

Adult Learning, Training Strategies and Team Teaching

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Introductions

- Investigator Michael LaRiviere
 - Salem Police Department
 - Salem, Massachusetts
- Sujata Warriar, Ph.D.
 - Battered Women's Justice Project
 - Minneapolis, Minnesota

Group Exercise

Raise hand if you have taught in a training or education program.

Who was the primary audience/discipline ?

For how many persons? 20 or fewer? 50 to 100? 200 or more?

What was good about the training and what was not so great?

Group Exercise

What are the characteristics of the best instructors you have encountered?

What are the characteristics of the worst instructors you have encountered?

Principles of Adult Learning

- Know your
 - Audience
 - Topic
 - Environment

First Rule

- Adults need to know why they are learning something.

Why is This Relevant to
Me?

Second Rule

- Adults have life experiences and knowledge and should be used as a resource for ongoing learning.

“Who has ever...?”

Third Rule

- Adults use a hands-on problem solving approach to learning.

“Let’s see if we can figure out the best way to...”

Fourth Rule

- Adults want to apply new knowledge immediately.

“It’s time to practice
what I’ve learned.”

LEARNING STYLES

How People Process Information

- Three main learning styles
 - Visual
 - Auditory
 - Kinesthetic

Visual Learners (60 – 65%)

- Visually organized
- Give landmarks for directions
- Take copious notes

Visual Learners (60 – 65%)

- Notice typographical errors
- Remember faces easily
- Easily distracted by visual stimuli
- Tend to notice details

Auditory Learners (Under 20%)

- Talk a lot
- Remember names easily
- Remember words and tunes
- Follow oral directions easily
- Easily distracted by noise

Kinesthetic Learners (Under 20%)

- Enjoy the sense of touch
- Exceptional muscle coordination
- Enjoy taking things apart, and putting them back together
- Use their hands while talking
- Enjoy the feel of different textures

Employing Sensory Modalities

- Appeals directly to the sensory style that permits effective learning.
- Be aware that your sensory preference may influence the way you organize and present your training.
- Remember to match the language of your audience.

WHO IS YOUR AUDIENCE?

Employing Sensory Modalities When Delivering Curriculum

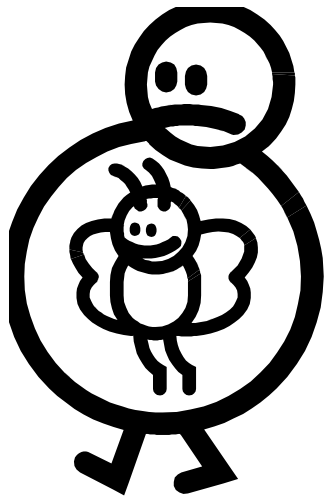
- Design to employ the three sensory modalities within each section:
 - Visual
 - PowerPoint Slides, Videos
 - Auditory
 - Group discussions, Table-Top Exercises
 - Kinesthetic
 - Writing on charts, Standing when reporting back

Teaching Subject Matter

- Avoid a predominantly “visual” delivery by simply reading slides.
- Engage your kinesthetic learners by having them write on the charts, take notes or some other activity.
- Have the students participate to have the auditory learners hear other points of view.

Potential Instructor Communication Problems

- Training can be a nervous experience.
- Be aware of non-verbal cues of nervousness



Non-Verbal Cues of Nervousness

- Jingling objects
- Itching and scratching
- Clicking Pens
- Leaning against desk or podium
- Watching your watch

Overcoming Nervousness

- Familiarity with lesson plans
- Practicing your lesson in advance
- Arriving early
- Checking appearance
- Small talk with audience members before beginning lesson

Overcoming Nervousness

- Be Enthusiastic!
 - Enthusiasm creates excitement
 - If you do not act enthused, will your students?
- Insert stories – as long as they illustrate concepts

Student-Centered Facilitation Team-Teaching

INSTRUCTIONAL TECHNIQUES

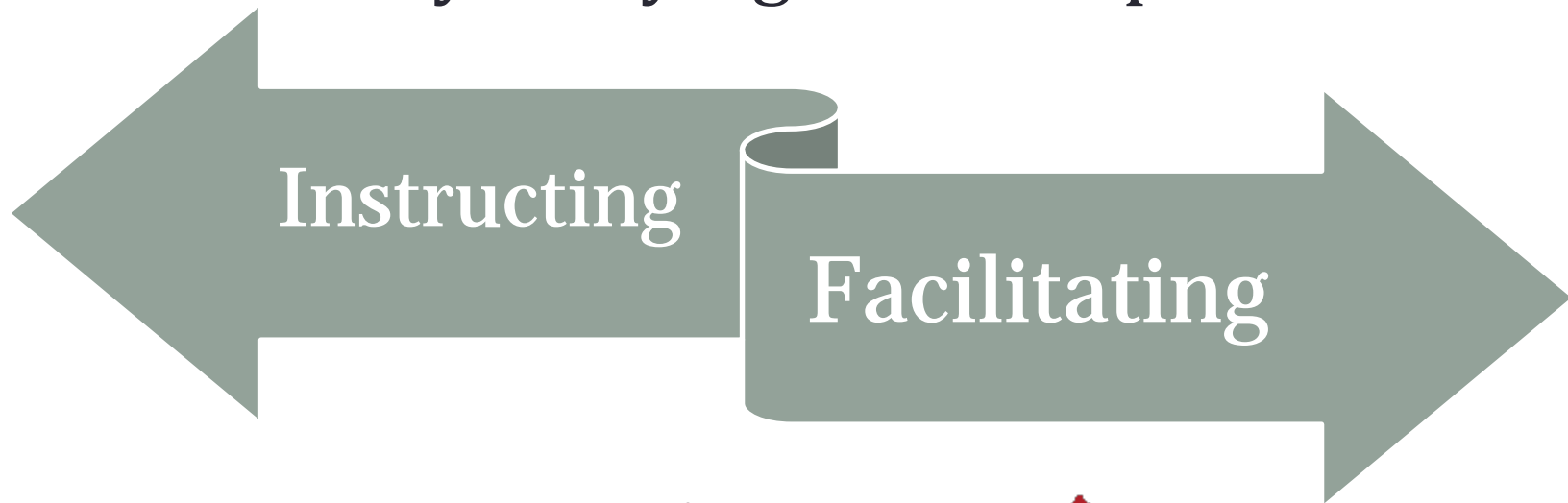
What is Student-Centered Facilitation?

