Module 5: Adult Learning for Behavioural Change

WORKBOOK

Module 5 Adult Learning for Behavioural Change

Pre-assessment

Answer the following questions without going through the learning content. This is to determine how much you already know about the subject. You will also be asked to complete a post-assessment after you have worked through the learning content. Rate your knowledge on the topics on a scale of 1 to 5 by circling the corresponding number.

	Question	Self-assessment				
		Low				High
1	I understand how social and cultural norms influence people's behaviour.	1	2	3	4	5
2	I can identify possible barriers that keep people from changing their behaviour.	1	2	3	4	5
3	I understand how new ideas, topics or technologies are spread through a community.	1	2	3	4	5
4	I can discuss the different components of the diffusion of innovation theory.	1	2	3	4	5
5	I am able to point out the limitations of behaviour change theories.	1	2	3	4	5
6	I know the difference between active and passive learning.	1	2	3	4	5
7	I can identify potential factors that can affect learning.	1	2	3	4	5

	Question	Self-assessment				
		Low				**High**
8	I can discuss the importance of motivation for learning and behaviour change.	1	2	3	4	5
9	I can describe the differences between adult and youth learners.	1	2	3	4	5
10	I understand why it is important to know my audience.	1	2	3	4	5
11	I know what information to collect to find out more about my audience.	1	2	3	4	5
12	I know how to choose the appropriate delivery methods for teaching.	1	2	3	4	5
13	I am familiar with the concept of experiential learning.	1	2	3	4	5
14	I am familiar with the concept of cooperative learning.	1	2	3	4	5
15	I am aware of the importance of client satisfaction.	1	2	3	4	5
16	I can discuss the importance of the learning assessment.	1	2	3	4	5

Study unit 1: Understanding behaviour change

Session 1.1 Why is change difficult?

Activity 1.1 Individual activity: Thinking about change

Think of a new technology that you were looking to begin using. It can be on your farm or something as simple as getting a new phone. To better understand your reactions to change, reflect on and answer the following questions. Write your answer in the space provided.

1. Why did you decide to try the new technology?

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2. What did you need to know about it before you started to use it?

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3. Was it difficult at first to use it?

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4. Did you become accustomed to the new technology easily or did you want to switch back to using a previous version of the technology after a while?

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Session 1.2: Exploring how behaviour change happens

Activity 1.2 Individual activity: Characteristics of an innovation

Using the clues provided below, solve the crossword puzzle on the next page. (6)

Across

3. The rate of adoption of an innovation is the with which the innovation is adopted. (5 letters)

4. How easily an innovation can be tested on a small scale. (12 letters)

5. The degree to which an innovation is seen as consistent with the values and norms of a social group. (13 letters)

6. How difficult or easy an innovation looks. (10 letters)

Down

1. How visible the results of an innovation are to others. (13 letters)

2. How much better an innovation is than a previous idea or technology. (17 letters)
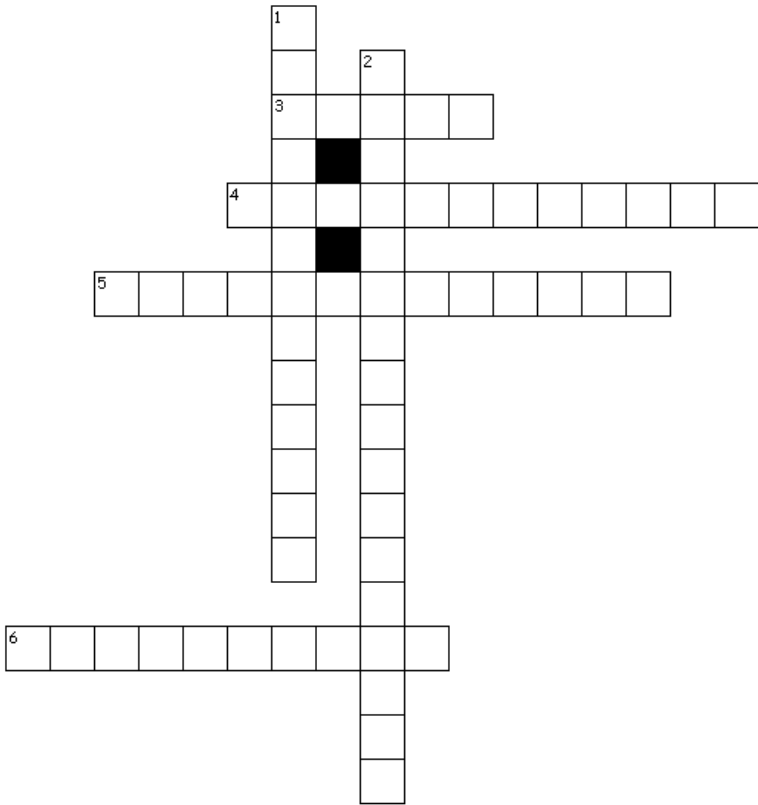
Activity 1.3 Individual activity: The innovation-decision process and adopter categories

