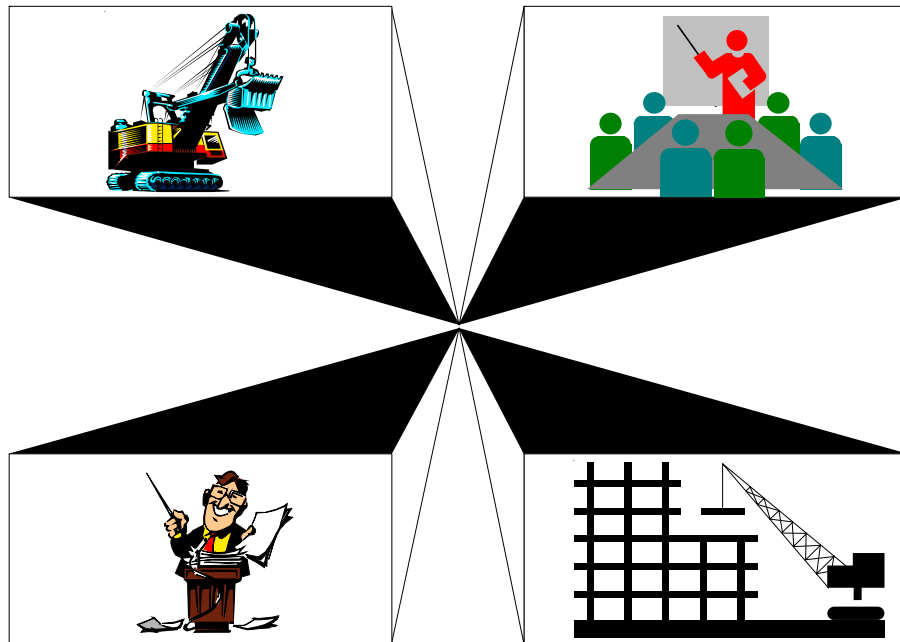


BASIC INSTRUCTOR COURSE
IN
OCCUPATIONAL SAFETY AND
HEALTH STANDARDS
FOR THE
CONSTRUCTION INDUSTRY
OSHA-500



INSTRUCTOR TRAIN THE TRAINER STUDY GUIDE

RON HOPKINS, CFPS
TRACE FIRE PROTECTION AND SAFETY CONSULTANTS, LTD.
RICHMOND, KENTUCKY 40475

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Appendix A Elements of a Lesson Plan

Appendix B Sample Lesson Plan

Appendix C Opinion Survey

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Basic Instructor Course in Occupational Safety and Health Standards for the Construction Industry OSHA - 500 *INSTRUCTOR TRAIN THE TRAINER STUDY GUIDE*

I. Introduction

This participant study guide is provided to assist the participant in improving their Instructional Preparation and Skills as a part of the OSHA - 500 course. There are a number of Instructional Development texts that the participant can use to further enhance instructional programs delivered and you are encouraged to obtain those resources that will best fit your particular needs.

Upon completion of this section the participant will be able to:

1. Write a definition of Learning.
2. Write a definition of Behavior.
3. Distinguish between Covert and Overt Behavior.
4. Identify the learning/teaching styles.



“THERE IS NO MORE CHALLENGING, REWARDING OR SATISFYING RESPONSIBILITY THAN THAT OF BEING A TEACHER. THINK ABOUT IT. YOU CAN READ, WRITE, SPEAK, DO A MYRIAD OF THINGS, BECAUSE SOMEONE TAUGHT YOU.”

Dr. Joseph W. Duffy
Instructional Skills for the Company Officer
ISFSI, 2nd Edition

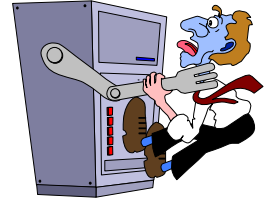
The teaching/learning activity could have been a formal or informal activity.

A. Definition of Learning

B. Definition of Behavior

1. Overt Behavior

2. Covert Behavior



C. Learning/Teaching preferences

Learning/teaching is a personal experience. A variety of external forces have a bearing to include:

1. Sequential Order

Concrete

<p>Concrete Sequential (CS)</p> <p>Utilize senses, relate well, "Bottom Line" People</p> <p><i>Sequential</i></p>	<p>Abstract Sequential (AS)</p> <p>Transports simple ideas into concepts, work well within a bureaucracy. Often, "Teachers"</p>
<p>Concrete Random (CR)</p> <p>Change Agents, independent and creative. Ask, Why?</p>	<p>Abstract Random (AR)</p> <p>Learn through contemplation. Not struc- tured, warm and emotional.</p> <p><i>Random</i></p>

Abstract

2. Concrete Sequential Learners (CS)

Utilize senses, relate well, "Bottom Line" People

3. Abstract Random (AR)

Learn through contemplation. Not structured, warm and emotional.

