



TRAINER'S GUIDE
"Course: Pandemic Prevention" – ToT Didactics
Chapter Outline: Adult Learning

CHAPTER - 2: **Adult Learning**

Objectives:	The participants <ul style="list-style-type: none">- understand the main features and advantages/disadvantages of self-study e-learning, facilitated e-learning and face-to-face learning- understand how adults learn and what are the different steps of the action learning cycle- learn how to prepare and implement an exercise on their own according to the action learning cycle
Duration:	10,5 – 11 hours

The chapter contains three sessions. These sessions cover the following topics:

- 2.1 Different learning settings (75 min)
- 2.3 The Action Learning Cycle (90 min)
- 3.3 Implementation of Exercises in sub-groups (8 hours)

Summary - Session Overview

Chapter – 2: Adult Learning

TIME	CONTENT	OBJECTIVES	TRAINING MATERIAL	DESCRIPTION OF TRAINING SESSION AND TRAINER NOTES
75 min	<p>Understanding the differences as well as the advantages / disadvantages of</p> <ul style="list-style-type: none"> - self-study e-learning, - facilitated e-learning and - face-to-face learning <p>The exercise also provides the opportunity to reflect on the e-learning and face-to-face sessions of the Risk Communication course</p>	<p>The participants</p> <ul style="list-style-type: none"> • understand the main features and advantages / disadvantages of different learning settings 	<p>Group work with Flipchart</p>	<ol style="list-style-type: none"> 1. Provide definition of different learning settings 2. Form 3 groups 3. Group work: what are advantages and disadvantages of each setting (incl. your experience of e-learning sessions and last 2 days) 4. Present group results 5. Comment on group results 6. Summarise differences between learning settings 7. Explain how different learning settings are used in the context of this course
90 min	<p>Session on the andragogic background of how exercises are structured and why.</p> <p>Reflection on how participants should approach their future learners.</p>	<p>The participants</p> <ul style="list-style-type: none"> • understand how adults learn and what are the different steps of the action learning cycle 	<p>2.3_SO_TShirt_Folding 2.3_Film_TShirt_Folding 2.3_TM_TShirt_Folding Flipchart 2.3_PPT_Adult learning T-Shirts</p>	<ol style="list-style-type: none"> 1. Experience and compare different ways to provide information while teaching 2. Experience and discuss advantages of participative learning methods 3. Reflect on elements facilitating learning (associations, repetition, emotions, curiosity) as basis for action-oriented learning 4. Exposure to experiential learning cycle 5. Reflection about 3 steps of learning process (Motivation, Acquisition, Consolidation) 6. Recapitulate and understand the steps of the experiential learning cycle

<p>3,5 hours introduction and preparation 4,5 hours for exercises + feedback</p>	<p>Application phase for the participants: They become trainers and get a better understanding on how to prepare and implement an exercise based on the Action Learning Cycle. At the same time they recapitulate some of the content of the e-learning module.</p> <p>Feedback is introduced as an important learning tool.</p>	<p>The participants</p> <ul style="list-style-type: none"> learn how to prepare and implement an exercise on their own according to the action learning cycle 	<p>3.1_SO_PESO Model 3.2_SO_Stakeholder Analysis 3.2_HO_Stakeholder Analysis 3.3_SO_Quiz Case study</p>	<ol style="list-style-type: none"> 1. Present 3 exercises and ask participants which exercise they would like to implement (10-15 min) 2. Form 3 equally sized groups (5 min) 3. The groups prepare the exercise (2,5 – 3 hours) 4. The trainer explains the feedback rules (10 min) 5. Group 1 implements exercise and receives feedback afterwards (first self-evaluation of group members, second feedback from participants, third feedback from trainers) (duration of exercise + 30 min for feedback) 6. Same process for Group 2 and 3
<p>10,5 – 11 hours</p>	<p>Total Time</p>			