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An Application of Adult Learning and Program Design

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John A. Henschke, EdD

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BY

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A workshop conducted with Trainers in MCAIR Corp.
St. Louis, MO
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FORWARD

Preparation of these materials on the topics of adult learning and program design has been most challenging and rewarding. I know the conduct of this learning experience will be equally beneficial to me. I hope the participants will find their competencies and their job performance at MCAIR strengthened through the personal investment of themselves and their time.

Thanks to MCAIR Corporation for the opportunity of involvement in this project.

SEPTEMBER 1987

John A. Henschke

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OBJECTIVES

At the conclusion of this workshop participants will have increased their:

- Knowledge of how adults learn and designing learning programs;
- Understanding of applying adult learning and design principles to learning experiences in MCAIR;
- Skills in designing and critiquing adult learning programs in MCAIR; and,
- Positive attitude and valuing the training design and process of MCAIR adult learning programs.

THE ASSUMPTIONS AND PROCESS ELEMENTS OF THE PEDAGOGICAL AND ANDRAGOGICAL MODELS OF LEARNING

By Malcolm S. Knowles

ASSUMPTIONS		
About:	Pedagogical	Andragogical
Concept of the learner	Dependent personality	Increasingly self-directed
Role of learner's experience	To be built on more than used as a resource	A rich resource for learning by self and others
Readiness to learn	Uniform by age-level and curriculum	Develops from life tasks and problems
Orientation to learning	Subject-centered	Task or problem-centered
Motivation	By external rewards and punishments	By internal incentives, curiosity

The body of theory and practice on which teacher-directed learning is based is often given the label "pedagogy," from the Greek words paid (meaning child) and agogus (meaning guide or leader)--thus being defined as the art and science of teaching children.

The body of theory and practice on which self-directed learning is based is coming to be labeled "andragogy," from the Greek word aner (meaning adult)--thus being defined as the art and science of helping adults (or, even better, maturing human beings) learn.

PROCESS ELEMENTS		
Elements	Pedagogical	Andragogical
Climate	Tense, low trust Formal, cold, aloof Authority-oriented Competitive, judgmental	Relaxed, trusting Mutually respectful Informal, warm Collaborative, supportive
Planning	Primarily by teacher	Mutually by learners and facilitator
Diagnosis of needs	Primarily by teacher	By mutual assessment
Setting of objectives	Primarily by teacher	By mutual negotiation
Designing learning plans	Teachers' content plans Course syllabus Logical sequence	Learning contracts Learning projects Sequenced by readiness
Learning activities	Transmittal techniques Assigned readings	Inquiry projects Independent study Experiential techniques
Evaluation	By teacher Norm-referenced (on a curve) With grades	By learner-collected evidence validated by peers, facilitators, experts Criterion-referenced

These two models do not represent bad/good or child/adult dichotomies, but rather a continuum of assumptions to be checked out in terms of their rightness for particular learners in particular situations. If a pedagogical assumption is realistic for a particular situation, then pedagogical strategies are appropriate. For example, if a learner is entering into a totally strange content area, he or she will be dependent on a teacher until enough content has been acquired to enable self-directed inquiry to begin.

TRAINER'S PROCESS PLAN

Program: _____ Trainer: _____

Date: _____ Time: _____

AT THE OPENING SESSION:

1. How will you introduce yourself? How will you describe your perception of your role, your special resources and limitations, your availability for consultations, etc.?

2. What procedures will you use to engage the participants in becoming acquainted with one another in terms of their work experience, resources, interests.

3. What other procedures will you use to establish a climate of mutual respect, collaborativeness rather than competitiveness, informality, security, warmth of relationship with you, supportiveness, etc.?

4. How will you engage the participants in examining, clarifying, and influencing the objectives of the program?

5. How will you acquaint the students with your plan of work for the program and their responsibilities in it?

6. How will you help them prepare to carry the responsibilities you expect of them?

7. How will you acquaint the participants with the resources (material and human) available to them for accomplishing their learning objectives?

8. What learning activities will you suggest the participants engage in between the first and second sessions of the program?

9. What physical arrangement of your meeting room do you prefer to facilitate interaction among the participants and between them and you?

IN SUBSEQUENT SESSIONS (indicate which session when appropriate):

1. How will you engage the participants in diagnosing their individual and collective needs and interests regarding the content of the program?

2. How will you engage the participants in formulating learning objectives based on their diagnosed needs and interests?

3. What specific learning strategies (methods, techniques, devices, materials, etc.) do you propose using in this program?

4. How will the participants be involved in selecting and participating in these strategies?

5. What procedures and tools will you use for helping participants assess their progress toward their objectives?

6. What procedures and tools will you use for evaluating learning outcomes at the end of the program?

7. If appropriate, how will evaluation of their performance be arrived at?

8. What procedures and tools will you use for getting feedback from the participants periodically and at the end regarding the quality of this learning experience?

9. What content do you expect to be acquired through this program (including knowledge, understanding, skills, attitudes, and values)?