4. Abstract Sequential (AS)

Transports simple ideas into concepts, work well within a bureaucracy. Often, "Teachers"

5. Concrete Random (CR)

Change Agents, independent and creative. Ask, Why?

Notes:



II. Domains of Learning

Upon completion of this section the participant will be able to:

1. Define and identify the Cognitive Domain.
2. Define and identify the Psychomotor Domain.
3. Define and identify the Affective Domain.



Defining the educational process in behavioral terms. This system was developed in the 1950's and is still the system that is utilized today for identifying the learning process, and writing educational objectives.

Cognitive Domain
Affective Domain
Psychomotor Domain

A. Cognitive Domain

"The cognitive domain describes the order undertaken by the learner to acquire information, knowledge, develop concepts, define problems and address these problems with solutions, and so on"

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation



B. Psychomotor Domain

"The psychomotor domain defines in behavioral terms how the learner develops a skill."

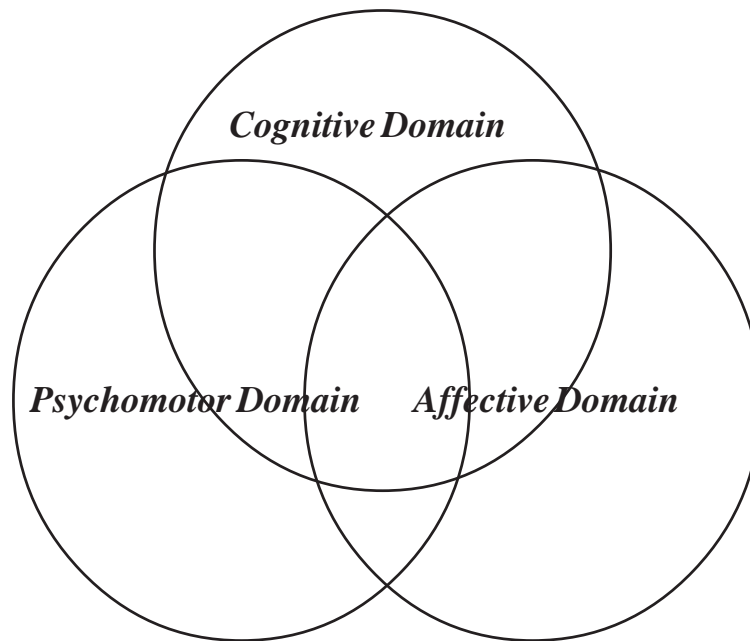
1. Observation
2. Imitating
3. Manipulation
4. Performance
5. Perfection/Adapting



C. Affective Domain

"The affective domain is involved in all learning, since attitudes relative to oneself and others, as well as to what is being learned, are all affected"

1. Receiving
2. Responding
3. Valuing
4. Organization
5. Characterization



Notes:

III. Psychology of Adult Learning



Upon completion of this section the participant will be able to:

1. Define Teaching
2. List 3 of the 4 techniques an instructor can use to relate to the students.
3. List 3 conditions/reasons to cause the learner to perform their best.
4. Define the instructors role in the instructional process.
5. Provided a list of Instructors Qualities the participant will identify which are important to the instructor.

Definition of Learning

Learning: Knowledge obtained by study. The act of obtaining Knowledge or skill.

Learning: A change in behavior that occurs as a result of acquiring new information and putting it to use through practice.

Learning is an activity that affects behavior.

Definition of Teaching

Teaching is providing an efficient learning environment.

