

Principles of Adult Learning Fundamental Concepts



Presented by:
Kathy Biddlestone, RN, BSN, CDDN
Ohio Association of County Boards
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What happens if we train our
people and they leave?

**WRONG
QUESTION!!!!**

You should be asking;
What happens if we **DON'T** train
our people and they stay?



Zig Ziglar

Pedagogy

- The art of teaching children



Paidaggos- Gk for the slave who took children to and
from school

Andragogy

- Art of teaching adults
 - 2 fundamental differences
 - Adult learners want to be:
 - Be self directed
 - Have responsibility for decisions

Winston Churchill

- “Personally, I am always ready to learn, although I do not always like being taught.”



Churchill

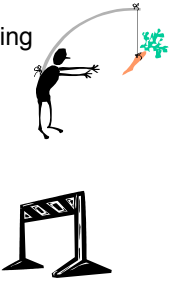
4 Critical Elements of Learning

- Motivation
- Reinforcement
- Retention
- Transference

Motivation

Enhance their reasons for learning


Decrease the barriers to learning



The illustration shows a stick figure on the left reaching its right arm towards a carrot on a stick that is suspended from the top right corner by a curved line. Below the figure is a hurdle with a banner across it.

Motivation = W.I.I.F.M.?

- Relevance
- Application



The illustration shows a stick figure sitting at a desk with a laptop. A large red question mark is positioned above the figure's head.

Enhance their reasons

- Social Relationships
- External expectations
- Social welfare
- Personal advancement
- Escape: relieve boredom
- Cognitive interest:

Decrease the Barriers

I never teach my pupils; I only attempt to provide the conditions in which they can learn. Albert Einstein

- Fear of failing
 - Previous educational experience
- Self esteem
- Test anxiety
- Preoccupation with other life stressors
- Hearing/vision limitations



Set the tone for learning

- Establish ground rules
 - Attendance, cell phones, breaks

Questions

As you go

Note cards

"Parking Lot"



Create an inviting setting

- Climate
 - Temperature, lighting, background noise, seating
 - Snacks
 - Breaks
 - Themes
 - Reinforcers
 - Anecdotes
 - "If you can laugh with me, you can listen to me"



Create a safe environment

- Use of icebreakers
 - What do I want to learn?
 - Finish the sentence
 - Design a name tag
 - Interview a peer and introduce them
 - Dinner plans
 - "Guess Who?"
 - Role Model
 - First Job
 - M&M game



Taken from RTTworks.com

Show me that you're worthy of my time

- Respectful, open communication
- Establish credibility and approachability
- Find out what learners want to be called
- Learn names


How Do We Learn?



Students will learn
20 % if they hear the material
40 % if they hear AND see the material
80% if they apply the material

- What I hear, I forget.
- What I see, I remember.
- What I do, I understand.




- Kung Fu Tzu (Confucius)



Can you relate??????


Learning Styles

- Visual
- Auditory
- Kinesthetic



Visual

- How do you identify a visual learner?



Visual Learners:

- Good speller, forgets names
- Like reading/writing
- Prefer written instructions, handouts, charts, tables, diagrams
- Are detail oriented
- Often sit in the front
- Like color
- Take notes, doodle
- Use outlines, lists, highlighters



How do you identify an auditory learner?



Auditory learners:

- Learning by listening-may not take notes
Lectures
Enjoy discussions, group work
Are usually talkative
Can be distracted by background noises
Spell better out loud than in writing
May read to self out loud or with lips moving
Notices sound effects in movies
Enjoys music, may study to music or TV



Kinesthetic learners

- How do you identify a kinesthetic learner?



Kinesthetic learners

- Prefer to learn by doing (e.g. science lab, learning stations)
- Like activity, moving around the room
- Enjoy manipulating objects and playing games
- Often sit in the back of the room
- May use a lot of action words and gestures when communicating
- May have poor handwriting

Learning Style Inventory

- www.personal.psu.edu/bxb11/LSI/LSI.htm

Learning Requires Reinforcement

Encouraging correct behaviors, until they are learned.

Positive-generally used to develop new positive skills

Negative-generally used to extinguish old behaviors

Instructional Methods

- Lecture
 - Beware: "The biggest obstacle to learning is the talking teacher". John Holt



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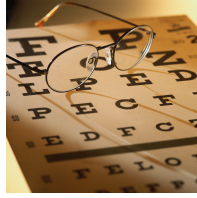
Visual aids make it visual!