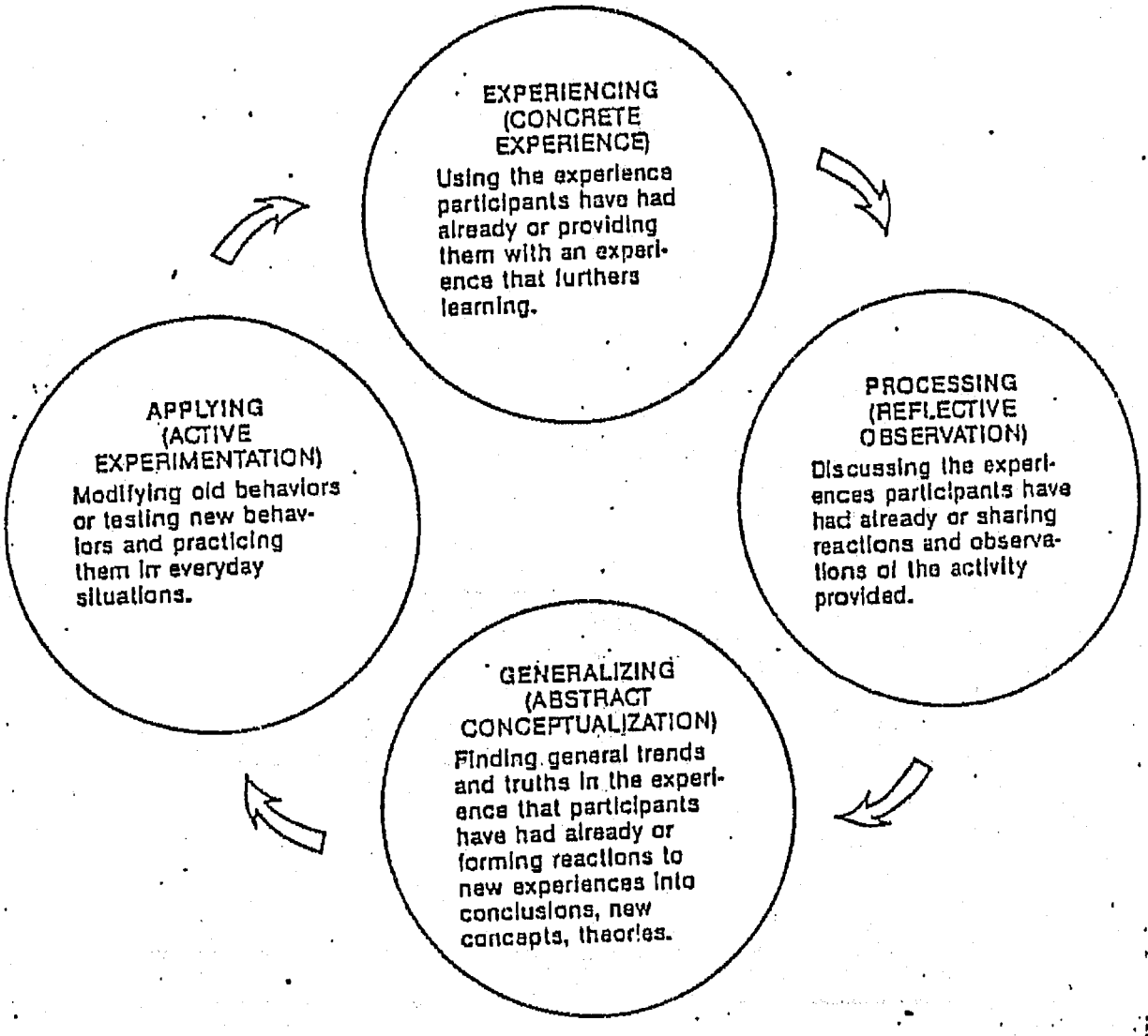


Figure 1. The Adult Learning Cycle

Pedagogical | Andragogical Learning Cycle

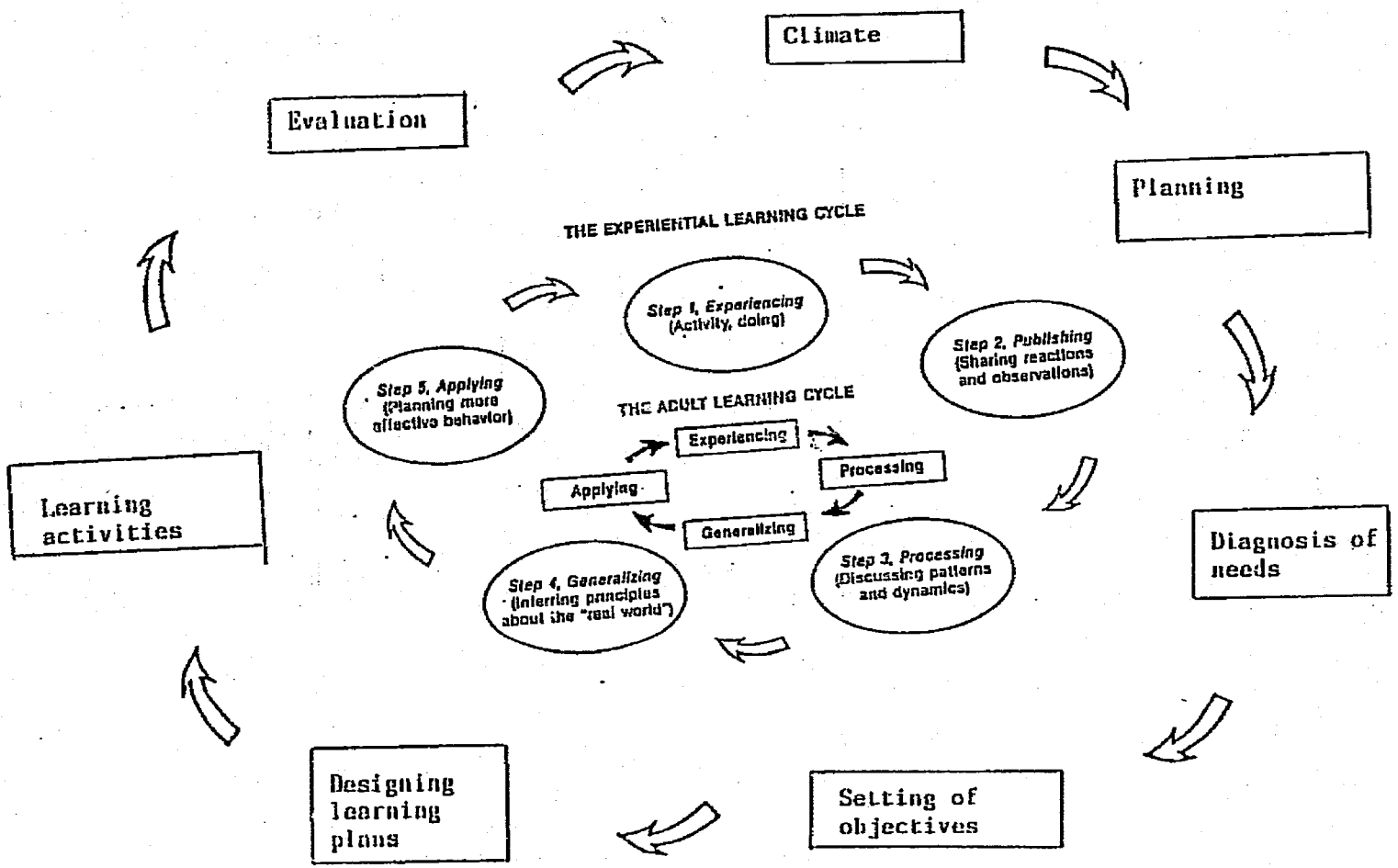
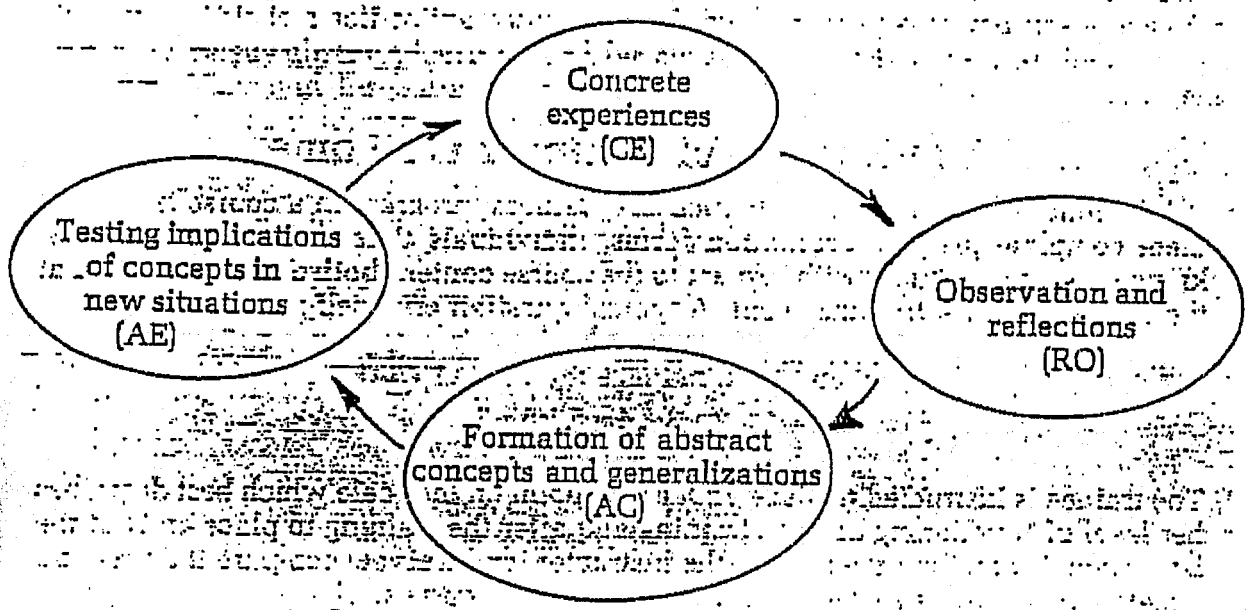


Figure 1 The Experiential Learning Cycle, The Adult Learning Cycle and the PEDAGOGICAL AND ANDRAGOGICAL Learning Cycle

The Experiential Learning Cycle ⑦

David Kolb, a developmental psychologist, has developed a way of looking at adult learning as an "experiential process"[1]. Learning for him is a four-stage cycle: concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE).



A learner, to be fully effective, needs four different abilities. She must be able to involve herself fully, openly, and without bias in new experiences (CE), she must be able to reflect on and observe these experiences from many perspectives (RO), she must be able to create concepts that integrate her observations into logically sound theories (AC), and she must be able to use these theories to make decisions and solve problems (AE).

To state it another way[2], learning can be seen as a process in which a person experiences something directly, not vicariously, reflects on the experience as something new or as related to other experiences, develops some concept by which to name the experience, and uses the concept in subsequent actions as a guide for behavior. Out of these four steps the person derives a new set of experiences that lead to a repeat of the learning cycle.

[1] *Kolb has developed a Learning Styles Inventory (see next page) and written extensively on the use of learning styles information in problem-solving, career planning, and course development. A good place to start reading is: Kolb, D. & Fry, R. "Toward an Applied Theory of Experiential Learning," in G. Cooper (ed.) Theories of Group Process. London: Wiley, 1975.*

[2] *How might you apply the experiential learning model in field projects, practica and internships? For suggestions see: Glen L. Gish. "The Learning Cycle." Synergist. Spring 1979. pp 2-6.*

THE LEARNING STYLE INVENTORY

(3)

This survey is for describing how you learn—the way you find out about and deal with ideas and situations in your life. Different people learn best in different ways. The different ways of learning described in the survey are equally good. The aim is to describe how you learn, not to evaluate your learning ability. You might find it hard to choose the descriptions that best characterize your learning style. Keep in mind that there are no right or wrong answers—all the choices are equally acceptable.

Instructions

There are nine sets of four descriptions listed in this inventory. Mark the words in each set that are most like you, second most like you, third most like you, and least like you. Put a four (4) next to the description that is most like you, a three (3) next to the description that is second most like you, a two (2) next to the description that is third most like you, and a one (1) next to the description that is least like you (4 = *most* like you; 1 = *least* like you). Be sure to assign a different rank number to each of the four words in each set; *do not make ties.*

Example:

0. __4__ happy __3__ fast __1__ angry __2__ careful

(Some people find it easiest to decide first which word best describes them (__4__ happy) and then to decide the word that is least like them (__1__ angry). Then you can give a 3 to that word in the remaining pair that is most like you (__3__ fast) and a 2 to the word that is left over (__2__ careful).

1.	____discriminating	____tentative	____involved	____practical
2.	____receptive	____relevant	____analytical	____impartial
3.	____feeling	____watching	____thinking	____doing
4.	____accepting	____risk taker	____evaluative	____aware
5.	____intuitive	____productive	____logical	____questioning
6.	____abstract	____observing	____concrete	____active
7.	____present-oriented	____reflecting	____future-oriented	____pragmatic
8.	____experience	____observation	____conceptualization	____experimentation
9.	____intense	____reserved	____rational	____responsible

Scoring Instructions

The four columns of words correspond to the four learning style scales: CE, RO, AC, and AE. To compute your scale scores, write your rank numbers in the boxes below only for the designated items. For example, in the third column (AC), you would fill in the rank numbers you have assigned to items 2, 3, 4, 5, 8, and 9. Compute your scale scores by adding the rank numbers for each set of boxes.

Score items: 2 3 4 5 7 8	Score items: 1 3 6 7 8 9	Score items: 2 3 4 5 8 9	Score items: 1 3 6 7 8 9
CE = ____	RO = ____	AC = ____	AE = ____

To compute the two combination scores, subtract CE from AC and subtract RO from AE. Preserve negative signs if they appear.

AC-CE: AC ☐ - CE ☐ =

AE - RO: AE ☐ - RO ☐ =

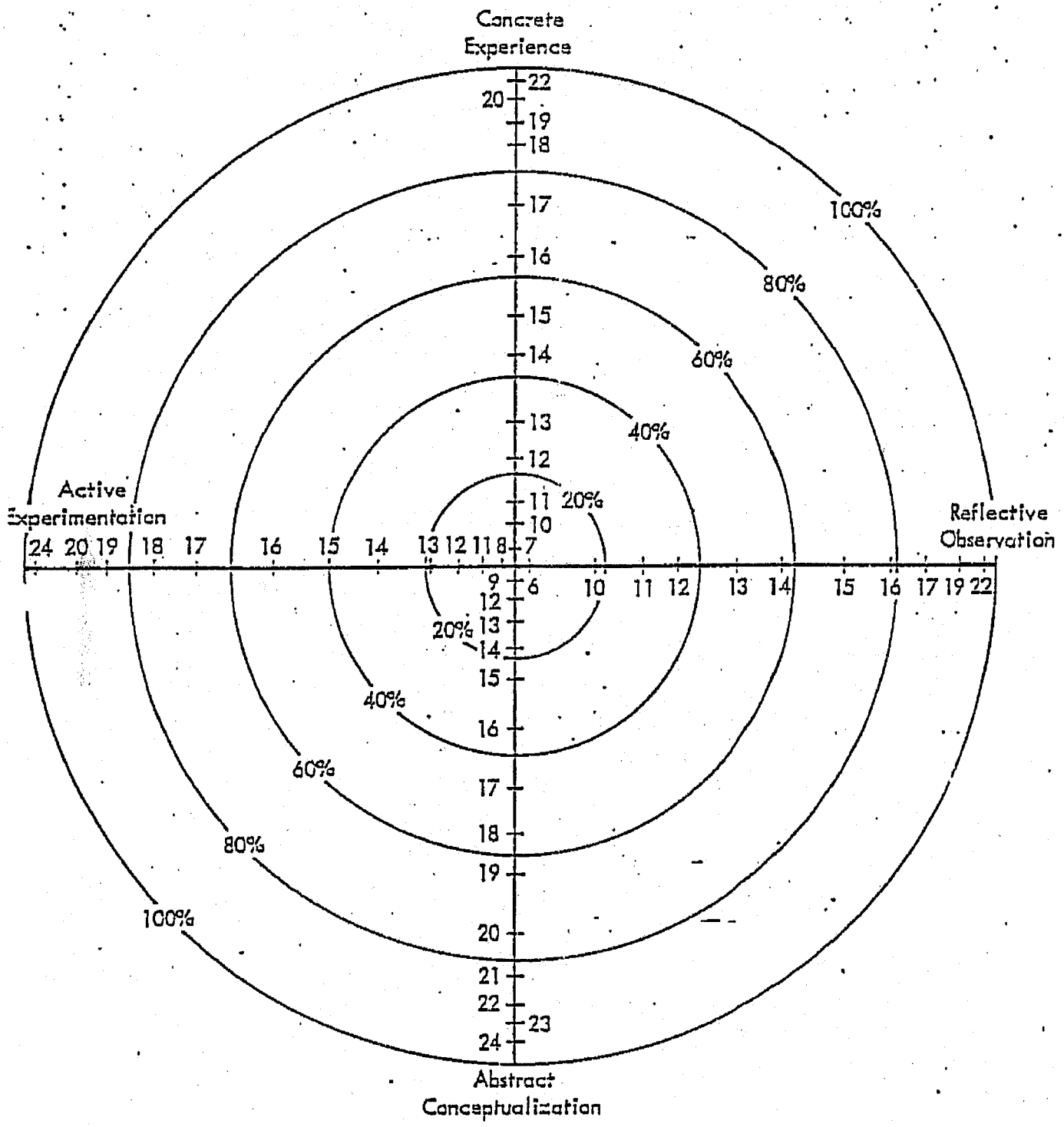


FIGURE 2-1 The Learning Style Profile Norms for the Learning Style Inventory (Copyright 1976 by David A. Kolb)

