

Facilitated Adult Learning Group Exercise

Webinar 2

Exercise Terminal Objective: Given a scenario involving a classroom training situation, determine how to apply all five of Malcolm Knowles core, adult learning principals to enhance the effectiveness of the training.

Instructions: Read the scenario below and answer the proceeding questions. Your group will be given 15-Minutes to read the scenario and answer all of the questions. Please be prepared to out brief your group's responses to those questions. Please now hang-up the main classroom teleconference number (phone **ONLY** not the WebEx) and dial into your individual seminars using the assigned teleconference given to you by your seminar instructor. After formulating the answers to the questions with your group, return (call back) to the main seminar at 00:00 am/pm by using the main classroom teleconference number. We will now start the breakout sessions for your individual seminars.

Scenario:

You have been asked by the NTC to train a group of managers “**How to write an EPAP**” (since you are a subject-matter expert) in an upcoming course that's scheduled to be delivered two-months from now. You want to start preparing now so you can deliver your training presentation flawlessly, not to mention you want to reduce your overall stress level by being well-prepared. You begin by thinking about how you will apply some of the adult learning concepts you learned during Instruction Seminar to this training.

During Instruction Seminar, you learned that Malcolm Knowles (the father of adult learning theory) had five principles to follow when training adults. You want to apply these five principles to this training to make sure it is a huge success!

The five principles are:

- Self-Concept
- Role of Experience
- Readiness to Learn

- Orientation to Learning
- Motivation to Learn

Questions:

- 1. How will you create an “active” learning environment versus just using straight lecture to train your students?**

Hint: Think about creating self-directed learners versus dependent learners in order to address the learner’s “self-concept” during the training.

- 2. How will you use the learner’s experience during the training course?**

Hint: Think about how you will use the learner’s current knowledge-base.

- 3. How can you make your course content always available to the learner?**

Hint: Think about the learners “readiness to Learn” down the road.

- 4. How can you make the training “real” for the learners?**

Hint: Think about making sure there is an “orientation to Learning”.

- 5. How can you motivate students to Learn during the training?**

Hint: Think about constantly addressing their “motivation to learn”. Remember, the WIIFM (what’s in it for them) message throughout!