Welcome to DEPD

Introduce yourself to your table mates.

Share one thing you know about teaching adults.

Memorable Learning Experience

• Recall a memorable learning experience
• What did the instructor do?
• Share the descriptors looking for common traits
Getting to know you...
If this statement is you...stand up!

Need to Knows..

Why Debrief?
Cements learning
Provide reflection
Make sense of material
Consider application
Allow process time
Connect with your community
GIST
"Get it Summarized in 10"

Making Research Serve the Profession Article
In table groups, discuss the reflection you did at home on the article.

Create a 10 word sentence summary of your assigned section.

Making Research Serve the Profession

1 - What makes it research?
2 - Building a professional knowledge base
3 - Uses and abuses of the current system
4 - Direct Instruction
5 - What can teachers do?

Delivering Effective Professional Development

What You Should Know About the Adult Learner

Unit II
Open Mind Shout Out

Using the graphic organizer, jot down what is important to you as an adult learner?

Be ready to ‘Shout Out’ your thoughts!

Succeeding with Adult Learners

1. Understanding the difference in adult learners
2. Catering to all types of learners’ needs
3. Providing a results-oriented session
4. Using rubrics to maximize learning success
5. Approaching presentations from a professional perspective

About Adult Learners “Self Reflection”

Using the “About Adult Learners” rubric, self-assess your current competency when you are training adults.

Put a (+) by statements you frequently implement.

Put a (-) by the statements you would like to strengthen.
Adult Learner Perspectives

Key Researchers
- Anthony Gregorc
- Myers-Briggs
- David Keirsey
- Ross Reinhold
- Harvey J. Brightman

Understanding the Differences in Adult Learners

Adult Learners:
- Approach life from different perspectives
- Are motivated in different ways
- Come to class with different attitudes
- Absorb information in different ways

Adult Learners
Perspective Identification

- Take the inventory
- Put down your first impression.
- Total all odd numbers and all even numbers
Adult Learners
Happy Face (Do/Don’t) Chart

Get into like groups: “Single”, “Balanced”, or “Holistic.”

Given your perspective...
What is essential to your learning?
What drives you crazy?

Give advice to your trainer and your significant other!

Perspectives Review

• Single Task Learners

• Holistic Learners

Single Task Learners
Keep Environment Orderly and Productive
• Lay out the rules from the beginning
• Lay out expectations (what it takes to succeed)
• Follow through on rules and expectations
Single Task Learners

Lay Out Courses Sequentially
- Break courses into small masterable chunks
- Teach each chunk clearly and thoroughly
- Design activities to specifically assess the chunks that are taught
- Design activities that incorporate Bloom’s Taxonomy
  - Knowledge (facts, information, details)
  - Comprehension (concepts, procedures, skills)
- Acknowledge successful learners

Assign Tasks That Are Finite and Masterable
- Prepare participants with necessary information before assigning tasks
- Assign tasks that are masterable:
  - Discussing ideas, presenting from notes
  - Writing reports, answering questions from text
  - Classifying, organizing, outlining, formatting
  - Doing research, completing projects, writing papers
- Allow sufficient time for work to be completed
- Answer all questions before moving on

Holistic Learners

Loved to be Challenged
- Solving complex problems (difficult, open-ended)
- Scenarios (given a real situation, solve problem)
- Competition (with winners and losers)
- Speed (race to complete tasks, who can do it fastest)
- Battlestorm (come up with ideas and argue merit)
Holistic Learners

Welcome Pressure
- Overly short deadlines
- Minimum and maximum time limits to work on tasks
- Multi-tasking (several tasks at same time)
- Structured floundering (few or insufficient directions)

Unknown
- Use of unfamiliar material (software, resources)
- Unreal or scary situations (magical, mystical, science-fiction)
- Never been done before (creating, exploring, risking)

Adult Learners Are Motivated in Different Ways
Adult Learners are Motivated in Different Ways

Key researchers:
- Abraham Maslow
- Frederick Herzberg
- William Glasser
- Terrence Deal

Key Research Findings
- No single way of motivating people is best
- What excites one may completely turn another off
- Positive motivation can be used to get people involved at a higher level of learning
- People are motivated for their own reasons - not yours

