

Essentials of Adult Learning

Creating High Quality Continuing Education Opportunities and Promoting Lifelong Learning



Purpose

- To increase awareness about how adults learn
- To provide resources to increase knowledge about adult learning
- To encourage adult learners to continue to seek opportunities to build their skills and knowledge
- To support the development and provision of high quality continuing education opportunities for certified Early Care and Education and School Age professionals

Structure: Online Modules

Module 1: Professional development

Module 2: NC approach

Module 3: Skills and knowledge

Module 4: How adults learn

Module 5: Your role as an adult educator

• Module 6: Sustaining professional development



Module 1

Professional Development



What is professional development?

- Professional development refers to a combination of education, training and continuing education. Well-designed professional development includes a broad range of activities and audiences, and:
 - benefits providers in all settings;
 - responds to the needs of Early Educators at all levels, from entry-level assistants to multi-site administrators;
 - spans a continuum of information and format, from short-term workshop-style training to college-level education to continuing education; and
 - focuses on services that are provided to children ages birth to twelve in early care and education and school age settings.

Why is it important?

- Maintain a level of education consistent with the field of knowledge
- Keep up with the latest research, best practices, tools and resources
- Mirror other professions
 - CPA's need to keep up with the latest laws, teachers and and nurses are require continuing education to remain active in the profession

Resources for Review

- **Why Education Matters**

- http://www.ncicdp.org/documents/Why_Education_Matters.pdf

- **Busting the Myths**

- <http://www.ncicdp.org/documents/Busting%20the%20Myths%202010.pdf>

Why encourage continuing education?

- Increase awareness of how adults learn
- Increase access to cohesive learning sessions
- Qualify individuals who provide content
- Provide tools to support development of high quality opportunities
- Promote and support adult learners continuing to seek knowledge and skills to inform practice

Module 2

NC Approach



Professional Development Framework

- Define and grow the vision
- Articulate core knowledge
- Ground with requirements/standards
- Build a continuum of education & training
- Assess what education and training is needed
- Provide information about education and training opportunities
- Make education and training opportunities accessible
- Assess and reward increased knowledge and skills with compensation
- Fund education and training [1]
- Build a system based on education which articulates prior learning

[1] Adapted list from Genser, A. (1999). *Kicking off the Dialogue: Elements of a Career Development System for School-Age Care*, Boston, MA: Center for Career Development in Early Care and Education.

National Approach

1. Professional Standards
2. Career Pathways
3. Advisory Structure
4. Articulation
5. Data
6. Financing

http://www.naeyc.org/files/naeyc/file/policy/ecwsi/Workforce_Designs_Brief.pdf

System Overview

- Characterized as ...
 - Layered
 - Multiple partners at many levels providing services and funding
 - Data driven
 - Education focused

<http://ncicdp.org/nc-approach/>

Key Partners

- Varied levels & cross sector
 - Early Educators – certified, e-list, partner networks
 - Regulatory - NC Division of Child Development
 - PreK – NC Office of Early Learning
 - Head Start – NC Head Start Collaboration Office
 - Smart Start – NC Partnership for Children
 - PD Supports & Services – CCR&R, Smart Start, T.E.A.C.H. Early Childhood®
 - Higher Education– NC Community College System, University programs & faculty associations
 - Salary Supplements – Child Care WAGE\$®

Network Partners

- Advocacy – NC Child Care Coalition, NCECA & NCaeyc
- Early Intervention/Inclusion – OEL, NPDCI Steering Committee
- School Age – CCR&R SA specialists, professional associations, NCCAP
- Diversity – NC Diversity in Leadership Alliance
- Outdoor Learning – OLE Alliance
- Research – UNCG, FPG, NC State, national partners, etc.
- Governor's Office - Early Learning Advisory Council (*in formation*)

System Development

- NC Institute for Child Development Professionals (Institute)
 - Non-profit
 - Advocates for and develop a comprehensive early childhood professional development system
 - Board of Directors, Advisory Committee, Task Groups & Committees
 - Partner participation
 - Hundreds of volunteers annually
 - Thousands in e-network
 - Provides services
 - Free – e-outreach, trainings, webinars, resources
 - Fee – NC Early Educator Certification (EEC)

Professional Competencies, Standards & Guidelines

National Guidelines

- NAEYC standards for personnel prep, position statements & accreditation standards
- Child Development Associate Credential competencies

NC Education Competencies

- Early childhood two- and four-year degree program competencies

NC Agency/Funder-Specific Standards & Guidelines

For Early Care and Education Services

- Regulated facilities staff education requirements
- Head Start staff qualifications and professional development guidelines
- PreK staff education requirements (More at Four, OEL)
- Inclusion and early intervention staff education requirements

For Professional Development & Technical Assistance Services

Professional Competencies, Standards & Guidelines

Guidelines re: Approach

- NC Infant/Toddler Foundations
- NC Foundations for Early Learning (preschool)
- CSEFEL
- Professional education priorities for NC's Young Children

Bridging ECE, SA & K-12 Worlds

- Differences and Similarities
 - Dimensions:
 - Delivery systems, standards, and educational requirements;
 - Teacher education, certification, and career pathways;
 - Teacher preparation vs. professional development;
 - Fieldwork;
 - Induction, mentoring, and professional development; and
 - Teachers' work environments.

