

Training Events and Adult Education



Goal Reminder – After Module 3

- Working in pairs or small groups, participants will conduct a demonstration/training of one locally appropriate new or improved agricultural practice.
- Training should effectively facilitate knowledge and/or skill acquisition for a local audience.

Module Three Agenda

1. Review modules one and two
2. Objectives and key concepts
3. Adult learning
4. Outlining a workshop
5. Daily schedule
6. Overcoming workshop challenges
7. Recap and overall training goal

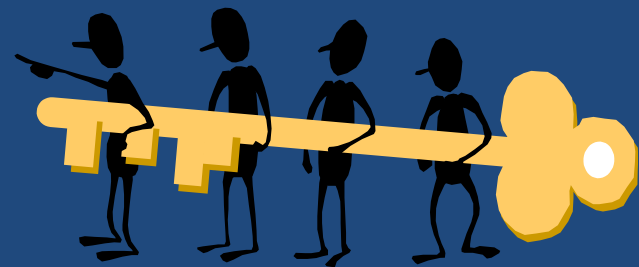
Key Points

Word choices:

adoption
audience
change

Agricultural Extension

1. Start with the _____ in mind
2. Provide information that leads to _____ – don't just provide information
3. Common extension approaches (e.g., FFS, mini kits) help to overcome barriers to _____.



Review



A? Audience and needs

S? Solutions

K? Key message

M? Message form and delivery

E? Evaluation

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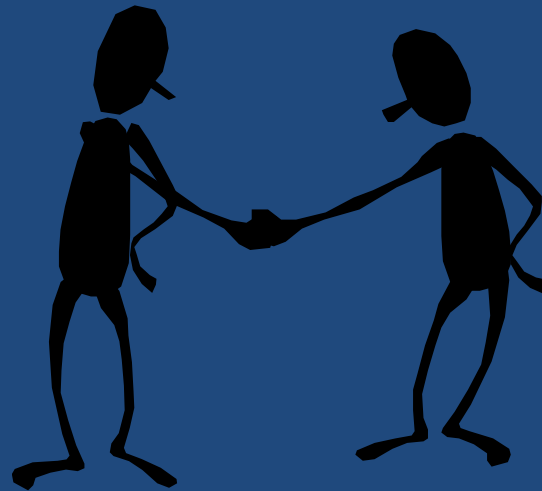
Objectives

To understand

- How best to engage audiences (based on the concepts of adult learning), and
- To design and implement a training event.

Key Concepts

- Adults have considerable experience, they want to learn information that is relevant and which will help them.
- A strong training event starts with this end in mind.



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3. **Adult learning**
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Motivational Activity:

“On the bus off the bus”

- People, especially adults, have different learning strategies and preferences. This activity will help us understand the learning diversity profile of this classroom.
- If you agree with the statements get “on the bus” by moving to the right side of the classroom.
- If you disagree get “off the bus” by moving to the left side of the room.



Must be on or off the bus, no
hanging outside!



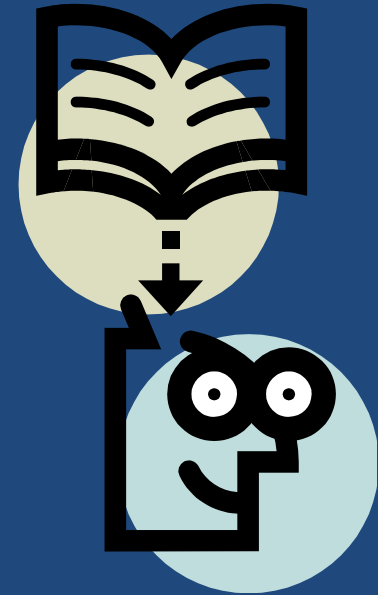
Question 1

- I learn better when I am up and moving.



Question 2

- I learn better when I teach myself through books and texts.



Question 3

- I prefer verbal instructions.



Question 4

- I prefer to check with others before making a decision.



Question 5

- I prefer to learn only what's necessary to know.



Just as there is a diversity of learning styles in this classroom, there will be a diversity among your trainees by community, by age, by gender and even by household and individual.



Adult Learning in the Region

- This is a good place for the local trainer to add details about adult learning in their region.

e.g., What is literacy in the region?
What is the typical student-teacher relationships (formal? Informal?)
How are classes normally conducted (e.g., sitting? Interactive?)...?

Adult Learning Commonalities



Despite the diversity of learning styles, certain elements hold true for working with all adult learners.

From Learners to Learning



Adult Learners



Planning a
Training Event

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Workshop

ASK ME can be used to help design your workshop

- A – who will be my **audience**
- S – What **solutions** are they interested in? What is relevant to them?
- K – What does the audience really need to know (**key message**) by the end of the workshop?
- M – How can I best engage the participants so we communicate effectively (**message form and delivery**)?
- E – How will I **evaluate** the event and each activity?

Writing a Workshop Outline

- In order to make sure you are addressing all these elements it is important to write a workshop outline.



- Planning a training event without an outline is like going on a trip without a map!

Why Develop an Outline?

- The purpose is two-fold:
 - For the trainer
 - It is a framework that provides focus and detail for success
 - For the trainees
 - It provides information,
 - It builds expectations, and
 - It allows preparation

Elements of a Workshop Outline

1. Title (simple and clear)
2. Introduction/background (why the workshop is being held)
3. Participants (who the workshop is for)
4. Objectives and outcomes (in order to define whether the workshop has been successful)
5. Dates and time
6. Logistics (venue, accommodation, transport, food)
7. Daily schedule
8. Contacts (who to contact for further information)

Outline in Practice

Planning a workshop requires the same details as planning a party. With a partner take a few minutes to use the elements of a workshop outline to plan a party for your cohort.

1. Title
2. Introduction/background
3. Participants
4. Objectives and outcomes
5. Dates and time
6. Logistics)
7. Daily schedule
8. Contacts



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Writing a Daily Schedule

A daily schedule should:

1. Specify activities needed to achieve each objective.
2. Provide a logical flow
3. Specify location and lead organizer for each activity.
4. Be flexible

Day and Time	Activity	Lead	Location
0	Arrive, rest and enjoy the national holiday.	Joe	Hotel
1. 8-9am	Opening, expectations and introductions.	Mark	EH 1107
1. 9-10am	Overview on irrigation in California.	Nick	EH 1103

Daily Schedule Activities

Activities in the daily schedule should build off the principals of TIGRS:

- Build **trust** among your participants
- **Integrate teaching approaches** to make the learning experience engaging
- Provide instruction that is relevant to the needs and circumstances of participants (**good recommendations**).
- Provide opportunities for hands on learning and observation of the concepts you are teaching (**seeing is believing**).

Planning a Daily Schedule

With the Principals of TIGRS in mind, plan a 3-hour training to introduce the new bean variety to the community described in module 2.

(If a local example was used rather than the bean variety case study, reflect that difference here)

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Workshop Challenges

- Form groups of 4-5 people.
- Each group will receive an envelop with a challenging workshop scenario that they will act out for the rest of the class.
- After each scenario the class will discuss how the trainer handled the complicated situation and what other actions the trainer could have taken.

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Recap and reflection

Today – what were some key take home points?

Goal

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