

Introduction

Purpose of Course: The purpose of this course is to train Core Pre-Service delivery Skills to Child Welfare Trainers.

Learner Population: Statewide trainers responsible for the training of child welfare professionals in the state standardized Pre-Service materials.

Timeframe: 3 consecutive 6-hour training days, typically 9:00 AM - 4:30 PM










Materials:

- Trainer's Guide (TG)
- Trainees Guide (PG)
- PowerPoint slide deck
- Markers
- Flip Chart Paper
- CORE Curriculum TG and PG (These materials will be brought or accessed directly by those registered for the class)

Information for TCCP Training Specialists:

Other materials used during this Train-the-Trainer course (CFOPs, Chapter 39, FAC, etc.) can be accessed electronically. For this course you will be using an agency facility, and will have to adapt to the setup present in the classroom.

Key to Symbols used in Trainer Guide:

-  - Activity
-  - Objectives
-  - Trainer Tip
-  - Emphasize
-  - Ask
-  - Discussion
-  - Timeframe
-  - Note to Training Specialist
-  - Content Bridge

Section 1: Adult Learning Theory

Purpose:

The purpose of this section is to introduce and review learning theories with trainers that can be used by trainers of Pre-Service Core modules, as they work with training adult learners in the child welfare workforce.

An understanding and appreciation for adult learning theory is key to comprehend, related to how adults learn, use and retain information.



Timeframe: 2 hours

Review the objectives for section 1 with learners.



Objectives:

1. Trainers will review and categorize learning theories and compare how elements within those theories may be useful in a job training environment in child welfare.
2. Trainers will classify and analyze their own learning style through an experience in which they will use an assessment instrument to evaluate their own preferred method of learning.

Section 1 Key Points:

- Andragogy
- Behaviorism
- Constructionism
- Gardner's Theory of Multiple Intelligences
- Bloom's Revised Taxonomy
- Kolb's 4 Stages of Learning

Andragogy

Adult learners have characteristics that are different than child learners (pedagogy):

- **Self-concept:** Adults are moving towards being self-directed human beings, rather than dependent ones.
- **Adult experience:** Adults have a much larger pool of experience to draw from which changes the way they may perceive learning and content.
- **Need to know:** Adults need to understand why they are learning.
- **Readiness to learn:** Adults are generally more ready to learn than children as long as the learning is relevant to their job/social roles.
- **Learning orientation:** Adults approach learning as a process that benefits their work/social roles, rather than an intrinsic thing they must do.
- **Motivation:** Adults tend to have more intrinsic motivation.

Andragogy should inform the presentation of course materials, development of course content, and adjustment of training materials to fit individual classes.

Trainers need their experiences respected and require a clear reason to know the material that addresses direct benefits to their jobs within Child Welfare.

Behaviorism

A psychological approach to learning using a stimulus-response model: When a stimulus is applied, a response is generated.

Learning can be improved by providing stimuli when the right response is given, in order to condition the learner to give that response more often.

Behaviorism is useful to help induce behavior changes. It provides evidence to support reward models to reinforce a specific behavior. For example, giving positive reinforcement (stickers, candy, verbal acknowledgement, etc.) to trainees when they demonstrate the desired behavior (Answering questions in class, giving examples, drawing on experience, participation, etc.).

Constructionism

Trainers construct mental models to help understand their world.

Constructionism works to make learning student-centered and allows trainers to construct their knowledge in a way that helps them obtain new knowledge.

Constructionism produces methods like problem-based learning, where the trainers deal with a variety of problems or case-studies and asks trainers to build their understanding of the content based on those problems.

This provides a framework for Child Welfare because it supports the use of a case study-based curriculum.

Gardner's Theory of Multiple Intelligences

Suggests that the traditional view of intelligence as IQ is too limited and instead there are multiple ways one can be "intelligent". Proposes 8 different intelligence categories:

- **Linguistic:** Good at reading, writing, telling stories, and memorizing words along with dates. High level of comprehension of words and language.
- **Logical-mathematical:** Good with numbers, logic, abstractions, reasoning and critical thinking.
- **Spatial:** High levels of spatial judgement and the ability to visualize spaces.
- **Bodily-kinesthetic:** Ability to control bodily motions, and the ability to handle objects well. Also includes a sense of timing and the ability to train responses.
- **Musical:** Sensitivity to sounds, rhythms, tones and music. Good pitch, ability to sing or play instruments, and the ability to compose music.

- **Interpersonal:** Also known as social skills. Sensitivity to others' moods, feelings, temperaments, motivations, and ability to cooperate.
- **Intrapersonal:** Self-awareness, self-reflective capacity, a deep understanding of the self. Intrapersonal intelligence allows one to analyze their strengths and/or weaknesses.
- **Naturalistic:** Ability to recognize plants and animals and use this ability productively (hunting, farming, biology).

These categories are often overlooked since most education addresses linguistic and logical-mathematical.

Trainers have different ways of learning and different forms of intelligence, which means that many of them will be better served with a variety of different learning experiences.

Trainees in a class have intelligences beyond linguistic and logical-mathematical.

Course design and facilitation should take into account other types of intelligences to create a strong learning environment for more trainees.

Many of the concepts within Child Welfare lend themselves well to inter- and intrapersonal intelligences, and facilitation that addresses these aspects will be more likely to succeed.

