TRAIN THE TRAINER
Principles of Learning in Later Life

PEFETE PROJECT

SOCIUS

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TREAT OLDER TRAINERS SERIOUSLY

- They are people with years of experience and a wealth of information
- They have got important values, beliefs and opinions
- Their style of learning might have changed,…
- They relate new knowledge and information to previously learned information and experiences
- They are people with bodies influenced by gravity: plan regular breaks
- They have got their pride: the environment has to be supportive and safe. Respect needs to be shown
- They have got a need to be self-directing
- Individual differences among seniors is important
- They attend to have a problem-centered orientation to learning
- They are relevancy-oriented
- They are practical,…

PLAN OF THE TRAINING PROGRAMME

(S.n. (2004). Breaking down barriers to learning for older people. Contin You)

- Step 1: Ice-breakers
- Step 2: Understanding learning
- Step 3: Individual learning plans
- Step 4: Barriers
- Step 5: Participants' own experiences
- Step 6: Bakground research
- Step 7: Teaching methods
- Step 8: Skills for trainers
- Step 9: The external environment
- Step 10: An inclusive learning environment
- Step 11: Planning your own work
- Step 12: Evaluation
- Step 13: Course evaluation

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STEP 1 ICE-BREAKERS

- Activities designed to help people settle in and get to know each other, and to give them the chance to get used to group work
    - E.q. Introducing the programme, saying hello, a short DVD or video,…

- Outcomes: participants will feel relaxed, will have started to get to know each other and the trainers, and will be aware of the content and style of the course.

STEP 2: UNDERSTANDING LEARNING
STEP 3: INDIVIDUAL LEARNING PLANS

- Outcomes: participants will find out about their own learning style, will understand that everyone learns in different ways and will know why it is important to use a variety of teaching methods.
    - E.q. Myths of learning (the more serious the learning, the more we will learn,…)
    - E.q. Kolb's Learning Style inventory – learning style profile
    - E.q. Individual learning plan:
        - Name of the learner
        - Strengths/interests
        - What outocme do I want from this course?
        - What are my development needs in order to achieve this?
        - Short term goals for this course
        - Expected long term outcomes after the course has finished
        - What actions do I need to take now?
        - How am I going to support the learning of others?

STEP 4: BARRIERS

- Two or three activities to stimulate discussion
  - E.q. Identifying barriers by working in small groups: ask the trainers to write on cards a short description of a barrier to learning for older people (concerning memory training); collect the cards; give feedback,…

- Outcomes: participants will be aware of the range of barriers – physical, psychological or cultural – that might deter older people from taking up learning opportunities.

STEP 5: PARTICIPANTS' OWN EXPERIENCES

Outcomes: Participants will learn from each other. They will have the chance to make a presentation to the rest of the group.

E.q. Sharing experiences

STEP 6: BACKGROUND RESEARCH

■ Outcomes: The trainers will understand the importance of needs analysis and will learn a variety of techniques.

  ▪ E.q. You can create an acitivity (questionnaire, focus groups, one by one interviews) which focuses on what the learning needs of an older adult might be and on what barriers they might face, using participants' own experience. It is intended that participants will share this knowledge and learn from each other.

    ▪ Needs analysis: method, a brief description of the method, the advantages of this method, the limitations of this method, steps you would need to take to implement this method, who would need to be involved, how would ou know whether it has been successful

STEP 7: TEACHING METHODS

- Outcomes: participants will become familiar with interactive and inclusive teaching methods

    - E.q. Identifying teaching techniques (explanation, debate, round-table discussion, simulation, role-play, interview, text analysis, case studies,…)

STEP 8: SKILLS FOR TRAINERS
STEP 9: THE EXTERNAL ENVIRONMENT

- Outcome: participants will identify the interpersonal skills needed for this kind of work with older people, and will have the chance to practise using these.

  - E.q. asking open-ended questions, active listening, giving positive feedback,…

STEP 10: AN INCLUSIVE LEARNING ENVIRONMENT

■ Outcomes: participants will understand the importance of managing the learning environment and learn how this can be achieved.

■ E.q. How to work with people who have got a physical or psychological disability?

STEP 11: PLANNING YOUR OWN WORK

- Outcomes: participants will plan what to do back at their own place of work, and will give a presentation about their plans to other group members

    - It is important that participants have the opportunity near the end of this training programme to plan how they will use their new knowledge and skills and the practical ideas that they have picked up.

    - Some questions: what groups of older people they intend to work with, what barriers they believe exist, how they will try to overcome these, who else they need to involve, where they will hold the activities, what teaching styles they will use,…

STEP 12: EVALUATION

- Outcomes: participants will consider how and when to begin planning for evaluaton in their own work.
- Evaluation means: did we achieve our goals?
  - What are the different types of evaluation? (fomative, summative, quantitative, qualitative)
  - Evaluation methods? (focus groups, personal diaries, drawings, questionnaires, photographs and videos,…)
  - Questions to ask before we begin (what do we want to evaluate and why, when should we undertake the evaluation,…)
  - Suggested evaluation questions (did we achieve our goals, did we achieve something we didn't expect, did participants have similar expectations,…)

STEP 13: COURSE EVALUATION

- Outcomes: participants will take part in activities to evaluate the course.

    - What have you learnt during this course?

    - Which parts of the programme did you like?

    - Which parts of the programme didn't you like?

    - What did you think of the organisational aspects of the programme?

    - What will you take away with you that you can use in your work with older learners?

    - Do you have any suggestions about how we can improve the course in the future?