

Unit 5: Maximize Learning

CERT Basic Train-the-Trainer



FEMA





Unit Objectives



- At the conclusion of this unit, the participants will be able to:
 - Describe the ways in which people learn
 - Explain how to create a positive learning environment
 - Demonstrate how to maximize learning in a given scenario



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Unit Objectives (contd.)



- State why trainers need to evaluate
- List formal and informal ways of evaluating
- Provide some guidelines for asking and answering questions
- Provide some guidelines for giving feedback



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Exercise



Exercise: Positive Learning Experiences



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What Do You Think?



- **When you get a new gadget, how do you learn how to use it?**



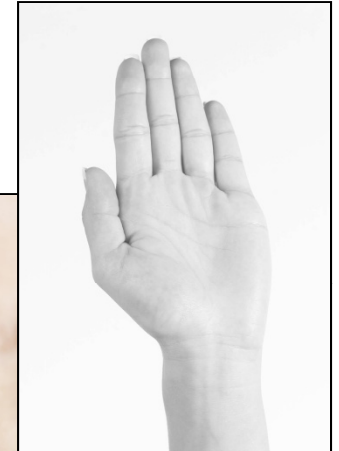
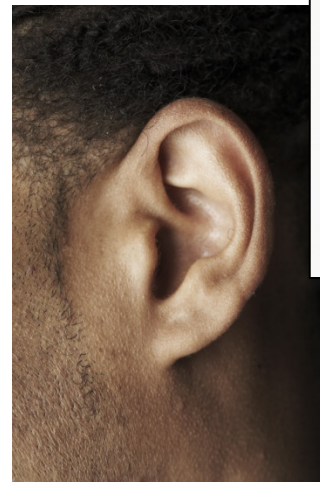
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Learning Styles



- Three primary learning styles
 - Auditory
 - Visual
 - Tactile or kinesthetic
- Combination



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Auditory Learners



- Learn through listening
 - Lectures
 - Discussions
 - Talking things through
 - Listening to what others have to say
- Written information has little meaning
 - Prefer to read text aloud
 - Like to use tape recorder



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Visual Learners



- Learn through seeing:
 - Pictures
 - Demonstrations
 - Diagrams
 - Illustrated text books
 - PowerPoint slides
 - Videos
 - Flipcharts
 - Handouts



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Visual Learners (contd.)

- Instructor's body language and facial expressions help them understand
- Sit at front of room
- Remember by seeing
- Like to take detailed notes to absorb information



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Tactile Learners



- Learn by doing, moving, touching
 - Hands-on activities
- Find it hard to sit still for very long
- Want to actively explore physical world around them



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Learning Styles and Teaching

- Good instruction should combine auditory, visual, and tactile
- Retention increases dramatically when learning involves more senses and is more active



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To Retain Learning



- Hear it
- See it
- Say it
- Do it
- Teach others



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Learning Styles and Instructors

- Instructors have a preferred learning style that may affect how they like to teach
- Instructors need to incorporate elements that are less comfortable
- *CERT Basic Training* Instructor Guide includes elements for all learning styles
- Addressing all learning styles will help increase learners' retention



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Create Positive Learning Environment

- Three factors to accommodate:
 - Physical
 - Emotional
 - Intellectual



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What Do You Think?



- **What is a physically comfortable learning environment?**



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Physical Factors



- **What is a physically comfortable learning environment?**
 - Room not too hot or too cold
 - People can see and hear instructor
 - Lighting and amplification for people with reduced vision and hearing
 - Don't have to sit too long; take regular breaks
 - Expectations account for reduced flexibility, reaction times, time of day



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Emotional Factors



- To be treated like adults (peers)
- To direct their own learning whenever possible (self-motivated)
- To know they are doing it right or at least that they are trying hard
- To feel accepted as they are
- To see a reason for the training



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What Do You Think?



- **How could instructors respond to these emotional needs?**



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Provide Emotional Factors

- **How could instructors respond to these emotional needs?**
 - Be a learning resource
 - Explain benefits; then let participants discover benefits themselves
 - Respect them
 - Teach to their level
 - Don't embarrass them
 - Provide reinforcement and peer feedback
 - Make learning non-threatening
 - Make learning realistic and problem-centered



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Intellectual Factors



- To share their experiences
- To connect new information to what they already know
- To be involved in the learning
- To learn the way they like to learn



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What Do You Think?



- **How could instructors respond to these intellectual needs?**



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Provide Intellectual Factors

- **How could instructors respond to these intellectual needs?**
 - Use learners' experiences to introduce concepts
 - Build bridges between old and new information
 - Make learning active
 - Use variety of methods to reach all the learning styles



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Differentiate Factors



- Review the list generated in the first question of the unit and choose:
 - “P” for Physical Factors
 - “E” for Emotional Factors
 - “I” for Intellectual Factors



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Techniques to Maximize Learning

- Motivation
 - Especially at beginning of training
 - What's in it for me (WIIFM)
- Reinforcement
 - Frequently and positively
- Repetition
 - At least 3 times for learning retention



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Motivation



- Motivation is critical, especially at beginning of training
- Adults need to know how it will benefit them
- To motivate, instructors need to:
 - Establish rapport
 - Create open, friendly training atmosphere
 - Keep stress low
 - Challenge but don't frustrate participants



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Reinforcement



- Instructors need to encourage and reinforce throughout training
- Reward good behavior positively and frequently



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Repetition



- People need to hear something at least three times
 - #1: Explain
 - #2: Demonstrate
 - #3: Have learners practice
- For optimal learning, have learners also practice while explaining what they are doing



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Exercise



Exercise: Power Outage



PM 5-9



What Do You Think?