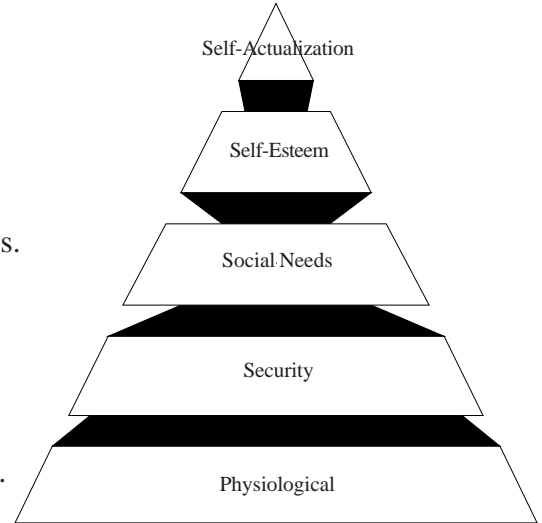
A. Motivation - The principle of Adult Learning

1. Instructor must relate to students in terms of:
2. The adult learner will normally perform best when the following occur:
 - a. Allowed to participate
 - b. Provided an opportunity to demonstrate their level of learning.
 - c. Realize a need for the instruction
 - d. When the student wants to learn
 - e. Provided a suitable teaching/learning environment.
3. Motivation factors for adults
 - a. Money
 - b. Recognition
 - c. Promotion
 - d. Degree/Certification



4. Maslow's Hierarchy of Needs

- a. Physiological
Pleasing learning environment.
- b. Security
Adequate knowledge base to belong in the class.
- c. Social Needs
Being accepted by others.
- d. Self-Esteem
Recognized by peers, praising in front of peers.
- e. Self-Actualization
Performing beyond what is required, discovering a new way or an improved method.



5. Laws of Learning

While it is understood by any individual that is involved in the teaching that learning is a basic process of life, it is based on certain recognized principles. Edward L. Thorndike's learning laws that are provided here, are provided to help us be successful.

- a. Law of Readiness
- b. Law of Exercise
- c. Law of Effect
- d. Law of Association
- e. Law of Recency
- f. Law of Intensity



B. Instructors Role and Responsibility

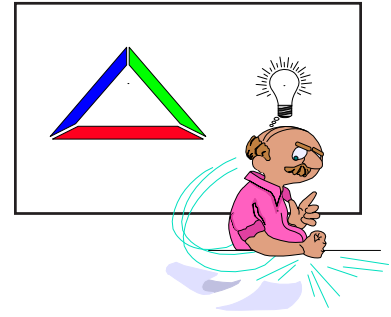
1. Instructors Role in the instructional process

- a. Motivator
- b. Provides the opportunity
- c. Provides the direction
- d. Prepares the instructional program
- e. Obtains the required resources
- f. Skill and knowledge of the subject manner
- g. Identifies key safety concerns and overcomes them by proper planning.



2. Instructor Qualities

- a. Desire to Teach
- b. Mastery of Teaching Techniques
- c. Ingenuity and Creativity
- d. Professional Competence
- e. Ability to work with people.
- f. Motivator
- g. Empathy



DO NOT PUT THE PARTICIPANTS INTO INFORMATION OVERLOAD!

- h. Enthusiasm

ENTHUSIASM IS CONTAGIOUS!



Notes:

IV. Planning the Lesson

Upon completion of this section the student will be able to:



1. List the Four Step Process of Instruction.
2. Define the Preparation Phase.
3. Define the Presentation Phase.
4. Define the Application Phase.
5. Define the Evaluation Phase.

A teacher may or may not require the use of a formal lesson plan. This depends on the teacher and his/her past experience. Even though a formal lesson plan is not utilized, the need is still there for proper planning.

Four-Step Lesson Plan

Preparation Phase

Presentation Phase

Application Phase

Evaluation Phase

A. Preparation Phase

1. Instructor Readiness Considerations
2. Student Readiness considerations.



B. Presentation Phase

During this phase, the instructor is in action with the student group.



C. Application Phase

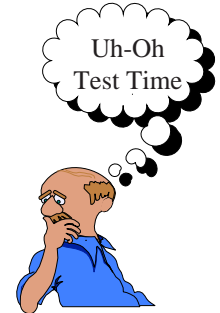
The student must be given an opportunity to try out whatever has been demonstrated or explained to him. Time must be provided for the student to practice.



D. Evaluation Phase

The process of evaluation involves examining the total teaching-learning activity. It is a natural aspect of the total experience and the vehicle through which satisfaction is realized. Student and teacher must believe that they were productively engaged.

