



STATE CONFERENCE 2015

“P TO THE POWER OF 4” PREPARING THE PRESENTER FOR PROGRESSIVE PROGRAMMING

Jan Meador: D1 State Education Chair
Kay Rogers: CEA - FCS Dallam & Hartley Counties
Jill Killian: CEA - FCS Sherman County

Our Program Objectives Are:

- 1) To provide presenter information about characteristics of an effective presenter
- 2) To provide presenter information of when to utilize instructor centered and when to utilize learner-centered presenting styles depending on the content to be learned.
- 3) To provide presenter information about characteristics of adult learners and effective presenting strategies for adult learners.

Preparation:

- Know who your audience is; their age, interests and gender
- Read the characteristics of an effective presenter
- Decide whether topic is best suited to instructor-centered or learner centered presentation
- Read the characteristics of an adult learner
- Read the presentation strategies for adult learners



State Conference 2015

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Preparing the Presenter for Progressive Programming

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OBJECTIVES

Program Objectives

To Provide

- 1) characteristics of an effective presenter
- 2) information on when to utilize instructor-centered and when to utilize learner-centered presenting styles depending on the content to be learned
- 3) characteristics of adult learners and effective presenting strategies



CLARITY

- Audience's interest
- Planned and organized
- Well written
- Clearly explained

- Corresponds with audiences' interest
- Points the presenter made were clear and easy to understand
- Presenter able to explain concepts and answered questions clearly
- Planning and organization are essential to a program being clear and easy to understand.
- Program plans are well written and carried through.

VARIABILITY

- **Educational Methods**
 - Presenter – lecture
 - Audience - participation
- **Materials**
 - Visuals – handouts or PowerPoint
 - Hands on activities

Variety in:

- Presentational materials
- Program evaluations
- Presentation methods of presentation
 - Hands-on or lecture
- Presentation visuals
 - Handout or PowerPoint

ENTHUSIASM

- Motivating
- Attentive
- Energetic
- Types
 - Involvement
 - Excitement
 - Interesting

- Enthusiasm
- Stimulating is better than dull
- Alert is better than uninterested
- The energy of the presenter influences the participants perception of presenter and program
- Types of enthusiasm include involvement, excitement and interest regarding subject matter
- Presenters who are enthusiastic have participants who are more actively engaged

STYLES OF LEARNING

- Modalities (Senses)
 - Auditory
 - Visual
 - Kinesthetic (Hands on)
- Information matches evaluation
 - Formal
 - Informal



Styles of Learning

- Modalities (senses)
 - Auditory
 - Visual
 - Kinesthetic (hands on)
- Information matches evaluation
 - Formal
 - Informal

POSITIVE REINFORCEMENT

- Caring atmosphere
 - Greeter
 - Ice-breakers
- Input is valued
- Can do attitude

- Participants want to feel their input and comments are valued.
- Have email address or questionnaire available to provide additional information.
- Caring Atmosphere—how you treat people helps determine how they feel about the program and you (the presenter).

AVOID CRITICISM

- Negativity effects attitudes
- Feel valued not humiliated
- Will not return

- Avoid Criticism
- Negativity breeds negativity
- Important to make the participant feel valued when guided towards a more appropriate response.
- If too negative participants will not return for additional programs

QUESTIONS

- Enhance learning

- Participants questions enhance learning
- Asking participants appropriate questions enhances their knowledge of program

ORGANIZATION

- **Provide overview**
 - To be presented (objective)
 - What has been presented (Summary)
- **Multiple day program**
 - Review previous lesson
 - Objective
 - Summarize

- Tell what is going to be presented
- Present Program and Review or summarize what they have Learned
- Summarize at end of presentation
- Provide clues when asking questions

Multiple day program

- Review Previous lesson
- Objectives
- Summarize

HUMOR




Never under
estimate the power
of humor!

- Humor can be a great aspect of your presentation. You don't have to be a comic, but it shows you enjoy what you are doing

SUMMARY

Preparation:

- Know who your audience is; their age, interests and gender
 - Read the characteristics of an effective presenter
 - Decide whether topic is best suited to instructor-centered or learner centered presentation
 - Read the characteristics of an adult learner
 - Read the presentation strategies for adult learners
- 

Please take a moment to provide feedback on this program.