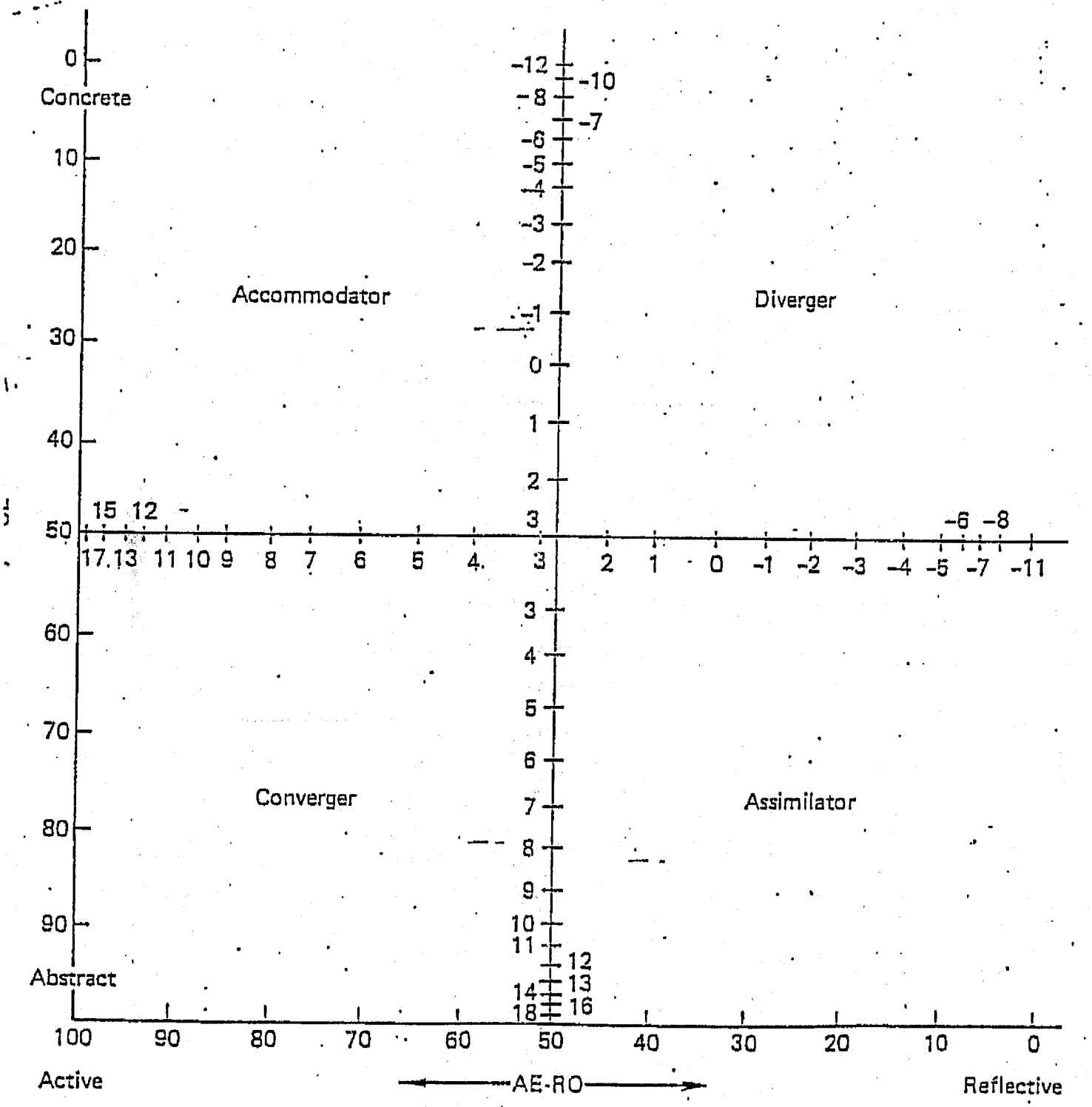


FIGURE 2-2 Learning Style Type Grid (Copyright 1976 by David A. Kolb)

Consider Learning Styles When Planning Programs (11)

"Learning style" is the unique way each individual gathers and processes information. By understanding these differences and taking them into consideration when designing any type of educational program, you can have more effective learning outcomes, more positive learner participation, and even reduce training time[1]. Kolb's Learning Styles Inventory[2] has been developed to measure a person's learning style. This is a self-rating assessment of the learner's perceived preference for concrete versus abstract learning and for active versus reflective learning.

David Kolb and his associates have tested the LSI on a number of different groups, such as managers, college students, medical students, and college faculty. The results helped identify four statistically different types of learning styles, which Kolb has designated as "Converger, Diverger, Assimilator, and Accommodator." Their characteristics are summarized below.

CONVERGER

The Converger's learning style emphasizes abilities in Abstract Conceptualization (AC) and Active Experimentation (AE). An individual with this learning style seems to do best in activities requiring the practical application of ideas. His knowledge seems to be organized so that through hypothetical deductive reasoning he may focus it on specific problems. Research has shown Convergers to be relatively unemotional, having a preference for working with "things" rather than people, and having narrow technical interests, generally choosing to specialize in engineering and physical sciences.

DIVERGER

The Diverger has a learning style opposite to that of the Converger, with strength in imaginative ability and being able to view complex situations from many perspectives. He performs well in "brainstorming" sessions. Research has shown Divergers to be interested in people, having broad cultural interests often specializing in the arts. This style of learning is characteristic of humanities and liberal arts programs. Counselors, personnel managers, and sociologists tend toward this style.

ASSIMILATOR

The Assimilator's dominant learning abilities are Abstract Conceptualization (AC) and Reflective Observation (RO). Persons with this learning style excel in the creation of theoretical models and inductive reasoning. Although he is concerned with the practical use of theories, it is more important to the Assimilator that the theory be logically sound; and if the theory does not fit the "facts," he is likely to re-examine those facts. This learning style is more characteristic of persons in the basic sciences and mathematics than the applied sciences.

(12)

ACCOMMODATOR

The Accommodator's learning strengths lie in doing things and involving oneself in new experiences. Quite the opposite of the Assimilator, this person excels in situations where he must adapt to specific immediate circumstances, and if his plan or theoretical explanation does not fit the situation, he will discard it. He tends to solve problems in an intuitive, trial and error manner, relying on others for information instead of his own analytic ability. The Accommodator is at ease with people and often found in action-oriented jobs in business, marketing or sales.

The most obvious use for the Inventory is for the purpose of pre-course planning. It could be mailed to participants several weeks before the first meeting, returned to the planner, scored and the results used to plan the instructional techniques, learner activities and teaching aids. Scores could be averaged and the event tailored to meet the needs of the majority. Or, the group could be divided according to learning style similarities—or differences.

An alternative use is to correlate it with course evaluations. For example, a person who did not like the use of discussion and small group activities (and had a high score on Abstract Conceptualization), probably did so because he or she prefers theory, symbols and logical thinking over people-oriented activities and discovery-type learning. This combined information makes better use of participants' comments than a mere "0" rating on "How did you like the group projects?"

You could also use the survey's information for deliberately not "matching." The most effective learning may occur when the learner is confronted with new, uncomfortable environments that elicit the application or development of nondominant learning abilities[4].

[1]*The Learning Style Inventory (self-scoring booklet, $2.50; technical manual, $10.00) may be ordered from McBer and Company, 136 Newbury Street, Boston, MA. 02116.*

[2]*Nancy Dixon. "Incorporating Learning Style Into Training Design." Training & Development Journal, July 1982. pp 62-64.*

[3]*Adapted by Pigg, K.E. et al. "Learning Styles in Adult Education: A Study of County Extension Agents." Adult Education. 30 (3) 1980. 233-244.*

[4]*Ronald Fry & David Kolb, "Experiential Learning Theory and Learning Experiences in Liberal Arts Education." New Directions for Experiential Learning. San Francisco: Jossey-Bass. 1979. pp 79-91.*

Kolb's Model

strengths

...avoids hierarchial judgments and argues that each style of learning has its strengths and weaknesses and its appropriate place;

...translates experience into concepts that can be used to guide the choice of new experiences;

...forms a useful basis for curriculum planning, implementation, and evaluation;

...provides for a range of educational and occupational groups;

weaknesses

...method of measuring learning styles has been sharply criticized;

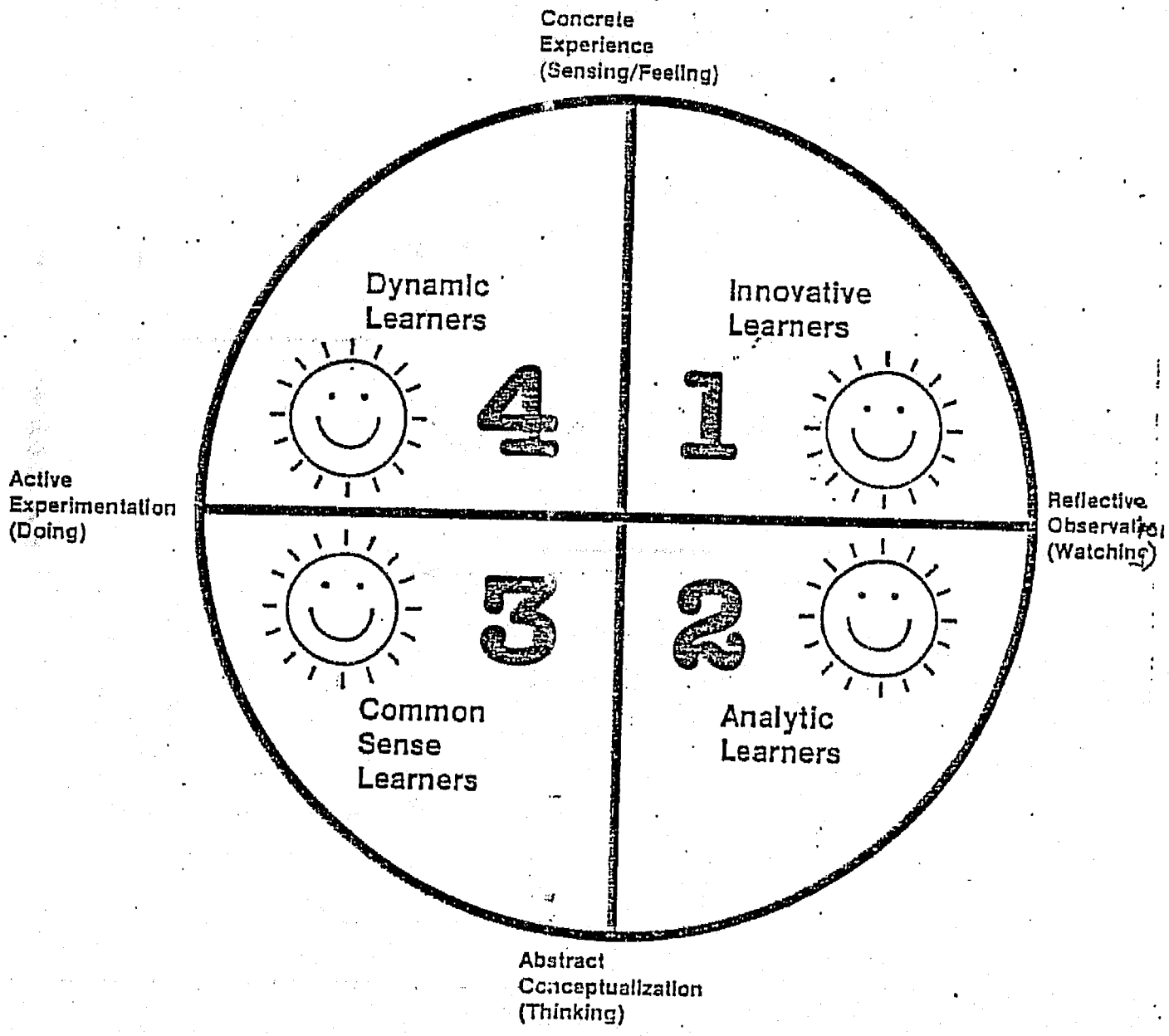
...questionnaire is forced-choice in that method of scoring results in the four dimensions being dependent on one another;

...classification of some items questioned (i.e. 'evaluative' could be thought to describe reflective observation instead of abstract conceptualization.

