

Training Module 1

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

Session Title: Overview	
<i>Time:</i> 10-15 minutes	
<i>Materials:</i> Slides 1-3	
<i>Context:</i> This section is the introduction of the course. The facilitator will introduce himself and ask each participant to introduce themselves. He/She will go over the agenda and the main course objectives.	
<i>Set-up:</i> When attendees are coming for the class, they will be directed to sign in on a roll sheet, pick up 3 handouts (powerpoint presentation + Andragogy document + Style of learning document) and a audience response transmitter	
<i>Process:</i>	
<i>[Slide 2]</i>	<ul style="list-style-type: none"> ● Introduce yourself and tell your background. ● Present the topics that will be covered during this workshop in the agenda slide ● Before moving to slide 3, as an icebreaker, ask each participant to introduce him/herself, which department he/she's working for and share a time where they had a great online learning or teaching experience, this to emphasize that the group is gathered for one goal, to make an effective learning experience. If the attendee does not have a great example, ask if they have a bad online learning example. ● After everyone introduces themselves, facilitator will present their best online learning experience.
<i>[Slide 3]</i>	<ul style="list-style-type: none"> ● Present course objectives for Part 1 and emphasize that this first topic is concentrating on the adult learner--the participants' target audience

Session : Objective 1*Time:* 15-20 minutes*Materials:* Slides 4-5; flip-chart + markers*Context:*

This section covers who is the adult learner and how to best approach a learning activity knowing the characteristics of the target audience

Objective:

Participants will recall an adult learner's characteristics in general

Process:

	<p>Ask the course participants to state some adult learner characteristics and the facilitator will write answers on the flip-chart. The facilitator is encouraged to engage each course attendee by helping them reach an answer. After group participation, use slides 4 & 5.</p>
<p>[Slide 4 & 5]</p>	<p>Bring each characteristic one at a time and explain each one</p> <p><u>Self-directed:</u> Adults tend to be self-directed in their lives with an increased sense of responsibility. When not given some control over learning, most adults will resist learning and some will even attempt to sabotage education efforts. They do not like being relegated to a "passive" position.</p> <p>Implications:</p> <ul style="list-style-type: none"> • Involve learners • Allow for self-assessment and evaluation • Serve as a peer/facilitator rather than teacher <p><u>Practical & result-oriented:</u> Adults are particularly motivated to learn information that seems immediately applicable to their situation and needs. They tend to be frustrated with "theory" that needs to be stored away for future use or learning for the sake of learning.</p> <p>Implications:</p> <ul style="list-style-type: none"> • Tie the content of programs to the application needs of the learners. • Be organized • Have clear objectives • Weigh the content of education toward the utilitarian, not the theoretical. <p><u>Less open-minded:</u> Learning often involves changes in attitudes or actions. Adults tend to be somewhat resistant.</p> <p>Implications:</p> <ul style="list-style-type: none"> • Adult learners need more explanation of the "why" of changes, not just the "how." • Link new concepts to older, understood, and accepted concepts . • Seek for incremental changes through education efforts rather than global changes

