




TRADITIONAL AND INNOVATIVE TRAINING METHODOLOGIES APPLIED TO ADULT LEARNING STYLES

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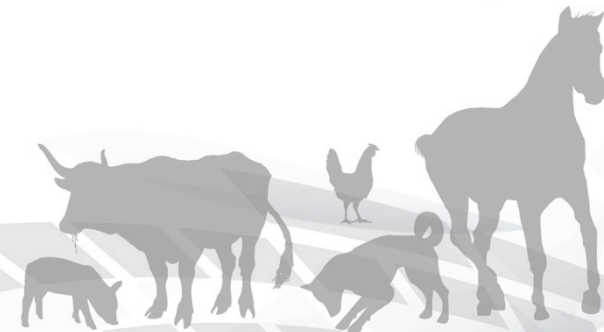
Methodological and pedagogical approach



Adult learning is life-centred and learner-centred
An efficacy adult learning is by doing, by application
and experience and if needed by trail and error



Participatory training



Methodological and pedagogical approach



Participatory and collaborative training is learning through the experiences of learners


Adults learners have a repository of lifetime experiences (*necessity to immediately apply knowledge and skills to the daily work activity*).

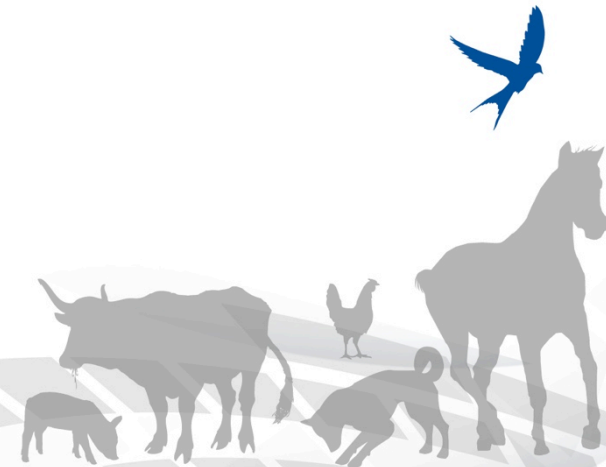
It is important that adults report on their experiences and share their experiences to find appropriate solutions (*problem-solving approach*).

More participants work together in group, more they share ideas and experiences.



Being a trainer

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- ✓ Who is my target audience and what are their learning needs?
 - ✓ What are the learning objectives for this training?
 - ✓ What kind of training should I develop?
 - ✓ How large should my class be?

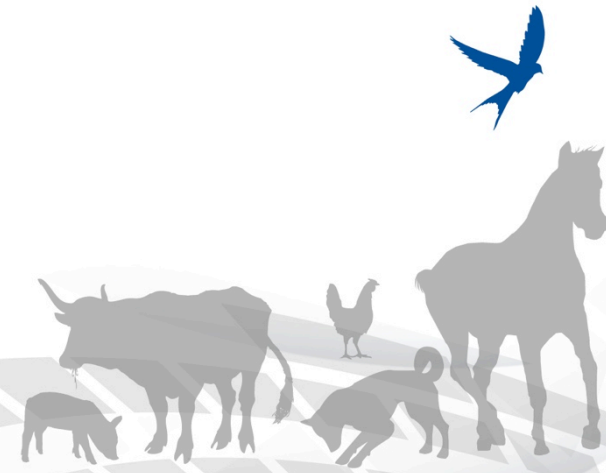


The appropriate methodology



Selection criteria

- the training purposes
- the learning context
- the trainers' skills
- the available time
- the available resources
- the learning climate



Takig into account learning styles.....



