Module 5: Adult Learning for Behavioural Change

LECTURER GUIDE

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.

	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

Answer: Learner's own answer.

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:

1. Why did you decide to try the new technology?
2. What did you need to know about it before you started to use it?
3. Was it difficult at first to use it?
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?

Answer: Learner's own answer.

Session 1.2: Exploring how behaviour change happens

Activity 1.2 Individual activity: Characteristics of an innovation

Using the clues provided below, solve the following crossword puzzle. (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)

Answer:

(3 across) speed, (4 across) trialability, (5 across) compatibility, (6 across) complexity, (1 down) observability, (2 down) relative advantage.
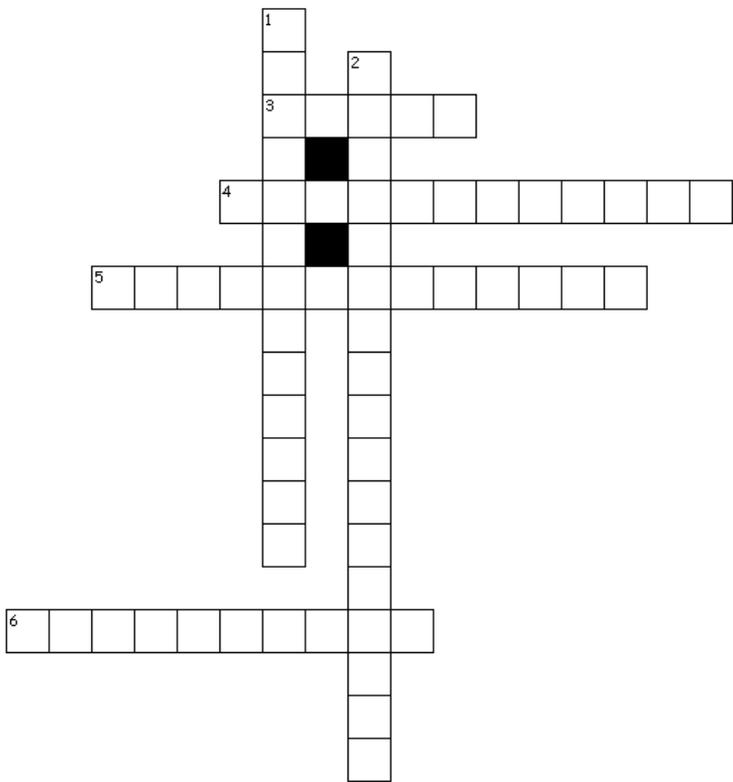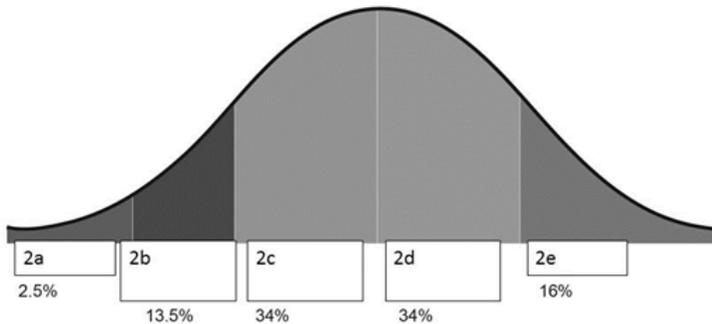
Activity 1.3 Individual activity: The innovation-decision process and adopter categories

1. Study the figure of the innovation-decision process below and fill in the missing labels. (4)
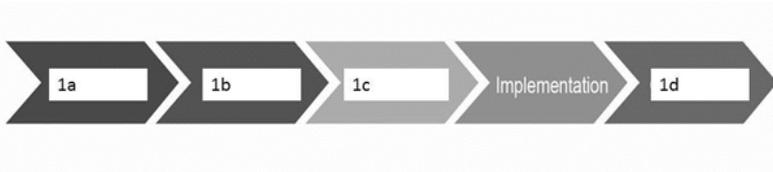
2. Study the figure of the typical proportions of the five adopter categories in a social system and fill in the missing labels. (5)

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)

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

Answer:

(1a) knowledge stage, (1b) persuasion stage, (1c) decision, (1d) Implementation.

