On with the show. In Part 2 we will focus on the development of the educational program. Please make sure you have completed Part 1 and have identified a training topic which you can use when you practice your new skills learned in this section of the unit.

There are 3 major phases in an educational program- Planning, Teaching and Evaluation.

The planning phase includes audience analysis-- who are the learners; subject analysis-- what they need to learn; and the educational plan-- how you plan to teach them. In this unit we will cover subject and audience analysis.

The first step in the Planning phase is to assess the ‘Subject’ needs of the learners. By subject needs we are referring to what knowledge, attitude or skills are required to be able to perform their job.

There are numerous methods of assessing the ‘subject’ needs of the learners. These methods are used to identify job competencies. Here are a few methods which can be used by the Infection Preventionist to assess job competencies.

Click on the link to download an example of a ‘subject’ needs assessment form.
### Slide 7: Planning: Audience Analysis

- What characteristics make up your audience?
- What resources do they have to be able to complete the educational session?
- What cultural characteristics do they have which may enhance or impede learning?

What characteristics make up your audience? Characteristics include examples such as age, gender, educational level, work experiences, and ethnicity. What resources do learners have to be able to complete the educational session? Resources include physical resources (such as computers, textbooks, equipment) time, human resources (such as support staff). What cultural characteristics do they have which may enhance or impede learning? These might include languages spoken/read, and religious beliefs.

### Slide 8: Planning: Audience Analysis

This is a link to an audience analysis form used to assess the learners in an online course. You do not have to save this document. It is for your information only.

### Slide 9: Questions 6 & 7

- **Question 6:** Describe your audience and their characteristics.
- **Question 7:** Identify one method you will use to assess whether or not the healthcare workers need to learn your proposed topic. Record your answer in Questions 6 and 7 in the Educational Strategies planning document in Canvas.

Describe your audience and their characteristics. Identify one method you will use to assess whether or not the healthcare workers need to learn your proposed topic. Record your answers in Questions 6 and 7 in the Educational Strategies planning document in Canvas.

### Slide 10: Adult Learning Principles

- Part of being an effective instructor requires understanding how adults learn best.
- Compared to children & teens, adults have special needs & requirements as learners.
- Despite the apparent truth, adult learning is a relatively new area of study.

How you meet the needs of the learners, and approach teaching your topic, is based on your audience. In our case, the audience is adult learners. As we previously mentioned when we discussed the learning theories, we cannot approach adults the same way we would approach children. The next few slides will review the characteristics of adult learners, and provide suggested strategies to approach the instructional session.

### Slide 11: Question

**Question:** Who’s learning theory distinguished the differences between adults & children?

**Answer:** The field of adult learning was pioneered by Malcolm Knowles and is termed andragogy.

Here is a quick review question. Whose learning theory distinguished the differences between adults and children? The answer is that the field of adult learning was pioneered by Malcolm Knowles and is termed andragogy.
The next few slides will review the characteristics of adult learners, and provide suggested strategies you can use to create and teach the instructional session.

Unlike children, adult learners are typically self-directed and autonomous (as long as they know what is expected.)

As an instructor, you need to focus on active participation. Here are four strategies to get the adult participants to actively participate.

Unlike children, another characteristic of adult learners is the wealth of experiences they bring to the learning environment. In order for learning to be effective, they need to connect it to their knowledge or experience base.

You will notice these strategies are being used in this presentation.

Adults are goal-oriented.
Strategies
• Upon enrolling in a course, learners usually know what goal they want to attain
• They, therefore, appreciate an educational program that is organized & has clearly defined elements
• Instructors must show participants how this class will help them attain their goals
• This classification of goals & course objectives must be done early in the course.

This strategy is commonly referred to as a WIIFM or 'What's In It For Me'. It is important to point out what the learner will be able to do, and why it is important to them before you begin instruction.

Characteristics of Adult Learners
• Adults are relevancy-oriented.
• They must see a reason for learning something.
• Learning has to be applicable to their work or other responsibilities to be of value to them.

Adult learners are relevancy-oriented. What they attempt to learn must have a reason and needs to be applicable to their work to be of personal value.

Strategies
• Instructors must identify objectives for adult participants before course begins.
• Theories & concepts must be related to a setting familiar to participants.
• This need can be fulfilled by letting participants choose projects that reflect their own interests.

Remember in the first part we covered the goals and objectives of this session, as well as your role as an IP Educator. This is an example of how we applied this characteristic to the educational session.

Characteristics of Adult Learners
• Adults are practical, focusing on aspects of a lesson most useful to them in their work.
• May not be interested in knowledge for its own sake.

Adult learners are practical. They will be interested in an educational session that is useful for them in doing their work. They may NOT be interested in learning new knowledge just for knowledge’s sake.

Strategies
Instructors must tell participants explicitly how the lesson will be useful to them on the job.

Therefore, a strategy to address this characteristic is to right up front, inform learners how the information you are going to provide will be useful to them in their jobs.

Characteristics of Adult Learners
As do all learners, adults need to be shown respect.

Adult learners, as all learners, need to be treated with respect.
### Slide 24
**Strategies**
- Instructors must acknowledge the **wealth of experiences** that adult participants bring to the classroom.
- These adults should be **treated as equals** in experience & knowledge & allowed to voice their opinions freely in class.

To accomplish effective teaching, instructors need to recognize the wealth of experiences and knowledge the learners bring. This also involves treating the learners as equals and allow them to voice opinions.

### Slide 25
**Readiness to Learn**
- Interests provide excitement
- Change is anxiety-producing
- May be motivated by job needs

How ready a learner is to gain new knowledge or skills is termed, “Readiness to Learn”. IPs need to remember that if learners are interested, they will be more excited to learn. On the other hand, sometimes the change in knowledge, attitude or behavior that learning brings produces anxiety. Learning readiness may also be influenced by job needs.

### Slide 26
**Educational Priorities**
- Adults prefer practical knowledge
- Tend to learn what they can use

In terms of educational priorities, adults prefer knowledge that is practical.

### Slide 27
**Self-concept**
- Adults see themselves as producers
- Adults manage their own lives
- Need to be perceived by others as self-directed
- Expect to be treated with respect

How learners view themselves affects the learning process. This “self-concept” encompasses all of the factors on this slide.

### Slide 28
**Experience**
- Variety of life experiences upon which to draw in solving problems
- Influence judgment both positively & negatively
- Attach ↑ value to personal experience
- Generally not hesitant to speak out or walk out if learning needs not met
- Will provide honest feedback

The wealth of experience that adult learners bring to educational sessions must be acknowledged by the IP instructor.

### Slide 29
**View of Learning**
- Learning is a response to current situations
- Strong reasons for learning
- Problem-centered
- Retention increases when **immediate application follows instruction**, concern for accuracy & quality over volume of work produced

How adults view learning is that if there is an immediate application to the new knowledge, retention of that knowledge is increased.
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<thead>
<tr>
<th>Slide 30</th>
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<tbody>
<tr>
<td><strong>Question 8</strong></td>
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<tr>
<td>• What teaching strategies do you plan to use to address the characteristics of the adult learner?</td>
</tr>
<tr>
<td>• Record your answer for Question 8 on the Educational Strategies planning document in Canvas.</td>
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What teaching strategies do you plan to use to address the characteristics of the adult learner? Record your answer for Question 8 on the Educational Strategies Planning Document in Canvas.

This completes Part 2.