



# Unit 5: Maximize Learning

CERT Basic Train-the-Trainer



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# Unit Objectives



- At the conclusion of this unit, the participants will be able to:
  - Describe the ways in which people learn
  - Explain how to create a positive learning environment
  - Demonstrate how to maximize learning in a given scenario



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# Unit Objectives (*con't*)



- State why trainers need to evaluate
- List formal and informal ways of evaluating
- Provide some guidelines for asking and answering questions
- Provide some guidelines for giving feedback



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# Exercise



## Exercise: Positive Learning Experiences



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# What Do You Think?



- **When you get a new gadget, how do you learn how to use it?**



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# Visual Learners



- Learn through seeing:
  - Pictures
  - Demonstrations
  - Diagrams
  - Illustrated text books
  - PowerPoint slides
  - Videos
  - Flipcharts
  - Handouts



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# Visual Learners (*con't*)

- Instructor's body language and facial expressions help them understand
- Sit at front of room
- Remember by seeing
- Like to take detailed notes to absorb information



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# Tactile Learners



- Learn by doing, moving, touching
  - Hands-on activities
- Find it hard to sit still for very long
- Want to actively explore physical world around them



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# Learning Styles and Teaching

- Good instruction should combine auditory, visual, and tactile
- Retention increases dramatically when learning involves more senses and is more active



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# To Retain Learning



- Hear it
- See it
- Say it
- Do it
- Teach others



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# Learning Styles and Instructors

- Instructors have a preferred learning style that may affect how they like to teach
- Instructors need to incorporate elements that are less comfortable
- *CERT Basic Training* Instructor Guide includes elements for all learning styles
- Addressing all learning styles will help increase learners' retention



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# Create Positive Learning Environment

- Three factors to accommodate:
  - Physical
  - Emotional
  - Intellectual



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# What Do You Think?



- **What is a physically comfortable learning environment?**



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# Physical Factors



- **What is a physically comfortable learning environment?**
  - Room not too hot or too cold
  - People can see and hear instructor
  - Lighting and amplification for people with reduced vision and hearing
  - Don't have to sit too long; take regular breaks
  - Expectations account for reduced flexibility, reaction times, time of day



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# Emotional Factors



- To be treated like adults (peers)
- To direct their own learning whenever possible (self-motivated)
- To know they are doing it right or at least that they are trying hard
- To feel accepted as they are
- To see a reason for the training



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# What Do You Think?



- **How could instructors respond to these emotional needs?**



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# Provide Emotional Factors

- **How could instructors respond to these emotional needs?**
  - Be a learning resource
  - Explain benefits; then let participants discover benefits themselves
  - Respect them
  - Teach to their level
  - Don't embarrass them
  - Provide reinforcement and peer feedback
  - Make learning non-threatening
  - Make learning realistic and problem-centered



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# Intellectual Factors



- To share their experiences
- To connect new information to what they already know
- To be involved in the learning
- To learn the way they like to learn



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# What Do You Think?



- **How could instructors respond to these intellectual needs?**



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# Provide Intellectual Factors

- **How could instructors respond to these intellectual needs?**
  - Use learners' experiences to introduce concepts
  - Build bridges between old and new information
  - Make learning active
  - Use variety of methods to reach all the learning styles



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# Differentiate Factors



- Review the list generated in the first question of the unit and choose:
  - “P” for Physical Factors
  - “E” for Emotional Factors
  - “I” for Intellectual Factors



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# Techniques to Maximize Learning

- Motivation
  - Especially at beginning of training
  - What's in it for me (WIIFM)
- Reinforcement
  - Frequently and positively
- Repetition
  - At least 3 times for learning retention



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# Motivation



- Motivation is critical, especially at beginning of training
- Adults need to know how it will benefit them
- To motivate, instructors need to:
  - Establish rapport
  - Create open, friendly training atmosphere
  - Keep stress low
  - Challenge but don't frustrate participants



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# Reinforcement



- Instructors need to encourage and reinforce throughout training
- Reward good behavior positively and frequently



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# Repetition



- People need to hear something at least three times
  - #1: Explain
  - #2: Demonstrate
  - #3: Have learners practice
- For optimal learning, have learners also practice while explaining what they are doing



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# Exercise



## Exercise: Power Outage



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# What is Your Job as a Trainer?



