NATIONAL RECREATION AND PARK ASSOCIATION

CEU SESSION PRESENTER PROFESSIONAL DEVELOPMENT
PLANNING A LEARNING PROGRAM INFORMATION PACKET

In order to conform with ANSI/IACET standard category items 6.1 and 6.2 and offer IACET approved CEUS for your education event or program, NRPA policy states:

> ***The Education Division of the Knowledge & Learning Department is responsible for ensuring that qualified personnel are involved in planning and conducting each learning event.***

This category requires the following:

Each speaker, instructor, and/or subject matter expert will be required to show professional development training and competence in the following areas on an annual basis:

(1) Learning event content and subject material.

(2) Planning and/or facilitating a learning event.

(3) Instructional methods and learning processes for adults.

NRPA is confident that you are an expert in your subject matter and can provide documentation of training in that area. In order to ensure you meet the expectation above, NRPA is providing you with additional information on planning and facilitating learning events and instructional methods for adult learners. This document is called "Planning a learning program Information Packet." After receiving and reading this packet, please use the information when developing your program. You will sign off on receiving this training via your Speaker Agreement.

PLANNING A LEARNING PROGRAM INFORMATION PACKET

We have compiled the following information to help you understand how adults learn and how to use that information when creating your learning experience. We hope you find this information helpful and we encourage you to use it when designing your learning programs. Please contact us if you have any questions about this material.

5 PRINCIPLES OF TEACHING ADULTS
TEACHING ADULT LEARNERS

By Deb Peterson, About.com Guide

The teacher of adults has a different job from the one who teaches children. If you're teaching adult students, it's important to understand the five principles of teaching adults. It's important to know how adults learn.

Malcolm Knowles, a pioneer in the study of adult learning, observed that adults learn best when:

1. They understand *why* something is important to know or do.
2. They have the freedom to learn in their own way.
3. Learning is experiential.
4. The time is right for them to learn.
5. The process is positive and encouraging.

Principle 1: Make Sure Your Adult Students Understand "Why"

Most adult students are in your classroom because they want to be. Some of them are there because they have Continuing Education requirements to keep a certificate current, but most are there because they've chosen to learn something new.

This principle is not about why your students are in your classroom, but about why each thing you teach them is an important part of the learning. I'll use my own pickle-making lesson as an example.

When I learned to make pickles, my teacher and neighbor, Marilyn, explained:

- It's important to soak the cucumbers in ice water over night. This helps make the pickles crisp.
- If you put a towel under the jars in the canner, they won't bounce against each other and break.
- When sterilizing the jars, it's important to fill each at least halfway with water, AND fill the canner they're sitting in with water. Too little water and the towel mentioned in the previous bullet will catch on fire. You know this kind of information comes from experience.

Principle 2: Respect that Your Students Have Different Learning Styles

There are three general learning styles: visual, auditory, and kinesthetic.

Visual learners rely on pictures. They love graphs, diagrams, and illustrations. “Show me,” is their motto. They often sit in the front of the classroom to avoid visual obstructions and to watch you, the teacher. They want to know what the subject looks like. You can best communicate with them by providing handouts, writing on the white board, and using phrases like, “Do you see how this works?”

Auditory learners listen carefully to all sounds associated with the learning. “Tell me,” is their motto. They will pay close attention to the sound of your voice and all of its subtle messages, and they will actively participate in discussions. You can best communicate with them by speaking clearly, asking questions, and using phrases like, “How does that sound to you?”

Kinesthetic learners need to physically do something to understand it. Their motto is “Let me do it.” They trust their feelings and emotions about what they’re learning and how you’re teaching it. They want to actually touch what they’re learning. They are the ones who will get up and help you with role playing. You can best communicate with them by involving volunteers, allowing them to practice what they’re learning, and using phrases like, “How do you feel about that?”

Pickle Example: I’m generally a kinesthetic learner. Marilyn talked to me about her pickling process, explaining why she uses the ingredients she does, and showed me how she dips a liquid measuring cup into the hot brine and pours it into the jar using a wide-mouthed funnel, but my greatest learning came when I fumbled through the second jar all by myself.

Most people use all three styles while they’re learning, and of course, this is logical since we all have five senses, barring any disabilities, but one style almost always is preferred.