Why did you do it?
- Think of something you did in the last few days even though you didn’t want to do it
- Look at the motivators and identify what motivated you to do this wretched task
- Share at tables
Adult Learners’ Motivation

Satisfaction

- Reaching small goals
- Reaching large goals
- Finishing tasks
- Feedback
- Complex tasks
- Succeeding
- Solving problems

Affiliation

- Friendship, belonging
- Sharing, teamwork
- Caring, respect
- Personal attention
- Reinforcement
- Praise

Incentives

- Grades, recognition
- Awards
- Freedom, free time
- Rewards
- Materials
**Adult Learners’ Motivation**

**Excitement**
- Challenge
- Competition
- Risk, the unknown
- Stress, pressure
- High expectations
- Struggle
- Deadlines

**Sense of Duty**
- Meet expectations
- Self-discipline
- Responsibility
- Commitment
- Traditions
- Customs

**Flow (Momentum)**
- Having positive habits
- Having systems
- Focusing attention
- Work through struggle
- Seeing end in sight
Adult Learners' Motivation
Motivation Pantomime

1. Choose a motivating card. Group by like terms.
2. Take 5 to 10 minutes to design a pantomime for your motivator. Everyone participates!
3. Present to the large group. Large group will "guess" your group’s motivator.
4. Suggest two activities, with explanations, that a trainer could incorporate into a session.

Adult Learner Motivators

Affiliation
Flow (Momentum)
Incentive
Excitement
Satisfaction
Sense of duty

Adult Learning Theory

Ego Development
Wood & Thompson (1993)
Ego Development Group Reflection

- Read “Ego Development” section.
- Group according to age.
- Brainstorm life focus and personal needs facing this age group.
- Record your insights on chart paper.

Super Hero Themes

Using your super power of deduction, what are some themes about adult learners you have noticed so far?

Adult Learners Absorb Information Differently
**Adult Learners Absorb Information Differently**

**Key Researchers**
- Barbara Given
- David Kolb
- Leinhardt
- E.C. Linderman
- Malcolm Knowles
- S.N. Oja
- J. W. Peiffer
- Sheila Kieran

**Intake Preferences Table Talk**

Scan the descriptors of intake options on pages 4-5.

Brainstorm how you can address the needs of other learning styles with your tablemates.

Be prepared to share at least one idea per intake preference.

**Absorbing Information**

**Auditory Intake**

- **Hear it** (presentation, discussion, audio tapes)
- **Read it** (directions, words in paragraph form)
Absorbing Information
Visual Intake

- Pictures, videos, and slides
- Diagrams, maps, and graphs
- Write things down
- Make or read lists

Absorbing Information
Kinesthetic/Tactile Intake

- **Touch it** (texture, shape, feel)
- **Hold it** (manipulate actual objects)
- **Do it** (hands-on experiments, projects)
- **Move while learning** (become one with)

Absorbing Information
Everyone Has Preferred Mode of Intake

Learning comes easily in preferred mode
- People feel more comfortable
- People are more focused
- People absorb and retain more information

Learning is more difficult in non-preferred mode
- People are more easily distracted
- People absorb and retain less information
- People get easily frustrated
What implications does this information have for you as a trainer?

**Theaters of the Mind**

B. K. Given, 2001

In your group, compile a list of specific classroom examples that demonstrate the use of your assigned absorption method.

B. K. Given, 2001

**Mirror, Mirror on the Wall, What’s the Way to Reach Them All?**

How have your trainers tried to demonstrate the following absorption methods today?

Experiential Learning Cycle

Kolb (1976)

EXPERIENCING (CONCRETE EXPERIENCE)
Using the experiences participants have had already or providing them with an experience that furtherers learning.

PROCESSING (REFLECTIVE OBSERVATION)
Discussing the experiences participants have had already or sharing reactions and observations on the activity provided.

APPLYING (ACTIVE EXPERIMENTATION)
Modifying old behaviors or testing new behaviors and practicing them in everyday situations.

GENERALIZING (ABSTRACT CONCEPTUALIZATION)
Finding general trends and truths in the experiences that participants had already in forming reactions to new experiences, new concepts and theories.

