Module #2

MODULE TITLE: Modes of training and learning management for adults

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Module Title	MODES OF TRAINING AND LEARNING MANAGEMENT FOR ADULTS

Module relevance to EQF LEVEL	**EQF LEVEL 6**
	To be effective in teaching adults, it's important to know your audience and have a general understanding of how adults learn. This module explores the various principles for effective adult learning such as needs assessment, creating a safe environment for learning, sound relationships, sequence and reinforcement, praxis, learners as subjects of their own learning, learning with ideas, feelings, and actions, immediacy, assuming new roles for dialogue, teamwork, engagement, and accountability. The module further refers to modes for successfully teaching adults which essentially means remembering that these learners often identify more with content that is emotionally driven. This can make your course more relatable and can give positive encouragement and motivation that a student needs to succeed.

Module Description	**Module aims**	**Structure and content of the module**
	This module aims to the following: 1. Define 'learning', 'training' and 'development' and examines the main factors to consider when choosing between learning methods 2. Give an overview of the various types, from workplace-based learning, like on-the-job training and in-house development programmes, to externally-based learning, such as formal qualifications. 3. Look at distance and digital learning and explores some of the emerging learning methods, including blended learning.	To be effective in teaching adults, it's important to know your audience and have a general understanding of how adults learn. Much has been written about the topic, and you can find suggestions for additional reading in Section 4: References. To best reach adults, there are five key factors you should focus on in the development of your training: 1. The material presented should have immediate usefulness to the learners. 2. The material presented should be relevant to adult learners' lives. 3. The training environment should be welcoming so that all learners feel safe to participate. 4. The training presentation should be engaging. 5. The training should be presented in a respectful manner, where learners have an opportunity to share their experiences. Following these key principles will help you determine what to include in your training and how to present it. Make your training relevant to the learner by recognizing the unique background and experience of people working in public health. To engage your audience, use examples or anecdotes showing how the material is relevant.

Module Entry Level	Participants are normally expected to have a good grasp of practical aspects of adult education and learning. They are also expected to be active in their field with a minimum of 50 teaching hours in adult education programmes.

Module Duration	The suggested duration of the module is **20 teaching hours** (1 teaching hour = 45 minutes). The suggested time frame can be organised as follows: − **3 hours session** will cover developing effective objectives (plus **27 min.** of an optional ad-hoc activity) − **4 hours session** will cover developing training materials (plus **27 min.** of an optional ad-hoc activity) − **3 hours session** will cover how to choose instructional methods (plus **27 min.** of an optional ad-hoc activity) − **4 hours session** will cover modes of interaction between the adult educator and adult learner in a non-formal setting (**plus 27 min.** of an optional ad-hoc activity) − **3 hours session** will cover how to put it all together for a course (plus **27 min**. of an optional ad-hoc activity) − **3 hours** will cover **ad-hoc activities** to evaluate learners' performance in this module (these can be organised as a separate session or be optionally dispersed in the previous five sessions, for example one ad-hoc activity 27 minutes max. in each of the five sessions as indicated above) The time frame may be altered depending on the level of readiness by the participants as well as their previous knowledge of adult learning theories.

Module Optional Supplementary Information	Professional development of facilitators of adults should promote dialogue, reflection, and quality. The integrative approach to professional development involves key elements. Furthermore participants will be exposed on issues of professional development regarding: ▪ What kind of training should I develop? ▪ How do I develop training materials? ▪ How do I choose instructional methods? ▪ How do I put it all together for a course? ▪ How do I create a trainer's manual or instruction sheet? Participants will also become familiar with how to increase retention, what delivery method to use, how to facilitate effectively in the classroom, and 10 important lessons for effective classroom presentations.

Module Learning Objective Title	**DELIVERING EFFECTIVE ADULT PROGRAMMES**		

Expected learning outcomes – Knowledge, Skills and Competences	**Knowledge**	**Skills**	**Competences**
	With the completion of this module participants will be in position to: 1. Identify clearly stated learning objectives. 2. Determine what kind of learning domain the outcome involves (knowledge, skill, or attitude).	With the completion of this module participants will be in position to: 3. Develop training materials. 4. Choose instructional methods. 5. Create a trainer's manual.	With the completion of this module participants will be in position to: 6. Connect with adult audience. 7. Explain how learning experience will help students meet the learning objectives identified.