1. Study the figure of the innovation-decision process below and fill in the missing labels. Write your answer in the space provided. (4)

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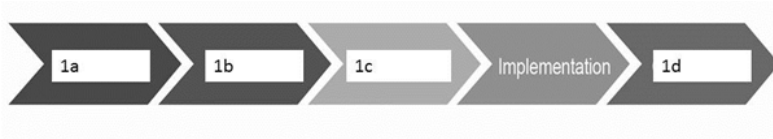
2. Study the figure of the typical proportions of the five adopter categories in a social system and fill in the missing labels. Write your answer in the space provided. (5)

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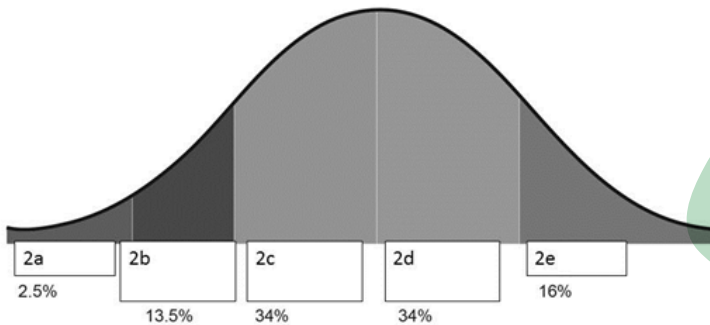
3. In Activity 1.1, you were asked to think of a new technology that you were looking to begin using. Using this technology or innovation, answer the following questions.

a. Describe how you went from first learning about this technology to using it permanently, using the stages of the innovation-decision process. (5)

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b. In what adopter category would you place yourself for this new technology and why? (4)

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Activity 1.4 Group activity: Working with different adopter categories

Different people are willing to adopt new technologies at different rates (categories of innovativeness). The way that you present a new technology or practice to someone will depend on their willingness to adopt or to be innovative. In this activity, you will need to show how you would address getting two different groups of adopters to adopt an innovative new drip irrigation system that also applies fertilisers directly to the root of the plant.

Group 1: Early Adopters. This group is willing to try new technologies and have sought you, the extension professional, to teach them about the new technology. This group owns the land on which they farm and have been seen to use new technologies as they become available.

Group 2: Laggards. This group is the last to adopt something new. They feel that the way in which their fathers used to farm is good enough for them. However, they are losing crops due to less rainfall and do not have extra funds to be 'wasting' on fertilisers.

Divide into groups of two to five people and answer the following questions. It is important to note that the way you address each group will be different according to their needs and situations. Write your answer in the space provided.

Questions:

1. How would you begin to address the relative advantage of the new innovation for group 2 (laggards)?

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2. The innovation has been proven effective in the region through
   research. How would you demonstrate its effectiveness and
   success to group 1 (early adopters)?

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3. Group 2 is already resistant to change. How would you
   encourage them to begin trying the new technology?

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4. How can you use Group 1 to help you work with and convince
   group 2 to change to using the new technology?