...test-retest data suggest individual's scores may be rather volatile

LEARNING STYLE CHARACTERISTICS

The following descriptions were formed by combining the major findings of the learning style researchers. [redacted]



Style One
"Innovative Learners"

Seek meaning.
Need to be involved personally.
Learn by listening and sharing ideas.
Absorb reality.
Perceive information concretely and process it reflectively.
Interested in people and culture. They are divergent thinkers who believe in their own experience, excel in viewing concrete situations from many perspectives, and model themselves on those they respect.
Function through social interaction.
Strength: Innovation and imagination.
They are idea people.
Goals: Self-involvement in important issues, bringing unity to diversity.
Favorite questions: "Why or why not?"
Careers: Counseling, personnel, humanities, organizational development.

Style Two
"Analytic Learners"

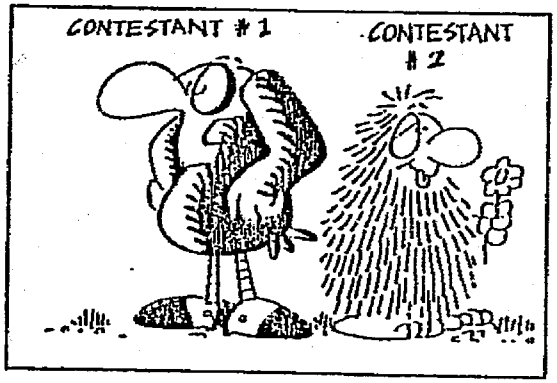
Seek facts.
Need to know what the experts think.
Learn by thinking through ideas. They form reality.
Perceive information abstractly and process it reflectively.
Less interested in people than ideas and concepts; they critique information and are data collectors. Thorough and industrious, they will re-examine facts if situations perplex them.
They enjoy traditional classrooms.
Schools are designed for these learners.
Function by adapting to experts.
Strength: Creating concepts and models.
Goals: Self-satisfaction and intellectual recognition.
Favorite question: "What?"
Careers: Basic sciences, math, research, planning departments.

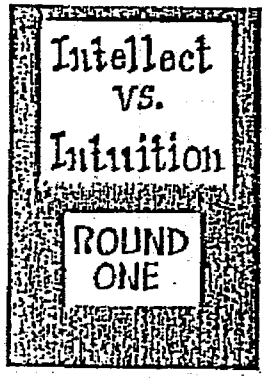
Style Three
"Common Sense Learners"

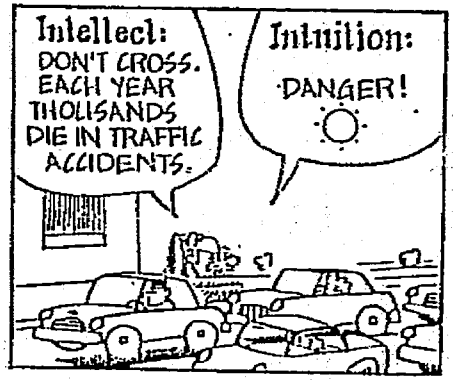
Seek usability.
Need to know how things work.
Learn by testing theories in ways that seem sensible. They edit reality.
Perceive information abstractly and process it actively. Use factual data to build designed concepts, need hands-on experiences, enjoy solving problems, resent being given answers, restrict judgment to concrete things, have limited tolerance for "fuzzy" ideas. They need to know how things they are asked to do will help in "real life."
Function through inferences drawn from sensory experience.
Strength: Practical application of ideas.
Goal: To bring their view of present into line with future security.
Favorite question: "How does this work?"
Careers: Engineering, physical sciences, nursing, technicians.

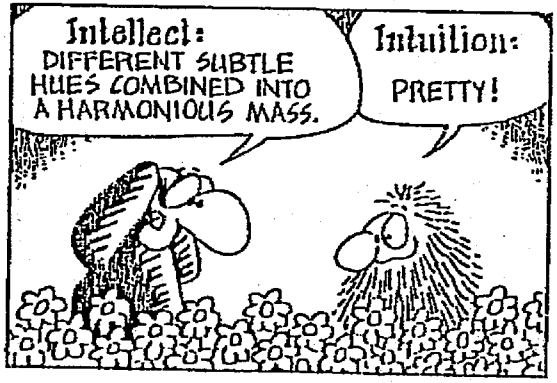
Style Four
"Dynamic Learners"

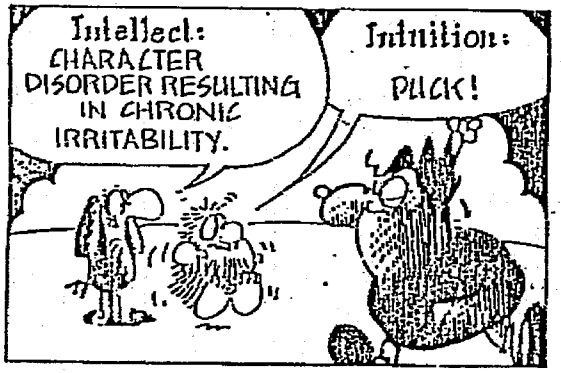
Seek hidden possibilities.
Need to know what can be done with things.
Learn by trial-and-error, self-discovery.
Enrich reality.
Perceive information concretely and process it actively.
Adaptable to change and relish it; like variety and excel in situations calling for flexibility.
Tend to take risks, at ease with people but sometimes seen as pushy. Often reach accurate conclusions in the absence of logical justification.
Function by acting and testing experience.
Strength: Action, carrying out plans.
Goals: To make things happen, to bring action to concepts.
Favorite question: "What can this become?"
Careers: Marketing, sales, action-oriented managerial jobs.

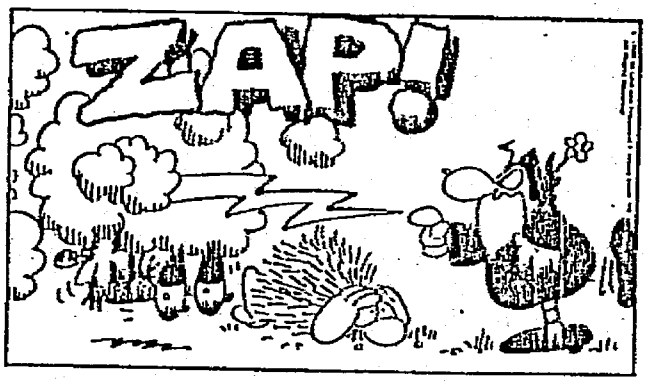


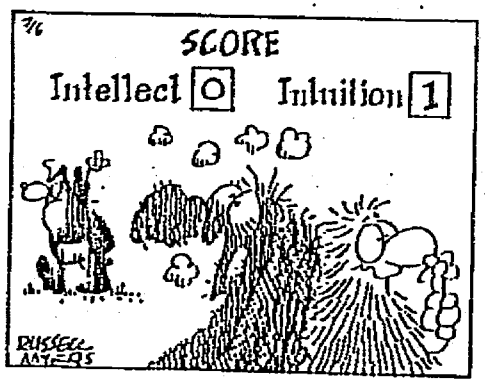












(1)

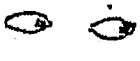
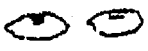
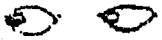
DISCOVERING YOUR HEMISPHERIC PREFERENCE

1. Tear a small hole in a piece of paper. Look through it with one eye. Which eye did you use?
2. Which hand do you write with?
3. If you are right handed, is your hand position hooked or straight?
4. Have someone test your muscle strength. Which arm is the strongest? Are they both the same?
5. Have someone look at your face. Which side appears larger? Which foot is larger?
6. Have someone ask you a number of memory questions. Which direction do your eyes move? Do they change for different types of questions?
7. Can you visualize an object in your head? Where?
8. Can you hear music or the sound of the ocean in your head? Where?

NOTES

By: Barbara Meissner Wiesler

HEMISPHERIC DOMINANCE SCREENING

TEST	RIGHT	LEFT
1. Handedness	L	R -
2. Eye	L	R
3. Writing Position	Hooked	Straight
4. Muscle Testing	L Stronger	R Stronger
5. Facial Symmetry	L Pronounced	R Pronounced
6. Posture	Loose	Straight
7. Shoulder	L Higher	R Higher
8. Turning of Eyes	 Visual	 Haptic	 Auditory

NOTES

LEFT, RIGHT, INTEGRATED BRAIN DOMINANCE CHARACTERISTICS

ft	*Right*	*Integrated*
Intellectual	• Intuitive	Equally facile at both
Remembers names	• Remembers faces	Equally facile at both
Responds to verbal instructions and explanations	• Responds to demonstrated, illustrated or symbolic instructions	Equally facile at both
Experiments systematically and with control	• Experiments randomly and with less restraint	Equally facile at both
Prefers solving problems by breaking them down into parts, then approaching the problem sequentially, using logic	• Prefers solving problems by looking at the whole, the configurations, then approaching the problem through patterns, using hunches	Equally facile at both
Makes objective judgments, extrinsic to person, looks at otherness	• Makes subjective judgment, intrinsic to person, looks at sameness	Equally facile at both
Planned and structured	• Fluid and spontaneous	Equally facile at both
Prefers established, certain information	• Prefers elusive, uncertain information	Equally facile at both
Analytic reader	• Synthesizing reader	Equally facile at both
Primary reliance on language in thinking and remembering	• Primary reliance on images in thinking and remembering	Equally facile at both
Prefers talking and writing	• Prefers drawing and manipulating objects	Equally facile at both
Prefers multiple choice tests	• Prefers open-ended questions	Equally facile at both
Prefers work and/or studies carefully planned	• Prefers work and/or studies open-ended	Equally facile at both
Prefers hierarchical (ranked) authority structures	• Prefers collegial (participative) authority structures	Equally facile at both
Controls feelings	• More free with feelings	Equally facile at both
Responds best to auditory, visual stimuli	• Responds best to kinetic stimuli (movement, action)	Equally facile at both
Not facile in interpreting body language	• Good at interpreting body language	Equally facile at both
Responsive to structure of environment	• Essentially self acting	Equally facile at both
Rarely uses metaphors and analogies	• Frequently uses metaphors and analogies	Equally facile at both
Favors logical problem solving	• Favors intuitive problem solving	Equally facile at both
Prefers single variable research	• Prefers multi-variable research	Equally facile at both

pted from *Your Style of Learning and Thinking, Forms B and C* by E. Paul Torrance[9], University of Georgia, Athens, GA. 30602

Write a few lines about the following:

1. As I reflect on my most successful experience as a trainer, I remember....

2. What I like most about being a trainer is....

3. My favorite instructional technique is....

4. What I find most difficult about training is....

The Trainer Type Inventory describes four training approaches, categorized as "Listener," "Director," "Interpreter," or "Coach." The Listener trains the Concrete Experiencer most effectively and is very comfortable in the activity and publishing steps of the Experiential Learning Cycle. The Director obtains the best results from the Reflective Observer and usually is very comfortable during step 3, processing (particularly in helping trainees to make the transition from "How do I feel about this?" to "Now what?"). The Interpreter trains in the style favored by the Abstract Conceptualizer (step 4, generalizing), and the Coach trains in the style favored by the Active Experimenter (step 5, applying). These relationships are indicated in Table 1.