1. Evaluating Student Achievement
2. Evaluating the Learning Environment.
3. Evaluating the Instructor



Notes:

V. Interpreting the Lesson Plan

Upon completion of this section the participant will be able to:

1. Identify 3 of the 5 primary reasons instructors fail.
2. Identify 3 of the 5 functions of the lesson plan.
3. Provided a list of lesson plan elements, the participant will identify which components should be included in the lesson plan.
4. List the 6 methods of presenting the instructional lesson.



See Sample Lesson Plan, Appendix B

A. The Instructors Lesson Plan

1. Serves as a guide for the presentation of the lesson.
2. Outline of the scope of the material and the methods of presentation.
3. All important facts should be contained.
4. Method of writing somewhat of a personal choice.



B. Need for Pre-Planning of Instruction

Remember: TO FAIL TO PLAN IS TO PLAN TO FAIL

1. Instructor failure is due to:
 - a. Inadequate subject knowledge.
 - b. Failure to prepare adequately.
 - c. Failure to assess needs of the participants.
 - d. Failure to motivate students.
 - e. Failure to establish a well-conceived strategy



2. Senses and the Learning Environment

Research has determined that we use the following senses in the learning process.

- 75% through Sight
- 13% through Sound
- 6% through Touch
- 3% through Taste
- 3% through Smell

3. Retention of Information

I hear and I forget
 I see and I remember
 I do and I understand



- a. 10% of what they read
- b. 20% of what they hear
- c. 30% of what they see
- d. 50% of what they see and hear
- e. 70% of what they say
- f. 90% of what they say when they do

C. Functions of the Lesson Plan

- 1. Guide to Preparation of the Lesson.
- 2. Guide to Physical Arrangements and Facilities.
- 3. Confidence Building.
- 4. Uniformity Assurance.
- 5. Assistance for other Instructors.

D. Developing the Lesson Plan

- 1. Topic
- 2. Level of Instruction

Level 1: Basic/General Knowledge

Cognitive	Affective	Psychomotor
Knowledge Comprehension	Receiving	Observation Imitation



Level 2: Intermediate/Working Knowledge

Cognitive	Affective	Psychomotor
Application Analysis	Responding Valuing	Practice

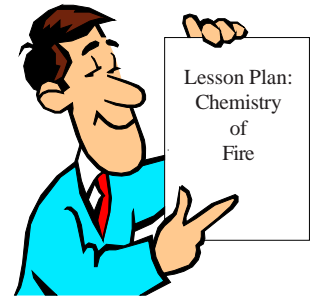


Level 3: Advanced/Qualified

Cognitive	Affective	Psychomotor
Synthesis Evaluation	Organizing Characterization	Adaptation



3. Behavioral Objective(s)
4. Materials Needed
5. References
6. Preparation
7. Presentation
8. Application
9. Lesson Summary
10. Evaluation
11. Assignment



E. Behavioral/Instructional Objective(s)

1. Instructional Objectives
2. Behavioral Objectives
3. Objectives should contain
 - a. Terminal Outcomes
 - b. Criterion
 - c. Condition



F. Methods of Presenting Instruction

Instructional methods include lecture, demonstration, conference (discussion), illustration, role playing, and case study. Frequently a variety of presentation methods are included in each lesson. In some situations the environment dictates the presentation method.



1. Lecture

- a. Presentation by using words to convey ideas.
- b. Approach should vary according to the group and the groups interest.
- c. Prepared lecture should include good outlines, and definite goals and objectives.
- d. The instructor should relate to the group well, the lecture should be presented in a clear, concise, interesting, and logical manner. If this is not accomplished the students interest will be lost easily.
- e. Good verbal and non-verbal communications should be utilized.
- f. This method is best for presenting basic knowledge or theory, presenting a considerable amount of information, or presenting to large groups.
- g. Disadvantage, is the students participation is limited.

2. Demonstration

- a. Method of presenting new material (skills) by showing a person how to perform skills.
- b. Explanation of how and why, should accompany demonstration to explain how these things are done, and why they are done in this manner.
- c. Sight rather than sound is the primary communication medium.
- d. It is important to follow these principles:



- (1) Identify in your notes and in your mind, what you want to show and where you will begin and end.
- (2) Have all materials, samples, and equipment arranged prior to starting.
- (3) Practice all prior to doing.
- (4) Provide adequate space and facilities for all to see the demonstration.
- (5) Complete all tasks slowly and skillfully, stressing key points so that they are not missed.
- (6) If possible, complete the task more than once so that all will completely understand.
- (7) Provide for the safety of the students as well as for the instructors.