Bloom's Revised Taxonomy

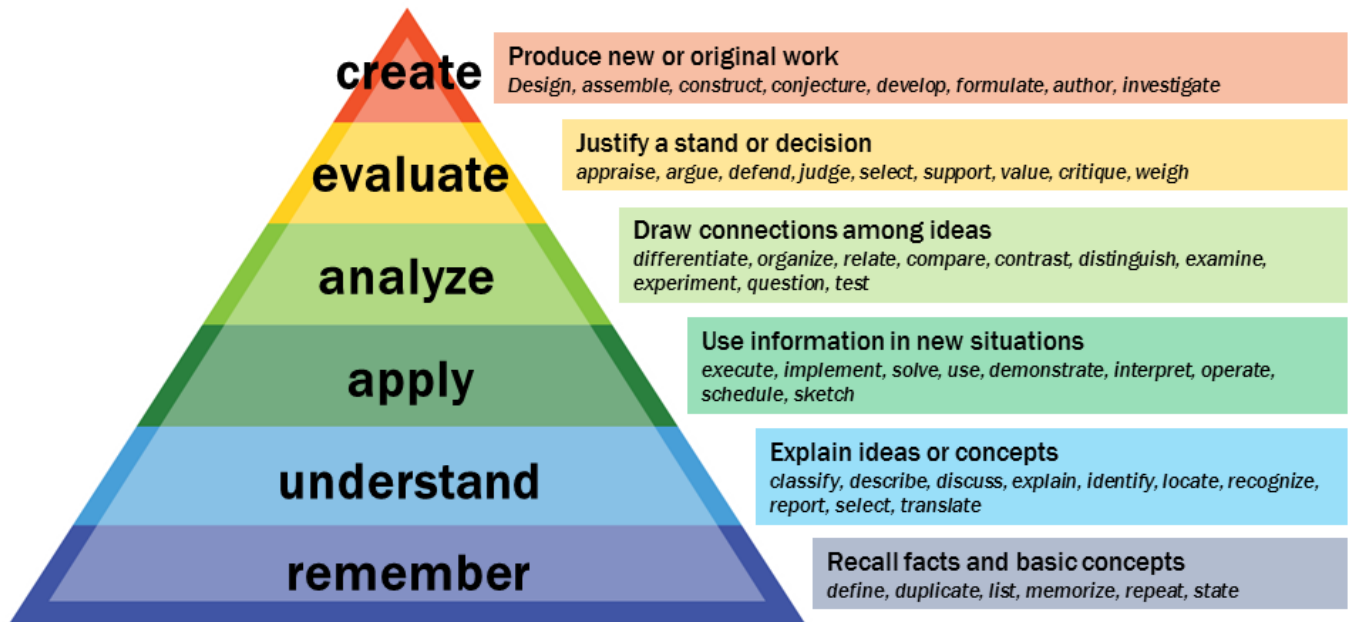
Bloom's Taxonomy organizes thinking skills into a hierarchy. The revised taxonomy reordered the thinking skills, changed the descriptors from nouns to verbs, and reordered the top two levels. The Revised Taxonomy levels are (from lowest to highest):

- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create

The levels indicate the way that thinking and learning takes place. The levels are also useful for generating learning objectives by combining each level with various different types of knowledge (Factual, Conceptual, Procedural, Metacognitive).

Bloom's Revised Taxonomy provides a framework for developing and facilitating objectives. Objectives should aim to hit as many levels of the taxonomy as possible, and to emphasize higher level skills in order to increase learner comprehension and retention.

Bloom's Taxonomy



 Vanderbilt University Center for Teaching

Kolb's 4 Stages of Learning

- **Concrete Experience:** The learner has an experience or does something concrete.
- **Reflective Observation:** The learner reflects on the concrete experiences they have understood.
- **Abstract Conceptualization:** The learner learns something or concludes something, based on the experience and reflection.
- **Active Experimentation:** The learner puts their new conclusions/knowledge into practice to try out what they have learned.

This process is cyclical and leads trainers to continually generate new experiences, learn from them and put them into practice.

Learning is most effective when a person moves through the stages in order and in a cycle. Trainers need to draw first on the experiences of their trainers and use those to drive reflection, conceptualization, and experimentation.

Direct learners to review the excerpt from *The Adult Learner* on page 14-17 of their PG.



Ask: Which principles did you find most relevant to you as a trainer? Why?



Ask: Do you think Pedagogy or Andragogy is more useful to you as a trainer? Why?



Ask: Why might it be useful to understand the 4 stages of learning proposed by Kolb?



Activity Name: What is YOUR style of learning?

Timeframe: One hour

Purpose: To allow learners to evaluate their own learning style through the use of a Learning Assessment Instrument, using the KOLB model.

Group Composition: All learners in class are provided instructions, but each learner follows directions in KOLB workbook and completes and evaluates their own Assessment.

Description: Guided activity involving participants interacting with Kolb Assessment Instrument and identifying their learning styles, followed by a group discussion and processing of the assessment.

Instructions:

- Hand out the KOLB booklets to class.
- Familiarize learners with the basic booklet.
- Review directions ahead of time and lead trainers through how to take and grade their own assessment.
- Each learner is permitted to keep this booklet after completion of the KOLB activity.
- As learners take the assessment and start learning about their own learning style debrief the experience and the meaning of the experience of taking this assessment with each learner.
- Conduct this debriefing with the whole class so that others can hear of their classmate's experience.
- Ask the following questions as part of the debriefing process:
 - What did you learn about yourself that you maybe didn't know?
 - What example of the way you learn demonstrates for you the style that your assessment showed?
- Convey to learners that they were provided this learning assessment for the purposes of this skills course, but they will likely never give a formal learning style assessment to their trainees. Knowing their own learning style is important to allow them to appreciate trainees' needs in how they learn.



Bridge:

Now that we have a good grasp on the reasons to attend to adult learning theory let's apply some of those theories to how we practice in the classroom setting.