Table 1. A Comparison of Trainer Types

	L Listener	D Director	I Interpreter	C Coach
Learning Environment	Affective	Perceptual	Symbolic	Behavioral
Dominant Learning Style	Concrete Experiencer	Reflective Observer	Abstract Conceptualizer	Active Experimenter
Means of Evaluation	Immediate personal feedback	Discipline based; External criteria	Objective criteria	Learner's own judgment
Means of Learning	Free expression of personal needs	New ways of seeing things	Memorization; knowing terms and rules	Discussion with peers
Instructional Techniques	Real-life applications	Lectures	Case studies, theory, reading	Activities, homework, problems
Contact with Learners	Self-directed; Autonomous	Little participation	Opportunity to think alone	Active participation
Focus	"Here and now"	"How and why"	"There and then"	"What and how"
Transfer of Learning	People	Images	Symbols	Actions
Sensory Perception	Touching	Seeing and hearing	Perceiving	Motor skills

TRAINER TYPE INVENTORY (TTI)

Mardy Wheeler and Jeanie Marshall

(23)

Instructions: There are twelve sets of four words or phrases listed below. Rank order the words or phrases in each set by assigning a *4* to the word or phrase that most closely applies to or reflects your personal training style, a *3* to the word or phrase that next best applies to your training style, a *2* to the one that next applies your training style, and a *1* to the word or phrase that is least descriptive of your training style. Be sure to assign a different ranking number to each of the four choices in each set.

You may find it difficult to rank the items. Be assured that there are no right or wrong answers; the purpose of the inventory is to describe the style in which you train most often, not how effectively you train.

1.	2.	3.
a_____ Subgroups	a_____ Showing	a_____ Symbols
b_____ Lectures	b_____ Perceiving	b_____ Actions
c_____ Readings	c_____ Helping	c_____ People
d_____ Lecture-discussions	d_____ Hearing	d_____ Instructions

4.	5.	6.
a_____ Small-group discussions	a_____ Immediate personal feedback	a_____ Expert
b_____ Free expression	b_____ Objective tests	b_____ Scholar
c_____ Little participation	c_____ Subjective tests	c_____ Advisor
d_____ Time to think	d_____ Personal evaluation	d_____ Friend

7.	8.	9.
a_____ Theory	a_____ Coach	a_____ Seeing "who"
b_____ Practical skills	b_____ Listener	b_____ Telling "how"
c_____ Application to real life	c_____ Director	c_____ Finding "why"
d_____ New ways of seeing things	d_____ Interpreter	d_____ Asking "what"

10.	11.	12.
a_____ Processing	a_____ Lead them to understand it	a_____ It's yours
b_____ Generalizing	b_____ Leave them to do it	b_____ It's ours
c_____ Doing	c_____ Let them enjoy it	c_____ It's mine
d_____ Publishing	d_____ Get them to think about it	d_____ It's theirs

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TRAINER TYPE INVENTORY SCORING SHEET

Instructions: Each word or phrase in each of the twelve sets on the TTI corresponds to one of four training styles, which will be described on the TTI Interpretation Sheet. To compute your scale scores for each type, transfer your numerical ranking for each item on the inventory to the appropriate space in the columns below. Then add up the numbers in each column and enter the totals in the spaces below the columns. The totals are your scores for the four training types.

L:	D:	I:	C:
1a_____	1b_____	1c_____	1d_____
2d_____	2a_____	2b_____	2c_____
3c_____	3d_____	3a_____	3b_____
4b_____	4c_____	4d_____	4a_____
5a_____	5b_____	5c_____	5d_____
6d_____	6a_____	6b_____	6c_____
7c_____	7d_____	7a_____	7b_____
8b_____	8c_____	8d_____	8a_____
9a_____	9b_____	9c_____	9d_____
10d_____	10a_____	10b_____	10c_____
11c_____	11d_____	11a_____	11b_____
12b_____	12c_____	12d_____	12a_____
Total:_____	Total:_____	Total:_____	Total:_____

TRAINER TYPE INVENTORY INTERPRETATION SHEET

Each of the four training styles identified by the TTI is characterized by a certain training approach, way of presenting content, and relationship between the trainer and the trainees. The following are the primary characteristics of the trainer for each of the four training types.

LISTENER (L)

- Creates an affective learning environment
- Trains the Concrete Experiencer most effectively
- Encourages learners to express personal needs freely
- Assures that everyone is heard
- Shows awareness of individual group members
- Reads nonverbal behavior
- Prefers that trainees talk more than the trainer
- Wants learners to be self-directed and autonomous
- Exposes own emotions and experiences
- Shows empathy
- Feels comfortable with all types of expression (words, gestures, hugs, music, art, etc.)
- Does not seem to "worry" about the training
- Stays in the "here-and-now"
- Is practical ("goes with the flow")
- Appears relaxed and unhurried

DIRECTOR (D)

- Creates a perceptual learning environment
- Trains the Reflective Observer most effectively
- Takes charge
- Gives directions
- Prepares notes and outlines
- Appears self-confident
- Is well organized
- Evaluates with objective criteria
- Is the final judge of what is learned
- Uses lectures
- Is conscientious (sticks to the announced agenda)
- Concentrates on a single item at a time
- Tells participants what to do
- Is conscious of time
- Develops contingency plans
- Provides examples
- Limits and controls participation

INTERPRETER (I)

- Creates a symbolic learning environment
- Trains the Abstract Conceptualizer most effectively
- Encourages learners to memorize and master terms and rules
- Makes connections (ties the past to the present, is concerned with the flow of the training design)
- Integrates theories and events
- Separates self from learners, observes
- Shares ideas but not feelings
- Acknowledges others' interpretations as well as own
- Uses theory as a foundation
- Encourages generalizations
- Presents well-constructed interpretations
- Listens for thoughts; often overlooks emotions
- Wants trainees to have a thorough understanding of facts, terminology
- Uses case studies, lectures, readings
- Encourages learners to think independently
- Provides information based on objective data

COACH (C)

- Creates a behavioral learning environment
- Trains the Active Experimenter most effectively
- Allows learners to evaluate their own progress
- Involves trainees in activities, discussions
- Encourages experimentation with practical application
- Puts trainees in touch with one another
- Draws on the strengths of the group
- Uses trainees as resources
- Helps trainees to verbalize what they already know
- Acts as facilitator to make the experience more comfortable and meaningful
- Is clearly in charge
- Uses activities, projects, and problems based on real life
- Encourages active participation

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LEARNING STYLES
WHAT ARE THEY?

- People learn in different ways

1. Perceive
   - ✓ Sense and feel: concrete reality
   - ✓ Think: abstract reasoning
2. Process

   How we make it part of ourselves
   - ✓ Active: jump right in and try it
   - ✓ Reflective: watch what's happening, reflect on it

BRAIN DOMINANCE
IT'S TIME TO TEACH BOTH

LEFT	RIGHT
TRADITIONAL	HUMANISTIC
INTELLECT	INTUITION
MIND	HEART
CONTENT CENTERED	STUDENT CENTERED
LECTURE	INTERACTION
SHOW THEM HOW	LET THEM TRY IT
MEMORIZE	QUESTION THE EXPERTS
GIVE ANSWERS	ASK BETTER QUESTIONS
TRAIN THEIR MINDS	VALUE RESPONSES FROM THEIR HEARTS
SOLVE PROBLEMS	FIND PROBLEMS
TRAIN THE INTELLECT	DEVELOP THE IMAGINATION
HOLD ON TO OUR BEST TRADITIONAL TECHNIQUES	ADD NEW TECHNIQUES
TEACH THEM THE BEST CIVILIZATION HAS TO OFFER	GIVE THEM THE COURAGE AND CONFIDENCE TO ADAPT AND GROW

LEARNER TYPES

Name	Primarily Interested In	Prefer to Learn	Trainers/Teachers Need to
1. Innovative (Diverger)	Personal Meaning	Through a Combination of Sensing/Feeling & Watching	Give Them a Reason
2. Analytic (Assimilator)	The Facts	Through a Combination of Watching & Thinking Through Concepts	Give Them the Facts
3. Common Sense (Converger)	How Things Work	By Thinking Through Concepts, & Trying Things Out For Themselves, By Doing	Let Them Try It
4. Dynamic (Accomodator)	Self-Discovery	By Doing & Sensing/ Feeling	Let Them Teach It to Themselves & Othe

Trainers/Teachers need the versatility of Listening, Directing, Interacting and coachir

ADULT LEARNING
— AN INTERNAL PROCESS —

One of the clearest statements of this insight about adult learning was made in 1926 by the great American pioneer adult-education theorist, Eduard C. Lindeman:

> I am conceiving adult education in terms of a new technique for learning, a technique as essential to the college graduate as to the unlettered manual worker. It represents a process by which the adult learns to become aware of and to evaluate his experience. To do this he cannot begin by studying "subjects" in the hope that some day this information will be useful. On the contrary, he begins by giving attention to situations in which he finds himself, to problems which include obstacles to his self-fulfillment. Facts and information from the differentiated spheres of knowledge are used, not for the purpose of accumulation, but because of need in solving problems. In this process the teacher finds a new function. He is no longer the oracle who speaks from the platform of authority, but rather the guide, the pointer-out who also participates in learning in proportion to the vitality and relevancy of his facts and experiences. In short, my conception of adult education is this: a cooperative venture in nonauthoritarian, informal learning, the chief purpose of which is to discover the meaning of experience; a quest of the mind which digs down to the roots of the preconceptions which formulate our conduct; a technique of learning for adults which makes education coterminous with life and hence elevates living itself to the level of adventurous experiment.[10]

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[10]Robert Gessner (ed.), *The Democratic Man: Selected Writings of Eduard C. Lindeman* (Boston: Beacon Press, 1956), p. 160. By permission.

AN ARTISTIC APPROACH TO EDUCATIONAL DESIGN

(25)

To design adult learning experiences that are truly creative, it may be helpful to borrow some ideas from the realm of art. Once needs and objectives have been clarified, it is a real challenge to combine them into a learning design that is artistically and esthetically satisfying to the learners. Artistic concerns that seem to have relevance for educational design can be seen in the following diagram:

Artistic Form	Art Application	Education Application
Line	Direction and continuity	Planning activity choices
Space	Length, width, depth, dimension and relation.	Program dimensions and limits
Tone	Shading, emphasis, balance	Program emphasis, climate, orientation
Color	Hue, intensity, brightness, warmth, etc.	Energy level, enthusiasm, interest level
Texture	Feeling, web, material consistency	Program content, subject matter
Rhythm	Motion, Timing	Flow of events, pace, liveliness
Harmony	Relationship, balance, interconnection	Group activity, interpersonal relations
Variation	Repetition with change	Repeating learning experiences at successively deeper levels
Opposition	Diversity, contrast	Design elements juxtaposed. Comparing
Transition	Phasing, thematic development	Movement from one design component to another

There are an infinite number of combinations of the above elements. Forming educational activities into a cohesive, intelligible and satisfying design is much preferable to allowing them to be presented as a disconnected hodgepodge of events. Careful consideration of these artistic principles while designing, and practice in applying them to adult learning, can help you to develop your own artistic technique as an arranger and conductor of interesting and absorbing adult educational activities. It stands to reason that creative and interesting designs will cause more involvement and result in more learning.