- Active learning
- Replace or added to the “lecture”
- Critical thinking, problem-solving and student participation

**The student is actively involved,
not a passive recipient!**

Teacher-Centered vs. Student-Centered

- Where is the focus?
- What is the purpose of the training?
- What are you trying to accomplish?



Facilitation

How would you define facilitation?

Facilitation

- Assisting or guiding students in the process of learning, by fostering a collective effort, encouraging group problem solving and providing a framework for the group to achieve their goals.

Best Practices when Facilitating

- Communicate effectively
- Active listening
- Ability to paraphrase
- Manage conflict
- Build a cohesive group
- Provide constructive feedback

Best Practices when Facilitating

- Verbal skills, such as:
 - Open ended questions
 - Clarifying questions

Be Aware of your Audience

- Have your students engaged with you?
- Have you, as facilitator, done all the talking?
- What is the level of energy in the room?
- Are your students actively participating?

Team-Teaching

- What is “team-teaching”?
- How is this approach different from being the sole instructor or facilitator?

Know your team

- Strengths and weaknesses
- Certain folks are stronger in specific areas
- Some may feel less comfortable facilitating specific topics

Team-Teaching Tips

- Avoid talking over each other
- Avoid interrupting
- Avoid “Put me in coach” antics
- Listen to your team members
- Only add information when necessary

Team-Teaching Tips

- Rehearse your presentation
- Know your material
- Know when the other team members will be speaking and what they will address

Adult Learning II: The Difficult Students

DISRUPTIVE BEHAVIORS



Group Discussion

Describe disruptive behaviors that have impacted your ability to train law enforcement.

Why disrupt training?

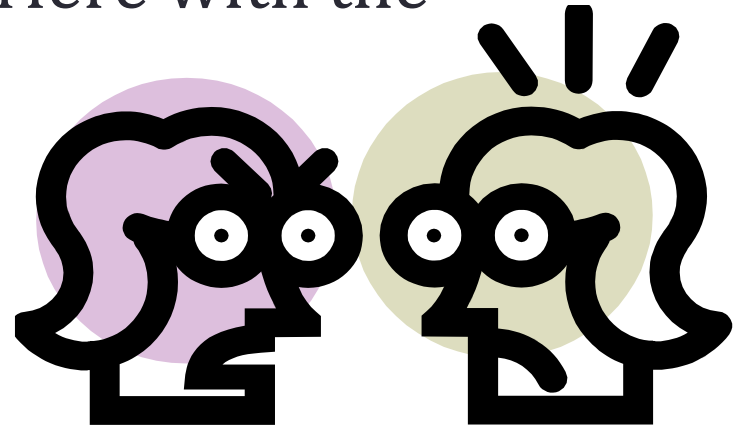
- They are hostages
- Uninterested
- Curriculum is boring
- Feel the material is not relevant
- Instructors are condescending
- Feel attacked

DISRUPTIVE BEHAVIORS

- 1. **Interference by withdrawal**
 - Apathetic
 - Day Dreamer
 - Non-responsive to questions
 - Hostile
 - Overtly ignores the instructor
 - Refuses to participate in group

DISRUPTIVE BEHAVIORS

- 2. **Interference by diversion**
 - Initiating side discussions
 - Key is an overt attempt to interrupt or interfere with the discussion.



DISRUPTIVE BEHAVIORS

- 3. **Interference by Attack**
 - Directly challenges the authority of the instructor
 - Inappropriate comments
 - Openly criticizes the instructor



Responding to Disruptive Students

- Graduated remedies
- Take advantage of the team's professions
- Requesting supervisors attend
- Side-bar with the student
- Failing to provide "Certificate of Training"

5 Options to Respond to Disruptive Behavior

1. MBWA---Management by Walking Around
 - Randomly walks around classroom
 - Provides class with different view of instructor
 - Class pays more attention when he/she moves purposely

5 Options to Respond to Disruptive Behavior

2. Positioning

- Deliberately moves closer to the disruptive student
- This calls non-verbal attention that the instructor is aware of the disruptive behavior

5 Options to Respond to Disruptive Behavior

3. The Quiet Pause

- When side conversations are occurring, instructor takes a deliberate pause
- This action lets the class know that order needs to be restored

5 Options to Respond to Disruptive Behavior

4. Student Placement

- Where are your students seated?
- Have you pre-placed individuals

5 Options to Respond to Disruptive Behavior

5. Publish rules and expectations
 - Go over rules at beginning?
 - Post them on the walls or in handouts.

Slide and Classroom Considerations

- Room set up
- Titles
- Too wordy
- Too many slides
- Clarity typ/colors and font, style, background considerations
- High contrast colors
- Transitions and timing
- Use of graphics, charts and photos
- Equipment placement
- Tips for remote “clicker” use

Questions??