Suggested learning/instructional Material	**Suggested learning and/or instructional material**	**Alignment to Expected Learning Outcomes**
	1. Effective Adult Learning: A Toolkit for Teaching Adults from https://www.ag.ndsu.edu/evaluation/documents/effective-adult-learning-a-toolkit-for-teaching-adults	**Suggested material #1** is selected in order to facilitate learners to achieve the learning outcomes #1 to #5 This toolkit contains information on how to put together effective learning for adults. Intermediate or advanced-level users may choose to scan the sidebars as reminders to use when developing instruction, rather than reading the full text. This toolkit contains four sections.
	2. The Most Effective Training Techniques, available at: http://trainingtoday.blr.com/article/most-effective-training-techniques/	**Suggested material #2** is selected in order to facilitate learners to achieve the learning outcomes #3 to #7. Training and development -- or "learning and development" as many refer to it now -- is one of the most important aspects of our lives and our work. (Many people view "training" as an activity that produces the result or outcome of "learning" -- and learning is typically viewed as new knowledge, skills and competencies or abilities.) In our culture, we highly value learning. Yet, despite our having attended many years of schooling, many of us have no idea how to carefully design an approach to training and development. This topic in the Library provides an extensive range of information about training and development, including to depict how the many aspects of training and development relate to each other. Also, this topic explains how training and development can be used, informally or formally, to meet the nature and needs of the reader.
	3. All About Training and Development, available at: https://managementhelp.org/training/methods/index.htm	**Suggested material #3** is selected in order to facilitate learners to achieve the learning outcomes #3 to #5. There are many approaches to learning and development and many types of activities that can be undertaken to learn. We're most used to thinking of the formal, other-directed activities, such as attending courses or lectures. However, most of the types of learning are informal and unstructured. An awareness of these other types will broaden your possibilities for intentional learning and for designing training for yourself and others. ***Classroom or Instructor-Led Training*** Instructor-led training remains one of the most popular training

techniques for trainers. There are many types including:

- Blackboard or whiteboard. This may be the most "old-fashioned" method, but it can still be effective, especially if you invite trainees to write on the board or ask for feedback that you write on the board.
- Overhead projector. This method is increasingly being replaced with PowerPoint presentations, which are less manually demanding, but overheads do allow you to write on them and customize presentations easily on the spot.
- Video portion. Lectures can be broken up with video portions that explain sections of the training topic or that present case studies for discussion.
- PowerPoint® presentation. Presentation software is used to create customized group training sessions that are led by an instructor. Training materials are provided on CDROM and displayed on a large screen for any number of trainees. Employees can also use the programs individually, which allows for easy make-up sessions for employees who miss the group session. This method is one of the most popular lecture methods and can be combined with handouts and other interactive methods. [See page 37 for PowerPoint presentation tips.]
- Storytelling. Stories can be used as examples of right and wrong ways to perform skills with the outcome of each way described. This method is most effective with debriefing questions, such as:
  o How does this story relate to training?
  o How did the main character's choices make you feel?
  o What assumptions did you make throughout the story? Were they correct?
  o What would you have done differently?
  This technique makes communication easier since it is nonthreatening with no one right answer. It is cost effective, especially if trainers have their own stories to tell. Stories can also make sessions more personal if they involve people trainees know. You can also find many training stories online.

Advantages

- Instructor-led classroom training is an efficient method for presenting a large body of material to large or small groups of employees.
- It is a personal, face-to-face type of training as opposed to computer-based training and other methods we will discuss later.
- It ensures that everyone gets the same information at the same time.
- t is cost-effective, especially when not outsourced to guest speakers.
- Storytelling grabs people's attention.

Disadvantages

- Sometimes it is not interactive.
- Too much of the success of the training depends on the effectiveness of the lecturer.
- Scheduling classroom sessions for large numbers of trainees can be difficult—especially when trainees are at multiple locations.

You can use lectures effectively by making sure your audience is engaged throughout the session. Here are several ways to achieve this:

- Train your trainers in the art and science of public speaking.
- Give your trainers the materials they need.
- Use with interactive methods.

Interactive Methods

There are many ways that you can break up training sessions and keep trainees attentive and involved, including:

- **Quizzes.** For long, complicated training, stop periodically to administer brief quizzes on information presented to that point. You can also begin sessions with a prequiz and let participants know there will also be a follow-up quiz. Trainees will stay engaged in order to improve their prequiz scores on the final quiz. Further motivate participants by offering awards to the highest scorers or the most improved scores.

- **Small group discussions.** Break the participants down into small groups and give them case studies or work situations to discuss or solve. This is a good way for knowledgeable veteran employees to pass on their experience to newer employees.