FORMATS, DEVICES AND SKILLS FOR GROUP LEARNING

The term *format* as used in this guide, refers to the ordering or grouping of learners in an educational setting. The term *devices* is used as a descriptive term for the many different educational techniques, methods and products (equipment) used in educational design. *Skills* refers to the capability of the trainer or educator in combining the various formats and devices into effective learning activities. The purpose of this section is to simply list various formats and devices that can be combined in any educational setting. There are many formats, devices and skills that a trainer may utilize, and combining them offers an almost unlimited range of options. The list below, while certainly incomplete, serves to illustrate the variety of options available:

Formats for Learning	Educational Devices	Trainer Skills
Individual Study	Books, Magazines	General Linguistic Ability in both Speaking and Writing
Small Groups	Pictures	
Meetings	Film 8mm or 16mm	
Clubs	Slides	
Action Projects	Tape-recording	
Workshops	Records	Audiovisual Equipment Technique
Demonstrations	Film Strips	Group Process Skills
Conferences	Video-Recordings	Graphic Arts Skills
Courses	Easel - Flip Chart	Educational Design Skills
Trips and Tours	Flannel Board	
Community Relations Programs	Posters and Signs	Skills in Applied Andragogy
Large Meetings	Chalk or Cork Board	Skill in Lecturing
Creativity Sessions	Lectures	Ability to arrange and Conduct Meetings and Conferences
Exhibits, Fairs, Festivals	Multimedia.	
Conventions	Environments	Community Action Skills
Traveling Road Shows	Laboratory Methods	Organizational Development Skills
	Process Groups	Process Consulting Capability
	Buzz Groups	Management and Administrative Skill
	Brainstorming	
	Simulation	
	Games	
	Role Play	
	Nonverbals	
	Case Study	
	Critical Incident	
	Teaching/Learning Teams	

The above lists offer enough options for a lifetime of exploration and continuing development of capability. A trainer then, need never consider himself competent or incompetent in an absolute sense, but rather as one who is on the way toward developing greater competence through continuous deepening of experience.

Components (Activity Units) of Learning-Design Models

A learning-design model is shaped by the arrangement of various types of activity units—the building blocks of educational architecture—in a pattern prescribed by the theme or process of the model. In keeping with the architectural analogy, this approach to the designing of learning is akin to the architectural doctrine that "form follows function."

The following six types of activity units are available to model designers:

1. *General sessions.* Meetings of all participants as a whole, with a variety of patterns of platform presentation and audience participation as described under "Large Meetings" in Chapter 8.

2. *Small groups* of various sizes and for a variety of purposes, including:
   - —*Topical discussion groups:* groups organized for the purpose of reacting to, testing the meaning of, or sharing ideas about informational inputs from reading or speakers on given topics;
   - —*Laboratory groups:* groups organized for the purpose of analyzing group behavior, experimenting with new behavior, and sharing feedback regarding the effects of various behaviors;
   - —*Special-interest groups:* groups organized according to categories of interests of participants for the purpose of sharing experiences and exploring common concerns;
   - —*Problem-solving groups:* groups organized to develop solutions to procedural or substantive problems of concern to the total assembly;
   - —*Planning groups:* groups organized to develop plans for activities within the design or for back-home application;
   - —*Instructional groups:* groups organized to receive instruction through the services of resource experts in specialized areas of knowledge, understanding, or skill;
   - —*Inquiry groups:* groups organized to search out information and report their findings to the total assembly;
   - —*Evaluation groups:* groups organized for the purpose of developing proposals for evaluating the results of the activity for the approval of the total assembly and perhaps executing the approved plans;
   - —*Skill practice groups:* groups organized for the purpose of practicing specified categories of skills;
   - —*Consultative groups:* groups organized for the purpose of giving consultative help to one another;
   - —*Operational groups:* groups organized for the purpose of carrying responsibilities for the operation of the activity, such as room arrangements, refreshments, materials preparation, equipment operation, etc.;
   - —*Learning-teaching teams:* groups which take responsibility for learning all they can about a content unit and sharing what they have learned with the total assembly;
   - —*Dyads:* two-person groups organized to share experiences, coach each other, plan strategies, or help each other in any other way;
   - —*Triads:* three-person groups organized for mutually helpful purposes;
   - —*Buzz groups:* randomly organized groups of three or four persons that meet in a general assembly to pool problems, ideas, or reactions and report them through a spokesman to the assembly.

3. *Individual consultation, counseling, or directed study:* in which the services of resource persons are made available to individual participants for personalized help.

4. *Reading:* the scheduling of special times (between meetings) for reading handout materials or a selection of references.

5. *Recreation, worship, or meditation:* periods of time set aside for socialization, religious activity, or creative solitude.

6. *Preparatory activity:* things the participants are invited to do before the learning activity starts, such as reading, self-analysis, data collection, etc.

ISTRUCTIONAL SIGN GRID

he Instructional-Desi.. Grid (see Figure 5) was developed to help trainers and other pro-ram designers select instructional techniques that are appropriate for the desired learning tcomes in the learning environment. (Typical learning outcomes and environments are scussed in the following sections.) The grid provides an organized approach to planning training program. To use the grid, the designer should first consider the desired outcomes d match the preferred outcomes with the appropriate techniques listed on the grid. Tech-ques with the greatest potential of producing a particular outcome are designated by a uble "X" (i.e., "XX"), and those with less potential by a single "X." After those tech-ques are considered, they should be narrowed further by the constraints of the learning vironment. The grid employs the same single-X and double-X system for the learning-vironment section.

	Information Receiving					Discussion						Information Finding			Dramatization		
	Lecture	Demonstration	Debate	Dialog	Panel	Question-Answer	Group Discussion	Buzz Groups	Brainstorming	Symposium	Listening Team	Field Trip-Tour	Project-Experience	Case Study	Role Playing	Skit	Simulation-Games
ding Outcomes																	
Clarification	XX	XX	XX	XX	XX	XX	XX	X	X	XX	X	XX	XX	XX	X	X	X
Problem Solving							X	X	X			X	XX	XX	X	X	X
Creativity									XX			X	XX	X	XX	XX	X
Consensus							X	XX					X	XX			
Enthusiasm							X	XX	XX			XX	XX	X	XX	XX	XX
Attitude Change			X	X		X	X	X	X			X	XX	X	X	X	X
Skill Change		X					X	X				X	XX	XX	X	X	X
ding Environment																	
Communication																	
One-Way	XX	XX	XX	XX	XX					X							
Two-Way						XX				X	XX	X	X	X			
Multiple						X	XX	XX	XX			XX	XX	XX	XX	XX	XX
Formal Setting	XX	XX	XX		XX					XX							
nformal Setting				X		XX	XX	XX	XX		X	XX	XX	XX	X	X	X
earner Involvement					X	X	XX	XX	XX	X	X	XX	XX	XX	X	X	XX
Large Group	XX	X	XX	XX	XX	X				XX	XX					X	
Small Group		XX		XX		XX	XX	XX	XX			XX	XX	XX	XX	XX	XX
Time Efficiency	XX	XX	XX	X	XX	X	X	XX	XX	X	X		X		X	X	X

Figure 5. Instructional Design Grid

Cross (1976) suggested that the selection and organization of instructional techniques reflect trainer's style, preferences, and experience to a greater degree than do any other aspects of program planning. Planning an approach to the instructional design encourages trainers to consider the learners, outcomes, and environment as well as their own preferences for instructional techniques. Although the Instructional-Design Grid is expected to be helpful for emerging professionals, its greater strength may lie in stimulating experienced trainers to reconsider their habits, add some variety, and try to ascertain that selected techniques are compatible with desired outcomes and the learning environment.

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Exhibit 31

MATCHING TECHNIQUES TO DESIRED BEHAVIORAL OUTCOMES

Type of Behavioral Outcome	Most Appropriate Techniques
Knowledge (Generalizations about experience; internalization of information)	Lecture, television, debate, dialog, interview, symposium, panel, group interview, colloquy, motion picture, slide film, recording, book-based discussion, reading.
Understanding (Application of information and generalizations)	Audience participation, demonstration, motion picture, dramatization, Socratic discussion, problem-solving discussion, case discussion, critical incident process, case method, games.
Skills (Incorporation of new ways of performing through practice)	Role playing, in-basket exercises, games, action mazes, participative cases, T-Group, nonverbal exercises, skill practice exercises, drill, coaching.
Attitudes (Adoption of new feelings through experiencing greater success with them than with old)	Experience-sharing discussion, group-centered discussion, role playing, critical incident process, case method, games, participative cases, T-Group, nonverbal exercises.
Values (The adoption and priority arrangement of beliefs)	Television, lecture (sermon), debate, dialog, symposium, colloquy, motion picture, dramatization, guided discussion, experience-sharing discussion, role playing, critical incident process, games, T-Group.
Interests (Satisfying exposure to new activities)	Television, demonstration, motion picture, slide film, dramatization, experience-sharing discussion exhibits, trips, nonverbal exercises.

(3/3)

Different Methods Accomplish Different Objectives

The techniques listed below can make contributions toward the objectives under which the bullet appears.

Techniques	Psychomotor Skills	Knowledge	Attitudes & Values	Interpersonal Skills	Managerial/ Supervisory Skills	Organizational Development
Action Maze						
Assignments	•	•	•	•	•	•
Brainstorming			•	•	•	•
Buzzgroups	•		•	•	•	•
Case Method	•	•		•	•	•
Circulars (with Materials)		•		•	•	•
Clinic	•	•				
Colloquy		•			•	•
Conference	•	•				
Critical Incident		•	•		•	•
Demonstration	•	•	•	•	•	•
Discussion	•	•			•	
Displays & Exhibits (with Materials)	•	•	•	•	•	•
Field Trips	•	•				
Films (with Materials)	•	•				
Forum		•	•	•	•	•
Games	•		•	•	•	•
Handouts (with Materials)		•			•	•
Human Relations Laboratories						
In-Baskets			•	•	•	•
Incident Process			•		•	
Job Instruction Training	•	•	•	•	•	
Learner Controlled Instruction	•	•	•	•		
Lecture		•	•		•	
Modelling						
Models (with Materials)	•	•			•	•
Newsletters (with Materials)		•				
Open Classroom	•	•	•	•	•	
Panel		•				
Programmed Instruction	•	•				
Question-Answer Sessions		•	•	•		
Related Reading		•	•	•		
Roleplaying	•	•	•	•	?	?
Seminar		•			•	•
Sensitivity Training			•	•	•	•
Simulations	•		•	•	•	•
Syllabus		•				
Symposium		•				
Syndicates	•		•	•	•	•
Tours	•	•				
Videotape (with Materials)	•	•	•	•	•	•
Workshop	•	•			•	•

LESSON PLAN

COURSE TITLE: _____ LENGTH: _____

SUBJECT AREA: _____

****

PURPOSE:

ACTIVITY:

GOAL:

CONCEPT/SKILL:

EVALUATION:

OBJECTIVE:

MATERIALS:

A DESIGN FORMAT FOR INVOLVING THE LEARNING COMMUNITY

Process Steps	Content
Climate Setting	
Mutual Planning on Needs and Training Objectives with Participants	The specific subject matter, problem or issue your group is concerned with.
Design (for experience)	
Evaluation 1 - Involving Participants	
Evaluation 2 - A Private Reassessment by your own Design Team at Conclusion	

An Artistic Approach to Educational Design

To design adult learning experiences that are truly creative, it may be helpful to borrow some ideas from the realm of art. Once needs and objectiv have been clarified, it is a real challenge to combine them into a learning design that deeply involves the learners and is artistically as well as esthetically satisfying to the learners. Following are ten artistic concerns that have relevance for educational design. Please mark (✓) each of the following items where appropriate and cite instances in the blank spaces provided.

