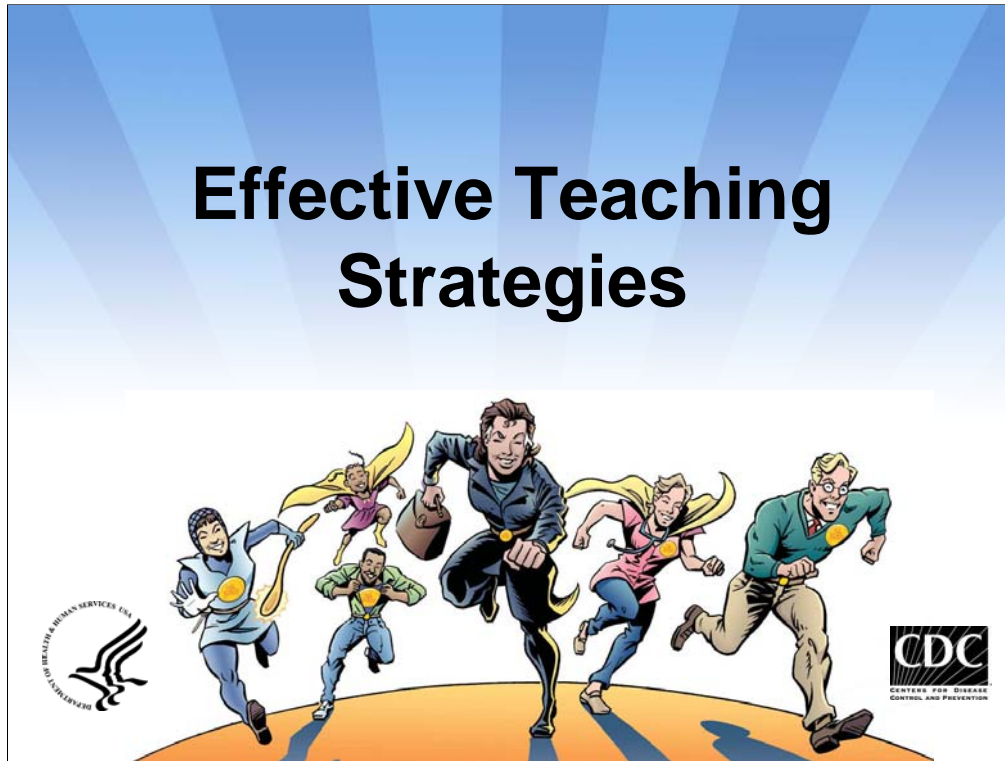


Effective Teaching Strategies



Effective Teaching Strategies

Creating Food-Safe Schools

- Requires training other members of your team.
- Trainings will vary depending on target population.
- A variety of teaching strategies are needed to be effective.

Creating Food-Safe Schools

- Requires training other members of your team.
- Trainings will vary depending on target population.
- A variety of teaching strategies are needed to be effective.

Selected Strategies for Successful Trainings

- Principles of Adult Learning.
- Active Learning.
- Instructional Strategies.

Selected Strategies for Successful Trainings

- Principles of Adult Learning.
- Active Learning.
- Instructional Strategies.

Principles of Adult Learning

- Need to know how adults learn best.
- Adult learners have special needs.
- Six characteristics of adult learners.

Principles of Adult Learning

- Need to know how adults learn best.
- Adult learners have special needs.
- Six characteristics of adult learners.

Adult Learners . . .

- Are autonomous and self-directed.
- Have a foundation of life experiences and knowledge.
- Are goal-oriented.
- Are relevancy-oriented.
- Are practical.
- Need to be shown respect.

Adult Learners . . .

1. Are autonomous and self-directed.
2. Have a foundation of life experiences and knowledge.
3. Are goal-oriented.
4. Are relevancy-oriented.
5. Are practical.
6. Need to be shown respect.

**For each characteristic, there
are implications for you,
the trainer.**

For each characteristic, there are implications for you, the trainer.

1. Adult learners are autonomous and self-directed.

Implications:

- Involve participants.
- Serve as facilitator.
- Determine interests of learners.

- Actively involve participants.
- Serve as their facilitator, rather than teacher.
- Find out what the participants want to learn before designing the training.

2. Adult learners have a foundation of life experiences and knowledge.

Implications:

- Recognize expertise of participants.
- Encourage participants to share their experiences and knowledge.

- Recognize the value of experiences and knowledge participants bring to the training.
- Encourage participants to draw on their experiences and knowledge related to the topic.

3. Adult learners are goal-oriented.

Implications:

- Be organized.
- Have clear objectives.

- Be organized.
- Have clearly defined goals, objectives, and agenda for the training.
- Early in the training, show participants how it will help them achieve their goals.

4. Adult learners are relevancy-oriented.

Implication:

- Explain how training objectives relate to training activities.

Make sure participants see the relevance of the training, as well as individual activities and topics. (This relates to having clearly defined objectives that are stated early in the training.)

5. Adult learners are practical.

Implication:

- Show relevance of training to job.

Tell participants explicitly how the training and individual activities will be useful to them on the job.

6. Adult learners need to be respected.

Implications:

- Acknowledge the wealth of knowledge and experiences the participants bring to the training.
- Treat the participants as equals rather than subordinates.

Make sure to recognize participants' knowledge, and treat them like equals rather than subordinates.

Active Learning

- Learning is not a spectator sport.
- The more actively engaged the learner is, the more learning takes place.
- Different instructional methodologies have greater rates of retention.

Implement active learning strategies in your trainings. The more actively engaged the learners are, the more learning takes place. Keep in mind that different instructional methods have greater rates of retention.



Ask: How many of you learn best through lecture?

This pyramid demonstrates the proportion of people who learn best from selected instructional methodologies. Most of us learn best when we're actively involved in the learning process (discussion groups, practice, teaching others).

Instructional Strategies

- Quiz.
- Games.
- Role-playing.
- Brainstorming.
- Group problem-solving.
- Lecture.

There are several strategies you might want to consider depending on your audience and the purpose of your training. Some of the strategies are particularly relevant for food-safe schools. For example, role-playing could be incorporated by having participants practice talking to a teacher, administrator, or someone else about a particular problem that's occurring. Several of these strategies are included in the activities in this training manual.

Instructional Strategies to be considered

- Simulation.
- Case Study.

Simulation: Create a simulation of an event, such as a foodborne illness outbreak, and practice responding to it.

Case Study: Have participants tackle a foodborne illness scenario that has taken, or could take place at your school, and explore how to deal with it.

Summary

- Apply principles of adult learning theory.
- Make learning active.
- Use strategies modeled in today's training.

Regardless of whom you are training, you will need to follow the principles of adult learning theory and active learning. Portions of this training have provided examples of some active learning strategies you might want to include in your own trainings.