- **Case studies.** Adults tend to bring a problem-oriented way of thinking to workplace training. Case studies are an excellent way to capitalize on this type of adult learning. By analyzing real job-related situations, employees can learn how to handle similar situations. They can also see how various elements of a job work together to create problems as well as solutions.

- **Active summaries.** Create small groups and have them choose a leader. Ask them to summarize the lecture's major points and have each team leader present the summaries to the class. Read aloud a prewritten summary and compare this with participants' impressions.

- **Q & A sessions.** Informal question-and-answer sessions are most effective with small groups and for updating skills rather than teaching new skills. For example, some changes in departmental procedure might easily be handled by a short explanation by the supervisor, followed by a question-and-answer period and a discussion period.

- **Question cards.** During the lecture, ask participants to write questions on the subject matter. Collect them and conduct a quiz/review session.

- **Role-playing.** By assuming roles and acting out situations that might occur in the workplace, employees learn how to handle various situations before they face them on the job. Role-playing is an excellent training technique for many interpersonal skills, such as customer service, interviewing, and supervising.

- **Participant control.** Create a subject menu of what will be covered. Ask participants to review it and pick items they want to know more about. Call on a participant to identify his or her choice. Cover that topic and move on to the next participant.

- **Demonstrations.** Whenever possible, bring tools or equipment that are part of the training topic and demonstrate the steps being taught or the processes being adopted.

- Other activities.
  - Create a personal action plan
  - Raise arguments to issues in the lecture
  - Paraphrase important or complex points in the

Advantages

- Interactive sessions keep trainees engaged in the training, which makes them more receptive to the new information.
- They make training more fun and enjoyable.
- They provide ways for veteran employees to pass on knowledge and experience to newer employees.
- They can provide in-session feedback to trainers on how well trainees are learning.

Disadvantages

- Interactive sessions can take longer because activities, such as taking quizzes or breaking into small groups, are time-consuming.
- Some methods, such as participant control, can be less structured, and trainers will need to make sure that all necessary information is covered.

4. Types of Learning Management Systems, available at: https://www.schoolkeep.com/learning-management-systems/types-of-lms

Suggested material #4 is selected in order to facilitate learners to achieve the learning outcomes #6 to #7. There is a tapestry of eLearning tools available for creating, delivering and measuring online learning. These tools can be bucketed into several categories, based on factors such as their deployment model, target industry or training goals served and feature offerings. Be sure to consider each of these categories in your LMS comparison process, if you plan to purchase an LMS in the near future.

"Deployment model" is the broadest category for drawing distinctions between the available LMS solutions. There are four types of deployment models. The first is a cloud-based learning management system, also known as a hosted LMS. With this deployment model, the LMS vendor hosts all data, programs and applications on their server. No installation is required, and updates are automatic. The second is an installed LMS. In this case, the customer purchases a license and installs and maintains the LMS on their own server. The third type of deployment model is an open source LMS, with which the source code is open and free for anyone to use and adapt to their specifications. Finally, we have the custom-built LMS, which is a tailor-made system, built and maintained by a team of developers employed or contracted by your company.

An LMS may also be designed to serve a specific industry (such as higher education, hospitality, healthcare, IT and more) or cater to a particular use case (such as sales enablement, customer service training and professionals selling online courses). This type of LMS is considered a vertical solution, whereas an LMS that is industry and use-case agnostic is called a horizontal solution.

LMS software can also be distinguished by LMS features. While there are, no doubt, dozens of features that distinguish one platform from the next (see the following section), one is especially significant. The term "Learning Management System" traditionally refers to a high-level solution for performing all steps involved in the planning, delivery and management of a full online learning program. Some solutions take a different approach to learning management by enabling course content creation directly within the platform. These companies refer to their software as "Learning Content Management System (LCMS)," "Modern LMS," "Learning Software" and "Training Software" to distinguish their product from the traditional LMS. The goal of these solutions is to remove the learning curve and democratize course content authoring for any professional, from Instructional Designers (with extensive knowledge of eLearning) to business unit leaders (with little to no eLearning knowledge). The use of an LCMS-type solution is most effective for creating smaller units of learning content that are delivered when and where the learner needs it.