http://www.irle.berkeley.edu/cscce/pdf/teacher_prep_summary.pdf

Articulation

- Research of two to four-year degree transfer students (2007)
 - Supports articulation
- Data collected on two-year ec degree programs (annually)
 - Demonstrates increased # of agreements & faculty education
- Statewide agreement available with UNC-G
 - Offers statewide access
- Curriculum Improvement Project (CIP) conducted (2007-08)
 - Changes in four-year degree program hinders
- Benefits compiled and disseminated (ongoing)
 - Raises awareness
- Access to ec degree program information (2010)
 - Provides transparency for consumer
- Accreditation support for two-year degree programs (2009-10)
 - Creates potential slowly for large system (58 programs)

<http://ncicdp.org/education/>

Compensation Parity – Strategies & Policies

- Implemented statewide salary supplement (WAGE\$)
 - Not accessible in 1/3 counties
- Aligned PreK teacher salaries w/ school teacher salaries
 - Implementation varies in non-public sector
- Aligned sample salary schedule w/ school teacher salaries
 - Use not required
- Aligned certification with WAGE\$
- Tied compensation to PD strategies, whenever possible

Compensation Parity - Funding

- Statewide salary supplement (WAGE\$)
 - Federal dollars + State supports administration
 - \$15 million needed for Tier I statewide
- PreK teacher salaries w/ school teacher salaries
 - State dollars
 - Education Lottery
- County-based incentives
 - State and local dollars

Creating Career Pathways Leading to Higher Compensation

- Regulatory staffing structure
- PreK staffing structure
- Leveled salary supplement & certification system
- Career planning tools
 - Early Childhood Careers publication (CCSA)
 - Individual career planning tools (Institute)
 - Systems planning tools (Institute)

<http://ncicdp.org/compensation/>

Key Data Sources

- NC Dept of Health & Human Services, Division of Child Development (State child care facility licensing body)
- NC Partnership for Children (Smart Start)
- Office of Early Learning (PreK)
- NC Head Start Collaboration Office
- T.E.A.C.H. Early Childhood® (education scholarships)
- Child Care WAGE\$® (salary supplements)
- NC Institute for Child Development Professionals (Early Educator Certification (EEC))
- Child Care Services Association (workforce studies)
- NC Child Care Resource & Referral Council
- NC Exceptional Preschool Children & Early Intervention Branch

Career Pathways

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Financing

- Funding for systems development
 - Key partners (DCD and Head Start)
 - Private sources
 - Moving fee supported system
- Funding for training, education bonuses, college scholarships, salary supplements, professional development/technical assistance specialists
 - Public and private (Key partners)
- Funding for recognition of workforce
 - Certification (Institute)
 - Public resources, fees, discounts/rewards
 - Institute
 - Licensure
 - Support for PreK teachers (OEL)
 - Public resources

Diversity, Inclusion & Access

- College scholarships
- Online college coursework
- Online college directory
- Faculty data collection on diversity
- Diversity in Leadership Alliance

Quality

- Modification to rated license system to increase weight of staff education level
- Recommendations on raising the floor of QRIS
- Connection between staff education level and child care tuition subsidy reimbursements
- Accreditation of two-year ec degree programs
- Collection of data on workforce, providers of education, training, professional development and technical assistance
- Dissemination of resources to PD Specialists
- Implementation of Early Educator Certification

Certification

Early Educator Certification

- Certification refers, in this context, to the verification of college education based on a standardized scale.
 - Open to all those who work directly with, work on the behalf of or intend to work with children birth to twelve.
 - 25% of teaching workforce currently certified
- Certification Fee
 - \$50, unless paid for by another source
 - \$25 recertification
 - Ongoing education or continuing education is required
- EEC Rewards

<http://ncicdp.org/certification-licensure/certification/>

Module 3

Skills & Knowledge



Professional Competencies, Standards & Guidelines

NC Agency/Funder-Specific Standards & Guidelines

For Professional Development & Technical Assistance Services

- NC Child Care Resource & Referral agency guidelines
- NCPC (Smart Start) Technical Assistance guidelines