Enhance, not Engulf

- Overheads-don't be a "slide swiper"
- Flip Charts
- Dry Erase Boards
- Power Point-don't overdo the special effects



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FONT 16
FONT 24
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FONT 40
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Use at least 24 font



Demonstration

- Begin by instructor demonstration
- Use peer to peer role plays,
- Safety in small groups

Charades

- Prepare cards using various scenarios
- Have pairs of students role play the scenarios.

Audio Visuals

- DVD's/Videotapes
- www.epipen.com
- www.diastat.com
- www.convatec.com
- www.hollister.com
- www.merckservices.com



Group Work

- Especially if you need 1:1 student time
- Useful for review sessions

Hand Outs

- Review sheets
- Crossword puzzles
 - <http://www.crosswordpuzzlegames.com/create.html>
- Word Searches
 - <http://www.armoredpenguin.com/wordsearch/>

Retention:
the ability to understand, interpret and
APPLY the information.



Albert Mehrabian, (Silent Messages),
Exposed to an idea once, 10 percent will
remember it after 30 days.
But if those same people are exposed to an
idea six times with some interval between
each exposure, over 90 percent will
remember it after 30 days.



Retention:

- Directly affected by the degree of original learning. If they didn't learn it well in the first place, they won't retain it well.
- Directly related to the amount of practice



Praxis=practical application

Methods of return demonstration

Role playing

Peer to Peer

Learning Stations

Models



Use Visuals

- [GloGerm](#)

Conceptuals

- Medication bottles, bubble packs
- Eye & ear drops, nasal spray, suppositories
- Rectal suppositories
- Catheters, drainage bags
- Urine specimen containers, hats
- Thermometer, clock, BP cuff
- Colostomy appliances, stoma model

Review Techniques

- Out of class assignments
- Daily Review
- Comprehensive Review
- Games/Tools
 - Snowball fight
 - Ball Toss
 - Puzzles



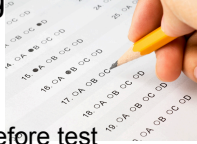
Medication Administration Jeopardy

Oral Meds	Signs and Symptom	Health Related Activities	Law and Rule	Documentation & Reporting
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Med Administration Tic Tac Toe

Law and Rule	Signs/Symptoms to Report	Anti-Convulsants
Oral Meds	Topical Meds	Epi Pen
Vital Signs	Eye, Ear, Nose	Transcription

Testing



- Comprehensive review before test
- Give a break before test
- Grade tests after everyone is finished
- Review wrong answers

Transference: the ability to use the information learned in a new setting

Positive: what we aspire to applying the information, in the way it was taught, in the work setting

Negative: "on the job" influences- results when they don't do what they were taught to do, in the way they were taught to do it.

Handling Difficult Participants

- The "Prisoner (hostage)"
- The "Dominator (grandstander)"
- The "Know-It All"
- The "Bored"
- The " Sleeper"
- The "Skeptic"
- The "Socializer"
-

Why to manage them

- Ignoring them causes you to be perceived as unable to control the situation.
- Interfere with learning
- Cause discomfort to the trainer and those around them
- Intimidate those that are there to learn

Tips for Managing Difficult Participants

- The “Prisoner (hostage)”
- The “Dominator (grandstander)”
- The “Know-It All”
- The “Bored”
- The “Sleeper”
- The “Skeptic”
- The “Socializer”

To Sum it All Up:

- The mediocre teacher tells.
- The good teacher explains.
- The superior teacher demonstrates.
- The great teacher inspires.

William Arthur Ward

Quick Clicks to Health Some Proven Internet Sites

- www.healthfinder.gov
- www.medlineplus.gov
- www.cdc.gov
- www.intelihealth.com
- www.mayoclinic.com
- http://medicalcenter.osu.edu/patientcare/patient_education/Pages/index.aspx
- <http://www.cincinnatichildrens.org/health/default.htm>
- www.webmd.com
- www.4women.gov
- www.kidshealth.com
- www.mentalhelp.net
- www.ismp.org
- www.fda.gov

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Training Resources

- <http://www.cincinnatichildrens.org/health/info/>
- <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm>
- <https://www.mheonline.com/segment/view/6>
- www.trainingdr.com
- www.osha.gov
- http://medicalcenter.osu.edu/patientcare/patient_education/Pages/index.aspx
- www.trainerswarehouse.com
- www.nhi.ftwa.dot.gov/Resources/docs/circle.pdf
- www.pocketnurse.com
- www.healthedco.com
- www.allnurses.com
- www.edhelper.com
- <http://www.armoredpenguin.com/wordsearch>
- <http://www.crosswordpuzzlegames.com/create.html>