	Suggested teaching method or technique (to be utilised individually or in combinations)	Relevance to learning/instructional material and alignment to Expected Learning Outcomes
Suggested repertoire of teaching methods and techniques and suggested educational activities with timeframe	1. **Presentation through multimedia** is employed to highlight the most important practical approaches to adult learning.	**Presentation through multimedia** is selected as it is compatible to learning material #1, #2, #3 and #4 in order to facilitate learners to achieve learning outcomes #1 to #7. Multimedia methods of presentation include slide shows, movies, and PowerPoint presentations. When creating presentations, it's important to keep notes concise and to the point while including interesting and relevant images. If done well, a presentation can be very interesting and effective for learner learning. Movies present their own set of problems and concerns but can be extremely effective when teaching certain subjects.
	2. **Group brainstorming** is employed to motivate learners respond to issues that relate to the structure and scope of adult learning programmes and models as well as to extract ideas regarding critical views on certain adult learning practice.	**Group brainstorming** is selected as it is compatible to learning material #1, #2, #3, and #4, in order to facilitate learners to achieve learning outcomes #2 to #7. Brainstorming combines a relaxed, informal approach to problem solving with lateral thinking. It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions to a problem, while others can spark even more ideas. This helps to get people unstuck by "jolting" them out of their normal ways of thinking. Therefore, during brainstorming sessions, people should avoid criticizing or rewarding ideas. You're trying to open up possibilities and break down incorrect assumptions about the problem's limits. Judgment and analysis at this stage stunts idea generation and limit creativity. Evaluate ideas at the end of the session – this is the time to explore solutions further, using conventional approaches. You can take advantage of the full experience and creativity of all team members. When one member gets stuck with an idea, another member's creativity and experience can take the idea to the next stage. You can develop ideas in greater depth with group brainstorming than you can with individual brainstorming. Another advantage of group brainstorming is that it helps everyone feel that they've contributed to the solution, and it reminds people that others have creative ideas to offer. It's also fun, so it can be great for team building. Group brainstorming can be risky for individuals. Unusual suggestions may appear to lack value at first sight – this is where you need to chair sessions tightly, so that the group doesn't crush these ideas and stifle creativity. Where possible, participants should come from a wide range of disciplines. This cross-section of experience can make the session more creative. However, don't make the group too big: as with other types of teamwork, groups of five to seven people are usually most effective.
	3. **Icebreaker** is employed to develop group dynamics in order to respond to issues that relate to the implication and effectiveness of adult learning.	**Icebreaker** is selected as it is compatible to learning material #1 to #4, in order to facilitate learners to achieve learning outcomes #1 to #7. Ice breakers can be an effective way of starting a training session or team-building event. As interactive and often fun sessions run before the main proceedings, they help people get to know each other and buy into the purpose of the event. If such a session is well-designed and well-facilitated, it can really help get things off to a great start. By getting to know each other, getting to know the facilitators, and learning about the objectives of the event, people can become more engaged in the proceedings and so contribute more effectively towards a successful outcome. But have you ever been to an event when the ice breaker session went badly? Just as a great session can smooth the way for a great event, so a bad session can be a recipe for disaster. A bad session is at best simply a waste of time, or worse an embarrassment for everyone involved. As a facilitator, the secret of a successful icebreaking session is to keep it simple: design the session with specific objectives in mind and make sure that the session is

	4. **Small group discussions** is employed to assist learners with responding to possible challenges in implicating and applying certain instruction approaches and models into practice.	appropriate and comfortable for everyone involved. **Small group discussions** is selected as it is compatible to learning material #3 and #4, in order to facilitate learners to achieve learning outcomes #2 to #7. This is a more complicated form of discussion. The educator breaks the class up into small groups and provides them with talking points that they must discuss. The educator then walks around the room, checking on the information being shared and ensuring participation by all within the group. An example of when this method of discussion would work well would be when learners have read a novel and are sharing information based on questions posed by the instructor. However, the educator must have a good handle on classroom management to ensure that the discussion groups stay on topic.