<http://ncicdp.org/my-profession/standards-guidelines/>

Professional Competencies, Standards & Guidelines

Guidelines re: Approach

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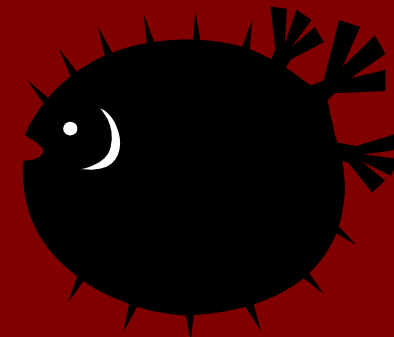
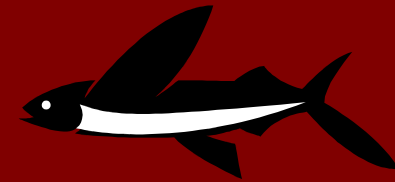
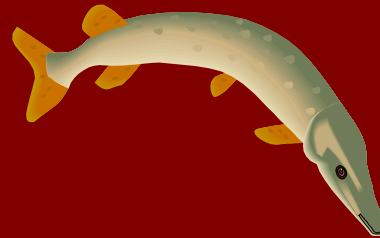
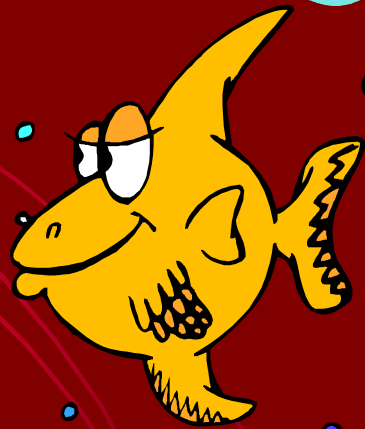
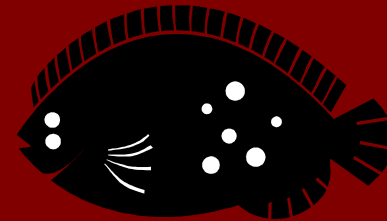
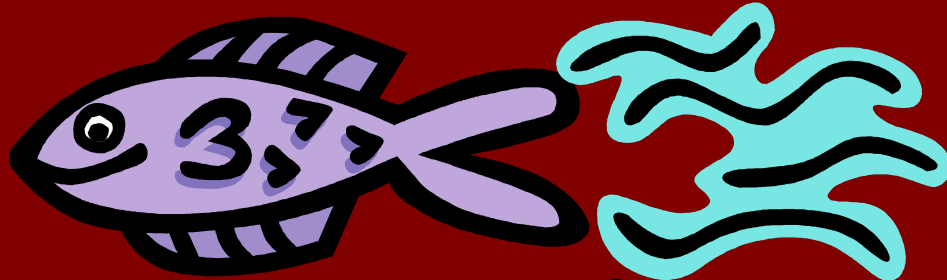
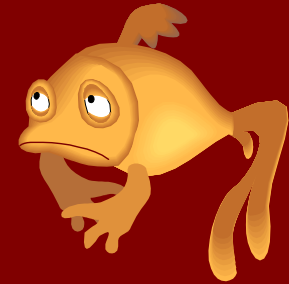
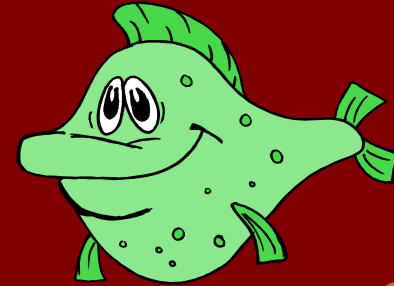
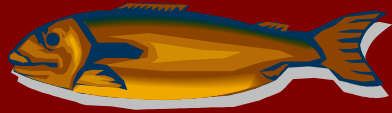
<http://ncicdp.org/my-profession/standards-guidelines/>

