

# Instructional Training for the Public Health Professional

## Instructional Design and Strategies

# Instructional Training for the Public Health Professional

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## INSTRUCTIONAL DESIGN AND STRATEGIES

### Module 3

This module provides participants with a definition of instruction, a definition that lays a framework for the strategies and tactics used with instruction.

## Module Objectives

### Module Objectives

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By the end of this module, participants will be able to understand and apply instructional strategies to enhance the adult learning experience.

- Explain the motivation factors of the adult learner
- Identify tactics or strategies utilized in the adult learning process
- Explain how to set meaningful learning objectives
- Recognize and monitor learner engagement
- Describe the elements that contribute to a safe learning environment

### Performance Objective

By the end of this module, participants will be able to understand and apply instructional strategies to enhance the adult learning experience.

### Learning Objectives

By the end of this module, the instructor shall accomplish the following learning objectives in support of the performance objective:


- Explain the motivation factors of the adult learner.
- Identify tactics or strategies utilized in the adult learning process
- Explain how to set meaningful learning objectives
- Understand and monitor learner engagement
- Describe the elements that contribute to a safe learning environment

## Definition of Instruction

# Instruction

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“Fostering the learning process.”  
◦ --Fifth Discipline 1994



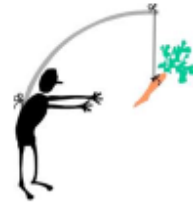
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### Instructional Note

The Instruction slide will appear with only the title. Ask participants to tell you how they would define instruction. Then click the slide to reveal Peter Senge definition as it appeared in the 1994 book “The Fifth Discipline”.

## Motivating Factors of the Adult Learner

- Why the subject matter is important to them
- They come to a learning setting with expectations about the outcome
- They are constantly evaluating the instructor based upon their values
- They want to be engaged
- They bring their experiences to the learning setting



Responsibility to learn is the learners and instruction motivates the learning process. Instruction of the adult learner is complex and challenging. The child learner generally wants to absorb everything they are taught. They have no preconception of material to be learned. The child learner does not have to be told the importance of the subject matter. They assume it is based on the fact that is being taught to them. This is in sharp contrast to most adult learners. The adult learners' reason and purpose for learning creates their motivation, therefore it is necessary to understand the reasons and purpose and apply these in instructional design and strategy.

## Motivating the Adult Learner

Make Learning Active

Make Learning Problem-Centric

Link Learning to Previous Experience

Make Learning Relevant to Life and Work

Make an Emotional Connection

Make it Fun!

Some of the more notable motivating factors of the adult learner are as follows:

- They always want to know why the subject matter is important to them in its applicability to their various life settings.
- They often come to a learning setting with expectations about the outcome.
- They are constantly evaluating the instructor based upon their values.
- They want to be engaged.
- They bring their experiences to the learning setting.

The adult learner is busy, at least they perceive their lives to be busy. When learning opportunities arise, they begin the deliberative process of acceptance that this is an important learning opportunity and it is worth the time to participate. In a perfect world, individuals would pass up learning opportunities when they felt it was not in their best interest. But we know this does not occur. On many occasions people are compelled to a learning setting by external forces out of their control. These “prisoners” have not gone through their own process and feel trapped in the setting. Others, those that just want to get away from work, also have not gone through a process of acceptance that the learning opportunity is worthwhile. These “escapees” can pose a significant problem as it relates to engagement in the learning setting. The instructor must be aware that not all participants have fully bought in to being present in the learning setting and has only a short time at the beginning to make their pitch. Participants oftentimes never get over their first impression of an instructor.

Instructors are constantly being evaluated by the adult learner – either consciously or subconsciously. The instructor must have a deep sense of self-awareness about their presence in front of learners. The

instructor must also demonstrate their subject-matter expertise in the formulation of their credibility with the adult learner. This part of credibility is demonstrated by what has been accomplished by the instructor but much more credibility is gained when the instructor actually gets in front of the learner. This topic is covered in-depth in Module 4.

## Motivating the Adult Learner

- Make Learning Active
- Make Learning Problem-Centric
- Link Learning to Previous Experience
- Make Learning Relevant to Life and Work
- Make an Emotional Connection
- Make it Fun!

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The following must be considered with motivating the Adult Learner:

Will instruction be active? Active learning will include discussion, feedback and activities to stimulate the adult learner. Passive listening and reading should be reduced to a minimum and allow participant to discuss the course content with the instructor and with each other.

Adult learner comes to instruction with a desire to have their problem solved. Instruction should be problem-centric, not perceived as a one-way “content dump” as this is instructor-centric.

Link providing new information to previous experiences for greater retention. Establish time during instruction for participants to discuss with each other how the new information connects with what they already know. These connections may not be easily recognized by participants and the instructor may need to draw out these connections.