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Session 1.3: Drawbacks of change theories

Activity 1.5 Individual activity: Criticism of the diffusion theory

State whether the following statements are true or false and give a reason for your answer if the statement is false. Write your answer in the space provided. (9)

1. Late adopters and laggards are always personally to blame for not adopting a new idea or technology. (3)

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2. Adoption of innovations always improves the socioeconomic status of all the farmers in a community. (3)

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3. The adoption of a new idea or practice or technology can sometimes have unintended negative consequences. (3)

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Summative assessment

Answer the following questions in your own words. Write your answer in the space provided.

1. Explain the following terms in relation to the study material. (6)

    1.1 Social norm   (2)

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    1.2 Cosmopolite communication channels   (2)

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    1.3 Individual blame bias   (2)

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2. List three main barriers that can prevent the adoption of innovations. (3)

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3. What are the five characteristics of an innovation that
   determine its rate of adoption?   (5)

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4. List the five stages of the innovation-decision process and
   briefly discuss what happens during each stage.   (10)

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5. There are five adopter categories based on innovativeness.
   Discuss three ways early adopters differ from laggards? (6)

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6. Explain the term opinion leader and discuss why they are
   important to extension agents? (4)

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Total: 34 marks

Session 2.1: How people learn

Activity 2.1 Individual activity: Passive and active learning activities

Study the following statements and state whether they are examples of passive or active learning activities. (6)

1. Reading through a textbook.

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2. Forming a study group with other learners and discussing the information received during class.

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3. Participating in a practical demonstration of a task.

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4. Listening to an online lecture.

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5. Watching an instructional video.

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6. Helping a fellow learner study for a big test.

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Activity 2.2 Group activity: Passive vs. active learning experiment

How much can your colleague remember when you teach them something new? Dale's theory attests that the more engaged the learner is with the new topic, the more they will remember and be able to apply. Let's try it! Find three willing colleagues. You will attempt to teach them a new task, i.e. folding a paper airplane. You can find the instructions here: http://www.foldnfly.com/1.html#Basic-Dart.

Directions:

1. Practice folding the paper airplane yourself before trying to teach someone else.

2. Recruit three willing colleagues for your experiment.

3. Teach one colleague at a time (do not let the others see what you are trying to teach them):

    a. For the first colleague, you will only tell them how to complete the task.

    b. For the second colleague, you will tell and show them how to complete the task.

    c. Finally, for the third colleague, you will tell them, show them, and allow them to practice the task with you.

4. After you have completed this process, determine who was able to remember and apply your instructions the best by asking them to complete the task within a limited time period.

Session 2.2: Factors that influence learning

Activity 2.3 Individual activity

Answer the following question.

1. Draw a line connecting the terms/statements in column A to those in columb B that best match said term or statement. (6)

Column A	Column B
1. A learner that prefers practical demonstrations	Auditory learners
2. Someone who learns better when using pictures and illustration.	Tactile learning style
3. Learners who are good at speaking and presenting.	Visual learner
4. An acronym or rhyme that helps you remember something.	Physical factors
5. Comfortable chairs, good lighting and proper ventilation	Emotional factors
6. Community members don't expect girls to attend educational meetings	Mnemonic device

Activity 2.4 Individual activity: Identify your preferred learning style

It is very important to know how you learn best. When we are called to teach someone something new, we often teach the way we prefer to learn. However, the way we learn best is not always the best way someone else learns. What is your preferred learning style? Take the quiz at: https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/IDEAS%202014%20Handouts/LearningStyleInventory.pdf and find out. You can also help your clients to complete this quiz in order to find out what their preferred learning style is.

Session 2.3: The importance of motivation in learning and behaviour change

Activity 2.5 Individual activity: The importance of motivation

Fill in the missing words. Write your answer in the space provided. (10)

Motivation is vital in learning and (a) _____ change. Motivation can generally be divided into (b) _____ types, namely (c) _____ and (d) _____. Several factors influence the motivation of learners. Learners will be more motivated if they feel that they have the (e) _____ to learn new information. A learner will also be more motivated to learn new information when they are (f) _____ in the topic and can see how the information is (g) _____ to their situations. Social (h) _____ theory is a theory that tries to explain certain parts of human behaviour. This theory states that a person's motivation is influenced by a combination of personal, (i) _____ and (j) _____ factors.