Module 4

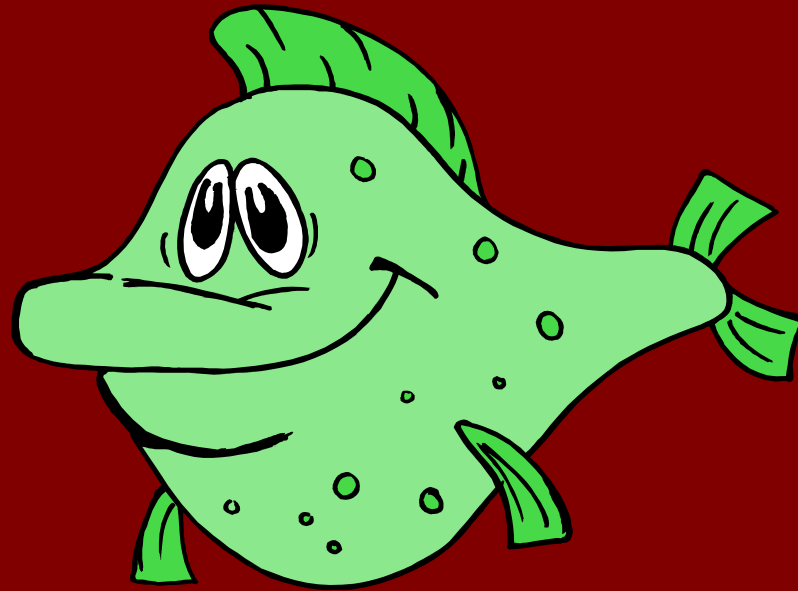
How Adults Learn



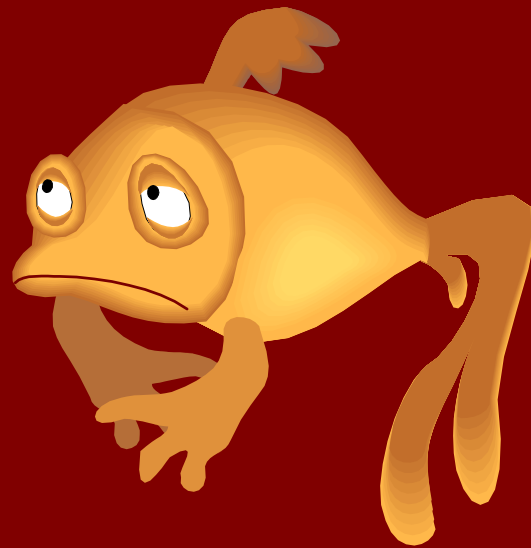
All Kinds of Learners



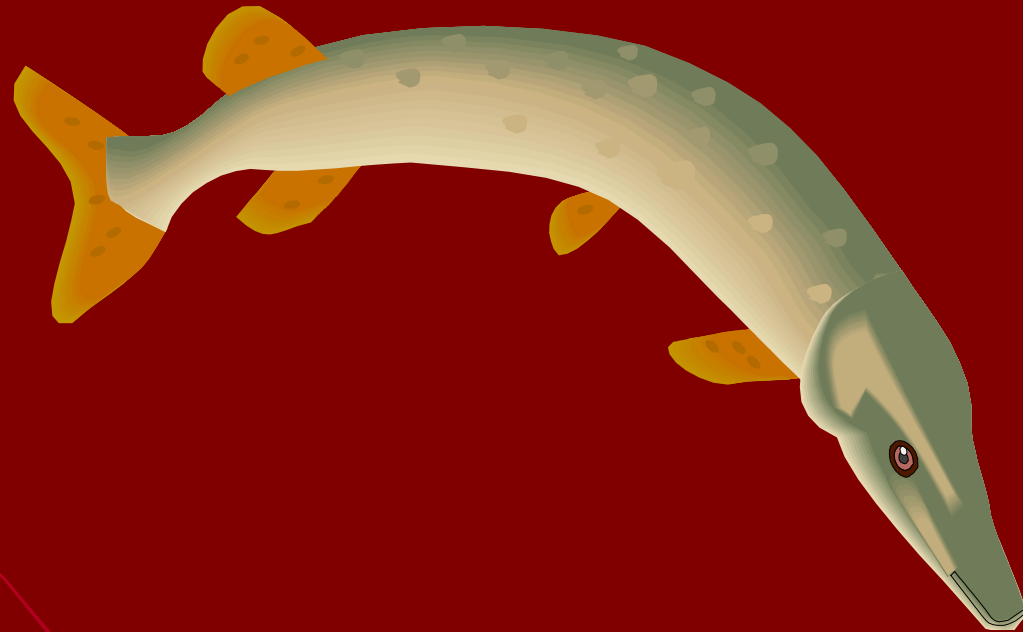
Happy to Be There



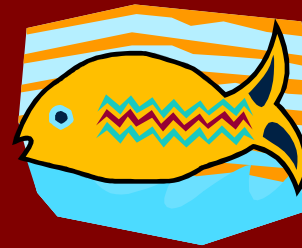
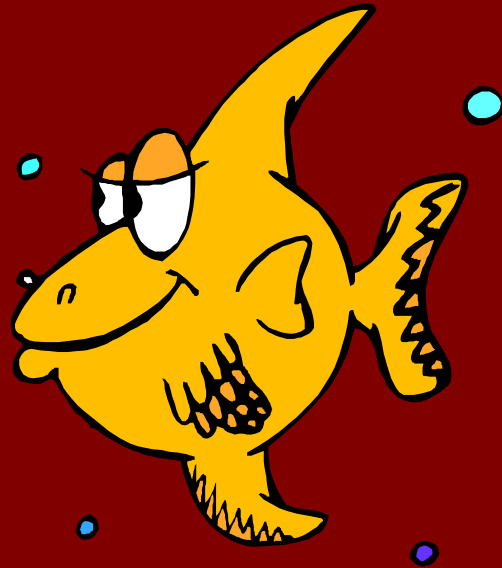
Unhappy to Be There



Going Against the Flow



Varying Ages



**Use principles & theory to
guide your efforts**



We know how adults learn

Handout

**Adults are *autonomous* and
self-directed.**



Adults have accumulated a foundation of *life experiences and knowledge* that may include work-related activities, family responsibilities, and previous education.


Adults are ***goal-oriented.***




Adults are *relevancy-oriented.*



**Adults are *practical*,
focusing on the aspects of a
lesson most useful to them
in their work.**



**As do all learners, adults
need to be shown *respect*.
Treat learners like adults**



How do these principles impact your work?

- Adults are *autonomous and self-directed*.
- Adults have accumulated a foundation of *life experiences and knowledge* that may include work-related activities, family responsibilities, and previous education.
- Adults are *goal-oriented*.
- Adults are *relevancy-oriented*.
- Adults are *practical*, focusing on the aspects of a lesson most useful to them in their work.
- As do all learners, adults need to be shown *respect*.
Treat learners like adults.

Handout



Learning Theories

- Behaviorist Theories
- Cognitive Theories
- Constructivist Theories
- Descriptive Theories
- Design Theories & Models
- Humanist Theories
- Identity Theories
- Learning Theories & Models
- Motivation Theories
- Paradigms and Perspectives
- Social Learning Theories
- Transformative Theories

Four Theories to Know

- Humanism
 - Social learning
 - Constructivism
 - Classical conditioning
- 

Humanism

- People act with intentionality and values.
 - Study of the self, motivation, and goals



Social Learning


- People learn from one another, via observation, imitation, and modeling.
 - Attention, memory and motivation



Constructivism

- Learning is an active, constructive process.
 - Learner is an information constructor.
 - Learner actively constructs or their own subjective/personal representations of objective reality.
 - Learner links new information to prior knowledge.

Classical Conditioning

- Classical conditioning is a reflexive or automatic type of learning.
 - Stimulus evokes a response that was originally evoked by another stimulus.
 - Pavlov's bell
- 

How can adult learning theories inform your work?



Module 6

Your Role



Your Role

- As an adult educator, you are one of the key direct suppliers of early childhood content, research and resources.
 - Effective trainers are able to plan, facilitate and assess learning using core subject knowledge and required skills.
 - Effective trainers also have an understanding of your own skills and limitations.
 - Effective trainers are viewed as a leader or a teacher sharing their knowledge with the less familiar learners.
 - Effective trainers are leaders who understand the value in sharing their knowledge and experiences
 - Effective trainers want to help others succeed, as well as trying to help the organization succeed in its visions and goals for future endeavors.