If instruction does not have relevance to the participant’s life and work, there will be little engagement. Content must have meaning and immediate relevance. If content is extremely complicated or presented in a way that there is a perception of the content being overly complicated, participants will disengage.

Instruction that makes an emotional connection with participants will enhance learning. In an attempt to make an emotional connection, be cautious not create fear. Fear is not a good motivating factor as it causes a physiologic response of “fight or flight” causing the brain to shut down from the ability to learn.

Instructors should program time for debriefing after emotional stories to allow participants time to reflect on their feelings and how it relates to the instructional material.

The adult learner brings some preconceived beliefs on how they learn and what they want to learn to the instructional setting. This self-directed learning concept can interfere or enhance in-person learning depending on the learner's beliefs. The learner makes decisions about content, methods, resources, and evaluation of the learning. Since instruction is not, and should not be, able to address all adult learning style, an explanation of the material's benefit to the learner and how the learning process is to occur will enhance the learning process.

The adult learner has an expectation that the content of instruction, learning outcomes and learning activities will be aligned. If alignment of content, outcomes and activities does not occur, the learner feels disconnected and the process of learning is hampered.

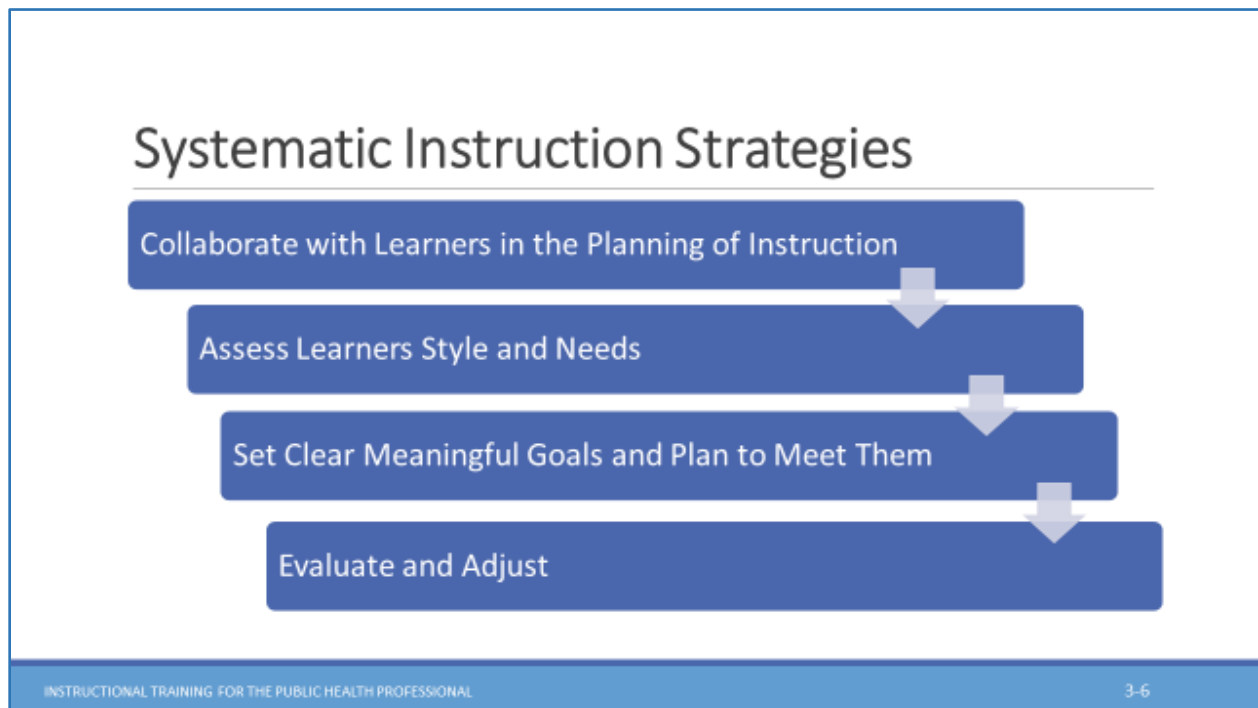
Last and certainly not least, learning must be fun. Fun starts with the instructor. If the instructor appears not to be having fun and enjoying instruction, it will not be lost on the participants.

## Instructional Tactics

This section will present some tactics, methods, that can be utilized with the adult learner to sustain motivation and make the outcomes of the learning process positive to the learner and instructor.

As mentioned in the previous module, instructors instruct in a similar fashion as they learn. The VAK model was discussed in Module 2. That is, the visual learner as an instructor may tend to use visual props such as pictures and diagrams, whereas the auditory learner as an instructor may tend to the use of group discussion over reading. Since the instructor has no control over the type of learner, they must overcome their own preference and use all three modes for effective learning. The competent instructor must also recognize the diversity of learners in an instructional setting tailor the instruction as to not create biases.