The big question is, “How do you, as the teacher, know which student has which learning style?” Without training in neuro-linguistics, it might be difficult, but conducting a short learning style assessment at the beginning of your class would benefit you *and* the students. This information is as valuable to the student as it is to you.

There are several learning style assessments available online, some better than others. I like the one at Ageless Learner.

Share your thoughts about learning styles.

Principle 3: Allow Your Students to Experience What They're Learning

Experience can take many forms. Any activity that gets your students involved makes the learning experiential. This includes small group discussions, experiments, role playing, skits, building something at their table or desk, writing or drawing something specific – activity of any kind. Activities also keep people energized, especially activities that involve getting up and moving about.

The other aspect of this principle is honoring the life experiences your students bring to the classroom. Be sure to tap into that wealth of wisdom whenever it's appropriate. You'll have to be a good timekeeper because people can talk for hours when asked for personal experiences, but the extra facilitation needed will be well worth the gems your students have to share.

Pickle Example: Once Marilyn had shown me how to prepare one jar, she busied herself in the kitchen doing her own thing, close enough to keep an eye on me and to answer my questions, but allowing me the autonomy to go at my own speed. When I made mistakes, she didn't interfere unless I asked. She gave me the space and the time to correct them on my own.

Principle 4: When the Student Is Ready, the Teacher Appears

"When the student is ready, the teacher appears" is a Buddhist proverb packed with wisdom. No matter how hard a teacher tries, if the student isn't ready to learn, chances are good he or she won't. What does this mean for you as a teacher of adults? Luckily, your students are in your classroom because they want to be. They've already determined that the time is right.

It's your job to listen carefully for teaching moments and take advantage of them. When a student says or does something that triggers a topic on your agenda, be flexible and teach it right then. If that would wreak havoc on your schedule, which is often the case, teach a bit about it rather than saying flat out that they'll have to wait until later in the program. By then, you may have lost their interest.

Pickle Example: My mom canned pickles all during my childhood years, but I had no interest in participating, or even in eating them, sadly. Several years ago, I helped Marilyn can pickles, and even then, I was simply helping and not really learning. When I finally started enjoying pickles and planted my own cucumbers, then I was ready to learn, and Marilyn was right there to teach me.

Principle 5: Encourage Your Adult Students

For most adults, being out of the classroom for even a few years can make going back to school intimidating. If they haven't taken a class in decades, it's understandable that they would have some degree of apprehension about what it will be like and how well they'll do. It can be tough to be a rookie when you've been an expert in your field for many, many years. Nobody enjoys feeling foolish.

Your job as a teacher of adult students includes being positive and encouraging. Patience helps too. Give your older students time to respond when you ask a question. They may need a few moments to consider their answer. Recognize the contributions they make, even when small. Give them words of encouragement whenever the opportunity arises. Most adults will rise to your expectations if you're clear about them.

A word of caution here. Being positive and encouraging is not the same as being condescending. Always remember that your students are adults. Speaking to them in the tone of voice you might use with a child is offensive, and the damage can be very difficult to overcome. Genuine encouragement from one person to another, regardless of age, is a wonderful point of human interaction.

Pickle example: I'm a worrier. I worried about spilling brine all over Marilyn's stove, about dropping the full jars as I lifted them out of the hot bath, about making a mess of her kitchen. Marilyn assured me that spills were easily cleaned up, especially when vinegar was involved since it's used for cleaning anyway! She encouraged me as I gingerly moved boiling hot jars. Throughout the pickle-making process, Marilyn remained calm, unruffled. She paused by me every once in a while to comment, "Oh, don't they look beautiful!"

Because of Marilyn's understanding of how to teach me, her adult student, the art of making dill pickles, I now have the confidence to make them in my own kitchen, and I can't wait for my next batch of cucumbers to be ready.

This is your challenge as a teacher of adults. Beyond teaching your subject, you have the opportunity to inspire confidence and passion in another human being. That kind of teaching changes lives.