- **What is your job as a trainer?**



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Your Job as Trainer



- **What is your job as a trainer?**
 - To transfer knowledge
 - Effective instructors use variety of training methods
 - Interactive lecture
 - Demonstrations
 - Roleplays
 - Exercises



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What Do You Think?



- **Why do we use a variety of methods?**



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Training Methods



- **Why do we use a variety of methods?**
 - To appeal to all learning styles
 - Auditory
 - Visual
 - Tactile



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Assess Learning



- Effective instructors assess learning to see that:
 - The learners have understood what’s been said
 - The learners “got it”



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Why Evaluate?



- Content
 - Did learners “get it”?
- Adult learner needs
 - Physical
 - Emotional
 - Intellectual



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What Do You Think?



- **How can instructors find out if people have learned?**



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How To Assess Learning



- **How can instructors find out if people have learned?**

- Instructors can find out if people have learned by:

- Asking questions
- Listening to questions
- Testing
- Observing hands-on exercises
- Observing body language



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Types of Evaluation



- Formal
 - Tests
 - Performance demonstrations
- Informal
 - Watching body language
 - Questions
 - Observation of hands-on activities



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What Do You Think?



- **What are some other reasons for asking questions?**



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Why We Ask Questions



- **What are some other reasons for asking questions?**
 - Ask questions to:
 - Get people involved/interested
 - Stimulate discussion
 - Channel thinking



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Kinds of Questions to Ask



1. Open and closed
2. To different audiences
 - Direct question to one person
 - Direct question to whole group
 - Ask rhetorical question
3. Recall and apply



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What Do You Think?



- **What is the difference between an open question and a closed question?**



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Closed Questions



- **What is the difference between an open question and a closed question?**

- Closed questions:

- Answered by yes or no, true or false, or limited response
- Used to:
 - Test knowledge
 - Receive quick answers
 - Maintain control of class
 - End topic before a break
 - Force a choice between correct and incorrect response



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Open Questions



- **What is the difference between an open question and a closed question?**

- Open questions:

- Start with what, why, how, or describe
- Ask respondents to think and reflect
- Typically require a longer answer
- Often not one correct answer
- Used to:
 - Generate discussion
 - Find out how class is feeling
 - Get people to open up
 - Get class to think



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To Different Audiences



- Instructor can direct a question to different audiences
 - To one person
 - To the whole group
 - Rhetorical questions



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Recall and Apply



- There are two kinds of evaluation questions:
 - Recall question: Learners repeat what they learned
 - Apply question: Learners think about what they learned and apply it to new situation



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How to Ask a Question



- Be brief, clear, friendly
- To group:
 - Ask
 - Plant
 - Call
- To individual:
 - Call
 - Ask
 - Plant



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How to Answer a Question

- You can ask someone else to answer question
- Repeat question before answering it
- Paraphrase any lengthy questions
- Acknowledge questions that you cannot answer; get back to group as soon as possible



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Too Many Questions



- If one learner asks too many questions, you can:
 - Encourage others by recognizing their questions first
 - As a last resort, take the individual aside



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What Do You Think?



- **What are some opportunities for giving feedback in *CERT Basic Training*?**



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Feedback Opportunities



- **What are some opportunities for giving feedback in *CERT Basic Training*?**
 - During hands-on activities and skills training
 - Tell how well CERT requirements are met
 - Correct attire
 - PPE
 - CERT kits
 - During class discussion



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Give Feedback



- When to give feedback:
 - To correct information
 - For behavior that can be changed
 - To acknowledge correct answers or performance of a technique
- How to give feedback
 - Compliment whenever possible, even when feedback is corrective
 - Be specific
 - Describe what needs to be corrected
 - Describe how it needs to be corrected



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What Do You Think?



- **What if you ask a question and someone gives you a wrong answer? What would you do?**



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Exercise



Exercise: Develop “What If” Questions



PM 5-16



Unit Summary



- This unit has examined:
 - How people learn
 - Three learning styles: auditory, visual, and tactile
 - Best teaching approach combines all three: hear it, see it, do it, teach it (say and do it)
 - How to create positive learning environment
 - Address physical, emotional, and intellectual needs
 - Techniques that maximize learning
 - Motivation
 - Reinforcement
 - Repetition (at least 3 times)



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Unit Summary (contd.)



- Why instructors need to evaluate
- Formal and informal ways to evaluate
- Guidelines for asking and answering questions
- Guidelines for when and how to give feedback



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