Concrete experience

- readings
- examples
- in field activities
- problem solving
- observations
- simulations
- games
- text reading

Reflective observation

- readings
- texts
- discussion
- brainstorming
- thought questions

Abstract conceptualisation


- lecture
- papers
- project work
- analogies
- model building

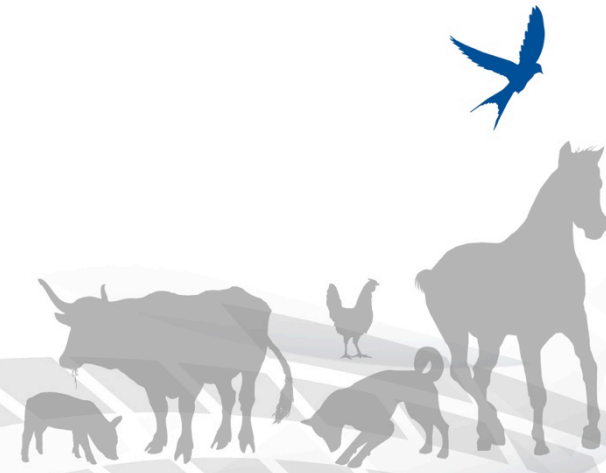
Active experimentation

- projects
- in field activities
- homework
- laboratory
- case study
- simulations



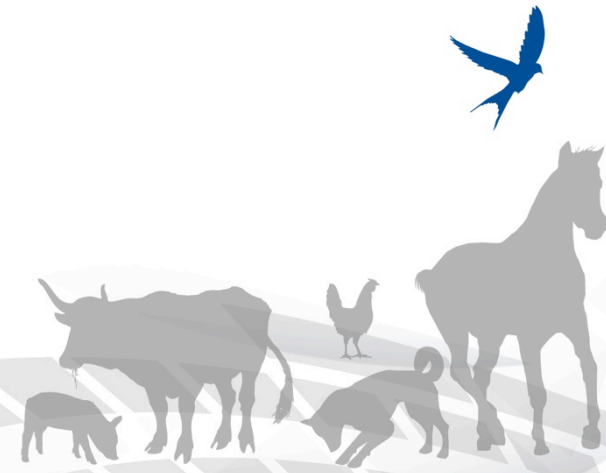
Working groups

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- A small, stylized icon of a lightbulb with a grey base and a white bulb, positioned to the left of the first bullet point.
- In this technique learners are divided into subgroups (3-5 persons) in order to do some exercise or discuss a topic
 - Each subgroup announces to the plenary its findings and the trainer coordinates a discussion among subgroups
 - The implementation of this technique concludes with the trainer's synthesis, comments and connection with training objectives
 - This technique is the most mature way to develop self-awareness and critical thinking



Working groups

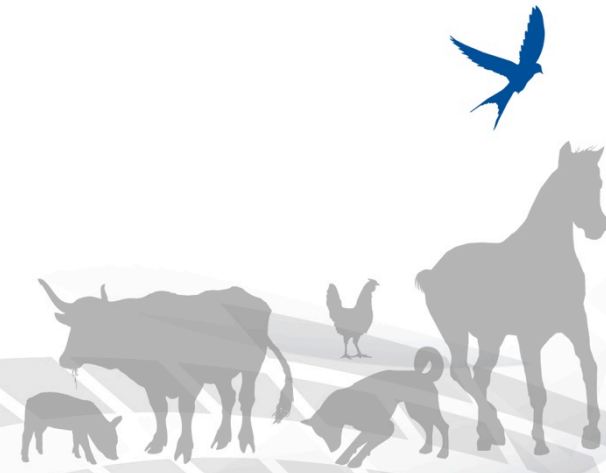
Among its advantages there is the development of essential communication between learners, freedom of expression, reduction of failure feelings, development of reciprocity and mutual help




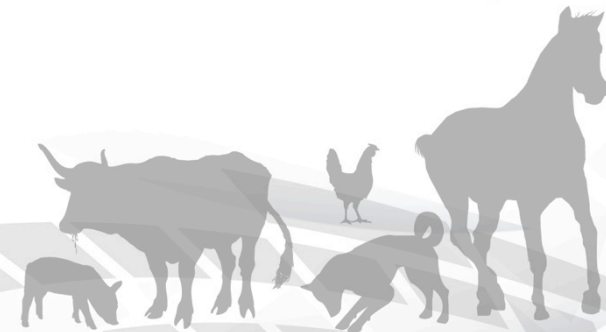


Practical approach (Learning by doing)