	<p><u>Motivation</u>: Adult learning is voluntary. Whenever an individual is able to choose to learn, s/he is much more motivated to learn.</p> <p>Implication:</p> <ul style="list-style-type: none"> • Spend less effort trying to motivate adult learners and concentrate time on facilitating the learning they are already motivated to pursue. <p><u>Experienced</u>: The adult's experience is a key resource in any learning effort. Adults have a greater reservoir of life experiences simply because they have lived longer and seen and done more. Consciously or unconsciously, adults tend to link any new learning to their prior learning, a body of knowledge that is rooted in their life experiences. They evaluate the validity of new ideas and concepts in light of how the idea or concept "fits" their experience.</p> <p>Implications:</p> <ul style="list-style-type: none"> • Take the time to get to know more about the experiences of your learners and seek to help them to link new ideas to such prior learning. • Encourage interactions on how new ideas fit the experience of learners. <p><u>Multi-level responsibilities</u>: Adults fulfill multiple roles causing to have far less time and energy.</p> <p>Implications:</p> <ul style="list-style-type: none"> • Bring more flexibility for adult education programs • Accept that the learners educational efforts may not be his/her highest priority • Accept that learners may be preoccupied with other roles and responsibilities.
Session : Objective 1	
<i>Time</i> : 5-10 minutes	
<i>Materials</i> : Slides 6-8	
<p><i>Context</i>:</p> <p>The topic of this session is now narrowed down to the adult learner concept to the actual target audience: the adult learner in an healthcare setting</p>	
<p><i>Objective</i>:</p> <p>Participants will recall who the adult learner is specific to the healthcare industry</p>	
<i>Process</i> :	
<i>[Slide 6]</i>	<ul style="list-style-type: none"> • Who are our learners in Healthcare? • In a fantasy world, this is what we see. A clinician smiling at a computer wanting to learn more information.
<i>[Slide 7]</i>	<ul style="list-style-type: none"> • Instead, the reality is a stressed employee who doesn't have time to complete all the education requested.
	<ul style="list-style-type: none"> • Ask the course participants to add any additional information that could qualify as a characteristic for an adult learner in a healthcare setting. The

	<p>facilitator needs to encourage participation by asking "what is the biggest challenge you face with your learners?", "what would be the perfect set-up for you to teach your staff?", ...</p>
<i>[Slide 8]</i>	<p>Bring bullets one at a time and explain each one</p> <p><u>Large number of learners</u>: Educators deal with a population that is very diverse, with many different clinical specialties, backgrounds, and expertise .</p> <p>Implications:</p> <ul style="list-style-type: none"> • Avoid using too much jargon or buzzwords • Respect expertise (knowledge & Skills) <p><u>Time is limited</u>: Time management is a critical function in a clinical setting. Teaching encounters must not have negative effects on patient care.</p> <p>Implications:</p> <ul style="list-style-type: none"> • Need for high quality, appropriate, efficient and effective training in a brief period of time <p><u>Overload of information</u>: The impact of continuing changes in healthcare is being felt by all of those involved in the field: leaders, caregivers, educators, etc... With new practices, new softwares, new policies, new equipment, the staff has to be flexible (to learn new ways), open-minded (to change previous practices) and committed (to follow new rules).</p> <p>Implications:</p> <ul style="list-style-type: none"> • Use case studies, story telling, hand-ons
Session : Objective 1	
<i>Time</i> : 5-10 minutes	
<i>Materials</i> : Slide 9	
<i>Context</i> : Understanding adult learners (in general and in healthcare field) is key, next the facilitator needs to cover how adult learners learn.	
<i>Objective</i> : Participants will recognize how adult learners learn	
<i>Process</i> :	
<i>[Slide 9]</i>	<p>Adult learners need to know why they are learning something.</p> <ul style="list-style-type: none"> • Explain why the skills are taught: add objectives, goals, etc... • Have a need for self-direction • Recognize different levels of experience by utilizing pre-testing • Add more in-depth information • Enjoy problem-solving or doing • Allow adults to learn from their mistakes • Have extrinsic and intrinsic motivators • Appeal to these motivators by making course materials more directed to staff

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| | <ul style="list-style-type: none">• Want to gain knowledge immediately.• Teach something applicable and timely |
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Session : Final Steps

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| | <ul style="list-style-type: none">• Learner Assessment (<i>presented in the powerpoint course materials with Audience Response System</i>)• Learner Formative Evaluation (<i>presented in the powerpoint course materials</i>) <p>Prior to distributing the evaluation, the facilitator will explain that after each module, he/she will be asking for audience feedback that will help improve the design of the program. When starting the next module, the facilitator will address briefly any misconceptions, misunderstandings or confusions that the evaluation revealed.</p> |
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