TO WHAT EXTENT DID THE DESIGN INCLUDE TRULY CREATIVE:

ARTISTIC FORM	ART APPRECIATION	EDUCATIONAL APPLICATION	LO					HI	CITE
1. Line	Direction and Continuity	Planning Activity Choices	0	1	2	3	4	5	
2. Space	Length, Width, Depth, Dimension, and Relation	Program Dimensions and Limits	0	1	2	3	4	5	
3. Tone	Shading, Emphasis, Balance	Program Emphasis, Climate, Orientation	0	1	2	3	4	5	
4. Color	Hue, Intensity, Brightness, Warmth, etc.	Energy level, Enthusiasm, Interest Level	0	1	2	3	4	5	
5. Texture	Feeling, Web, Material Consistency	Program Content, Subject Matter, Substance	0	1	2	3	4	5	
6. Rhythm	Motion, Timing	Flow of Events, Pace, Liveliness	0	1	2	3	4	5	
7. Harmony	Relationship, Balance, Interconnection	Group Activity, Interpersonal Relations	0	1	2	3	4	5	
8. Variation	Repetition with Change	Repeating Learning Experiences at Successively Deeper Levels	0	1	2	3	4	5	
9. Opposition	Diversity, Contrast	Design Elements Juxtaposed, Comparing	0	1	2	3	4	5	
0. Transition	Phasing, Thematic Development	Movement from One Design Component to Another	0	1	2	3	4	5	

- AN ASSESSMENT AND FEEDBACK INSTRUMENT -

ART PRINCIPLES APPLIED TO THE DESIGN OF ADULT EDUCATION INCLUDE

- LINE	- TEXTURE	- VARIATION
- SPACE	- RHYTHM	- OPPOSITION
- TONE	- HARMONY	- TRANSITION
- COLOR		

A learning-design model is a projection of the flow of events for accomplishing the objectives of the learning experience. There are six major components of a learning model. Please mark ( ) each of the following items where appropriate and cite instances on the blank spaces provided.

TO WHAT EXTENT DID THIS DESIGN INCLUDE:

	LO					HI	CITE
1. General Sessions	0	1	2	3	4	5	_____
2. Small Groups	0	1	2	3	4	5	_____
a. Topical Discussion Groups	0	1	2	3	4	5	_____
b. Laboratory Groups	0	1	2	3	4	5	_____
c. Special Interest Groups	0	1	2	3	4	5	_____
d. Problem-Solving Groups	0	1	2	3	4	5	_____
e. Planning Groups	0	1	2	3	4	5	_____
f. Instructional Groups	0	1	2	3	4	5	_____
g. Inquiry Groups	0	1	2	3	4	5	_____
h. Evaluation Groups	0	1	2	3	4	5	_____
i. Skill Practice Groups	0	1	2	3	4	5	_____
j. Consultative Groups	0	1	2	3	4	5	_____
k. Operational Groups	0	1	2	3	4	5	_____
l. Learning-Teaching Teams	0	1	2	3	4	5	_____
m. Dyads	0	1	2	3	4	5	_____
n. Triads	0	1	2	3	4	5	_____
o. Buzz Groups	0	1	2	3	4	5	_____
3. Individual Consultation, Counseling, Directed Study	0	1	2	3	4	5	_____
4. Reading	0	1	2	3	4	5	_____
5. Recreation, Worship, Meditation	0	1	2	3	4	5	_____
6. Preparatory Activity	0	1	2	3	4	5	_____

- AN ASSESSMENT AND FEEDBACK INSTRUMENT -

TRAINER'S PROCESS PLAN

The trainer's process plan focuses on implementation of the adult learning characteristics in the learning experience. Please mark (✓) each of the following items where appropriate and cite instances on the blank spaces provided which substantiate your assessment of each item.

TO WHAT EXTENT DID THIS DESIGN INCLUDE:

	LO					HI	CITE
At the opening session:							
1. The trainer's introduction of her/himself, description of her/his role her /his special resources and limitations, her/his availability for consultations, etc.	0	1	2	3	4	5	_____
2. Procedures the trainer will use to engage participants in becoming acquainted with one another in terms of their work experience, resources, interests.	0	1	2	3	4	5	_____
3. Other procedures to be used by the trainer to establish a climate of mutual respect, collaborativeness rather than competitiveness, informality, security, warmth of participants relationship with trainer, supportiveness, etc.	0	1	2	3	4	5	_____
4. How the trainer will engage participants in examining, clarifying, and influencing the objectives of the program.	0	1	2	3	4	5	_____
5. How the trainer will acquaint the participants with her/his plan of work for the program and their responsibilities in it.	0	1	2	3	4	5	_____
6. How the trainer will help the participants prepare to carry the responsibilities she/he expects of them.	0	1	2	3	4	5	_____
7. How the trainer will acquaint the participants with the resources (material and human) available to them for accomplishing their learning objectives.	0	1	2	3	4	5	_____

	LO					HI	CITE
8. What learning activities the trainer will suggest the participants engage in between the first and the second sessions.	0	1	2	3	4	5	_____
9. What physical arrangement of the meeting room the trainer prefers to facilitate interaction among the participants and between them and her/himself.	0	1	2	3	4	5	_____

TO WHAT EXTENT DID THIS DESIGN INCLUDE:

In subsequent sessions:

1. How the trainer will engage the participants in diagnosing their individual and collective needs and interests regarding the content of the program.	0	1	2	3	4	5	_____
2. How the trainer will engage the participants in formulating learning objectives based on their diagnosed needs and interests.	0	1	2	3	4	5	_____
3. The specific learning strategies (methods, techniques, devices, materials, etc.) the trainer proposes to use in this program.	0	1	2	3	4	5	_____
4. How the participants will be involved in selecting and participating in these strategies.	0	1	2	3	4	5	_____
5. The procedures and tools the trainer will use for helping participants assess their progress toward their objectives.	0	1	2	3	4	5	_____
6. The procedures and tools the trainer will use for evaluating learning outcomes at the end of the program.	0	1	2	3	4	5	_____
7. How evaluation of the participants' performance be arrived at.	0	1	2	3	4	5	_____
8. The procedures and tools the trainer will use for getting feedback from the participants periodically and at the end regarding the quality of this learning experience.	0	1	2	3	4	5	_____
9. The content the trainer expects to be acquired through this program (including knowledge, understanding, skills, attitudes, and values.	0	1	2	3	4	5	_____

- AN ASSESSMENT AND FEEDBACK FORM -

LEARNING STYLES

"Learning Style" is a unique way each individual gathers/receives and processes information. By understanding these differances and taking them into consideration when designing any type of educational program, you can have more effective learning outcomes, more positive learner participation, and reduce training time. It is important to include each learning style in the design. Please mark (✓) each of the following items where appropriate and cite instances/anecdotes on the blank spaces provided which support your assessment of each item.

TO WHAT EXTENT DOES THIS DESIGN GIVE OPPORTUNITY TO THE INNOVATIVE/DIVERGER LEARNER TO:

	LO					HI	CITE
1. Seak Meaning	0	1	2	3	4	5	_____
2. Be Involved Personally	0	1	2	3	4	5	_____
3. Listen and Share Ideas	0	1	2	3	4	5	_____
4. "Brainstorm"	0	1	2	3	4	5	_____
5. Absorb Reality	0	1	2	3	4	5	_____
6. Show Interest in People	0	1	2	3	4	5	_____
7. Find Broad, Cultural Interests	0	1	2	3	4	5	_____
8. Think Divergently	0	1	2	3	4	5	_____
9. Give Expression to Their Own Experience	0	1	2	3	4	5	_____
10. View Complex, Concrete Situations From Many Perspectives	0	1	2	3	4	5	_____
11. Model Themselves on Those They Respect	0	1	2	3	4	5	_____
12. Interact Socially	0	1	2	3	4	5	_____
13. Show Innovation and Imagination	0	1	2	3	4	5	_____
14. Involve Themselves in Important Issues	0	1	2	3	4	5	_____
15. Bring Unity in Diversity	0	1	2	3	4	5	_____
16. Ask "Why or Why Not?" Questions	0	1	2	3	4	5	_____
17. Perceive Information Concretely and Process It Reflectively	0	1	2	3	4	5	_____

	LO					HI	CITE
TO WHAT EXTENT DOES THIS DESIGN GIVE OPPORTUNITY TO THE ANALYTIC/ASSIMILATOR LEARNER TO:							
1. Seek Facts	0	1	2	3	4	5	_____
2. Know What the Experts Think	0	1	2	3	4	5	_____
3. Think Through Ideas	0	1	2	3	4	5	_____
4. Create Theoretical Models and Reason Inductively	0	1	2	3	4	5	_____
5. Show Interest in Ideas & Concepts	0	1	2	3	4	5	_____
6. Critique Information and Collect Data	0	1	2	3	4	5	_____
7. Be Thorough and Industrious	0	1	2	3	4	5	_____
8. Use Theories Practically	0	1	2	3	4	5	_____
9. Find Out If a Theory is Logically Sound	0	1	2	3	4	5	_____
10. Reexamine Facts If Situations Perplex Them or The Theory Doesn't Fit The Facts	0	1	2	3	4	5	_____
11. Adapt to Experts	0	1	2	3	4	5	_____
12. Experience Tradition Like Learning	0	1	2	3	4	5	_____
13. Create Concepts and Models	0	1	2	3	4	5	_____
14. Experience Self-Satisfaction and Intellectual Recognition	0	1	2	3	4	5	_____
15. Ask "What?" Questions	0	1	2	3	4	5	_____
16. Perceive Information Abstractly and Process It Reflectively	0	1	2	3	4	5	_____
TO WHAT EXTENT DOES THIS DESIGN GIVE OPPORTUNITY TO COMMON SENSE/CONVERGER LEARNER TO:							
1. Seek Usability	0	1	2	3	4	5	_____
2. Know How Things Work	0	1	2	3	4	5	_____
3. Test Theories in Ways That Seem Sensible	0	1	2	3	4	5	_____
4. Edit Reality	0	1	2	3	4	5	_____

		LO					HI	CITE
5.	Use Factual Data to Build Designed Concepts	0	1	2	3	4	5	
6.	Practically Apply Ideas	0	1	2	3	4	5	
7.	Have Hands-On Experiences	0	1	2	3	4	5	
8.	Enjoy Solving Problems	0	1	2	3	4	5	
9.	Find Their Own Answers	0	1	2	3	4	5	
10.	Judge Some Concrete Things	0	1	2	3	4	5	
11.	Gain Tolerance Toward "Fuzzy" Ideas	0	1	2	3	4	5	
12.	Focus Their Knowledge on Specific Problems Through Hypothetical Deductive Reasoning	0	1	2	3	4	5	
13.	Remain Relative Unemotional	0	1	2	3	4	5	
14.	Work with "Things" Rather Than People	0	1	2	3	4	5	
15.	Find a Technical Interest	0	1	2	3	4	5	
16.	Find Out How Things They Are Asked To Do Will Help in "Real Life"	0	1	2	3	4	5	
17.	Draw Inferences from Sensory Experiences	0	1	2	3	4	5	
18.	Practically Apply Ideas	0	1	2	3	4	5	
19.	Bring Their View of Present in Line With Future Security	0	1	2	3	4	5	
20.	Ask "How Does This Work?" Questions	0	1	2	3	4	5	
21.	Perceive Information Abstractly and Process It Actively	0	1	2	3	4	5	