Session 2.4: Adults are a different kind of learner

Activity 2.6 Group activity: Teaching adults and youth learners

Integrated Pest Management (IPM) is an environmentally sensitive approach to pest management that relies on a combination of techniques such as biological control, habitat manipulation and modification of cultural practices, and uses comprehensive information on the life cycles of pests and their interaction with the environment. Pesticides are used sparingly and are selected and applied in a manner that minimises risks to human health, beneficial and non-target organisms, and the environment.

Team up with one or two colleagues and discuss how your approach will differ when teaching IPM to adult learners as compared to youth learners.

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Summative assessment

Answer the following questions in your own words.

1. Explain the following terms in relation to the study material.
(4)

   1.1 Extrinsic motivation (2)

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   1.2 Intrinsic motivation (2)

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2. Discuss two differences between active and passive learning
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3. Factors that influence learning can be grouped into three categories. Name the three categories and give an example of each. (6)

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4. Name the three main learning styles and discuss why is it important for an extension agent to accommodate different learning styles in their education programme? (5)

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5. Motivation is very important in learning. Describe two
   strategies that you would use to keep learners motivated.   (4)

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6. Discuss three principles that will help an extension agent teach
   adult learners.   (6)

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7. State whether the following statement is true or false.   (1)

A person's level of motivation is only influenced by internal factors and external factors do not play a big role in motivation.

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Total: 30 marks

Study unit 3: Training design for behaviour change

Session 3.1: Knowing your audience

Activity 3.1 Individual activity: Multiple choice

Study the following statements and choose the correct answer

(6)

1. Which of the following is useful demographic information you can collect about farmers? (2)

    a. Sex

    b. Level of education

    c. Height

    d. Religious orientation

    e. Sex, level of education and religious orientation

    f. Sex, height, religious orientation

2. An extension agent has to show a group of farmers the benefits of using a new piece of farming equipment. The best environment to facilitate this demonstration will be: (2)

    a. The community hall

    b. A classroom in the local school

    c. A model farmer's farm

    d. The community church hall

3. Why is it important to know whether farmers have previous knowledge about an innovation? (2)

  a. It could be easier to teach farmers with previous knowledge

  b. They could have been misinformed about the innovation

  c. Previous learning will give farmers confidence to learn new information

  d. All of the above

Session 3.2: Training design

Activity 3.2 Group activity: Who am I working with?

Think of a new group that you will be working with and the innovation or new technology that you will be teaching. Together with two to three colleagues, plan out how you will get to know your audience and design a questionnaire that will help you gather the information you need to best design your programme to meet the needs of your clientele.

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Activity 3.3 Individual activity

Using the clues provided look for the words hidden in the block below. Circle the words when you find them.   (8)

1. Contact methods build good relationships within the community.

2. A contact method where an extension agent teaches a small number of people.

3. A form of printed mass communication media.

4. A form of visual mass communication media.

5. Extension agents use contact methods when they want to reach a large number of people at the same time.

6. An example of a group contact delivery method.

7. Before designing a training programme you have to familiarise yourself with the a) and determine the desired level of b) .

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Session 3.3: Different approaches for facilitating learning

Activity 3.4 Individual activity: Design an experience

In this activity you will practice designing an interactive learning experience. In Activity 2.6 you were introduced to Integrated Pest Management (IPM). Design an activity that will help farmers engage with the topic of IPM. The activity should implement experiential learning or cooperative learning principles or a combination of both. The activity can be the bulk or your training or just a component. Be sure to detail how the activity will occur and how you will facilitate learning for your farmer group.

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Summative assessment

Answer the following questions in your own words.