(2a) Innovators, (2b) early adopters, (2c) early majority, (2d) late majority, (2e) laggards.

(3a) Answer may be very general as long as learner mentions the five stages of the innovation-decision process.

(3b) Learner must mention an adopter category and at least one reason they think they will into this category (Table 1)

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.

Questions:

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

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)?

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

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

Answer: The answers may be relatively general as long as they use the differences discussed in Table 1.

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.   (9)

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

Answer: False. (1) There could be many reasons that late adopters do not immediately adopt an innovation. They might not understand the innovation or they might lack the infrastructure to fully adopt an innovation. (2)

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

Answer: False. (1) Sometimes farmers with a higher socioeconomic status have more contact with change agents and innovations and more resources to implement innovations. This leads to their early adoption of innovations and sometimes to an increase of their socioeconomic status. (2)

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

Answer: True. (1) The adoption of an innovation can sometimes lead to negative consequences such as widening the socioeconomic gap or prejudice against late adopters. These negative consequences do not always happen intentionally. (2)

Summative assessment

Answer the following questions in your own words.

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

   1.1 Social norm (2)

Answer: The unwritten rules and expectations of how members of a social group are expected to behave in a particular situation.

   1.2 Cosmopolite communication channels (2)

Answer: Communication channels that link a person with information and sources outside their social system.

   1.3 Individual blame bias (2)

Answer: Individual blame bias is the tendency to blame individuals for not adopting an innovation, rather than the system they are part of.

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

Answer: Lack of institutional support, lack of knowledge, lack of financial support or fear of failure.

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

   Answer: Relative advantage, compatibility, complexity, trialability, observability.

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

- *The knowledge stage is the point where a person learns that a new innovation is available and starts to look for more information on this innovation. (2)*

- *At the persuasion stage a person forms a positive or negative opinion of an innovation. (2)*

- *At the decision stage a person decides to adopt or reject an innovation. (2)*

- *At the implementation stage a person actively puts an innovation into use. (2)*

- *At the confirmation stage a person will assess the results of the decision they made. At this stage a person will frequently change their decision if they receive conflicting messages about the innovation. (2)*

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

Answer: Any of the following three differences for (2) marks each.

	Early adopters	Laggards
Time to adoption	*Some of the first to adopt new ideas.*	*The last to adopt new ideas.*
Attitudes and values	*Progressive.*	*Very traditional.*
Social status and relationships	*Highest social status.* *Greatest proportion of opinion leaders within the community and community organisations.*	*Below average social status.* *Very little opinion leaders and somewhat isolated.*
Financial status and farm size	*Large farms but less specialised.*	*Small farms with low income.*
Sources of information and communication behaviour	*Highest level of contact with extension agents.*	*Main source of information is friends, neighbours and relatives.*

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

Answer: An opinion leader is an individual who is able to influence the attitudes and behaviour of others in a desired way relatively regularly. (2) Extension agents can use opinion leaders to show those around them that an innovation is acceptable. Extension agents can use opinion leaders as role models to show the results of an innovation. (2)

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.

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

3. Participating in a practical demonstration of a task.

4. Listening to an online lecture.

5. Watching an instructional video.

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

Answer: (1) passive, (2) active, (3) active, (4) passive, (5) passive, (6) active.

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. Choose the term in column B that best matches the statement in column A. (6)

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

Answer: (a) behaviour, (b) two, (c) extrinsic, (d) intrinsic, (e) competence, (f) interested, (g) relevant, (h) cognitive, (i) behavioural, (j) external or environmental.

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.

Answer: Answer may be general as long as the characteristics discussed in table 4 are used.

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)

Answer: Extrinsic motivation is driven by external rewards for behaviour that originate from outside an individual.

    1.2 Intrinsic motivation   (2)

Answer: Intrinsic motivation is driven by internal rewards for behaviour and arises from inside individuals.

