

Adult Learning Workshop



CA CCR&R/CAPPA
Joint Conference

Sacramento, CA
Oct 21st, 2015
3:30p-5:30pm

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CCR&R Network

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Lets Make Rain!!



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Overview

- In this workshop we will be looking at how to use knowledge of adult learning and multiple intelligences to improve training and professional presentations. We will discuss tips and tricks on how to get participants engaged in training, discuss how to prepare for your training and hear ideas from fellow ECE trainers.
- Move - About
- Facts about Adult Learners
- Multiple Intelligences CD Rom Review (CCIP Spring Training)
- Training Tips for Balance
- MI Activity Paddles
- Challenging Participants
- Interactive Ideas
- How to Get Ready
- Ask the “Trainer” Q &A

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Adult Learner Move-About



Activity Legend

- **ROCK:** Something hard for you to conceptualize
- **LIGHTBULB:** Something insightful; an “aha” to you
- **GAMECHANGER:** Something pivotal to successful training
- **BRICK WALL:** The biggest challenge or obstacle to overcome
- **HEART:** Why you are passionate about training

Characteristics of Adult Learners



- Adults bring a wide range of personal and professional experiences
- Adults are pragmatic
- Adults lead full lives
- Adults can be valuable resources for one another
- Adults often have strong viewpoint and entrenched habits
- Adults bring varying ability levels
- Adults enjoy being self directed
- Adults thrive with motivation

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How the Brain Learns



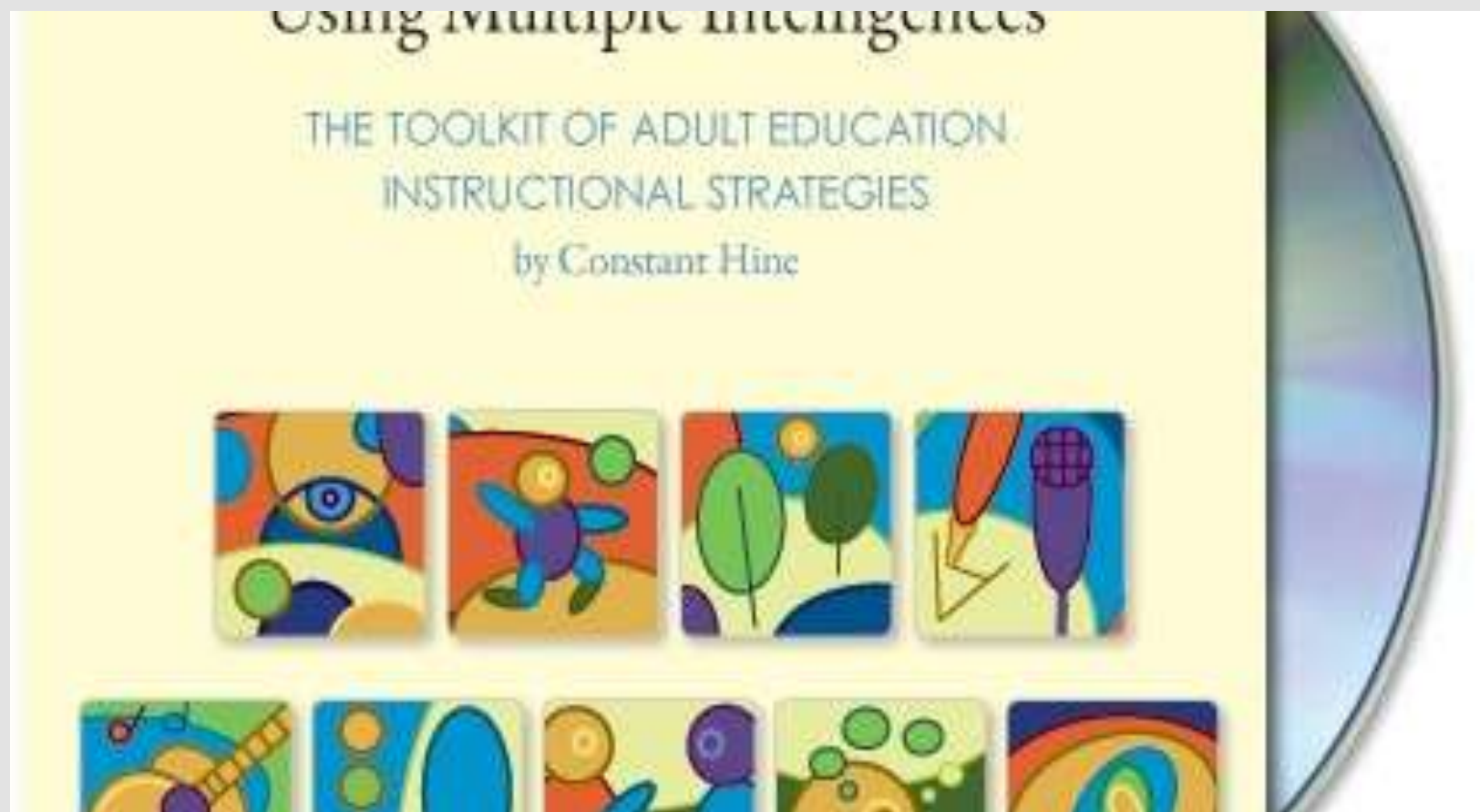
Source: National Training Laboratories, Bethel, Maine