Follow Code of Ethical Conduct

www.naeyc.org

- Ethical Responsibilities to Adult Learners
- Ethical Responsibilities to Practicum Sites
- Ethical Obligations to Institutions of Higher Learning and Agencies Providing Training
- Ethical Responsibilities Regarding Colleagues
- Ethical Responsibilities to Children and Families
- Ethical Responsibilities to Community, Society, and the Field of Early Childhood Education

As an Adult Educator...

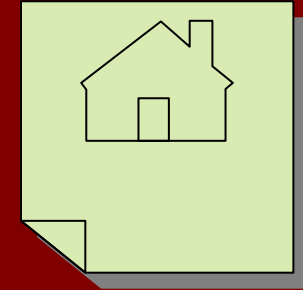
- Primary Focus
 - Product
 - Process
 - Procedures
 - defined within the scope of the organization.

Effective trainers are able to plan, facilitate and assess learning using core subject knowledge and required skills.

Effective trainers also have an understanding of your own skills and limitations.

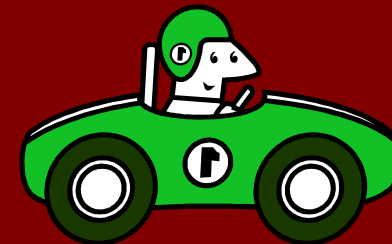
- viewed as a leader or a teacher sharing their knowledge with the less familiar learners.
 - leaders understand the value in sharing their knowledge and experiences
 - want to help others succeed, as well as trying to help the organization succeed in its visions and goals for future endeavors.

Primary Goal



Build and provide accessible, high quality learning opportunities that will improve practices and the quality of early care and education settings.

Driving toward better child outcomes.



What You Need to Know

Recommended Core Knowledge Areas

- Advocating for the Needs of Children, Families & the Workforce
- Adult Learning Principles
- Articulation of College Course Credits
- Assessment of Programs, Learning Environments & Staff
- Birth-Kindergarten Consortium
- CCR&R Approved Professional Development Activities
- CCR&R Documenting & Reporting Requirements
- Child Care Administration
- Child Care Regulations
- Child Development & Hot Topics
- Citing Sources & Copyright Laws
- Consultation
- Community College System & Programs
- Community Resources
- Developmentally Appropriate Practice
- Diversity & Best Practices in Inclusion of ALL Children
- Early Childhood Research & Best Practices
- Early Childhood Professional Development & System Elements
- Early Learning Standards & Guidelines
- Early Childhood Student Prep Standards
- Effective Trainer Characteristics
- Effective Training Characteristics
- Ethical Conduct
- Families
- Fatherhood
- Financial Aid Sources
- Inclusion
- Leadership
- Learner Assessments
- Structuring & Asking Good Questions
- Training Evaluation Strategies
- Supply & Types of Professional Development (in-person, tech enhanced, online)
- University Degree Programs
- Wage & Hour Act

What We Know About How Adult Like to Learn

- Self esteem and ego are at stake
- Individual vs. group activities preferred
- Anchoring content is important
- Integrate new information slowly
- Approach content objectively

What Works in Design

Integrated & Compensatory			
	OUTCOMES (% of Participants who Demonstrate Knowledge, Demonstrate new Skills in a Training Setting, and Use new Skills in the Classroom)		
TRAINING COMPONENTS	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
..+Demonstration in Training	30%	20%	0%
...+ Practice & Feedback in Training	60%	60%	5%
...+ Coaching in Classroom	95%	95%	95%

Joyce and Showers, 2002

Increase Access

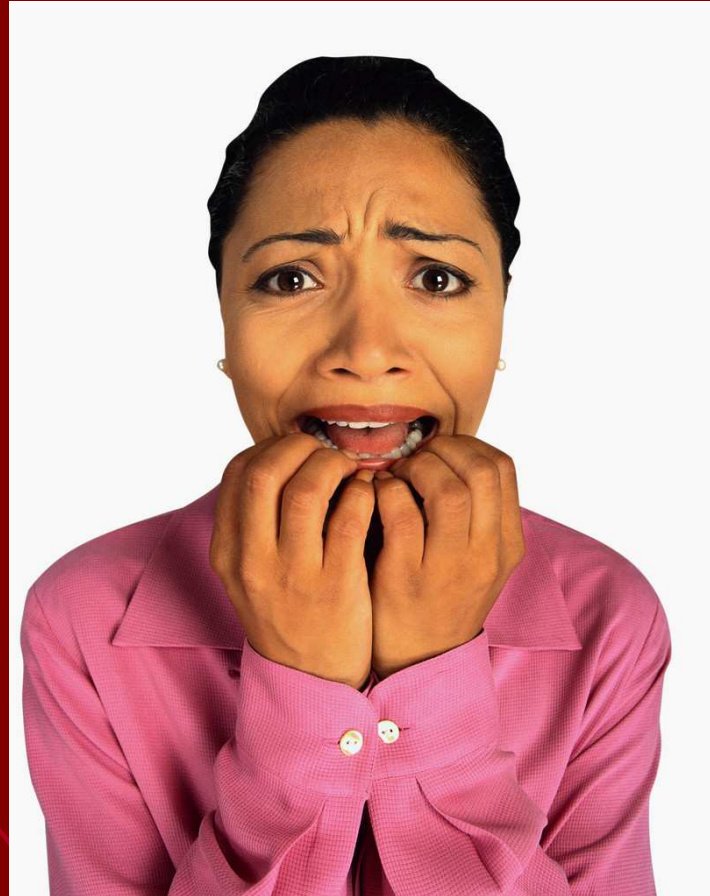
- Availability
 - Affordability
 - Equity
 - Geographic
 - Cultural
 - Translation equipment
- 