DO NOT VIOLATE ANY SAFETY PRACTICES in order to provide greater visibility to the participants.

- e. Time consuming as all items must be tried and true.
- f. Difficult to work with large groups.

3. Conference (Discussion)

- a. Not as formal as the lecture, it is a good method to stimulate thinking.
- b. This method will encourage active participation from all in the class.
- c. Best used when students have some knowledge of the subject matter.
- d. Provides for greater contact between the instructor and the student.
- e. Conducting the session:



- (1) Explain the Procedure
- (2) Introduce Topic
- (3) Prompt responses to get started.
- (4) Maintain control of the session, to insure that the objectives are met.

f. Closing the session

- (1) Tie in all items discussed.
- (2) Point out (review) new points
- (3) Set atmosphere for future discussions.

- g. Difficult to get started and control.
- h. Often difficult to use with large groups.

4. Illustrated Lecture Method

- a. Presentation is similar to demonstration, in that it utilizes sight rather than sound for instruction.
- b. This method uses models, drawings, pictures, slides, transparencies etc, rather than demonstrating the equipment.
- c. The models and examples can not replace the real thing, however, they can reinforce the learning process.
- d. Key factors to remember:

- (1) Drawing or model should be designed to illustrate exactly what the instructor wishes to show.
- (2) Illustrative materials should be well prepared and large enough to be easily observed by all who are to view them.
- (3) When using charts or drawing to show a series of steps, show only one at a time.
- (4) Illustrative materials should be kept out of sight until the proper time for their display, unless it is deliberately planned to arouse curiosity.

5. Role Playing

- a. Places the student in specific situations, and causes them to think out solutions to the problem.
- b. Allows the student the opportunity to be creative with the information learned.
- c. Difficult to get students to participate.
- d. Requires considerable planning, and control.
- e. Limited participation.

6. Case study

- a. Research into the facts of an incident that has already occurred.
- b. Causes the student to determine what was done and why it was done in a particular manner.
- c. Provides the opportunity for creative thinking.
- d. Design methodology for implementation.
- e. Only can be used with small groups, until final presentation.

Notes:

VI. Use of Visual/Instructional Aids

Upon completion of this section the participant will be able to:

1. Identify why instructional aids are used in the instructional process.
2. List the 3 classes of instructional aids.
3. Identify the advantages and disadvantages of the types of instructional aids.



A. Why use Visual/Instructional Aids

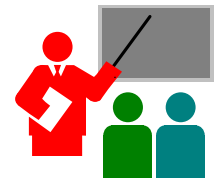
B. What can be expected from the visual aid?



C. Classification of Training Aids

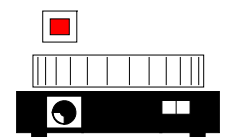
1. Graphic Devices

- a. Charts
- b. Diagrams
- c. Posters
- d. Chalkboard



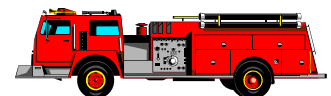
2. Projected Training Aids

- a. Films and Videos
- b. Transparencies
- c. Slides
- d. PowerPoint Presentations
- e. Opaque Projections



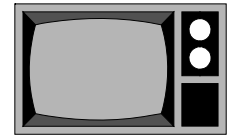
3. Electrical, Mechanical, and Functional Training Devices

- a. Actual Equipment
- b. Simulators
- c. Moving Cut-Aways



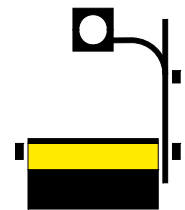
D. Use of Films and Video

1. Requires Planning by the instructor
 - a. Review film to determine effectiveness.
 - b. Develop or Use Instructors Guide
 - c. Develop Question and Answer Session
 - d. Projected large enough
 - e. Use in limited lighting.