1. Regarding the overall program/teaching: (rate your response by circling a number)

Statement	Scale (1= Worst, 5 = Best)				
The value of the lesson was	1 not valuable	2	3	4	5 very valuable
The overall teaching was	1 poor	2	3	4	5 excellent
The teacher's knowledge of the lesson was	1 poor	2	3	4	5 excellent

2. Regarding what you know and actions you plan to take: (circle your response)

I learned new information today. YES NO

I plan to use the information I learned today. YES NO

I plan to use P4 information to help me prepare programs. YES NO

I can read the characteristics of an adult learner. YES NO

Knowing age and gender of audience I can better prepare programs. YES NO

3. This lesson was delivered by: (check all that apply)

_____ TEEA Member _____ Extension Agent/Specialist _____ Other Speaker

4. Please tell us about yourself.

I am a _____ Woman _____ Man

I am in District: **1** **2** **3** **4** **5** **6** **7** **8** **9** **10** **11** **12**

I have been a member of TEEA for _____ years.

My age is _____ years-old.

5. Additional Comments.

Thank You For Completing This Form!

Credits and Bibliography

“P TO THE POWER OF 4”

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Kay Rogers: CEA-FCS Dallam & Hartley Counties

Adult Learners

Adopted from Effective Teaching Strategies,

Dr. Lance Kieth, Professor, West Texas A&M University

Guidelines for Working with Adult Learners.

Author: Imel, Susan

Source: ERIC Clearinghouse on Adult Career and Vocational Education Columbus OH. ERIC Digest No. 77.

Characteristics of an Effective Teacher

Adopted from Characteristics of an Effective Teacher

Rosenshine, B and M. Furst, (1971).

Research on teacher performance criteria. In B.).Smith (ed.). Research in teaching education. Pp. 27-72

Englewood Cliffs, NJ: Prentice Hall

17 Tips to Motivate Adult Learners

Christopher Pappas

Ice Breaker Games for Adults in the Classroom

About Education

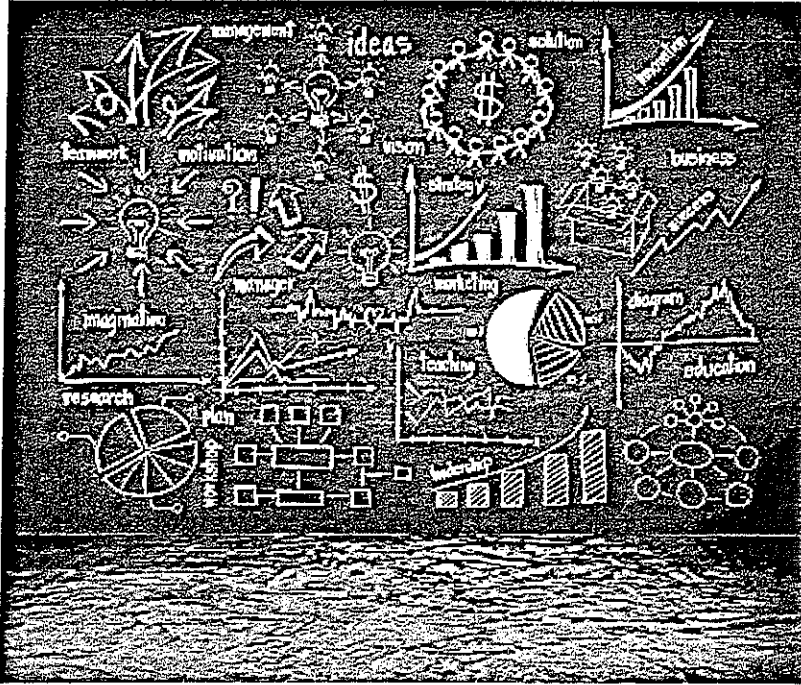
Adulted.about.com

DINNER TONIGHT

17 Tips To Motivate Adult Learners

By Christopher Pappas

The introduction of learning technology and the changing workplace recently increased the importance of adult learning. However, there comes the problem of motivating adult learners. There are a few things that stand in the way to motivating adults to start learning.



How To Motivate Adult Learners

Adults, unlike children, teenagers and students, in most cases, have a lot of things on their minds and your eLearning course is probably the last one of them. In addition, your adult learners don't see the rewards of their efforts as soon as they would expect, and giving them candy doesn't work as it works with children. Also, academic habits, they once possessed are also long forgotten. Least but not last, a lot of the learners are often forced to take on your eLearning course to enhance their skills, keep their job, get a job, or continue further with their career plans. All this makes it difficult to motivate learners and make them active participants.

Here are 17 Tips To Motivate Adult Learners that you might try.

1. Create useful and relevant learning experiences based on the age group and interests of your learners

Emphasize on the practical knowledge. It is important to design a course that provides immediate relevancy. Learning materials that can be put into practice. Adult learners appreciate more practical knowledge, rather than extraneous facts and theories.