Know Content

- Outline learning objectives (change)
- What do you know/need to learn
- Reflect on target audience
 - Determine delivery mode(s)
- Create a content outline based on objectives
- Add resources to the outline (ground it)
- Add activities (demonstrate)

Practice

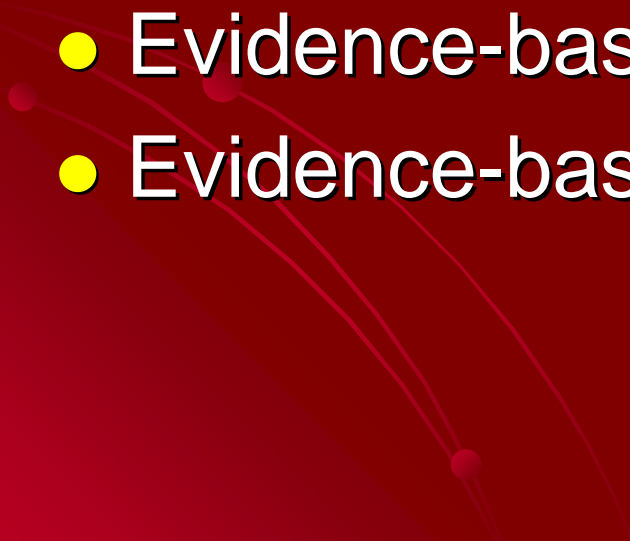
#1 Fear: Public Speaking



Pre-assess Knowledge and Skills

- Show of hands
 - Role play
 - Pre-session e-surveys
 - PD Specialists Survey
 - Self-ratings of knowledge and skills
- 

Key References

- Standards
 - Guidelines
 - Research
 - Data
 - Evidence-based practices
 - Evidence-based curricula
- 

Professional Competencies, Standards & Guidelines

National Guidelines

- NAEYC Blueprint for Professional Development Systems
- NAEYC standards for personnel prep, position statements & accreditation standards
- Child Development Associate Credential competencies

NC Education Competencies

- Early childhood two- and four-year degree program competencies

Professional Competencies, Standards & Guidelines

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- Child Care Services Association (workforce studies)
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Outline Content


Sample form sources:

- CCR&R PD Manual
 - DCD Training Form
 - CEU Form
 - Syllabus
- 

Learning Strategies



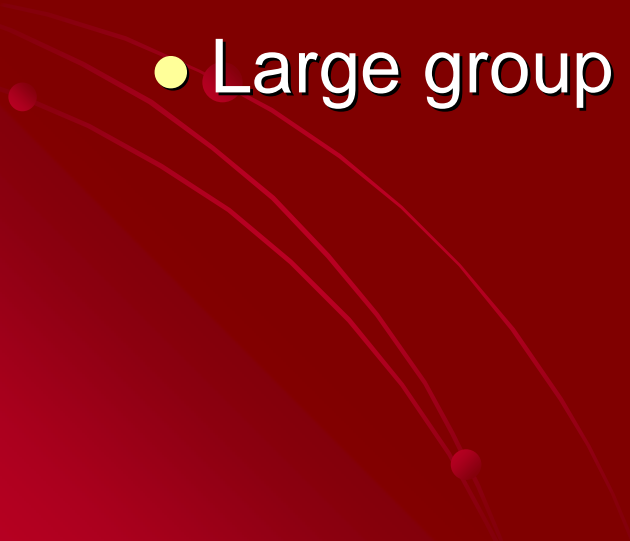
Using PPT Presentations

- Works best when...
 - You are nervous
 - Lots of information needs to be shared
 - Little time for discussion
 - Large group
- 

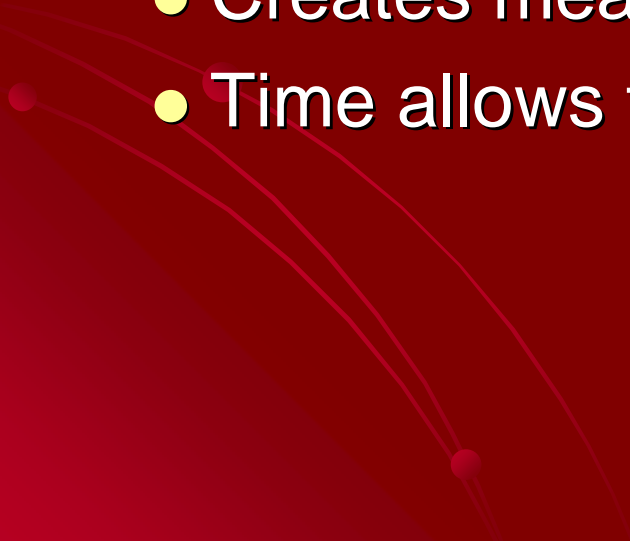
Tips on PPT Use

- Use few words
 - Less reading = more listening
- Be concise
 - Less is more
- Use graphics
 - Less is more
 - Only to explain/strengthen content
- Emphasize main points
 - More is better – repeat again and again

Lecture

- Works best when...
 - You don't know your subject well
 - Need notes
 - Need control of audience
 - Handouts support individual learning
 - Large group
- 

Using Group Discussions

- Works best when...
 - Able to form groups easily
 - Supports learning objectives
 - Creates meaningful discussions
 - Time allows for reporting back
- 