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# Your Job as Trainer



- **What is your job as a trainer?**
  - To transfer knowledge
  - Effective instructors use variety of training methods
    - Interactive lecture
    - Demonstrations
    - Roleplays
    - Exercises



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# What Do You Think?



- **Why do we use a variety of methods?**



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# Training Methods



- **Why do we use a variety of methods?**
  - To appeal to all learning styles
    - Auditory
    - Visual
    - Tactile



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# Assess Learning



- Effective instructors assess learning to see that:
  - The learners have understood what’s been said
  - The learners “got it”



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# Why Evaluate?

- Content
  - Did learners “get it”?
- Adult learner needs
  - Physical
  - Emotional
  - Intellectual



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# What Do You Think?



- **How can instructors find out if people have learned?**



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# How To Assess Learning

- **How can instructors find out if people have learned?**
  - Instructors can find out if people have learned by:
    - Asking questions
    - Listening to questions
    - Testing
    - Observing hands-on exercises
    - Observing body language



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# Types of Evaluation



- Formal
  - Tests
  - Performance demonstrations
- Informal
  - Watching body language
  - Questions
  - Observation of hands-on activities



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# What Do You Think?



- **What are some other reasons for asking questions?**



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# Why We Ask Questions



- **What are some other reasons for asking questions?**
  - Ask questions to:
    - Get people involved/interested
    - Stimulate discussion
    - Channel thinking



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# Kinds of Questions to Ask

1. Open and closed
2. To different audiences
  - Direct question to one person
  - Direct question to whole group
  - Ask rhetorical question
3. Recall and apply



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# What Do You Think?



- **What is the difference between an open question and a closed question?**



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# Closed Questions



- **What is the difference between an open question and a closed question?**
  - Closed questions:
    - Answered by yes or no, true or false, or limited response
    - Used to:
      - Test knowledge
      - Receive quick answers
      - Maintain control of class
      - End topic before a break
      - Force a choice between correct and incorrect response





# Open Questions



- **What is the difference between an open question and a closed question?**
  - Open questions:
    - Start with what, why, how, or describe
    - Ask respondents to think and reflect
    - Typically require a longer answer
    - Often not one correct answer
    - Used to:
      - Generate discussion
      - Find out how class is feeling
      - Get people to open up
      - Get class to think

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# To Different Audiences

- Instructor can direct a question to different audiences
  - To one person
  - To the whole group
  - Rhetorical questions



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# Too Many Questions



- If one learner asks too many questions, you can:
  - Encourage others by recognizing their questions first
  - As a last resort, take the individual aside



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# What Do You Think?



- **What are some opportunities for giving feedback in *CERT Basic Training*?**



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# Feedback Opportunities

- **What are some opportunities for giving feedback in *CERT Basic Training*?**
  - During hands-on activities and skills training
  - Tell how well CERT requirements are met
    - Correct attire
    - PPE
    - CERT kits
  - During class discussion



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# Give Feedback



- When to give feedback:
  - To correct information
  - For behavior that can be changed
  - To acknowledge correct answers or performance of a technique
- How to give feedback
  - Compliment whenever possible, even when feedback is corrective
  - Be specific
    - Describe what needs to be corrected
    - Describe how it needs to be corrected

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# What Do You Think?



- **What if you ask a question and someone gives you a wrong answer? What would you do?**



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# Exercise



## Exercise: Develop “What If” Questions



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# Unit Summary



- This unit has examined:
  - How people learn
    - Three learning styles: auditory, visual, and tactile
    - Best teaching approach combines all three: hear it, see it, do it, teach it (say and do it)
  - How to create positive learning environment
    - Address physical, emotional, and intellectual needs
  - Techniques that maximize learning
    - Motivation
    - Reinforcement
    - Repetition (at least 3 times)



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# Unit Summary (contd.)

- Why instructors need to evaluate
- Formal and informal ways to evaluate
- Guidelines for asking and answering questions
- Guidelines for when and how to give feedback



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