2. Facilitate exploration

Even though children are famous for their exploratory nature and curiosity, adult learners, too, sometimes like to take the opportunity to construct knowledge in a way that is meaningful to them. For this reason, you should have all sorts of materials, references, infographics, short videos, lectures, podcasts and free resources available. In such a perfect learning environment learners are more likely to get inspired or find something that makes them want to learn more.

3. Build community and integrate social media

Keep in mind that social media websites are a powerful tool for collaboration, commenting and sharing. You can facilitate group discussions and communities. People will quickly start exchanging knowledge, and will also have fun, social media is fun!

4. A voice behind the video is not enough

Add a personal touch. Your course needs to have a face. Make yourself available to people, invite subject-matter experts, authors, professors and other specialists in live online discussions and question and answer sessions.

5. Challenge through games

Come up with different problem solving exercises and case studies. Make your learners look for and find solutions.

6. Use humor

Humor would work great even with the most demotivated learners on your course. When your students know you are funny, they will listen to your material carefully, cause they wouldn't want to miss on your witty sense of humor. You can never lose with that.

7. Chunk information

Chunking is essential, as it helps people remember and assimilate information. Small bits are easier to process.

8. Add suspense

Don't give out everything your course is about in the beginning. Yes, you need an overview, but keep some interesting points until the time is right. No one likes to read a book if they know what's about to happen.

9. Accommodate individual interests and career goals

Empower learners to work on these goals and individualize the training to suit their needs.

10. Stimulate your learners

Encourage them to think by either providing them with brain teasers, or by asking thought-provoking questions.

11. Let learning occur through mistakes

According to a German proverb "you will become clever through your mistakes". Have you heard the famous expression: "Practice makes perfect"? Of course you have! Henry Roediger who started a learning experiment divided his students in two groups. Group A studied natural sciences paper for 4 sessions, while group B studied the same paper for one session and was tested on it three times. According to the experimenter, one week later, students from group B performed 50% better than Group A, even though they studied the paper less. The results clearly support the argument that "practice makes perfect".

12. Make it visually-compelling

Did you know that 83% of learning occurs visually?

13. Get Emotional

If you don't sound inspiring, if your materials are not exciting, how will you motivate your learners? Get them emotionally involved too – come up with controversial statements, tap on memories, add real-life stories.

14. Get examples of their workplace

Your learners may not always remember to associate what is learned with its application at the workplace. Sometimes they might need reminders and a clue to help them make that connection.

15. Be respectful to them

16. Ask for feedback

It is motivating to know that your opinion contributes to the course.

17. Present the benefits of undertaking the course

I don't know why I didn't start with this one. Sometimes outlining the benefits is all it takes.

Guidelines for Working with Adult Learners.

Author: Imel, Susan

Source: ERIC Clearinghouse on Adult Career and Vocational Education Columbus OH. ERIC Digest No. 77;a revision of Fact Sheet No. 25 (Imel [1982]).

CHARACTERISTICS OF ADULT LEARNERS

Adults possess characteristics that influence how they learn and that should be considered when developing instructional programs. Although it is important to realize that each adult is an individual, some generalizations can be applied to adult learners.

- Adults Can Learn throughout Their Lives. Older adults may need encouragement to engage in learning activities. One advantage adults have over youth in their ability to learn is a broad range of experience. These experiences enhance their ability to perceive, process, and use information and provide a foundation for gaining additional knowledge.
- Adult Life Cycles Influence Learning. Every adult progresses through a series of life phases. In each phase of life, certain behaviors and skills--known as developmental tasks--need to be learned. Life-cycle phases influence how individuals approach learning as well as what they want or need to learn. Program presenters should consider the developmental needs of adult learners at specific developmental stages.
- Adults Learn What They Consider Important: Adult learning is usually motivated by the need to acquire a new skill or make a decision. When adults perceive a need to learn something, they are generally capable of working very hard. Since most adult learning is voluntary, adults also have the prerogative of dropping out of programs that do not meet their needs.
- Adults Are Often Time-Conscious Learners: Adults have many roles (e.g., spouse, parent, employee, community member) in addition to that of learner. Most want to meet their educational goals as directly, quickly, and efficiently as possible.
- What Is Important Varies among Adults: Adults engage in educational programs for a variety of reasons. Most enroll for job-related reasons, but others take non-occupational programs for personal or social reasons. Because adults know what goals are important to them, they tend to do best in educational experiences that provide what they value. By adulthood, individuals have developed an independent view of self, and most adults want to be treated as if they were responsible individuals. Adult learning situations should be designed to allow adults to retain as much autonomy as possible. Some may have experienced only structured and presenter-centered learning environments; they may need assistance assuming responsibility for their own learning.
- Biological Changes May Affect Learning: Although adults can continue to learn throughout their lives, physical changes may need to be considered when planning and conducting educational activities. Biological changes such as speed and reaction time, visual and auditory acuity, and intellectual functioning may all affect learning. Presenters can modify the learning environment to minimize the effect of these changes.