ACTIVITY #1→ Hands on training: keeping adults in the classroom (27 minutes)

Activity Objectives	1. Comprehend the elements of experiential, or hands-on, training, which offers several more effective techniques for keeping adult learners in the classroom	
Additional objectives		

Time	Content Focus	Method/Task
10 Minutes	**Overview** • Rationale and purpose of the activity • Worksheet	1. **Presentation of the video** Hands-on Training that is available at: https://www.youtube.com/watch?v=nqbpRD3P87I − Worksheet distributed
4 Minutes	**Instructions** • Explain the content of the video writing in the worksheet a short list of variables or factors you believe they affect retention of adults in clasroom	− Brief orientation − Working individually

10 Minutes	**Participation in a brainstorming exercise**
	• Form small groups of 2-4 people
	• Each group selects one of the following six variables to discuss:
	  1. Work experience (including development of thinking patterns based on this experience)
	  2. Positive/negative previous adult learning experiences
	  3. Performance affectors, including cognitive abilities
	  4. Time between learning interactions
	  5. Motivational factors
		− Small group interaction
		− Brainstorming
		− Educator facilitates

3 Minutes	**Summary and Evaluation** • Complete session evaluation	• Evaluation form distributed and filled by participants

ACTIVITY #2→ Computer Based Training (CBT) (27 minutes)

Activity Objectives	1. Look more closely at what training technologies have to offer and how they might be used to supplement existing training programs or used when developing new ones.	
Additional objectives		

Time	Content Focus	Method/Task
10 Minutes	**Overview** • Rationale and purpose of the activity • Presentation of various methods	− **Text-only.** The simplest computer-based training programs offer self-paced training in a text-only format. These programs are similar to print-based, individualized training modules with the addition, in

		most cases, of interactive features. While simple in format, these programs can be highly effective and present complicated information and concepts in a comprehensible and easily accessible way. - **CD-ROM.** A wide variety of off-the-shelf training programs covering a broad range of workplace topics are available on CD-ROM. Programs can also be created by training consultants for the specific needs of the particular organization or individual departments. - **Multimedia.** These training materials are an advanced form of computer-based training. They are much more sophisticated than the original text-only programs. In addition to text, they provide stimulating graphics, audio, animation, and/or video. Multimedia tends to be more provocative and challenging and, therefore, more stimulating to the adult mind. Although costs are higher than text-only software, the benefits in terms of employee learning may well be worth it. Multimedia training materials are typically found in DVD format. - **Virtual reality.** Virtual reality is three-dimensional and interactive, immersing the trainee in a learning experience. Most virtual reality training programs take the form of simulation, which is a highly effective form of training. It is hands-on experience without the risks of actual performance. Flight simulators, for example, have been used successfully for years to train airline and military pilots in critical flying skills, as well as to prepare them for emergency situations in a safe and forgiving environment.
10 Minutes	**Instructions** • Explain each method presented and suggest advantages and disadvantages	− Brief orientation − Working in small groups **Advantages** • Computer-based training programs are easy to use. • They can often be customized or custom designed. • They are good for helping employees develop and practice new skills. • They are useful for refresher training. They are applicable to self-directed learning. • They can be cost-effective because the same equipment and program can be used by large numbers of employees. • They are flexible because trainees can learn at their own pace and at a time that's convenient for them. Computer-based programs are available 24 hours a day, 7 days a week. No matter which shift an employee works, training is always available. • Some programs are interactive, requiring trainees to answer questions, make choices, and experience the consequences of those choices. This interaction generally results in greater comprehension and retention. • They are uniform, which makes it possible to standardize training. • They are measurable. When computers are used for training, it is possible to track what each employee has learned right on the computer. Most programs have post-tests to determine whether the employee has

		understood the training. Test scores give trainers statistics for training evaluations. **Disadvantages** • These programs require trainees to be computer literate. • They require trainees to have computer access. • There is little or no interaction with a trainer; if trainees have questions, there's no one to ask. • These programs are not effective at teaching "soft-skills," such as customer service, sales, or sensitivity training. • They are not the best choice for new or one-time training. Trainers need live interaction to ensure new skills or concepts are being communicated. Trainees need to be able to ask questions and receive feedback. • Some poorly designed programs are "boring" and result in trainees having a poor retention rate of the material as well as a low finish rate.
7 Minutes	**Summary and Evaluation** • Complete session evaluation	• Evaluation form distributed and filled by participants

ACTIVITY #3→ How to use a Blended Learning Approach (27 minutes)

Activity Objectives	1. Familiarise with using more than one training method to train on one subject.
Additional objectives	