Peterson, D (2011), 5 Principles of Teaching Adults. Retrieved May 24, 2011 from http://adulted.about.com/od/teachers/a/teachingadults.htm

BLOOM'S TAXONOMY OF LEARNING DOMAINS
THE THREE TYPES OF LEARNING

There is more than one type of learning. A committee of colleges, led by Benjamin Bloom (1956), identified three domains of educational activities:

- **Cognitive**: mental skills (*Knowledge*)
- **Affective**: growth in feelings or emotional areas (*Attitude*)
- **Psychomotor**: manual or physical skills (*Skills*)

Since the work was produced by higher education, the words tend to be a little bigger than we normally use. Domains can be thought of as categories. Trainers often refer to these three categories as KSA (Knowledge, Skills, and Attitude). This taxonomy of learning behaviors can be thought of as "the goals of the learning process." That is, after a learning episode, the learner should have acquired new skills, knowledge, and/or attitudes.

The committee also produced an elaborate compilation for the cognitive and affective domains, but none for the psychomotor domain. Their explanation for this oversight was that they have little experience in teaching manual skills within the college level (I guess they never thought to check with their sports or drama departments).

This compilation divides the three domains into subdivisions, starting from the simplest behavior to the most complex. The divisions outlined are not absolutes and there are other systems or hierarchies that have been devised in the educational and training world. However, Bloom's taxonomy is easily understood and is probably the most widely applied one in use today.

COGNITIVE DOMAIN

The cognitive domain (Bloom, 1956) involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first ones must normally be mastered before the next ones can take place.

CATEGORY	EXAMPLE AND KEY WORDS (VERBS)
Knowledge: Recall data or information.	**Examples**: Recite a policy. Quote prices from memory to a customer. Knows the safety rules. **Key Words**: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	**Examples**: Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet. **Key Words**: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.	**Examples**: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test. **Key Words**: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
Analysis: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	**Examples**: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training. **Key Words**: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	**Examples**: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome. **Key Words**: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.
Evaluation: Make judgments about the value of ideas or materials.	**Examples**: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget. **Key Words**: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.

AFFECTIVE DOMAIN

The affective domain (Krathwohl, Bloom, Masia, 1973) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex:

CATEGORY	EXAMPLE AND KEY WORDS (VERBS)
Receiving Phenomena: Awareness, willingness to hear, selected attention.	**Examples**: Listen to others with respect. Listen for and remember the name of newly introduced people. **Key Words**: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.
Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	**Examples**: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them. **Key Words**: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.
Valuing: The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.	**Examples**: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about. **Key Words**: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.
Organization: Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system. The emphasis is on comparing, relating, and synthesizing values.	**Examples**: Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self. **Key Words**: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.

Internalizing values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).	**Examples**: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look. **Key Words**: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

PSYCHOMOTOR DOMAIN

The psychomotor domain (Simpson, 1972) includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex:

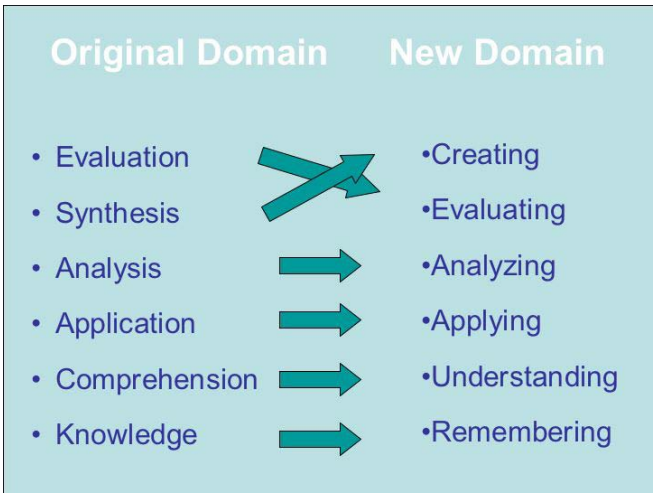
CATEGORY	EXAMPLE AND KEY WORDS (VERBS)
Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	**Examples**: Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet. **Key Words**: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.
Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).	**Examples**: Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the “Responding to phenomena” subdivision of the Affective domain. **Key Words**: begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.
Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.	**Examples**: Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift. **Key Words**: copies, traces, follows, react, reproduce, responds

Mechanism: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.	**Examples**: Use a personal computer. Repair a leaking faucet. Drive a car. **Key Words**: assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.
Complex Overt Response: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.	**Examples**: Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano. **Key Words**: assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. NOTE: The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.
Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.	**Examples**: Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do (machine is not damaged and there is no danger in performing the new task). **Key Words**: adapts, alters, changes, rearranges, reorganizes, revises, varies.
Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	**Examples**: Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine. **Key Words**: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.