Applicative approach (useful to verify knowledge or applicative doubts)

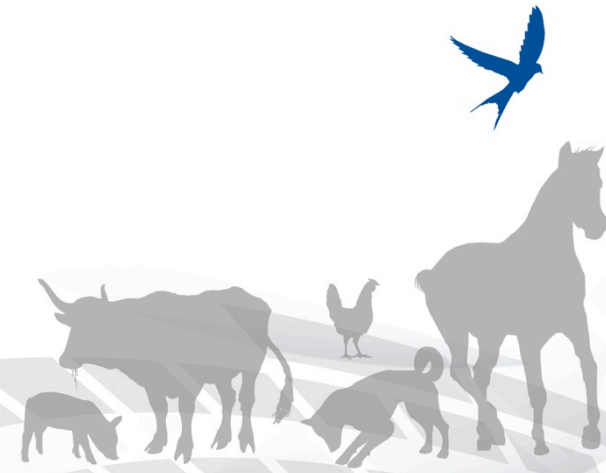


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- Form of problem based learning, where there is a situation that needs a resolution
 - They provide learners with an opportunity to solve a problem by applying what they know
 - Case studies are a way to improve a learning experience, because they get the learner involved and encourage immediate use of newly acquired skills




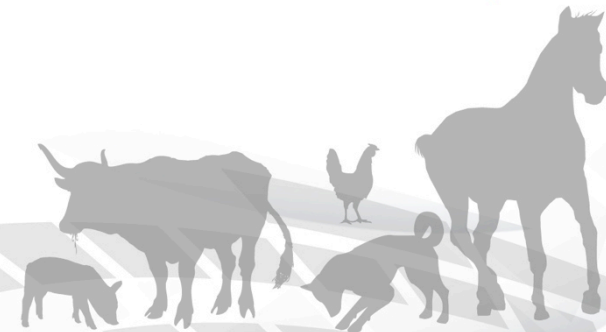
Case studies: categories

- Open - ended → Procedures
- Closed - ended → Intellectual abilities
- Mixed
- Incident case



Case studies: definition

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- The important is how the scenario is described: real? realistic? internal? external? written? video recorded?
 - Information and data must be clear, sufficient, logically ordered
 - The case study should be complex requiring effort and study
 - Unnecessary data that might create confusion, should be avoided
 - Enough time should be provided