Using Media

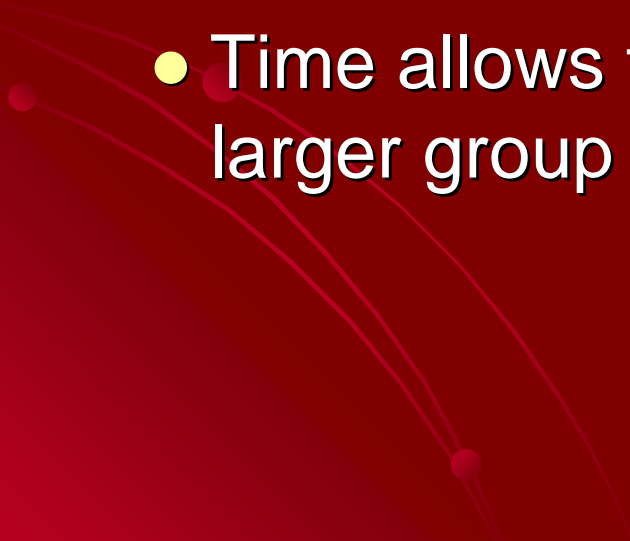
- Clips
 - YouTube videos
 - Research video clips
 - Homemade clips
- Photos
- Audio recordings

- Works best when
 - Tested successfully
 - Demonstrations are helpful
 - Internet is free
 - Supports learning objectives
 - Extends learning

Using Web-based Materials

- Examples
 - Vv
- Works best when...
 - Internet is free
 - Tested successfully
 - Extends learning objectives or demonstrates a point when in-person or virtually
 - Main mode of delivery
 - Research is needed to ground discussion

Using Case Studies

- Works best when...
 - Study is relevant to learning objectives or point of discussion
 - Time allows for reading study and reflecting on it in small groups or individually
 - Time allows for small groups to report out to larger group
- 

Using Props

- Making a point (laser)
- Outlining multiple items (charts)
- Reducing stress (table top toys)
- Get attention (throwing objects)
- Transitioning the content (music)
- Breaking the ice (humor, activity)

Addressing Challengers

- Repeat the question, paraphrasing it.
- Redirect the question.
- Ask probing questions.
- Promote a discussion among learners.
- Assign the task of looking up the answer.

Interactive Tools

- Did you know?

<http://ncicdp.org/test/facts/index.html>

- Show Me the Money!

<http://ncicdp.org/test/money/index.html>

- Busting the Myths

<http://ncicdp.org/test/myths/index.html>

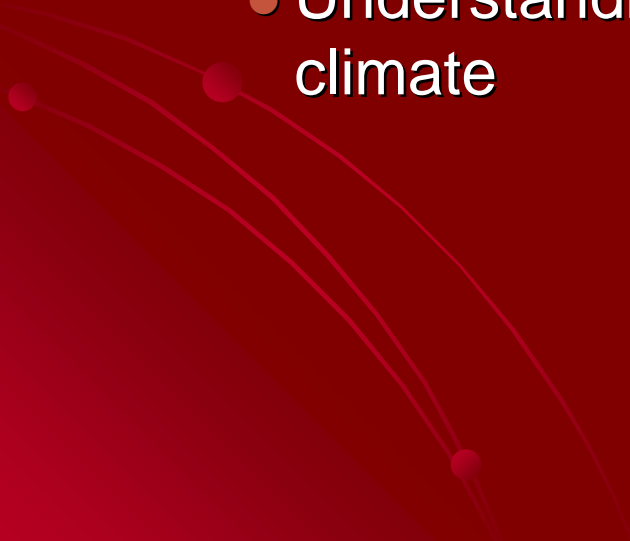
Promoting Change




Five Stages of Change

1. Pre-contemplation
 - Awareness
 - Observation
2. Contemplation
 - Gains
 - Benefits
3. Preparation
 - Create a plan
4. Action
 - Implementing a plan
5. Maintenance
 - Applying the plan
 - Moving forward

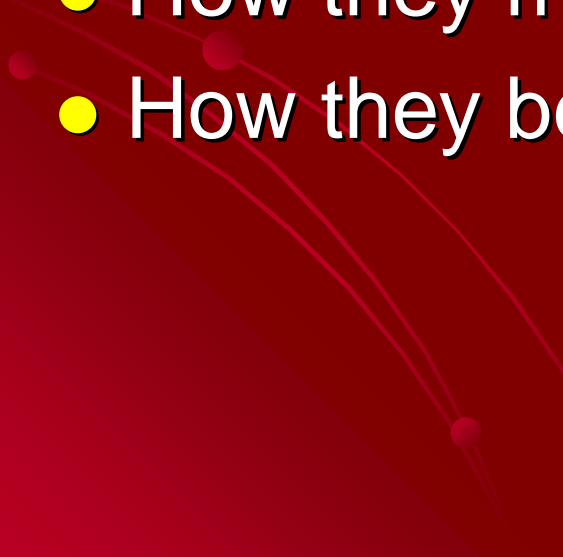
Research Tells Us

- Dispositions may be hard to change
 - Varying evidence
 - Behaviors can be changed
 - With supports
 - Understanding context, limitations, organizational climate
- 

Dispositions Influence You

- How we learn
 - How we hear feedback
 - How we process information
 - How we make improvements
 - How we behave
- 

Dispositions Influence Learners

- How they learn
 - How they hear feedback
 - How they process information
 - How they make improvements
 - How they behave
- 

Be Prepared

- To share content information
- To work with learners who differ in age, gender, race, income level, educational background, religion, ability level, and cultural background.
- To address different needs, concerns, values and learning practices.
- To support student learning
- To listen carefully
- To be prepared to problem-solve issues surrounding differences