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Multiple Intelligences CD-ROM



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Check For Understanding



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“Name That Learning Style”

Remembers what was
discussed

“Auditory”

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“Name That Learning Style”

Laconic, tactile, uses
gestures and movements,
uses action words

“Kinesthetic”

“Name That Learning Style”

Has to have the whole
picture; very detailed

“Visual”

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“Name That Learning Style”

Learns through
manipulating and actually
doing

“Kinesthetic”

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“Name That Learning Style”

Vivid Imagination

“Visual”

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“Name That Learning Style”

Dialogues both internally
and externally

“Auditory”

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Use What You Know About Children



Remember...

- Model and encourage sharing
- Use dramatic play
- Give rest time and provide food
- Provide choice and self directed activities
- learning happens at different rates
- Resistance is normal

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Balance

- MIND
- HEART
- BODY



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MIND

- **Be sure that the content is relevant**
- **Provide real life example and practical use**
- **Be repetitive**
- **Provide opportunities for critical thinking and problem solving**
- **Show the participants they already have the knowledge**

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HEART

- Find many ways to make information relevant to participants' personal and professional needs
- How does this information support children and families to thrive?
- How does the information grow the participant?
- Does the training help them feel safe and comfortable?
- Present opportunities for personal reflection

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BODY

- **Get participants actively moving throughout your training**
- **As facilitator, be sure to move around the room, especially during discussions**
- **Give participants time to rest**
- **Offer great meals/snacks**
- **Room set-up and temperature**

Some Suggestions



Challenging Participants



- Reluctant
- Talkative
- Antagonist
- Show Stopper

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TRAINING PLANNER

What is the purpose of your training?

- Explain training In brief statement
- Visualize it
- List set up facts/details

Is content adapted for all learners?

- Visual
- Auditory
- Kinesthetic

Activities?

- 1 activity every 30 min
- Handouts

Sample Schedule

- Welcome & Overview
- Ice Breaker
- Opening Activity: Attention Grabber
- Content Presentation
- Activity: Practical, Supervised Practice
- Content Presentation: Handouts
- Open Share/Facilitated Groups Discussion(s)
- Closing/Conclusive Content
- Q&A

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Evaluation Tips

- Clearly identify training title and presenter name
- Collect useful information about the participant
- Provide opportunities for multiple choice
- Ask a “Check for Understanding” question
- Ask about strengths 1st, then improvements
- Open comments section



Why Trainings FAIL



- No balance
- Theory>Practice
- Benefits are unclear
- No Follow-up/Feedback
- Low Confidence,
Limited Support

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Ask The Trainer



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