

Participants Assessment

Course: How to build an effective Computer based learning module?

- **Assessment #1** (included in course presentation, done with Audience Response System)

The facilitator expects 85% accuracy on each question. The instructor will reinforce the learning by making a statement after each response (see below). If the participants do not reach 85% accuracy after each question, the instructor will go over each answer suggested and explain why or why not, it can or can not be the correct response.

Select the most appropriate answers to the following questions:

#1. Adults differ from children in learning in which of the following ways?

- a. Adults are more concerned about the content than the problem
- b. Real life problems in training make more sense to adults
- c. Adults do not care if the course does not meet their individual needs
- d. All of the above
- e. b only**

After results, the facilitator's message to reinforce learning: *Adults need hands-on, reality-based experiences to make learning meaningful.*

#2. When are adult learners most likely to become interested and enthused in a learning session?

- a. While the instructor is lecturing
- b. When they are allowed to discuss their life experiences**
- c. When the content being taught is very easy
- d. When they are given deadlines to complete tasks

After results, the facilitator's message to reinforce learning: *Adult learners prefer to participate in class, as opposed to listening to lectures. Once they realize that their experiences and knowledge are useful and meaningful, they gain confidence in their own abilities.*

#3. Which type of teaching practice is best for adult learners?

- a. Direct instruction
- b. "Hands on" learning / Simulation**
- c. Lecture
- d. Text book learning

After results, the facilitator's message to reinforce learning: *Adults need hands-on, reality-based experiences to make learning meaningful.*

#4. Which of the following is a major aspect of how adults learn new information?

- a. Practice rote memorization
- b. Connections between new content and prior knowledge**

- c. New sequences of thoughts
- d. Take detailed notes

After results, the facilitator's message to reinforce learning: *Adults establish new knowledge by building upon what they already know.*

#5. Which of the following educator challenges are true for adult learners in healthcare settings?

- a. A large number of diverse population to educate
- b. Limited opportunities for relevant practical experience
- c. A growing amount of information to pass on
- d. A limited amount of time to dedicate to learning
- e. All of the above**
- f. d only

After results, the facilitator's message to reinforce learning: *Healthcare educators are challenged to build knowledge and improve practical skills among diverse healthcare providers within time constraints.*

#6. These are some of the adult learners' main characteristics

- a. Motivated
- b. Goal-oriented
- c. Depth of learning decreases over time
- d. Self-directed
- e. Open-minded
- f. All of the above
- g. All but C & E**
- h. A, B, D, E

After results, the facilitator's message to reinforce learning: *Adults learners are characterized by maturity, self-confidence, autonomy, solid decision-making, and are generally more practical, multitasking, purposeful, self-directed, experienced, but less open-minded and receptive to change.*

- **Assessment #2:** Presented in the powerpoint presentation

The class will be divided into groups of 3 to 5 students. Each group will be assigned a topic (or will be allowed to choose a topic) such as stress management, blood administration, restraints, workplace violence, patient identification (or other suggested)

The exercise:

Brainstorm on ways to teach staff the following topic: _____

Select appropriate method(s) or tool(s) you would use to teach via each learning style in an online module and explain why. At the end of the 15-20 minutes allowed, elect one member of your group to present your ideas to the class.

Each group spokesperson will present the topic that the group chose and the tools they selected to reach each learning style. The instructor is also expecting to hear the reason why the specified tools and methods were selected. After each presentation, the facilitator will ask the class to participate in the criticism of the choices. Based on the participants' answers, the facilitator will be able to verify that the information has been understood, appropriately applied and retained for further practice using the following rubric:

LEVEL OF ACHIEVEMENT				
Criteria	Tools/Methods to use	Below expectations	Meets expectations	Above expectations
Visual Learners (see): Process new information when it is visually illustrated or demonstrated	Images, demonstrations, viewing, activities, maps, charts, colors, shapes, videos	The group presentation is unclear and no adequate arguments stated. Questions from audience receive most basic responses	The group describes choices but supporting information is not as clear. Questions from audience are answered	The group clearly describes their choices and provides information to support it.
Auditory Learners (hear): Process new information best when it is spoken, able to perform after listening	Lectures, information sessions, discussions, meetings, read aloud, sound bites, podcasts	The group presentation is unclear and no adequate arguments stated. Questions from audience receive most basic responses	The group describes choices but supporting information is not as clear. Questions from audience are answered	The group clearly describes their choice and provide information to support it.
Kinesthetic/tactile Learners (touch): Process new information best when it can be touched or manipulated (physical movement)	Emails, taking notes, demonstrations, reports, hands-on activities, flashcards	The group presentation is unclear and no adequate arguments stated. Questions from audience receive most basic responses	The group describes choices but supporting information is not as clear. Questions from audience are answered	The group clearly describes their choices and provides information to support it.

If the expectations are not met, the facilitator will engage the class to clarify information.