2. Discuss two differences between active and passive learning

(4)

Answer: Any two of the following differences for (2) marks each.

Passive learning	Active learning
Learner waits for directions and information to be delivered and simply follows instructions.	*Learner is actively involved, intentionally making an effort to understand information.*
Learners do not reflect on what they have learned and simply repeats information without understanding it.	*Learners reflect on what they have learned and evaluate themselves whether they understand what they learned.*
Learner is less likely to remember information long term.	*Assists long term memory by relating new information to learner's existing knowledge.*
Little opportunity to test critical thinking skills.	*Creates opportunities to test critical thinking skills.*

Passive learning	Active learning
Learner may become tired and get bored easily.	*Learner has a longer attention span because they are fully engaged.*
Learning is less personalised and may seem irrelevant to learner.	*Learning is personalised and learner is able to see the possible application of the knowledge.*

3. Factors that influence learning can be grouped into three categories. Name the three categories and give an example of each. (6)

Physical factors (1): Any one of the following examples: Ill health, malnutrition, physical disabilities (e.g. impaired hearing or vision), physical discomfort, good lighting, proper ventilation, a suitable temperature and comfortable seating. (1)

Emotional factors (1): Social factors (e.g. cultural demands and social expectations), personal factors (e.g. instincts and feelings) and motivation. (1)

Intellectual factors (1): Level of education, learning preferences, learning styles. (1)

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)

Answer: Visual learning style, Auditory learning style, Tactile learning style. (3)

Every member of the target audience will probably have a different learning style and by incorporating different methods into teaching, the extension agent will be able to reach the majority of the audience. (2)

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

Answer: Any of the following two strategies for (2) marks each.

- *Emphasise to the learners that they can master the material if they put in effort;*

- *Set clear and achievable learning goals;*

- *Use real world examples and problems that the learners can relate to;*

- *Before starting to teach a topic, introduce a meaningful problem that motivates the need to learn the new information; and*

- *Let learners choose their own topic for projects or assignments.*

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

Answer: Any of the following three examples for (2) marks each.

- *Create an environment conducive to adult learning. Adults need a comfortable learning environment. Teaching venues should be arranged informally and contain furniture, equipment and decorations that are appropriate for adults;*

  - *Adults will be more motivated to learn about things they feel they need to know. You should allow adult learners to engage in joint determination of what they need to know;*

  - *Allow for active engagement in the planning process. Adults who are directly involved in the planning of their own learning experience will be more will be more interested and engaged in learning; and*

- *Facilitate joint learning experiences. The extension agent may know a lot about a technology or a practice whereas the farmer will often have more knowledge of what can work in their context.*

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.

Answer: False

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

Answer: 1e; 2c; 3d.

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.

Answer: Answers may be very general and diverse as long as they mention examples of useful demographic data.

Activity 3.3 Individual activity

Using the clues provided look for the words hidden in the block below. (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) ⎯⎯ .

Answer:

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U  Y  C  B  W  O  R  K  S  H  O  P  F  N  Q
K  W  R  Q  Q  L  A  G  D  L  W  L  A  J  F
G  C  G  Z  N  I  N  D  I  V  I  D  U  A  L
Y  I  G  E  K  U  X  N  K  W  K  G  D  N  M
W  T  E  L  E  V  I  S  I  O  N  B  E  M  E
Q  N  I  F  H  W  B  T  V  S  O  I  F  W  E
C  B  O  F  O  Q  Q  B  J  D  G  D  U  X  G
J  T  W  M  J  R  P  L  K  E  G  U  X  X  T
T  G  R  O  U  P  C  O  N  T  A  C  T  R  U
O  I  R  S  W  I  N  H  P  T  O  P  I  C  C
E  B  C  N  C  X  Z  X  T  P  V  B  Y  Z  G
R  X  M  V  L  H  D  M  A  S  S  K  P  Y  V
V  Q  G  A  N  E  W  S  P  A  P  E  R  P  L
X  W  W  C  H  A  N  G  E  G  R  P  S  F  F
T  X  C  L  A  F  V  M  D  X  V  D  Z  D  U
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Answer: (1) Individual, (2) Group contact, (3) Newspaper, (4) Television, (5) Mass, (6) workshop, (7a) topic, (7b) change.