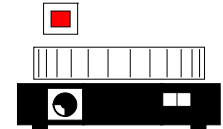
E. Use of the Overhead Projector

1. Advantages of the Overhead Projector
 - a. May be used in a room that is not totally dark.
 - b. Can be operated from the front of the room.
 - c. Instructor can control the pace.
 - d. Variety of transparencies can be used.
 - e. Proper operation important.
 - (1.) Keystone



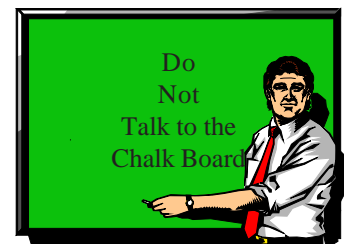
F. Slides and PowerPoint Presentations

1. Prepared Slides and Presentations
2. Instructor Developed Slides and Presentations



G. Chalkboard, Flip Chart

1. Successfully used to:
 - a. Convey a problem
 - b. Present simple illustrations
 - c. impart ideas
2. When using the Chalkboard/Flip Chart
 - a. Place detailed information on the board prior to the start of the class.
 - b. Use colored chalk/markers to highlight.
 - c. Erase old material to avoid distractions or flip the page.
 - d. Avoid talking to the board.
 - e. Avoid standing in front of the material.
 - f. Draw or write quickly.
 - g. Use standard abbreviations.



- h. Write, print, and/or draw legibly.
- i. Allow sufficient time to copy information.
- j. Plan a logical relationship of material.

H. Good Audio Visual Instructional Aids can arouse interest and focus attention on the subject material.

- 1. They may also:
 - a. Make people want to learn
 - b. Reinforce Words
 - c. Provide Information
 - d. Hold Attention
 - e. Convey concepts and organize thoughts
 - f. Transmit attitudes



Notes:

VII. Guidelines for Group Training/Instructional Activities

- A. Start on Time.
- B. Develop and Review Agenda.
- C. Conduct One Piece of Business at a Time.
- D. Participation is a Right and Responsibility
- E. Initiate Ideas.
- F. Support - Challenge - Counter - Conferences, resolved constructively, lead to creative problem solving.
- G. Give others a chance to talk, Silence does not always mean agreement.
- H. Communicate authenticity
- I. Conduct group business within the group.
- J. Conduct personal business outside the group.
- K. Develop conditions of respect, acceptance, trust and caring.
- L. Develop alternative approaches to the solution of a problem.
- M. Test the readiness to make decisions.
- N. Assign follow-up actions and responsibilities.
- O. Summarize what has been accomplished.
- P. The mind can only absorb what a part of the body can endure.
- Q. Be enthusiastic!!
- R. End on Time.



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Sample Lesson Plan

Course Title:

Chapter/Module Title:

Duration of Module:

Level of Instruction:

Method of Instruction:

Materials Required:

1. Instructor Materials
2. Instructional Aids:

Date of Original Preparation:

Preparer:

Date of Revision:

Preparer:

Objectives: Upon completion of this module, the participant will be able to:

References:

Instructions and Introductory Information:

Preparation:

SAMPLE LESSON PLAN

Lesson Plan	Visual	Instructor Notes

SAMPLE LESSON PLAN

Application:

Review:

Evaluation:

Assignment: None

ELEMENTS OF A LESSON PLAN

I. Review of the Previous Lesson

The major purpose of this item is to insure continuity in the course. At the beginning of the class, a brief review of the previous day's lesson helps to reinforce the students' learning, gives the teacher an opportunity to clarify mistaken concepts, gets the students thinking along the same line, opens the students' minds to the lesson on which is to follow, and other advantages may accrue according to the nature of the lesson. In the planning stage, a review of the previous lesson may frequently suggest the next logical procedure or concept to the teacher. The specific points, skills, or concepts that are to be reviewed should be listed.

II. Lesson Topic or Problem

Just as books have titles, so should a lesson. But the title should be indicative of the content of the lesson. Sometimes teachers are helped in planning for lessons if the topic for the lesson is stated in terms of a question or a problem. The title should bear a close relationship to the objectives for the lesson. A well-chosen title will frequently suggest logical procedures. The title, if expressed in an interesting manner, may also serve in motivating the students. The title also establishes the limits which will keep the instructor on the right track. The question might better serve as an opening statement to motivate.

Examples:

The Friendly letter (not so good)

How to write a Letter our Friends Will Want to Answer (better)

Hereditary Characteristics (not so good)

Why Do You (Or Do You Not) Resemble Your Parents In Appearance? (better)

The surface Area of a Sphere (not so good)

How Much Leather is There in a Basketball? (better)

III. Materials of Instruction

A list of necessary books, apparatus, chemicals, specimens, etc., can be an invaluable aid to the beginning teacher, particularly if the nature of the courses is such that many articles are used. The wise experienced teacher will not neglect this. Much time will be wasted and the class may be lost entirely if the teacher has to interrupt a demonstration to search for something in the storeroom. Experiments and demonstrations should be tried out in advance.

