**TRAINING OF TRAINERS**

**Session Title: 1.2 How Adults Learn**

**Length of Session – 75 mins**

1. **Objectives**

**By the end of the session participants will be able to:**

* Explain the four learning styles according to Honey & Mumford and interpret their own learning style preference in relation to this theory.
* Explain four principles of adult learning and implications for running a training course.

1. **Methodologies used**

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| **Mins** | **Activity/What to do** |
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| 10  15  15  20  10 | Ask participants to work in pairs and to discuss what are the differences between the way adults learn and the way children learn, if any?  Get pairs to share their thoughts. Key issues that should be raised include:   * Adults need to know why they are learning something new. * Adults have greater knowledge and wider experience to draw upon when learning. * Adults need to integrate new ideas with old ones if they are going to keep and use new information. * Adults consider themselves independent. * Adults enter learning situation with their own goals, motivations and needs. * Adults may have other responsibilities that they are having to deal with as well as taking part in a learning programme. * Adults are often more concerned about ‘losing face’ in a public setting.   Explain Kolbs’ learning cycle to the group using the learning cycle resources provided.  Talk through each step of the learning cycle.  Concrete experience – doing something.  Observations and reflections – what happened?  Forming abstract concepts and generalisations – what can I learn from this?  Testing learning in new situations – what will I do differently.  Explain to the participants that this then led to the concept of key learning styles for adults by Honey and Mumford as well as that every adult has a preference for one of the steps of the learning cycle and therefore have a preferred learning style.  Explain that we will now do an exercise to demonstrate this.  Put up the four mobile phone photos in separate parts of the room. Ask the participants to stand by the one that best reflects the way that they would learn how to use a new mobile phone. What each approach applies to is explained below.  THEORIST: If I had a new mobile phone, I’d learn to use it by first reading the manual, then following the instructions in a step by step way.  ACTIVIST: If I had a new mobile phone, I’d learn to use it by experimenting, trying things out and discovering what it can do.  REFLECTOR: If I had a new mobile phone, I’d learn to use it by getting someone to demonstrate what it can do and how.  **PRAGMATIST**: If I had a new mobile phone, I’d learn to use it be focussing on what I need it giving it a go, and getting feedback and advice if I need it.  Talk through each one to make sure participants understand the model and what this may mean for how training is conducted.  The key message is that people learn in different ways. We need to ensure that we use different methods and everyone benefits from the learning programme. Trainers also need to know their own learning style as this often means that they undertake activities that are their preference as they believe everyone learns the same way as them!  Break the group into four equal size groups and give each one a different learning style.  Ask them to prepare a list of different activities, exercises, approaches to learning on a flip chart chat would support the learning for participants with that type of style.  Ask participants to put up their flip charts on the wall and get the others to move  around and look at them.  Draw out key messages from the flip charts and tell them we will be referring to them  throughout the rest of the course.   1. **Resources needed**  * Kolb Learning cycle cards * Mobile phone photos (4)  1. **Handouts**   In the workbook for the course |

1. **Resources needed**

* Pre-prepared flip charts with a training photo stuck on each one.
* Flip chart pen for each flip chart.

1. **Handouts**

* None