## Systematic Instruction



The Systematic Instruction will incorporate the following strategies:

- Collaborate with learners in the planning of instruction,
- Make assessments of learners need and styles,
- Set clear and meaningful objectives and plan to meet them, and
- Evaluate your plan and adjust as necessary.

### Collaboration with Learners

As expected in a learner-centered environment, the adult learner anticipates a well-planned learning session with learning objectives that meet their reasons for participating in the learning process. If the learning setting allows, instructors should collaborate with learners as they plan for instruction. When learners are provided the opportunity to take responsibility for the learning process they tend to learn more effectively. The instructor must acknowledge this and pull participants into the planning process to the greatest extent possible. If logistics allow, the instructor may meet with a small group of participants and facilitate a process where the intended audience creates the learning objectives. When it is not possible to meet with a group, the instructor may have an opportunity to meet with a manager and discuss possible learning objectives. The adept instructor understands to potential biases associated with this type of meeting and tailors questioning to move from a critique of their charges to organizational aspirations and how the intended instruction may assist in meeting organizational goals.

Planning in advance of learning is optimal. It may not be possible where impediments exist between instructors and participants prior to the learning event or may be impractical when a rigorous curriculum is delivered with little opportunity for modification. Instructors must not miss opportunities to draw the learner into planning instruction. There may be opportunities to meet telephonically but meeting richness is lost and not easily overcome. Spot interviews with the learners as they arrive may



be effective in some learning settings. In these circumstance it is imperative that the instructor anticipate potential responses and be ready to incorporate responses as objectives and instructional points. Whether or not planning occurred prior to learning, the instructor should ask for in-class feedback. Questions to consider when requesting feedback may be: “how are we feeling about the session?”, “when thinking back to the learning objectives, have we met your expectations of this learning session?” or “would you be able to take what was learned and apply it to a real-life setting?”. When considering the questioning of the participants, don’t wait until the absolute end of a session when there is no time to enter into clarifying discussions. This tends to create frustration in the adult learner!

### Assess Participant Learning Needs and Styles

The adult learner expects a comfortable setting in which to learn. Comfort is a state of being which takes into consideration the physical aspects of the learning setting as well as the learning style of the participants. From a physical perspective, have you considered the following:

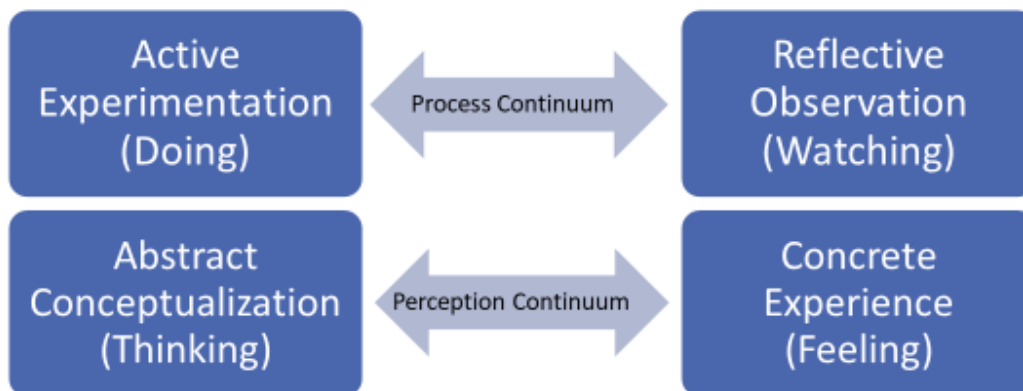
- What is the optimal temperature for learning?
- Is the setting properly lighted?
- Is the setting accessible to all potential participants?
- How should the room be set to enhance the learners experience?

Incongruence of the instructor delivery with the participants needs and learning style can be a recipe for disaster. Understanding participants learning style as it relates to VAK will assist the instructor to adjust instructional strategies to fit the learning styles of the participants. Assessing participants well in advance of a delivery will provide the instructor the time to adjust instructional delivery and is optimal. In many instructional settings involving the adult learner there is very little opportunity to assess participant in advance of instruction. In these settings, the instructor should consider instructional approaches that use all three styles, especially in exercises that reinforce learning concepts.

### Kolb’s Theory of Learning Style

“Learning is the process whereby knowledge is created through the transformation of experience”  
(Kolb 1984)

## Kolb's Model of Learning Styles



Psychologist Dave Kolb first outlined his theory of learning styles in 1984 and believed an individual's learning style was a result of genetic factors, life experiences and the current demands on the learner. Kolb's model is based on two preference dimensions that give rise to four distinct learning styles. These preference dimensions are perception and processing. The perception dimension is how we think about things. With the perception dimension, people will make preferences along a continuum from concrete experience to abstract conceptualization. The process dimension is how we approach a task. People will take the results of their perceptions and develop their preferences along a continuum of active experimentation to reflective observation. These preferences lead to four distinct learning styles. As related to the process continuum, active experimentation is synonymous with doing whereas reflective observation is synonymous with watching. As related to the perception continuum, abstract conceptualization is synonymous with thinking and concrete experience is synonymous with feeling.

