



## *Horizons In Learning, LLC*

*Learn, Coach, Lead for Change*

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### **Make Learning Stick! Engaging Adult Learners 4 Day Seminar Series Description**

#### **Service Components**

**Content Delivery:** This seminar series covers 4 focus areas that will present and build on basic adult learning principles to introduce, explore and expand teaching, facilitation and planning strategies and skills for adult educators. Participants will focus on how to plan and present content in an engaging manner and to better promote action and implementation of the content presented to more effectively meet the needs of their audience. Participants will have the opportunity to assess their own teaching strengths and styles, clarify their individual professional goals and develop a professional development plan to improve their effective professional development practices. (See below for detailed content descriptions.)

**Optional: Practicum Project:** Participants will implement learned theory and practical strategies by engaging in a practicum project of creating a new training or modifying an existing training in the course of this seminar. Participants will complete homework assignments and preparation between sessions.

**Optional: Coaching:** Participants will also receive small group coaching between onsite sessions to broaden and deepen the knowledge and skills learned in formal learning seminars and support their practicum projects. Individualization to meet specific needs of both individuals and practicum teams is strengthened through coaching. Coaching also facilitate their professional habits of thinking and practices.

#### **Delivery of Services**

##### **1. 1<sup>st</sup> Site Onsite – 2 Days**

Day 1: Implementing Adult Learning Principles to Engage Learners

Day 2: Know Thyself & Know Thy Audience

##### **2. (Optional) Small Group Video Conference Coaching Sessions – one 1-hour per group of 5 people**

##### **3. 2<sup>nd</sup> Onsite – 1 Day**

Day 3: The Planning Process (After 1 month in between)

##### **4. (Optional) Small Group Video Conference Coaching Sessions – two 1.5 hour per group of 2-3 people**

##### **5. 3<sup>rd</sup> Onsite – 1 Day**

Day 4: Putting The Pieces Together (After 2 months in between to plan)



## **Content Description**

### **1. Implementing Engaging Adult Learning Principles to Engage Learners**

Participants will deepen and broaden their understanding of using adult learning principles to actively engage learners using Constant Hine's 4 M's of adult education: Magnetic, Meaningful, Memorable and Mobilizing. Strategies will be presented to help engage learners with the content, to better ensure learners experience the content as meaningful, relevant and applicable to their personal situations, and actually take action and change their own practices. They will examine symptoms of disengagement, discuss and reflect about their previous experiences and use case studies to problem solve possible solutions. Participants will explore the need to balance the scope of content presented with the learner's needs, interests as well as their current base of knowledge and previous experience.

Participants will learn the NAEYC Ethical Code of Conduct as related to adult education. They will also examine and self-assess how personal values, morals and professional ethics impact professional practices of adult educators. The focus of this session is to embrace the parallel process of modeling how to teach adults the way we want them teaching children.

- Adult Learning Principles
- Theme Quote: "Content is not as important as the learner's interaction with the content"
- 4 M's of Adult Learning
- Symptoms of Disengagement & Problem Solving
- Ethics

### **2. Know Thyself & Know Your Audience**

Participants will engage in a variety of reflective practices and assessment tools to foster self-awareness to inform more conscious and intentional decision making as an adult educator. Each participant will reflect and examine their personal learning and teaching styles; how their Frame of Reference/cultural lens informs their teaching and pedagogical decisions; assess their individual strengths and areas of need; and examine the relationship between their own learning and teaching strengths and their effectiveness of engaging ALL learners.

Participants will deepen and broaden their understanding of using a systematic approach to engage adult learners based on Gardner's theory of Multiple Intelligences and use corresponding practical teaching strategies. Robert Hanson's *Speak to 4 Audience* model will be introduced as a basic framework for planning engaging learning experiences. Participants will learn ways to identify indicators of the diverse needs and strong intelligences of adult learners.

During this session combined with between session homework activities will help participants begin to focus on how to design a specific training of their choice that balances the scope of content with learner's engagement to achieve learning objectives and to meet diverse needs of learners.

#### **Know Thyself**

- The Power of Reflective Practice
- Frame of Reference and Influence of Culture
- Inquiry of Assumptions & Pedagogical Approaches



- Strengths as Biases

#### Know Thy Audience

- Individualizing: Strengths, Needs, Cultural, Diversity, Equity
- Howard Gardner's Multiple Intelligences
- Robert Hansen's Speak to 4 Audiences Model

### **3. The Planning Process**

Participants will learn a 6 Step Planning Protocol to balance the coverage of content, with providing meaningful engaging learning experiences for the audience to interact with the content, in the allotted timeframe. Participants will be introduced to how to embrace a constructivist approach to learning for adults to ensure meaningful learning and interaction with the content, active engagement, and foster implementation of the content presented. This also reinforces the importance of the parallel process – modeling for and teaching adults in the same way we want them to do with children. Participants will focus on specific planning approaches including, identifying key messages, presentation styles and selecting engaging strategies for the specific topic or training of their choice for practical hands on practice during this session. Participants will explore ways to encourage learners to take responsibility for their learning by encouraging, and whenever possible, embedding action research into their trainings.

During this session participants will be prepared to begin the practicum project of designing or modifying a training to be completed before the third onsite visit. During this session and with the coaching in between sessions participants will learn how to incorporate the planning approaches, include engaging teaching strategies to ensure meaningful learning and foster the transference of the content learned to the learner's professional practices. Participants will design an agenda including detailed timeframes for content and engagement strategies, assessing learner's needs, prepare presentations, and select materials. They will video record the delivery of some aspect of their training before the next session.

- 6 Step Planning Protocol
- Planning Approaches
- Pedagogical Decisions- Constructivist Approach
- Parallel Process
- Embed Action Research in Training – encourage professional responsibility
- Preparation for the Practicum Project

### **4. Putting the Pieces Together**

We will review how to put all the pieces together – balancing planning the content with the learner's interaction with the content, selecting engaging presentation strategies, clarifying the audience's needs and strengths and making the hard choices needed to fit the allotted delivery time. Participants will have time to discuss their experiences, the successes, the challenges, and ask questions to finalize their practicum project. Using pre-recorded video-taped delivery sessions can be incorporated in this session to foster provocations, offer coaching and peer feedback. Additional strategies for how to modify their delivery in the moment to both meet audience's needs and the learning objectives will be introduced. A variety of facilitation protocols



will be introduced that could be incorporated in future trainings. How to create and implement professional routines of delivery practices to hone their teaching styles will be discussed. Participants will create Professional Development Goals and an Action Plan to improve their professional adult education practices.

- Content and Strategies balance
- Demonstrations / Video Review
- Practicum Q & A
- Modify in the Moment
- Facilitation Skills and Questions Strategies
- Create Routines of Delivery Practices
- PD Action Plan
- Evaluation and Assessment