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.

Answer: Answer may very general as long as the learner includes at least one of the experiential or cooperative learning principles discussed.

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 designing a training programme. (1)

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

Answer: 1.1. True, 1.2. False. The cost of these methods are higher per contact than group or mass contact methods.

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

Answer: Previous learning can assist learning by linking new information to existing knowledge and skills. Prior learning also gives people confidence to learn new information. (2) Previous learning can be a disadvantage. Farmers are sometimes misinformed about an extension topic through hearsay and non factual information. Incorrect information may lead to reluctance to adopt or change behaviours. (2)

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

Answer: Any of the following three for (1) mark each: Sex, education level, religious orientation, operation size, infrastructure, adaptor category.

4. Delivery methods can be divided into individual, group or mass contact methods. Give two examples of each of the delivery methods. (6)

Answer:

- *Individual methods: Farm or home visits, office visits, telephone calls and personal correspondence or demonstration. (2).*

- *Group methods: Meetings, demonstrations, organised clubs, field tours and workshops. (2)*

- *Mass methods: Radio, television, newspapers and social media. (2)*

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

Answer: Advantages: Develops good relationships within the community and provides personal knowledge of the local problems. Allows for immediate feedback to client questions and concerns. (2)

Disadvantages: Cost is higher per contact and it limits the number of people that an agent can reach. Extension agents need to have excellent time management and interpersonal skills. (2)

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

Answer: Experiential learning is the process of learning through experience or learning by doing. (2) Case studies, practical experimentation, field work and apprenticeships (any one). (1)

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

Answer Formal groups: The instructor structures the groups (e. g. members, size), assigns tasks to the group to complete cooperatively and evaluates the group's performance. (2)

Informal groups: Learners form groups to discuss learning material and help each other understand new information. (2)

Base groups: Long term groups that are formed by the instructors or the learners and provide each member with long term support, encouragement and assistance in the learning process. (2)

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?

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?

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

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

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

> *Answer:*
>
> *1. Answer may be very general as long as the learner mentions at least one strategy or one question they would ask to measure changes in participant's attitudes, opinions, and aspirations as a result of the educational activity.*

2. Answer may be very general as long as the learner mentions one method (i.e. formal exam, practical demonstration) they would use to assess whether the participants acquired the necessary skills form the educational activity.

3. Answer may be very general as long as learner mentions one strategy (i.e. questionnaires, surveys or interviews) they would use to determine whether participants would be willing to implement the change they learned about.

4. Answer may be very general as long as learner mentions one reason they think the information they collected would be sufficient or not to evaluate successful behaviour change.

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)

Answer: Summative assessment happens at the end of a learning activity.

   1.2. Formative assessment (2)

Answer: Formative assessment happens during the learning activity.

   1.3. Quantitative (2)

Answer: Relating to the quantity of something rather than its quality.

   1.4. Qualitative (2)

Answer: Relating to the quality of something rather than its quantity.

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)

   Answer: Any of the following factors for (1) mark each.

   - *Personal factors: age, gender, level of education, family size*

   - *Farm attributes: farm size, livestock ownership, land ownership*

   - *Financial factors: perceived increased productivity, increased income, access to financial aid, access to credit.*

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

Answer: Any of the following three for (2) marks each.

- *Adult learners should be actively involved in the planning of learning assessment;*

- *Adult learners should be allowed to self-assess and receive specific, descriptive feedback from the instructor;*

- *Adult learners should be allowed to collect and communicate evidence of their learning with other learners;*

- *Assessments should take place within the context of the real-world problems and needs of adult learners; and*

- *Instructors should create a safe learning environment that encourages learning from mistake.*

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

Answer: Resources, activities, participation, reaction.

Total: 24 marks

Post-assessment

Now that you have gone through the learning content, complete the following post-assessment.

	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
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

	Question	Self-assessment				
		Low				**High**
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