BLOOM'S REVISED TAXONOMY

Lorin Anderson, a former student of Bloom, revisited the cognitive domain in the learning taxonomy in the mid-nineties and made some changes, with perhaps the two most prominent ones being, 1) changing the names in the six categories from noun to verb forms, and 2) slightly rearranging them (Pohl, 2000).

This new taxonomy reflects a more active form of thinking and is perhaps more accurate:



CATEGORY	EXAMPLE AND KEY WORDS (VERBS)
Remembering: Recall previous learned information.	**Examples**: Recite a policy. Quote prices from memory to a customer. Knows the safety rules. **Key Words**: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.
Understanding: Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	**Examples**: Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet. **Key Words**: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.
Applying: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.	**Examples**: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test. **Key Words**: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.

Analyzing: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.	**Examples**: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training. **Key Words**: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Evaluating: Make judgments about the value of ideas or materials.	**Examples**: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget. **Key Words**: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.
Creating: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	**Examples**: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome. **Key Words**: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.

Clark, D. R. (2004), Bloom's Taxonomy of Learning Domains. Retrieved May 24, 2011 from http://www.nwlink.com/~donclark/hrd/bloom.html

LEARNING STRATEGIES OR INSTRUCTIONAL STRATEGIES

Learning or instructional strategies determine the approach for achieving the learning objectives and are included in the pre-instructional activities, information presentation, learner activities, testing, and follow-through. The strategies are usually tied to the needs and interests of students to enhance learning and are based on many types of learning styles (Ekwensi, Moranski, &Townsend-Sweet, 2006).

Thus the learning objectives point you towards the instructional strategies, while the instructional strategies will point you to the medium that will actually deliver the instruction, such as elearning, self-study, classroom, or OJT. However, do not fall into the trap of using only one medium when designing your course. . . use a blended approach.

Although some people use the terms interchangeably, objectives, strategies, and media, all have separate meanings. For example, your learning objective might be "Pull the correct items for a customer order;" the instructional strategies are a demonstration, have a question and answer period, and then receive hands-on practice by actually performing the job, while the media might be a combination of elearning and OJT.

The *Instructional Strategy Selection Chart* shown below is a general guideline for selecting the learning strategy. It is based on Bloom's Taxonomy (Learning Domains). The matrix generally runs from the passive learning methods (top rows) to the more active participation methods (bottom rows. Bloom's Taxonomy (the right three columns) runs from top to bottom, with the lower level behaviors being on top and the higher behaviors being on the bottom. That is, there is a direct correlation in learning:

- Lower levels of performance can normally be taught using the more passive learning methods.
- Higher levels of performance usually require some sort of action or involvement by the learners.

INSTRUCTIONAL STRATEGY SELECTION CHART

INSTRUCTIONAL STRATEGY	**COGNITIVE DOMAIN** (Bloom, 1956)	**AFFECTIVE DOMAIN** (Krathwohl, Bloom, & Masia, 1973)	**PSYCHOMOTOR DOMAIN** (Simpson, 1972)
Lecture, reading, audio/visual, demonstration, or guided observations, question and answer period	1. Knowledge	1. Receiving phenomena	1. Perception 2. Set
Discussions, multimedia CBT, Socratic didactic method, reflection. Activities such as surveys, role playing, case studies, fishbowls, etc.	2. Comprehension 3. Application	2. Responding to phenomena	3. Guided response 4. Mechanism

On-the-Job-Training (OJT), practice by doing (some direction or coaching is required), simulated job settings (to include CBT simulations)	4. Analysis	3. Valuing	5. Complex response
Use in real situations. Also may be trained by using several high level activities coupled with OJT.	5. Synthesis	4. Organize values into priorities	6. Adaptation
Normally developed on own (informal learning) through self-study or learning through mistakes, but mentoring and coaching can speed the process.	6. Evaluation	5. Internalizing values	7. Origination

The chart does not cover all possibilities, but most activities should fit in. For example, self-study could fall under reading, audio visual, and/or activities, depending upon the type of program you design.

Clark, D. R. (2004), Learning Strategies or Instructional Strategies. Retrieved May 24, 2011 from http://www.nwlink.com/~donclark/hrd/strategy.html