1. State whether the following statements are true or false and give a reason for your answer if the statement is false. (2)

   1.1. It is very important to set specific goals and learning outcomes before the designing a training programme. (1)

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   1.2. Individual contact methods are relatively low cost. (1)

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2. Explain how a farmer's previous knowledge can help and hinder an extension agent. (4)

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3. Give three examples of useful demographic information that help extension agents learn more about their target audience.

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4. Delivery methods can be divided into individual, group or mass contact methods. Give two examples of each of the delivery methods.

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5. Discuss the advantages and disadvantages for an extension
   agent using individual contact methods. (4)

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6. Define the term experiential learning and give an example of
   an experiential learning activity. (3)

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7. Describe the three types of cooperative learning
   groups. (6)

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Total: 28 marks

Study unit 4: Evaluating your educational programme

Session 4.1: The importance of client satisfaction

Activity 4.1 Group activity: Asking the right questions

Think of a previous extension programme where you taught a new practice or demonstrated a new technology to a group of farmers. Together with two to three of your colleagues, brainstorm what kinds of questions you could have asked the group after the training to assess their satisfaction with the programme? How would this information help you? What would you do with this information?

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Session 4.2: Evaluating extension programmes and learning

Activity 4.2 Individual activity: Evaluating learning for behaviour change

In Activity 2.6 you were introduced to the concept of integrated pest management (IPM) and during Activity 3.4 you were asked to design an interactive learning experience that would help farmers engage with the topic of IPM. In this activity you will practice evaluating your educational activity. Go back to the activity you designed in Activity 3.4 and answer the following questions.

1. What questions would you ask to determine how the learners' aspirations or attitudes changed?

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2. How would you asses the skills the learners acquired and whether they were proficient in those skills?

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3. How would you determine the willingness of the learners to implement the change they learned about?

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4. From this information that you collected would you be able to evaluate behaviour change? Why or why not?

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Summative assessment

Answer the following questions in your own words.

1. Define the following terms in relation to the study material. (8)

   1.1. Summative assessment (2)

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   1.2. Formative assessment (2)

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   1.3. Quantitative (2)

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   1.4. Qualitative (2)

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2. Personal factors, farm attributes and financial factors can all affect farmer satisfaction with extension programmes. List two examples of each of these factors that can potentially affect farmer satisfaction. (6)

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3. Discuss three principles you should keep in mind when evaluating adult learners. (6)

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4. List the first four programme levels in Bennett's hierarchy of evidence.

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Total: 24 marks

Post-assessment

The Post-assessment is to be done once you have read through the module and completed all the activities. Compare your answers to those in the pre-assessment to identify where knowledge has been gained and where improvements can be made.Rate your knowledge on the topics on a scale of 1 to 5 by circling the corresponding number.

	Question	Self-assessment				
		Low				High
1	I understand how social and cultural norms influence people's behaviour.	1	2	3	4	5
2	I can identify possible barriers that keep people from changing their behaviour.	1	2	3	4	5
3	I understand how new ideas, topics or technologies are spread through a community.	1	2	3	4	5
4	I can discuss the different components of the diffusion of innovation theory.	1	2	3	4	5
5	I am able to point out the limitations of behaviour change theories.	1	2	3	4	5
6	I know the difference between active and passive learning.	1	2	3	4	5
7	I can identify potential factors that can affect learning.	1	2	3	4	5
8	I can discuss the importance of motivation for learning and behaviour change.	1	2	3	4	5

	Question	Self-assessment				
		Low				**High**
9	I can describe the differences between adult and youth learners.	1	2	3	4	5
10	I understand why it is important to know my audience.	1	2	3	4	5
11	I know what information to collect to find out more about my audience.	1	2	3	4	5
12	I know how to choose the appropriate delivery methods for teaching.	1	2	3	4	5
13	I am familiar with the concept of experiential learning.	1	2	3	4	5
14	I am familiar with the concept of cooperative learning.	1	2	3	4	5
15	I am aware of the importance of client satisfaction.	1	2	3	4	5
16	I can discuss the importance of the learning assessment.	1	2	3	4	5