TO WHAT EXTENT DOES THIS DESIGN GIVE OPPORTUNITY TO THE DYNAMIC/ACCOMODATOR LEARNER TO:

1.	Seek Hidden Possibilities	0	1	2	3	4	5	
2.	Know What Can Be Done With Things	0	1	2	3	4	5	
3.	Self-Discover, Learn by Trial and Error	0	1	2	3	4	5	
4.	Enrich Reality	0	1	2	3	4	5	

		LO					HI	CITE
5.	Adapt to Change and Relish It	0	1	2	3	4	5	
6.	Expereience variaty	0	1	2	3	4	5	
7.	Be In Situations Calling For Flexibility	0	1	2	3	4	5	
8.	Adapt to Specific Immediate Circumstances	0	1	2	3	4	5	
9.	Discard His Plan or Theoretical Explanation If It Doesn't Fit The Situation	0	1	2	3	4	5	
10.	Take Risks	0	1	2	3	4	5	
11.	Be At Ease With People	0	1	2	3	4	5	
12.	Not Be Seen As Pushy	0	1	2	3	4	5	
13.	Reach Accurate Conclusions in the Absence of Logical Justification	0	1	2	3	4	5	
14.	Act and Test Experience	0	1	2	3	4	5	
15.	Do Things	0	1	2	3	4	5	
16.	Act and Involve Her/Himself In New Experiences	0	1	2	3	4	5	
17.	Carry Out Plans	0	1	2	3	4	5	
18.	Make Things Happen	0	1	2	3	4	5	
19.	Bring Action to Concepts	0	1	2	3	4	5	
20.	Ask "What Can This Become?" Questions	0	1	2	3	4	5	
21.	Perceive Information Concretely and Process It Actively	0	1	2	3	4	5	

AN ASSESSMENT AND FEEDBACK FORM
TRAINER TYPE INVENTORY (TTI)

Each of the four training styles identified by the TTI is characterized by a training approach, way of present content, and relationship between the trainer and the participants. Balance of all four types is necessary for trainers, for them to be able to lead participants skillfully through all aspects of the learning cycle. Please mark (✓) each of the following items where appropriate and cite instances on the blank spaces provided which illustrate your assessment of each item.

TO WHAT EXTENT DID THIS DESIGN DEPICT THE TRAINER:

	LO					HI	CITE
I. Listener - Trains the concrete experiencer most effectively							
1. Creating An Affective Learning Environment	0	1	2	3	4	5	_____
2. Encouraging Learners to Express Personal Needs Freely	0	1	2	3	4	5	_____
3. Assuring That Everyone is Heard	0	1	2	3	4	5	_____
4. Showing Awareness of Individual Group Members	0	1	2	3	4	5	_____
5. Reading Nonverbal Behavior	0	1	2	3	4	5	_____
6. Preferring That Participants Talk More Than the Trainer	0	1	2	3	4	5	_____
7. Wanting Learners to be Self-Directed and Autonomous	0	1	2	3	4	5	_____
8. Exposing Her/His Own Emotions and Experiences	0	1	2	3	4	5	_____
9. Showing Empathy	0	1	2	3	4	5	_____
10. Feeling Comfortable With All Types of Expressions (Words, Gestures, Hugs, Music, Art, Etc.)	0	1	2	3	4	5	_____
11. Not "Worrying" About the Training	0	1	2	3	4	5	_____
12. Staying in the "Here-And-Now"	0	1	2	3	4	5	_____
13. Being Practical ("Going With the Flow")	0	1	2	3	4	5	_____
14. Appearing Relaxed and Unhurried	0	1	2	3	4	5	_____

	LO					HI	CITE
TO WHAT EXTENT DID THE DESIGN DEPICT THE TRAINER:							
II. DIRECTOR _ Trains the Reflective Observer Most Effectively							
1. Creating a Perceptual Learning Environment	0	1	2	3	4	5	_____
2. Taking Charge	0	1	2	3	4	5	_____
3. Giving Directions	0	1	2	3	4	5	_____
4. Preparing Notes and Outlines	0	1	2	3	4	5	_____
5. Appearing Self-Confident	0	1	2	3	4	5	_____
6. Being Well Organized	0	1	2	3	4	5	_____
7. Evaluating With Objective Criteria	0	1	2	3	4	5	_____
8. Being the Final Judge of What Is Learned	0	1	2	3	4	5	_____
9. Using Lectures	0	1	2	3	4	5	_____
10. Being Conscientious (Sticking to the Announced Agenda)	0	1	2	3	4	5	_____
11. Concentrating on a Single Item At a Time	0	1	2	3	4	5	_____
12. Telling Participants What To Do	0	1	2	3	4	5	_____
13. Being Conscious of the Time	0	1	2	3	4	5	_____
14. Developing Contingency Plans	0	1	2	3	4	5	_____
15. Providing Examples	0	1	2	3	4	5	_____
16. Limiting and Controlling Participation	0	1	2	3	4	5	_____
TO WHAT EXTENT DID THE DESIGN DEPICT THE TRAINER:							
III. Interpreter - Trains the Abstract Conceptualizer Most Effectively							
1. Creating a Symbolic Learning Environment	0	1	2	3	4	5	_____

	LO					HI	CITE
2. Encouraging Learners to Memorize and Master Terms and Rules	0	1	2	3	4	5	_____
3. Making Connections (Ties the Past to the Present, is Concerned With the Flow of the Training Design)	0	1	2	3	4	5	_____
4. Integrating Theories and Events	0	1	2	3	4	5	_____
5. Separating Self From Learners, Observes	0	1	2	3	4	5	_____
6. Sharing Ideas, But Not Feelings	0	1	2	3	4	5	_____
7. Acknowledging Others' Interpretations as Well as Own	0	1	2	3	4	5	_____
8. Using Theory as a Foundation	0	1	2	3	4	5	_____
9. Encouraging Generalizations	0	1	2	3	4	5	_____
10. Presenting Well-Constructed Interpretations	0	1	2	3	4	5	_____
11. Listening for Thoughts, Often Overlooking Emotions	0	1	2	3	4	5	_____
12. Wanting Participant to Have a Thorough Understanding of Facts, Terminology	0	1	2	3	4	5	_____
13. Using Case Studies, Lectures, Readings	0	1	2	3	4	5	_____
14. Encouraging Learners to Think Independently	0	1	2	3	4	5	_____
15. Providing Information Based on Objective Data	0	1	2	3	4	5	_____

TO WHAT EXTENT DID THIS DESIGN DEPICT THE TRAINER:

IV. Coach - Trains the Active Experimenter Most Effectively

1. Creating a Behavioral Learning Environment	0	1	2	3	4	5	_____
2. Allowing Learners to Evaluate Their Own Progress	0	1	2	3	4	5	_____
3. Involving Participants in Activities, Discussions	0	1	2	3	4	5	_____

	LO					HI	CITE
4. Encouraging Experimentation With Practical Application	0	1	2	3	4	5	_____
5. Putting Participants in Touch With One Another	0	1	2	3	4	5	_____
6. Drawing on the Strengths of the Group	0	1	2	3	4	5	_____
7. Using Participants as Resources	0	1	2	3	4	5	_____
8. Helping Participants to Verbalize Whay They Already Know	0	1	2	3	4	5	_____
9. Acting as Facilitator to Make the Experience More Comfortable and Meaningful	0	1	2	3	4	5	_____
10. Being Clearly in Charge	0	1	2	3	4	5	_____
11. Using Activities, Projects, and Problems Based on Real Life	0	1	2	3	4	5	_____
12. Encouraging Active Participation	0	1	2	3	4	5	_____

- AN ASSESSMENT AND FEEDBACK INSTRUMENT -

COMPETENCIES FOR THE ROLE OF ADULT EDUCATOR/TRAINER

These competencies present a comprehensive picture of what kind of performance it takes to function as a program designer/trainer. Please mark (✓) each of the following items where appropriate and cite illustrations on the blank spaces provided which support your assessment of each item.

TO WHAT EXTENT DOES THIS DESIGN CLEARLY DISPLAY THE PROGRAM DESIGNER/TRAINER AS:

	LO					HI	CITE
1. Constructing a Wide Variety of Program Designs to Meet the Needs of various situations (basic skills training, supervisory and management development, organization development etc.).	0	1	2	3	4	5	_____
2. Designing programs with a creative variety of formats, activities, schedules resources, and evaluative procedures.	0	1	2	3	4	5	_____
3. Using needs assessments, census data, organizational records, surveys, etc., in adapting programs to specific needs and clienteles.	0	1	2	3	4	5	_____
4. Develop and carrying out a plan for program evaluation	0	1	2	3	4	5	_____
5. Knowing how adults acquire and use knowledge, skills, and attitudes.	0	1	2	3	4	5	_____
6. Selecting and using audio/visual hardware and software.	0	1	2	3	4	5	_____
7. Identifying the knowledge and skill requirements of jobs, tasks, roles, etc.	0	1	2	3	4	5	_____
8. Understanding and being able to use computers.	0	1	2	3	4	5	_____
9. Recognizing, exploring and using a broad range of ideas and practices by thinking logically and creatively without undue influence from personal biases.	0	1	2	3	4	5	_____
10. Building models from theoretical or practical frameworks which describe complex ideas in understandable, usable ways.	0	1	2	3	4	5	_____

	LO					HI	CITE
11. Preparing clear objectives statements which describe desired outputs.	0	1	2	3	4	5	_____
12. Seeing organizations as dynamic, political, economic, and social systems which have multiple goals; using this framework for understanding and influencing events.	0	1	2	3	4	5	_____
13. Knowing the techniques and methods used in training and understanding their appropriate uses.	0	1	2	3	4	5	_____
14. Scanning, synthesizing, and drawing conclusions from data relevant to the course.	0	1	2	3	4	5	_____
15. Communicating opinions, observations and conclusions such that they are understood.	0	1	2	3	4	5	_____
16. Finding key concepts and variables that define a client's operation.	0	1	2	3	4	5	_____
17. Gathering information from printed and other recorded sources. Identifying and using information specialists and reference services and aids.	0	1	2	3	4	5	_____
18. Verbally presenting information or programs to clients such that the intended purpose is achieved.	0	1	2	3	4	5	_____
19. Gathering information from and stimulating insight in individuals and groups through the use of interviews, questionnaires, and other probing methods.	0	1	2	3	4	5	_____
20. Projecting trends and visualizing possible and probable futures and their implications.	0	1	2	3	4	5	_____
21. Selecting, developing and using methodologies, statistical and data collection techniques for a formal inquiry.	0	1	2	3	4	5	_____
22. Using group process skills to influence groups to both accomplish tasks and fulfill the needs of their members.	0	1	2	3	4	5	_____

	LO					HI	CITE
23. Adjusting your behavior in order to establish relationships across a broad range of people and groups.	0	1	2	3	4	5	_____