and apply the information.

Retention

- ❑ The amount of retention will be directly affected by the degree of original learning. Retention is directly affected by the amount of practice during the learning.
- ❑ Instructors should emphasize retention and application.
- ❑ After they demonstrate correct performance, students should be urged to practice to maintain the desired performance.

Transference

- ❑ Transference of learning is the result of training.
 - ❑ It is the ability to use the information taught in the course but in a new setting.
- ❑ As with reinforcement, there are two types of transfer: positive and negative.

Transference: *Positive & Negative*

❑ Positive transference:

- ❑ Occurs when the student uses the behavior that was taught in the course.

❑ Negative transference:

- ❑ Occurs when the students do what they are told *not to do and is met with consequence.*
- ❑ This results in a positive (desired) outcome.

Achieving Transference

- ❑ Transference is most likely to occur in the following situations.
 - ❑ Association
 - ❑ Similarity
 - ❑ Degree of original learning

Association

- ❑ Participants can associate the new information with something that they already know.
- ❑ The use of analogies and comparisons help the student to formulate their conclusions

Similarity

- ❑ The information is similar to material that students already know.

- ❑ It revisits a logical framework or pattern.

Degree of Original Learning

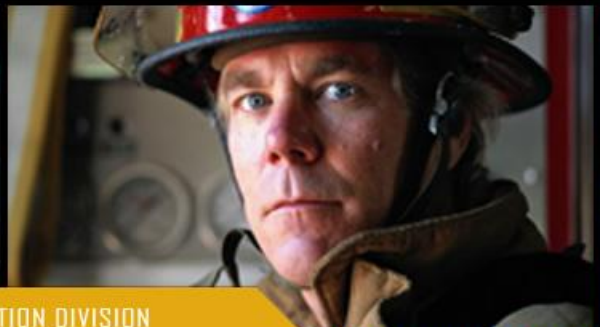
- ❑ A Student's degree of original learning was high.

- ❑ *Critical attribute element*
 - ❑ *The information learned contains elements that are extremely beneficial (critical) on the job.*



Problem Students

“I’ve been doing this for years what are you going to teach me now?”



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The Problem Student

- Most have a self imposed level of authority; the “senior man”.
- Most have an internal fear of failing.
- Most recognize that their learning ability is not what it use to be.
- Most live in the past: “back in the day we use to do it this way...”

The Problem Student

- ❑ Has barriers like everyone else, but tends to take their failures more personal
 - ❑ Requirement for competence or licensing
 - ❑ Need to maintain old skills or learn new ones.
 - ❑ Need to adapt to job changes.
 - ❑ Need to learn in order to comply with department directives.

The Problem Student

Ways to correct this behavior may include:

- Having a class for members who are
 - On the job “x” amount of time
 - Not normally involved in the fire ground/EMS operations, i.e. senior officers.
 - Showing more empathy with the student
 - More one on one time.
 - Allowing them to show you what they know.



10 Do's & Don't's for Instructors



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10 Do's of Training

THE DO's...

- ✓ Obtain a clear picture of their training needs for the job;
- ✓ Plan your training activities;
- ✓ Plan real time for training;
- ✓ Explain your expectations;
- ✓ Be Encouraging;
- ✓ Be Motivating;
- ✓ Be Enthusiastic;
- ✓ Be Professional;
- ✓ Follow-up on training;
- ✓ Ask the student for feedback & critique of program.

10 Don't's of Training

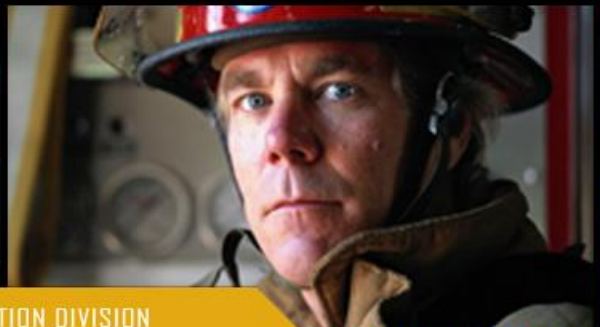
THE DON'T's...

- ❌ Guess at Training needs;
- ❌ Seek solutions before identifying problems;
- ❌ Use the Shotgun method, hoping to hit the mark;
- ❌ Assume that every training need can or should be met.
- ❌ Use training like a fire extinguisher, only on “fires” that pop up. Don't be reactive, be proactive.
- ❌ Look upon training time as “cheating”
- ❌ Use the excuse that employees are “too essential” for training time;
- ❌ Send employees for training at the last minute;
- ❌ Use training as a punishment;
- ❌ Give the impression that you don't care about the results.



Making your training life easier

The Academic Policy



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Academic Policy

- ❑ Policies set expectations and goals for both the students and the instructors.
- ❑ Policies help to alleviate the stress of not knowing what is expected of them.
- ❑ Policies help to keep things on a level playing field.

Academic Policy

Programs should have an academic policy in place that clearly explains the:

- ❑ Written Exams; pre-test and post-test; time limits and passing score
- ❑ Scoring/testing of the maneuvers; what is acceptable and allowed
- ❑ “What happens if I fail?” Remedial testing or drop from the program.
- ❑ Simulator; “Do I fail if I crash?” scoring and what is expected of the student.

Academic Policy

- ❑ Attendance & punctuality, and the amount of time missed that is allowed (if any).
- ❑ Dress Code. Uniform: representation of the department.
- ❑ Academic Integrity; the consequence of cheating.
- ❑ Professional Interpersonal Skills Evaluation
 - “Can’t we all just get along?”
- ❑ Classroom & Range Conduct
 - Safety zones
 - Awareness
 - No group gatherings.
- ❑ Signed receipt acknowledging policy

In Summary

- ❑ Instructors must motivate students
- ❑ Instructors must create an interest in the material
- ❑ Instructors must show the benefit of learning
- ❑ Instructors must help to create a “selfish” motivation for the student.

And Finally

- ❑ Keep in mind, adults:
 - ❑ Tend to take errors personally and let them affect their self-esteem.
 - ❑ Tend to like non-human “media”.
 - ❑ Need a learning environment that is physically & psychologically comfortable.

THE END
THE END