Time	Content Focus	Method/Task
10 Minutes	**Overview** • Rationale and purpose of the activity • Worksheet	− Video presentation of core subject which is available at: https://www.youtube.com/watch?time_continue=2&v=3xMqJmMcME0 − Worksheet is distributed
10 Minutes	**Participation in a team communication exercise** • Learners will be divided in two groups. The first group will present the advantages of the method and the second the disadvantages.	− Brief orientation − Working in groups − Educator facilitates Blended learning is a commonsense concept that results in great learning success. The blended learning approach is simply acknowledging that one size doesn't fit all when it comes to training. In a nutshell, blended learning means using more than one training method to train on one subject. Here are several good reasons to use a blended learning approach: • A University of Tennessee study showed that a blended learning program reduced both the time and the cost of training by more than 50 percent. • The same study showed a 10 percent improved result in learning outcomes compared with traditional training. • Learning experts believe that a big advantage of blended learning is that it more closely replicates how people actually learn on the job, through experience and interaction with co-workers. This approach works well because the variety of approaches keeps trainers and trainees engaged in training. Blended learning simply makes a lot of sense. Consider the many factors that affect training:

		- Subject matter - Audience make-up - Types of learners - Budget considerations - Space constraints - Compliance issues Any or all of these considerations affect your choices for training and may even necessitate that you use a blended learning approach. Chances are you already use this method perhaps without even realizing it. Have you ever: - Used a PowerPoint training session and incorporated written quizzes, small group discussions, and role plays at various points in the training? - Broken a complex subject into parts and used a different training method to teach each section or step? - Used a live trainer with hands-on demonstrations for initial training and a CD-ROM or online course for refresher training? If you have done any of the above methods, you are already using a blended learning approach. Here's how to plan a blended learning training program. Once you've identified training needs, answer these questions about each situation: - What are the training conditions? - Do you have a classroom? How many people will it hold? - How many computers do you have access to? - What resources are available? - What are the characteristics of the training content? Is it soft or hard? - Who is your target audience? - What are its demographics? - How many languages do you need to accommodate? Which ones? - How many employees need this training? - How quickly do you need to accomplish this training? Your answers will direct you to the optimal delivery method. However time consuming this process may seem, blended learning offers trainees a well-planned session that is custom-designed for them, the subject, and the learning environment. In the long run, blended learning saves time and money since this training process is an efficient use of resources to help employees develop sufficient levels of knowledge retention.
4 Minutes	**Reflection** Brainstorming on the advantages and the disadvantages of the blended learning approach	− Brainstorming − Educator facilitates.
3 Minutes	**Summary and Evaluation** Complete session evaluation	• Evaluation form distributed and filled by participants
Evidence requirements	**Suggested evidence requirement**	**Alignment to Expected Learning Outcomes**
	1. **Reflection essay:** All participants will produce a reflection essay (max. 1000 words or 3 pages) in order to review individual learning.	**Reflection essay** is aligned to all expected learning outcomes of this module #1 to #7. It can engage learners by having them think about their own learning. It

	The theme of the essay could be "Using interactive methods of instruction for learning management and instruction" The essay can be handed to the educator at the final meeting or sent by e-mail after the module is completed.	also allows the educator to better assess what and how they are learning.

	Suggested assessment and/or evaluation method	**Alignment to Expected Learning Outcomes**
Suggested Assessment or Evaluation method/s	1. **Question cards.**	During the lecture, ask participants to write questions on the subject matter. Collect them and conduct a quiz/review session.
	2. **Checks for Understanding**. Pausing every few minutes to see whether learners are following along with the module activity or presentation not only identifies gaps in comprehension, but helps break up lectures (e.g, with Clicker questions) or online lessons (e.g., with embedded quiz questions) into more digestible bites.	**Checks for Understanding** is selected here because it is better aligned with learning outcomes #1 (Refer to historical aspects of adult learning theories), #2 (Distinguish the difference between instrumental, humanistic and transformative approaches to adult learning), #3 (Explain the motivational, reflective and multi-theories models of adult learning including the effect of spirituality on adult educator/adult learner relationship) and #4 (Implicate adult learning theories and models in educational practice). A quick method of assessing learning is the one-sentence summary. This method allows determining if learners can summarize a large amount of information in one sentence about a given topic. Ask them to consider the following questions: "Who does what to whom, when, where, how and why?" Learners can use their answers to these questions to create a single sentence. This exercise assists educators in determining learners' understanding of information presented during instruction and also helps learners develop the ability to synthesize information.
	3. **Q & A sessions.**	Informal question-and-answer sessions are most effective with small groups and for updating skills rather than teaching new skills. For example, some changes in departmental procedure might easily be handled by a short explanation by the supervisor, followed by a question-and-answer period and a discussion period.
	4. **Active summaries**.	Create small groups and have them choose a leader. Ask them to summarize the lecture's major points and have each team leader present the summaries to the class. Read aloud a prewritten summary and compare this with participants' impressions.