Case studies: management



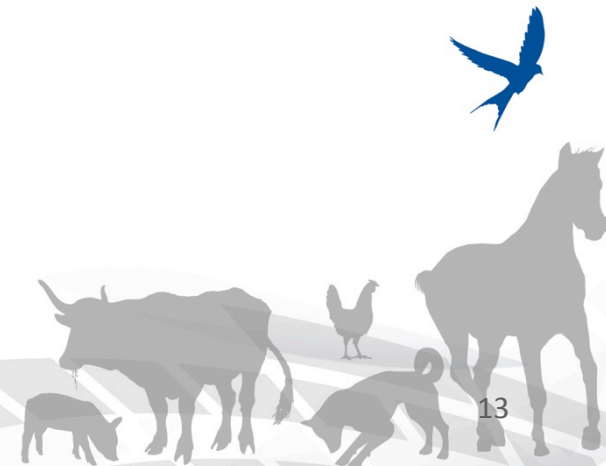
➤ Small groups

➤ Three phases


↳ launch

↳ group activities

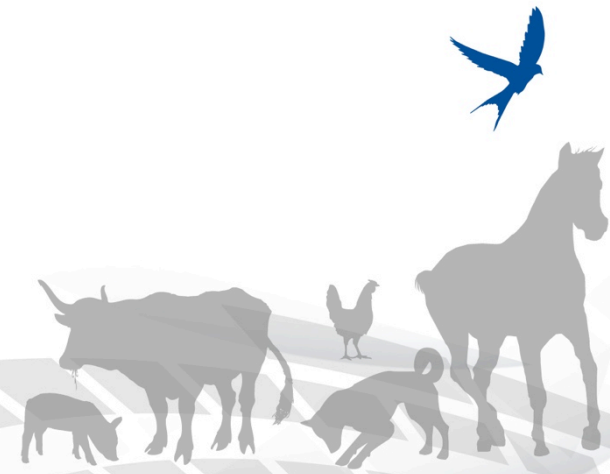
↳ plenary session




The role playing

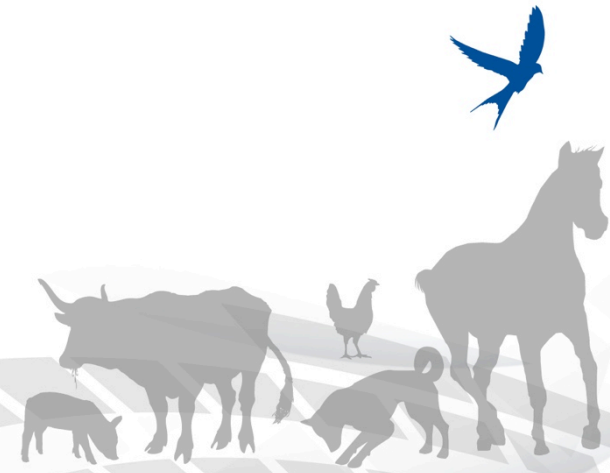


Exercise in which a situation, a case, an event are **represented**, instead of being described or analysed




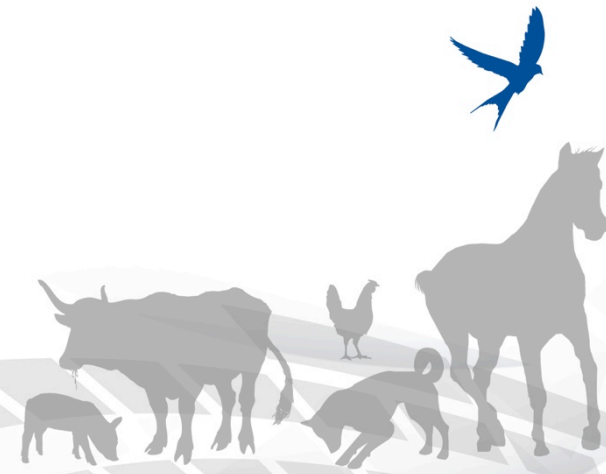
The role playing: features

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- Direct involvement of participants
 - Emotional participation
 - Verbal and non verbal communication
 - Learning through experience



The role playing: useful for

- 
- Verify real life situations
 - Practicing to act in real situations
 - Experimentation in a protected setting
 - Utilisation of mistake as a learning tool
 - Fast learning through acting



The role playing: stages




Role playing is implemented through the following stages:

- a) scenario creation
- b) preparation of the group of trainees
- c) selection of “actors”
- d) preparation of “actors”
- e) preparation of observers
- f) role playing
- g) discussion and comments in plenary session



Questionnaire

- 
- Group of questions differently structured
 - Individual compilation
 - At the end it is not “corrected” but “discussed” with the revision of theoretical principles by the trainer
 - Discussion in plenary session: learning verification and repetition of unclear concepts




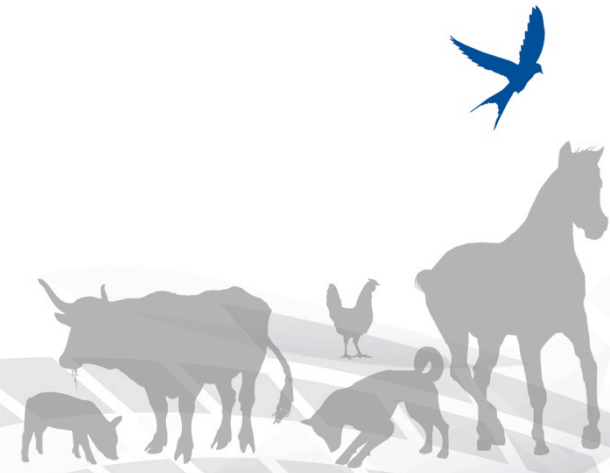


Questions useful to measure the acquisition of new knowledge or to test problem solving skills