The learning process is completed when the learner uses all four styles and tests the hypothesis through active experimentation.

The following will provide examples of application of Kolb's cycle.

### **Learning a mathematical concept:**

- Abstract conceptualization - Listening to explanations on what it is.
- Active experimentation – Practicing components through problem solving.
- Concrete experience - Going step-by-step through the mathematical concept.
- Reflective observation - Recording your thoughts about the concept in a learning log.

### **Coaching a person to hit a baseball:**

- Concrete experience - Having a coach guide you in coaching someone else to hit a baseball.
- Reflective observation - Observing how other people coach the skill of hitting a baseball.

- Abstract conceptualization - Reading articles to find out the pros and cons of different methods of hitting a baseball.
- Active experimentation - Using the skills you have learned to achieve your own coaching style of hitting a baseball.

Activity: Match the Activity with Learning Style

## Activity

Working individually or with member in your table group, fill out the table with the appropriate responses.

This activity should take no more than five minutes.

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### Applying Kolb's Model of Learning Styles

Participants will apply Kolb's model to two learning activities. Responses will be placed in the column next to the appropriate stage.

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**Learning to ride a bicycle:**

Concrete experience	
Reflective observation	
Abstract conceptualization	
Active experimentation	

- a. Thinking about riding and watching another person ride a bike.
- b. Understanding the theory and having a clear grasp of the biking concept.
- c. Receiving practical tips and techniques from a biking expert.
- d. Leaping on the bike and have a go at it.

**Learning a software program:**

Active experimentation	
Concrete experience	
Reflective observation	
Abstract conceptualization	

- a. Jumping in and doing it.
- b. Thinking about what you just performed.
- c. Reading the manual to get a clearer grasp on what was performed.
- d. Using the help feature to get some expert tips and perform a task of the software program.

## Instructional Note

The correct responses to the activity follow:

### **Learning to ride a bicycle:**

Concrete experience - Receiving practical tips and techniques from a biking expert.

Reflective observation - Thinking about riding and watching another person ride a bike.

Abstract conceptualization - Understanding the theory and having a clear grasp of the biking concept.

Active experimentation - Leaping onto the bike and have a go at it.

### **Learning a software program:**

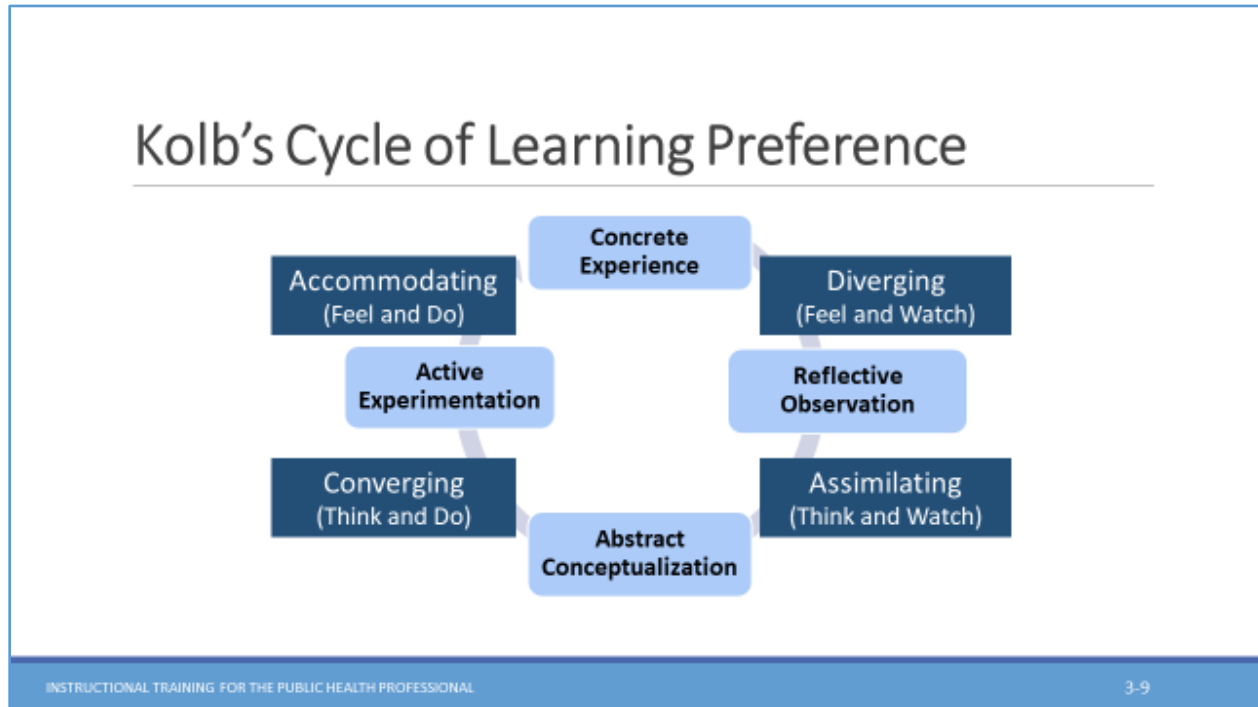
Concrete experience - Using the help feature to get some expert tips and perform a task of the software program.

Reflective observation - Thinking about what you just performed.

Abstract conceptualization - Reading the manual to get a clearer grasp on what was performed.

Active experimentation - Jumping in and doing it.

## Kolb's Cycle of Learning Preferences



## Instructional Note

The instructor should describe the learning preference slide first by reviewing the stages of learning as created by how you perceive - think or feel, and how you process - do or watch. The four quadrants are created by the blending of a process stage and a perception stage. It is important to understand how each of these preferences relate to the learner and how the instructor can utilize these preferences to enhance the learning experience.

**Divergers** take experiences and think deeply about them. They ask why and generally start with the details and work towards the big picture. Divergers enjoy working with others and like a calm environment. Divergers do not deal well with conflict.

**Assimilators** take the most cognitive approach to learning – preferring to think than to act. They prefer lectures over activities and may not enjoy games or a playful learning environment. This learning preference may pull multiple observations and thoughts into an integrated whole. They prefer lectures and instructor-led demonstrations.

**Convergers** will think about things and try out their ideas to understand how things work in practice. They like facts and will seek to make things more efficient by making subtle changes. Convergers tend to work by themselves and act independent of others.

**Accommodators** take a hands-on approach to learning and enjoy doing rather than thinking. They are bored with the routine and may often be the risk-takers of the group. They generally enjoy learning by themselves.

Kolb's learning preferences are made up of a blending of how you perceive (think or feel) along the abstract conceptualization – concrete experience continuum and how you process (do or watch) along the active experimentation – reflective observation continuum and result in four quadrants.

**Divergers.** Divergers can be categorized by the terms feeling and watching. Divergers fall into the quadrant of the concrete experienter and the reflective observer. They take experiences and think deeply about them, thus creating a divergence from a single experience to multiple possibilities in terms of what this might mean. Divergers ask why and generally start with the details and work towards the big picture. Divergers enjoy working with others and like a calm environment. Divergers do not deal well with conflict. They enjoy learning as long as there is logical instruction or hands-on activities with time set aside for conversation leading to discovery. Artists, musicians, counselors, and people with a strong interest in the fine arts, humanities, and liberal arts tend to have this learning style.

**Assimilators.** Assimilators can be categorized by the terms watching and thinking. Assimilators fall into the quadrant of the reflective observer and the abstract conceptualizer. They take the most cognitive approach to learning – preferring to think than to act. They prefer lectures and instructor-led demonstrations. They generally have the highest regard for subject matter expertise and will learn through conversations that are logical and thought provoking. They enjoy lecture structured to start

with a high-level approach and drill down into the details, never losing sight of the big picture. They are generally considered the serious learner and may not enjoy games or a playful learning environment. Assimilators also enjoy work that involves planning and research.

**Convergers.** Convergers can be categorized by the terms thinking and doing. Convergers fall into the quadrant of the abstract conceptualization and active experimenter. They will think about things and try out their ideas to understand how things work in practice. They like facts and will seek to make things more efficient by making subtle changes. Convergers tend to work by themselves and act independent of others. E-learning may be preferred over other learning processes.

**Accommodators.** Accommodators can be categorized by the terms doing and feeling. Accommodators fall into the quadrant of the active experimenter and the concrete experienter. They have a hands-on approach to learning and enjoy doing rather than thinking. They ask “what if?” and “why not?” in support of their action first learning style. They are bored with the routine and may often be the risk-takers of the group. They generally enjoy learning by themselves. They are good at thinking on their feet and changing their plans spontaneously in response to new information. When solving problems, they typically use a trial-and-error approach and people with this learning style often work in technical fields or in action-oriented jobs such as sales and marketing.

Kolb’s model of learning styles and preferences form the basis of experiential learning. The importance of Kolb’s work is that learning is a continuous process and should not be considered by outcomes. As such, learners may lean towards a certain preference but experiential learning should focus on the cycle that involves the four processes of concrete experience (feeling), reflective observation (watching), abstract conceptualization (thinking) and active experimentation (doing). This is a continuous process where the learner can enter at any given point and complete the four processes in the learning process. There is a blending of the styles along the process and perception continuum to form the four quadrants of learning preferences. A learner may lean towards one style and preference over others, but they will use all styles and preferences in the learning process. The challenge of the instructor is to not mirror their own preferred learning style or preference in the instructional process. The instructor should use the four learning styles and four learning preferences in the instructional setting, focusing on the best style and preferences for the material being presented.

#### Instructional Note

Design learning to fit the material and the instructional setting. As with Kolb’s model, the importance is that learning is a continuous process and should not be considered by outcomes. The model depicts a continuous process where the learner can enter at any given point and complete the four processes in the learning process. A learner may lean towards one style and preference over others, but they will use all styles and preferences in learning. The instructor should use the four learning styles and four learning preferences in the instructional setting, focusing on the best style and preferences for the material being presented.

## Learning Objectives

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- Contract between the instructor and the learner
- Must be learner-focused, not instructor-focused
- Answers the question: “What will participants be able to do upon the successful completion of the learning session?”
- “What’s in it for me?”

The self-directed adult learner must control their learning experience. They need to understand why the material has relevance in the context of professional, social or personal growth. A learning objective should be considered a contract between the instructor and the learner. The instructor understands what they are expected to deliver and the learner understands the expected outcome in terms knowledge, skills and attitude of the learning session in clear, measurable terms. Learning objectives should answer the following question:

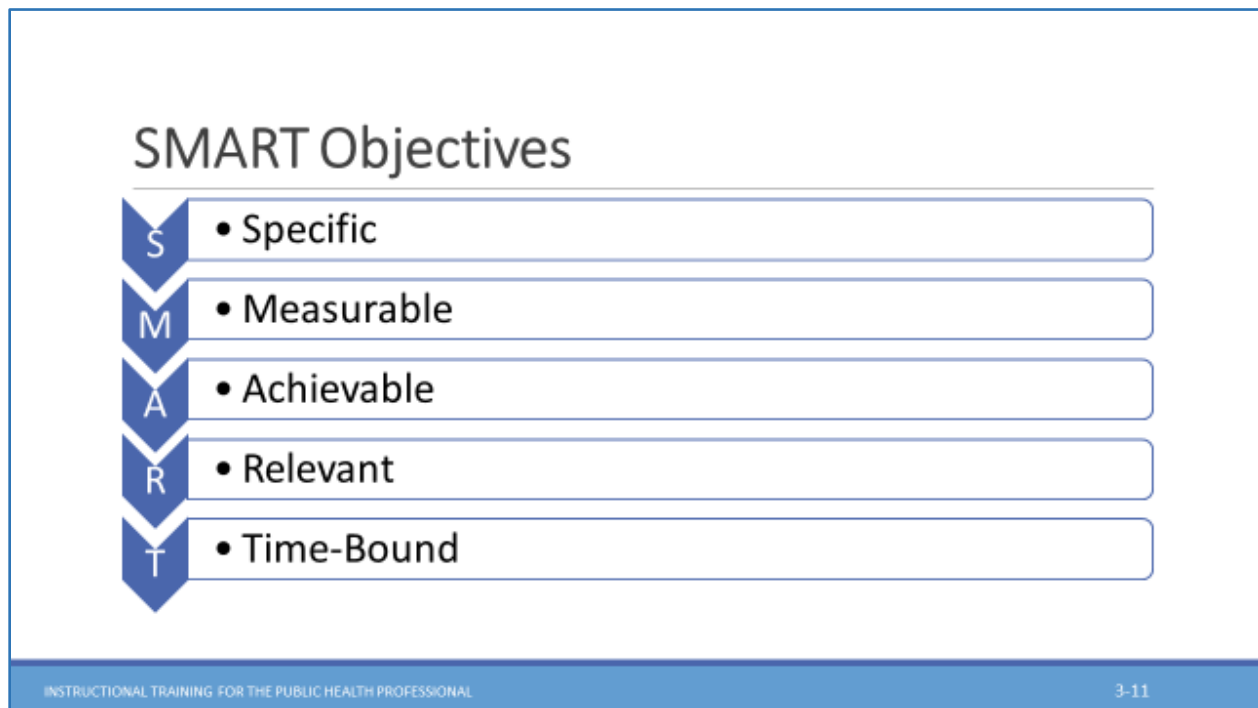
What will participants be able to do upon the successful completion of the learning session?

Note: “Able to do” must be related to learning. Therefore, “do” can be substituted for accomplish a stable and persisting change in knowledge, skill or attitude.

Much of the instruction that occurs is the work of instructional designers and learning objectives follow the subject matter. This does not preclude the instructor to make relevant the objectives to the learner by providing some lead-in examples answering the question of “what’s in it for me?”. There should be a presumption that learners have entered into the instructional setting primarily due to the fact that the subject matter has importance. It is then up to the instructor to express the learning objectives in such a way that the learner understands the relevance of the material from their perspective.



## Setting SMART Objectives



There are several models used to establish objectives. A common model is the SMART Model. This model was developed by George T. Doran in 1981. The acronym can be broken down as follows:

**Specific:** Use clear, direct language and tell the learner what they should expect to be able to do as a result of the training session.

**Measurable:** As you set objectives, it is important to realize that there are certain actions that cannot be objectively measured. The objective must be written so that any objective observer could watch the learner's performance and agree if the objective has been satisfied or not.

**Achievable:** Learning objective must be something your learners have a chance of completing/satisfying. The adult learner must have enough pre-existing knowledge, time, and similar resources. Conversely, don't make objective too easy so that the learner is not challenged and engaged.

**Relevant:** The objective must have value to the learner. If your objective must answer the question "what's in it for me?".

**Timely and Time-bound:** Make sure the object describes a gained knowledge, skill or attitude that can be used in a timely fashion. Learning that focuses on a current problem facing the adult learner will be more effective. Lastly, the objective must have time bounding. This means that it the objective, if met will be accomplished within a given time period.

# Learning Objective Construction

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Intended Audience-Action Verb-Standard-Condition

**At the end of Module 2, participants will be able to prepare a line list using complaint intake forms to assess foodborne disease in the community.**

## Instructional Note

Explain to participants that the intended audience are the participants; the action verb is “prepare”; the standard is a “line list” and the condition is “assess foodborne disease in the community”. Mention to the participants that based on the action verb that this objective calls for higher-level learning and this will become evident with the next slide describing action verbs.

Strong learning objectives generally will have four factors and will tie the learning objective back to the SMART model. The four factors are:

Intended Audience - Action Verb – Standard - Condition

The intended audience which is the participant or learner. An action verb which states precisely what the learner will do following successful instruction. A standard that will tell how the learner will perform. A condition which will describe relevant factors associated with a desired outcome.

The following is a diagramed learning objective using the four factors and incorporating SMART Objectives.

**At the end of Module 2, participants will be able to prepare a line list using complaint intake forms to assess foodborne disease in the community.**

Audience = Participants

Action Verb = Prepare

Standard = A line list using complaint intake forms

Condition = Assess foodborne disease in the community.

It meets SMART objectives as it is specific (prepare a line list), measurable (line list), achievable (if the Module content supports the objective), relevant (if the participants are in a foodborne outbreak delivery) and time limited (by the end of Module 2).

Remember	Understand	Apply	Analyze	Evaluate	Create
<ul style="list-style-type: none"><li>• Recognize</li><li>• Identify</li><li>• Match</li><li>• Define</li><li>• Name</li><li>• Select</li></ul>	<ul style="list-style-type: none"><li>• Associate</li><li>• Explain</li><li>• Summarize</li><li>• Describe</li><li>• Paraphrase</li><li>• Discuss</li></ul>	<ul style="list-style-type: none"><li>• Apply</li><li>• Distinguish</li><li>• Operate</li><li>• Perform</li><li>• Discover</li><li>• Construct</li></ul>	<ul style="list-style-type: none"><li>• Analyze</li><li>• Classify</li><li>• Determine</li><li>• Inspect</li><li>• Compare</li><li>• Solve</li></ul>	<ul style="list-style-type: none"><li>• Appraise</li><li>• Choose</li><li>• Judge</li><li>• Rate</li><li>• Score</li><li>• Justify</li></ul>	<ul style="list-style-type: none"><li>• Arrange</li><li>• Build</li><li>• Produce</li><li>• Specify</li><li>• Develop</li><li>• Formulate</li></ul>

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Central to the concepts mentioned above are the “Action verbs”. These verbs are used to describe a particular cognitive level (remember Bloom’s taxonomy?) when writing learning goals. Some examples of such verbs

- **Remember:** Recognize, Identify, Match, List, Define, Name, Select, Describe, Recall
- **Understand:** Associate, Define, Explain, Summarize, Describe, Paraphrase, Discuss
- **Apply:** Apply, Distinguish, Operate, Utilize, Perform, Discover, Modify, Construct
- **Analyze:** Analyze, Classify, Determine, Inspect, Recognize, Compare, Compute, Solve
- **Evaluate:** Appraise, Choose, Conclude, Describe, Judge, Rate, Score, Evaluate, Justify
- **Create:** Arrange, Build, Create, Design, Produce, Rewrite, Specify, Develop, Formulate

### Instructional Note

In the example above, the action verb “prepare” was used. Ask the participants which cognitive level the action verb “prepare” would be found. Prepare would be a verb at the create cognitive level.

### Evaluate Your Plan and Adjust as Necessary

Evaluation or assessment must be integrated into all instructional strategy. Assessment may be broken down into the following three components:

#### Monitoring Learner Engagement

The adept instructor will constantly assess learner engagement during instruction and make adjustments as appropriate for the material being delivered. Assessment of learner engagement may not be a direct measure of the expected outcome of learning but clearly it is a measure of instructor competence.

### Instructional Note

The following two slides are quick activities to engage the learner. Upon advancement to the slide, only the title will be shown. Ask learners to respond to what verbal or non-verbal traits would be observed with the engaged learner and the disengaged learner. Make it fun. Ask for demonstrations.

## The Engaged Learner

Smiles at  
concepts

Head nodding

Leans  
forward, looks  
attentive

Shares  
experiences

Makes eye  
contact with  
the instructor

Asks relevant  
questions



The following lists are verbal and non-verbal cues that the learner is engaged in the process and the outcome of the learning session will be positive:

- Head nodding
- Smiles at concepts
- Participant makes eye contact with the instructor
- Asks relevant questions
- Shares experiences applicable to the material be presented
- Leans forward, looks attentive

## The Disengaged Learner

Talks with  
neighbors

Appears  
distracted

Crosses arms

Drums fingers

Yawns

Not attentive  
to time  
management



Some verbal and non-verbal cues that may indicate that learners are disengaged and different tactics may be necessary to engage the learner:

- Appears distracted
- Talks with neighbors
- Crosses arms
- Yawns
- Drums fingers, writing instrument or something else
- Not attentive to time management – shows up late from breaks

### Assessing Learning Session Outcomes

At this level, the instructor measures, or attempts to measure, how much the learners learned. This may equate to understanding if the learning objectives were met and may be measurable by the output of exercises, outcome of any knowledge checks/quizzes or direct questioning of participants on key concepts or objective of the course or session delivery. Assessment at this stage should be considered as a prompt for the instructor to change delivery strategies if it is possible within the scope of the delivery. Assessment tactics will be discussed in the next module.

### Building a Safe Learning Environment

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- Address participants by name and make sure you are pronouncing their name correctly
- Be careful not to focus on a person or a group of people while ignoring others
- Ask participants for their thoughts and acknowledge their contribution
- Be sensitive to racial and cultural differences
- Recognize disabilities in participants and make appropriate accommodations

How do you build a safe learning environment? You first need to recognize the components that go into a safe environment. It is important to foster a learning environment in which participants feel safe, relaxed, and willing to take risks, especially for learners who may have had negative experiences in traditional classroom environments. Participants often describe supportive learning environments as expanding their sense of family and enhancing their self-esteem.

A safe environment gives participants an identity and makes them feel welcome. Address participants by name and make sure you are pronouncing their name correctly. Don't wait to be corrected if you mispronounce a name. Use name tent cards for participants and when a unique name is observed ask the participant how their name is pronounced. This makes a powerful statement to participants that you care. Make eye contact with participants and be careful not to focus on a person or a group of people while ignoring others. Be friendly with participant in and out of class.

Ask participants for their thoughts about a subject being discussed and acknowledge their contribution. Participants will feel respected and will not feel that they have a subordinate relationship with the instructor. Be prepared to present all sides of an issue and present all views regarding a subject as worthy. Don't let participants in the minority opinion feel like that are being singled out and ganged up upon.

Be sensitive to racial and cultural differences in the instructional setting. Address participants that appear to be creating tension relating to racial and cultural difference. Confront bigoted jokes or slurs wherever you encounter them. Don't tolerate the use of language that discriminates against any person. The instructor must serve as the role model when establishing the learning environment's normative values for discriminative activities.

Recognize disabilities in participants and make appropriate accommodations. Don't be overly engaged with the disabled participant, treat them with the same respect afforded all participants.

In conclusion, a safe learning setting starts with the instructor. Through their actions they establish the expected behaviors. The adept instructor will read body language to understand if they are disengaged due to the subject matter as well as if they feel comfortable and safe in the learning setting.

## Summary

**Summary**

- Understand the motivation factors of the adult learner
- Identify tactics or strategies utilized in the adult learning process
- Identified how to set meaningful learning objectives
- Recognize and monitor learner engagement
- Creating a safe learning environment

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This module focused on understanding and applying instructional strategies to enhance the adult learning experience.

- Explain the motivation factors of the adult learner
- Identify tactics or strategies utilized in the adult learning process
- Explain how to set meaningful learning objectives
- Recognize and monitor learner engagement
- Describe the elements that contribute to a safe learning environment



Coming Up Next

Coming Up Next

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**Instruction and Delivery Skills**