IV. Introduction or Motivation

As the title of this element suggests, something should be planned here that will kindle the interests of the students. One good method is to relate the topic to be considered to the immediate environment of the students. There ought to be something in the current lives of the students that is related to the topic. A good teacher will find some relationship and exploit it. The approach should be planned in such a manner that the students will know what they are expected to get out of the lesson. The more attractive (and genuine) is the prospect, the more attentive and interested will be the students. It is well that instructional outcomes be made clear here. The motivation of the students will be appropriate to the principle of learning to the principle of learning which in effect means "Take the students at their present stage of growth and stimulate them in the desired direction of further growth." At this stage it is particularly valuable to use various types of audio-visual aids such as:

videos	Power Point Presentations	Bulletin Board Displays
posters and/or mounted pictures		Models and Mock-ups

V. Log of Procedure and Subject Matter Notes

In the case of student teachers, a brief description of teaching procedures is necessary if the supervising teacher is to have more than the faintest idea of what the student teacher intends to do during the class hour. Sufficient time should be given the supervising teacher to pursue the plan and make critical comments and suggestions. The student teacher should take full advantage of the supervising teacher's valuable experience.

The plan should be organized so that statements of procedure and statements of subject matter are clearly and definitely separated. Subject matter and procedural notes should be stated in brief outline style. These notes are used merely to jog the teacher's memory should the teacher get lost momentarily in front of the class. It should be possible to refer to the lesson plan without interrupting the class procedure or the tempo of the presentation in order to check with what comes next.

VI. Summary or Review

One of the purposes of the summary is to point out generalizations of the material covered. A good summary or review of the lesson will include the major points of the lesson. These might be in outline form which the student would be able to expand. It is frequently a good idea to plan this so it could be put on the board for the students to copy or it could be put in ditto or mimeographed form to pass out to the students. The summary should be in agreement with the instructional outcomes listed earlier in the lesson plan.

VII. Evaluation

At this point the teacher “checks up” to see if the students have learned what he intended for them to learn. A short oral test, a series of student exercises (on paper or at the chalkboard), or other diagnostic procedures should be included in or (if on a separate sheet) attached to the plan. Some effort should be made to determine if the objectives of the plan have been attained.

VIII. Re-Teaching or Remedial Work

In some cases this item may be left out of the plan. If, however, the “evaluation” process of the last step indicates the need for reteaching some aspects of the lesson, this is the place where this process fits in. In some cases this may be done with a few students while the rest of the class is working on the next day’s lesson. Occasionally a short quiz can be given, scored in class, results tabulated on the blackboard, weaknesses noted, and remedial work done in the same class hour. It should be noted here that in some cases a lesson plan may require more than one class period to complete. In such case extra care must be taken to preserve the continuity of the lesson.

IX. Assignment of Future Work

This element of the lesson plan is the one most frequently slighted or neglected. Each assignment should be prepared and delivered in such a manner that the students clearly understand what is to be done. The students should have an opportunity to make a written record of the assignment. Principles of motivation should be utilized in making the assignment. The work assigned should involve a continuation of class work already started rather than starting students on a brand new topic, question, or problem. The assignment should always answer the following questions:

1. Exactly what is to be done?
2. Why is it to be done?
3. How is it to be done?
4. When is it to be done?
5. What is to be accomplished or learned by the students?

X. CRITIQUE

This item is to be completed as soon as possible after presentation of the lesson. At the end of the lesson plan the teacher should assess the degree of successfulness of the lesson. Indicate what parts were particularly effective and what parts need improvement. Include suggestions for improving the lesson the next time it is taught.

WHAT ARE YOUR OPINIONS ABOUT ADULT LEARNERS ?

Directions: Simply check yes or no to indicate your agreement or disagreement with each of the following statements about adult learners.

Yes No

1. Adults can learn.		
2. Adults can learn, but not as well as children.		
3. Adults learn faster than children.		
4. How much education an adult has had influences their ability to learn.		
5. Adults retain more of their learning than children.		
6. Adults take a problem-solving outlook on learning.		
7. Solving future problems is a key reason for an adult wanting to learn.		
8. Adults are more innovative in coping with daily problems.		
9. Adults tend to be more flexible than children.		
10. Adults are more highly motivated than children.		
11. Memorization is more difficult for adults than children		
12. Adults express themselves better than children.		

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