The Adult Learning Cycle

Step 1
Experiencing (Activity, doing)

Step 2
Publishing (Sharing reactions and observations)

Step 3
Processing (Discussing patterns and dynamics)

Step 4
Generalizing (Inferring principles about the ‘real world’)

Step 5
Applying (Planning more effective behavior)

(Pfeiffer & Jones, 1980)

Top Ten
Top Ten Super Heroes

10. Dare Devil
9. Iron Man
8. The Flash
7. Green Lantern
6. Wonder Woman
5. The Hulk
4. Wolverine
3. Spiderman
2. Batman
1. Superman

Zen of Facilitation

Seven “brave” volunteers take a seat in the inner circle.

Observers form a circle around the inner circle.

AFT Principles of Professional Development

Unit III

Role of a Professional Developer
Me...Not Me

Complete the “Types of Learner Preferences”

Pair up with someone sitting at another table. Share what motivates you in PD sessions.

High Quality Professional Development

Unit III, Activity 10

Relate your most/least rewarding professional development experience.

Did your experience align with your Me...Not Me rubric?

AFT Rubric/Teacher Evaluation

Compare & Contrast

1. In your Course Notes, write some of the key components that you are evaluated on in your district.

2. Share with your tablemates. What are the commonalities/differences in evaluation systems being used across the nation?

3. Using the AFT Criteria for Effective ER&D Presentations rubric and your individual teacher evaluation notes, record similarities and differences on the graphic organizer in the center of your table.
AFT Principles of Professional Development

• What do these principles mean to us as presenters?
• Why are these principles important to our work?
• How do these principles support high standards?

Good Workshops Just Don’t Happen

In your table groups, divide the three cards you are given based on group consensus, under the following three categories:

• Vital to workshop effectiveness
• Harmful to workshop effectiveness
• Reflective of facilitator style
Planning a Results-Oriented Session

Results-Oriented Planning

Key researchers:
- Benjamin Bloom
- Alan Glatthorn
- William Spady
- SCORE (Schools of California Online Resources for Education)

Form a circle. Call out things to consider first when planning your session?
Effective Planning
Planning an ER&D Session

How did we do?

Did you consider the following?

- Objectives
- Finance
- Presentation strategies
- Physical setting
- Presentation plan
- Materials and equipment
- Other?

Effective Planning
Long term planning includes:

- Course syllabus
- Timeline
- Budget
- Facility
- Training teams
- Publicity
- Materials
- Snacks

Effective Planning
Short term planning includes:

- Organize content material, activities, and strategies
- Duplicate hand-outs
- Order audio-visual
- Prepare agenda
- Confirm facility
- Arrange the room
Window Pane Review

• On the Window Pane, jot down 6 most important concepts to take away from this section.
• Share your list with your table group.

Window Pane Review, Cont’d

• Come to consensus on the 6 most important points.
• Record on large Window Pane.
• Report out to the whole group.

Adult Learners can be Difficult and have Different Attitudes

Unit V
They Are All In My Session

1. Draw an icon that represents the difficult participant.
2. List ways to curtail those behaviors and to motivate the participants.

Practice Presentation Guidelines: Four Corners

At your assigned chart, provide “evidence” documenting how your facilitators demonstrated elements of effective professional development using the AFT Rubric.

Rotate clockwise!

Take-Aways for Tremendous Trainers

Using in the graphic organizer, jot down your “take aways” from today’s session using the following question prompts:

1. What do you know about how adults learn?
2. What do you need to consider when planning an effective session?
3. What are your secret powers as a trainer?
Parting Wisdom from the Super Heroes

“With great power comes great responsibility! This is my gift and my curse.” – Spiderman

“The choice to lead an ordinary life is no longer an option.” – Spiderman

“A new journey to be started, a new promise to be fulfilled, a new page to be written… be creative and adventurous.” – Wonder Woman

“Without guts, all the power and training in the world don’t mean spit!” - Wolverine

Wisdom from Randi Weingarten

“Educators not only want their students to learn and grow, they too, want to learn throughout their careers.”

Former President Shanker’s Vision

“Validated knowledge, not just personal belief or individual practice, holds the key to improvement.”

--1979