- Open answers
- Yes or no – true or false
- “Fill in the blanks”
- Multiple choice answers with only one correct answer
- Multiple choice with more than a right answer

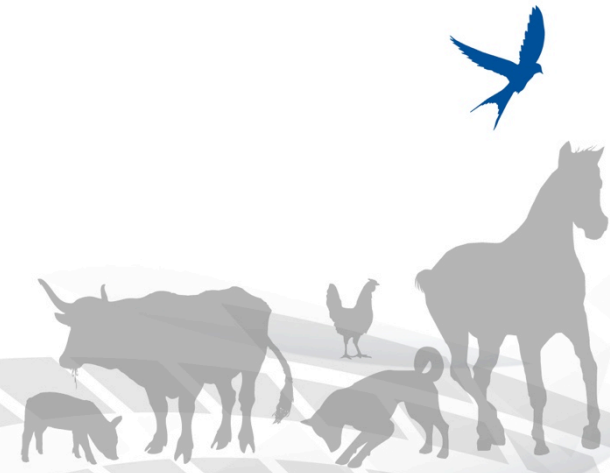


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- Quick exercise after a learning unit
 - Summing up test
 - At the beginning of an inductive lecture




The Dhalem Workshop

- 
- ❖ Limited number of participants (35-40)
 - ❖ Divided in 3-4 interdisciplinary discussion groups, each organised around one of four key questions
 - ❖ There are no lectures or formal presentations
 - ❖ Concentrated discussions, facilitated by coordinated pre-workshop

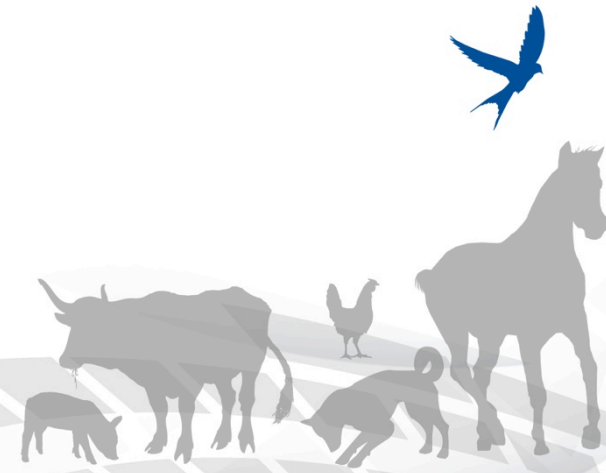



The Dhalem Workshop

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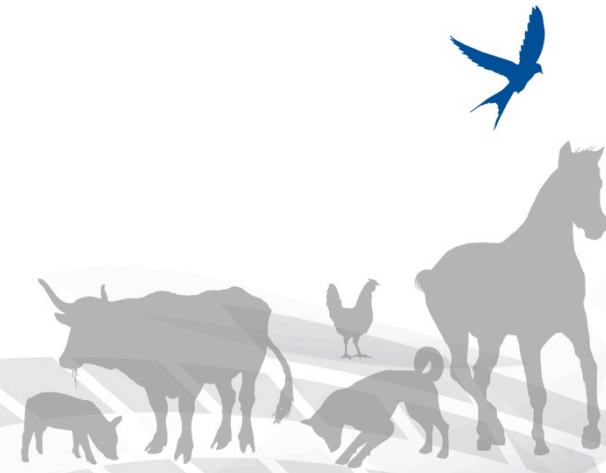
By the end of the workshop, through the effort of a rapporteur, a draft report of the ideas, opinions raised by the group is available.

After the workshop, attention is directed toward the necessity of communicating the results of the workshop to a wider audience.



- 
- Brainstorming
 - Questions and answers - guided discussion
 - Delphi methodology
 - In field activity

..... and of course lectures



Thank you!