CREATING A CLIMATE FOR ADULT LEARNING

Creating a learning environment that meets the needs of adult learners is a key element of successful adult education programs. The challenge is to create a nonthreatening atmosphere where adults share in the responsibility for their learning. Some strategies for accomplishing this:

- Establish Adult-to-Adult Rapport. Build rapport with adults in the learning environment, use positive nonverbal communication, deal with the whole person, address learners as equals, share authority, and employ informal room arrangements. For example, placing all the chairs in a circle, in a U, or around a table. Adult learners also appreciate presenters who share appropriate information about themselves and who are approachable and accessible.
- Create a Participatory Environment which helps learners assume responsibility for their own learning, can be created by involving the learners in deciding on course content and establishing class management guidelines, having learners serve as instructional resources, and monitoring learner satisfaction throughout the activity. Providing multiple learning options, which enables learners to choose those methods and materials best suited to their needs, will also encourage participation.
- Facilitate Adult Independence. Presenters can help adults assume more responsibility for their own learning by encouraging them to learn on their own, serving as a role model of an independent adult learner, and teaching decision-making and problem-solving techniques.
- Provide for Individual Differences. Because they have an independent self-concept, adults view themselves as individuals, and it is important to acknowledge adults as individuals in the educational setting. Individual differences can be accommodated by using a variety of instructional techniques, providing appropriate and varied instructional materials, relating instruction to learners' experience, and adjusting for physiological and psychological differences. A climate in which adult learning flourishes provides the opportunity for adult learners to have ownership, to participate, and to feel that the activity is related to their needs.

EVALUATING ADULT LEARNING

Although many adult learning activities do not require formal evaluation procedures, adult learners need to learn how to identify and evaluate their own resources, abilities, and knowledge realistically. When formal evaluation is required, evaluation strategies for adults are more effective when traditional authority roles are de-emphasized, and the learner's role as an autonomous, responsible adult is emphasized. Adults should be involved not only in determining what they learn but also in identifying and establishing their own evaluation techniques. Involving adults in evaluating their own learning activities helps them become more independent and self-directed in their learning endeavors.

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Top Adult Ice Breakers

Good adult ice breaker games are a must for every adult party! Things can be awkward as guests start to arrive for a party, especially if your guests are not very familiar with one another prior to arriving. The following games will get everyone talking and opening up to one another so they feel more comfortable. Adult Ice breaker games do not have to be complicated and with adults you don't have to waste money on rewards. Anything that gets guests talking will work!

Truth or Lie

This is the adult version of truth or dare which is typically played by high school kids. Have small pieces of paper and pens on hand and ask each guest to write down a couple true statements and one false statement about themselves. You can do this when they walk in the door or prior to the party.

Once a small group has arrived ask them to go one by one reading their statements and allowing other guests to guess which statement is not true. As more guests arrive they can join in.

There are no winners or prizes with this type of game, but it will get everyone talking and some of the statements are bound to be funny so your guests will get in a good laugh. This is a casual game that can be played as guests enjoy finger foods or snacks.

The Magic Word

This is a great adult ice breaker game that can be played with many different variations, with most lasting throughout the entire party. You may even want to have a small reward to be revealed at the end of the game when the party is about over.

You hand a lei, necklace, or some type of ring or shirt pin to each of your guests when they first arrive and then tell them a "magic" word that cannot be said at any time during the party. Make the word something that is commonly said in regular speech to keep your guests on their toes.

The objective is for guests to collect the most leis or other objects that you handed out by taking them from other guests. When a guest says the magical word another guest who tricked them into saying it or heard them say it can take their lei.

Cup Stacking

Children aren't the only ones who enjoy stacking cups! Have plenty of plastic, yet durable, cups on hand and a sturdy, flat surface completely empty. Every guest that walks through the door must take a cup (or more if you don't have that many guests coming) and stack them on top of the other guest's cups.

As more guests arrive the mountain will grow and the obstacle of not knocking everyone else's cups down will intensify. If they are all knocked down and a lot of guests are still arriving you can start all over.

This is a fun game to take pictures of, but make sure to capture the moment the tall cup mountain comes crashing down!

Name Tag Facts

This is a fun adult ice breaker game that works wonders in groups of people who are all complete strangers. Give each guest a larger sized name tag when they arrive and ask them to write one interesting fact about themselves on it then put it on their shirt. Your guests have something literally written on them to start conversations with one another.