Module 7

Sustaining



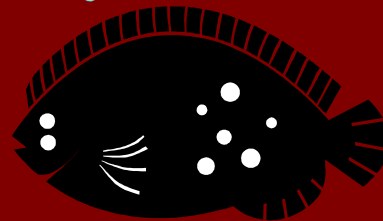
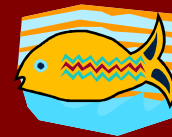
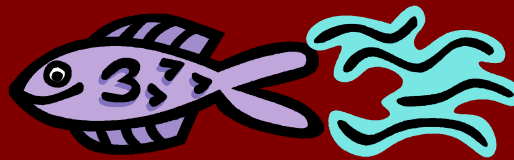
Six Motivating Factors

- Social relationships
- External expectations
- Social welfare
- Personal advancement
- Escape/Stimulation
- Cognitive interest

Connect with theories...

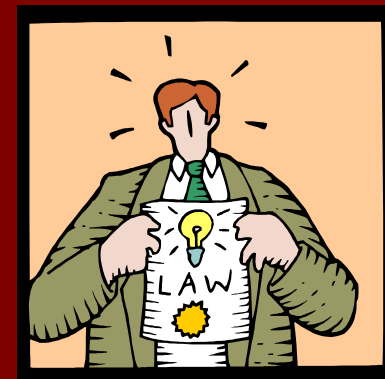
Social Relationships

- To make new friends, to meet a need for associations and friendships.



External Expectations

- To comply with instructions from someone else; to fulfill the expectations or recommendations of someone with formal authority.



Social Welfare

- To improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work.



Personal Advancement

- To achieve higher status in a job, secure professional advancement, and stay abreast of competitors.



Escape/Stimulation

- To relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life.



Cognitive Interest

- To learn for the sake of learning, seek knowledge for its own sake, and to satisfy an inquiring mind.



What Motivates You?

Are you....


- Goal-oriented?
- Relationship-oriented?
- Learning-oriented?
- A mix of many styles?

Handout

**Why does knowing an
learner's motivation
matter to you?**

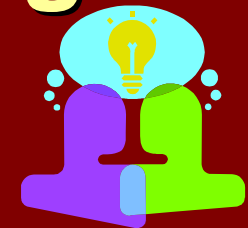


Barriers to Motivation

- Lack of time
 - Low energy level
 - Money
 - *What else?*
- 

Why do adult educators need to address barriers?

What strategies can you use to overcome barriers to learning?



Diverse Needs

- Ethnic and cultural backgrounds
- Abilities
- Beliefs
- Socio-economic context
- Cultural context
- Familial precedence
- Generational learning preferences
- Learning and aging

Making It Stick: Promoting Change



Five Stages of Change

1. Pre-contemplation
 - Awareness
 - Observation
2. Contemplation
 - Gains
 - Benefits
3. Preparation
 - Create a plan
4. Action
 - Implementing a plan
5. Maintenance
 - Applying the plan
 - Moving forward

Career Planning Tools

- Career Directory

http://www.childcareservices.org/_downloads/CareersInEarlyChildhoodGuide_NC.pdf

- Teacher Workbook

<http://ncicdp.org/my-profession/career-planning-tools/teacher/>

- Administrator Workbook

<http://ncicdp.org/my-profession/career-planning-tools/administrator/>

Professional Development Plans

- Promotes professional development
- Outlines developmental objectives
- Defines specific measures to achieve them

- Tools

<http://ncicdp.org/my-profession/career-planning-tools>

Planning for Professional Development

- Sample professional development
 - Overview
 - Booklet
 - Plans

<http://ncicdp.org/my-profession/career-planning-tools/>



Documenting Education

Early Educator Certification (EEC)

- Certification refers, in this context, to the verification of college education based on a standardized scale.
 - Open to all those who work directly with, work on the behalf of or intend to work with children birth to twelve.
 - 25% of teaching workforce currently certified
- Certification Fee
 - \$50, unless paid for by another source
 - \$25 recertification
 - Ongoing education or continuing education is required
- EEC Rewards

<http://ncicdp.org/certification-licensure/>

EEC Renewal

- Early Educator Certification (EEC) is valid for three to five years dependent on the education of the individual.
- To maintain EEC, certified individuals must continue their professional development according to the following guidelines:
 - In order to renew, all Early Educators must complete six semester hours or ten Continuing Education Units (CEU), or a combination of the two within their certification validity period. Early Care and Education Professionals certified with fewer than six early childhood semester hours who choose to take formal coursework toward renewal must take classes that focus on content about children ages birth to five.
 - School Age Care Professionals with fewer than six school age semester hours who choose to take formal coursework toward renewal must take classes focused on school age children (ages five to twelve).
 - Professionals certified at levels 10 (BA/BS plus or including 12 birth to five focused semester hours) and above may receive credit for teaching a CEU session for a minimum of 5 contact hours that meets renewal requirements. Each CEU session may be counted toward renewal only once per validity period.
 - Professionals certified at levels 12 or 13 may also receive credit for teaching formal coursework that meets renewal requirements. The same course may receive credit toward renewal only once per validity period.

- CEU sessions must be worth at least .5 CEUs (5 contact hours) to count toward renewal.
- All courses in general education, school age or early childhood will count for renewal for those who have more than six semester hours focused on the age group for which they are currently certified.
- CEUs must fall under of the Division of Child Development's (DCD) nine topic areas AND CEUs must be offered through one of the following entities: