



Adult Learning and Facilitation

Virtual Participant Guide

OUR MISSION AT AVEDA IS TO CARE FOR THE WORLD WE LIVE IN, FROM THE PRODUCTS WE MAKE TO THE WAYS IN WHICH WE GIVE BACK TO SOCIETY. AT AVEDA, WE STRIVE TO SET AN EXAMPLE FOR ENVIRONMENTAL LEADERSHIP AND RESPONSIBILITY, NOT JUST IN THE WORLD OF BEAUTY, BUT AROUND THE WORLD.

HORST RECHELBACHER, FOUNDER

1 | Part One

Learning objectives

By the end of this session, you will be able to:

- Understand learners and learning styles as part of the preparation to be a facilitator
- Explore fun ways to provide interactivity while validating knowledge

Expectations

Collecting what the learners hope to get out of the day is our first tip of the day. A best practice, whether virtual or in person, is to start by collecting the learners expectations and capture them on a flip chart or slide.

How Adults Learn

- Need to know the reason “why”
 - Feel the need to take responsibility for their lives and decisions
 - Have the tendency to link their past experiences to anything new and validate new concepts based on prior learning
 - Are usually practical, resent theory and need information that can be immediately applicable to their professional needs
 - Tend to start with a problem and then work to find a solution.
 - Require a meaningful engagement, such as posing and answering realistic questions and problems is necessary for deeper learning
 - Use experience (including error) to provide the basis for learning activities
 - Are most interested in learning subjects having immediate relevance to their work and/or personal lives
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1. Adults have a need to **know why** they should learn something
 2. Adults have a deep need to be **self-directing**
 3. Adults have a **greater** volume & different quality of **experience** than youth
 4. Adults become ready to learn in order to **perform** more **effectively** & **satisfyingly**
 5. Adults enter into a learning **experience** with **problem-centered** orientation
 6. Adults are **motivated** to learn by both **extrinsic** & **intrinsic** motivators
- Require problem-centered rather than content-oriented learning
 - Respond better to internal versus external motivators
 - Participation in learning is usually voluntary

Learning Styles

SITUATION	VISUAL	AUDITORY	KINAESTHETIC PHYSICAL TACTILE
Operate new equipment	read instructions --	listen to explanation --	have a go --
Travel directions	look at a map --	ask for spoken directions --	follow your nose and maybe use a compass --
Cook a new dish	follow a recipe --	call a friend for explanation --	follow your instinct, tasting as you cook --
Teach someone something	write instructions --	explain verbally --	demonstrate and let them have a go --
You'd say..	I see what you mean --	I hear what you are saying --	I know how you feel --
You'd say..	show me --	tell me --	let me try --
You'd say..	watch how I do it --	listen to me explain --	you have a go --
Faulty goods	write a letter --	Phone --	send or take it back to the store --
Leisure	museums and galleries --	music and conversation --	playing sport or DIY --
Buying gifts	Books --	Music --	tools and gadgets --
Shopping	look and imagine --	discuss with shop staff --	try on and test --
Choose a holiday	read the brochures --	listen to recommendations --	imagine the experience --
Choose a new car	read the reviews --	discuss with friends --	test-drive what you fancy --

Add up your Learning Style scores - one point for each time you selected the 'answer' in that column. (Ex: Visual 7, Auditory 3, Kinesthetic 3)

2 | Part Two

Learning objectives

By the end of this lesson, you will be able to:

- Understand learners and learning styles as part of the preparation to be a facilitator
- Dispel the myths and mystique about being an effective facilitator
- Explore methods of effectively facilitating for increased results and enhanced productivity
- Explore fun ways to provide interactivity while validating knowledge

Auditory Learners



LEARN BEST BY HEARING FACTS & RELEVANT DETAILS

- These learners pay close attention to the speakers words, tone of voice, speed pitch for clues to interpret information
- These individuals like discussions that include verbal examples that they can relate to

EDUCATOR TECHNIQUES

- Plan Conversations
- Allow for Video Viewing
- Let the learner listen to others
- Vary your vocal speed, volume and pitch

ADDITIONAL NOTES:

Visual Learners

LEARN BEST BY SEEING, READING, WATCHING

- Visual Learners often take notes so they don't forget important information as they want to review it at a later time



EDUCATOR TECHNIQUES

- Use graphs, charts, illustrations or other visual aids
- Provide reading time
- Allow for video learning
- Let the learner watch others
- Provide sufficient time to review any written materials

ADDITIONAL NOTES:

Kinesthetic Learners

LEARN BEST BY DOING

- These learners can't always pay attention for long periods of time
- Tactile learners often look distracted like they have 'ants in their pants'



EDUCATOR TECHNIQUES

- Let learners know when hands-on activities will be involved
- Present written & verbal information in bite-sized pieces
- Give frequent breaks
- Let them move!
- Be Patient / Provide Fidgets

ADDITIONAL NOTES:

Meeting Learning Style Needs

After going through the three learner types, what are your two biggest ah-ha's that will help you cater to all learning styles? Record your take-aways below.

Retention & Knowing Your Audience

Building retention requires more than just recognizing learning styles. Make sure you are prepared for your audience.

Before EVERY education event – you should answer the following questions:

- Who is your audience that will be attending? Is it all one work group or a combination of positions? How many will be there? Is there anyone already an expert?
- Why are they there? Are they there as a requirement or voluntary? Do they come with previous experience or is this all new to them?
- What are they coming to hear? Is this educational or motivational in nature? Are they looking to fall in love with the brand or learn a new skill
- What do you want to say to them? What did you commit to knowledge transfer?

During EVERY education event - look for ways to learn more:

- Ask open ended questions when greeting the participants
- Use a show of hands (or virtual poll) to learn experience levels
- Ask for expectations



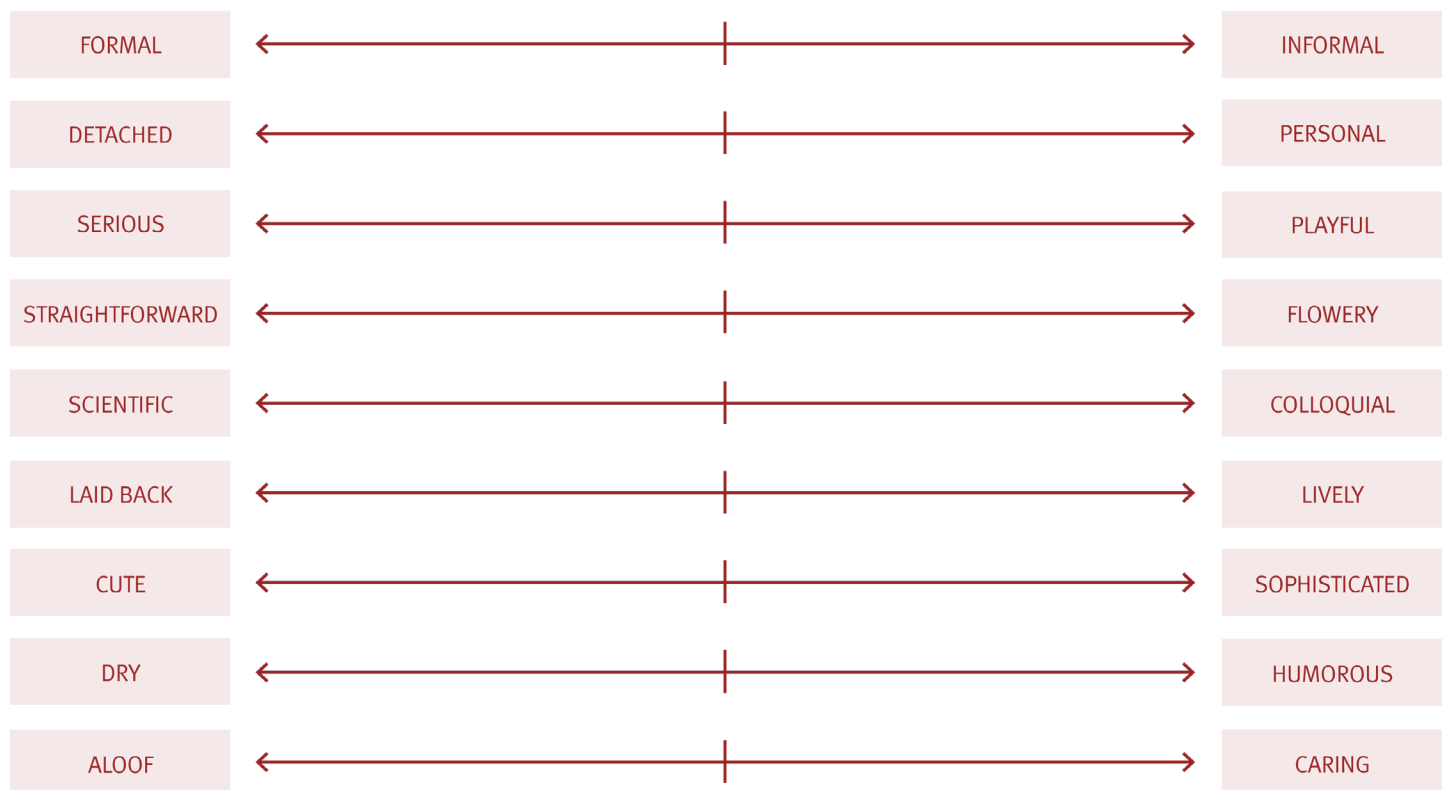
What Makes Educators Good or Bad?

GOOD

BAD

Your Personal Style

There is no wrong answer as it relates to style. It is just about awareness.



Additional Notes

Use the space below to take any additional notes about today's tips and activities.

3 | Part Three

Learning objectives

By the end of this lesson, you will be able to:

- Demonstrate facilitation skills through “live” practice sessions

Effective Feedback

Effective feedback is a gift. A great best practice is to ask the recipient how they best receive the feedback so that you can delivered in a way that is meaningful and useful to them.

1. Be direct, be honest, be kind
2. If you see something that can be improved – mention it
3. Look for fillers to build awareness

NOTES:



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