

About Me

- I am no expert in adult education.
- I am an earnest educator who too often watched farmers struggle to pay attention and knew there had to be a better way to teach.
- I learned from many people and from reading a bunch of stuff.
- Northeast SARE funded my learning.
- UNHCE supported and encouraged my learning.
- I am thankful to all for I am a better educator!



We Will Be Most Effective Today If You....

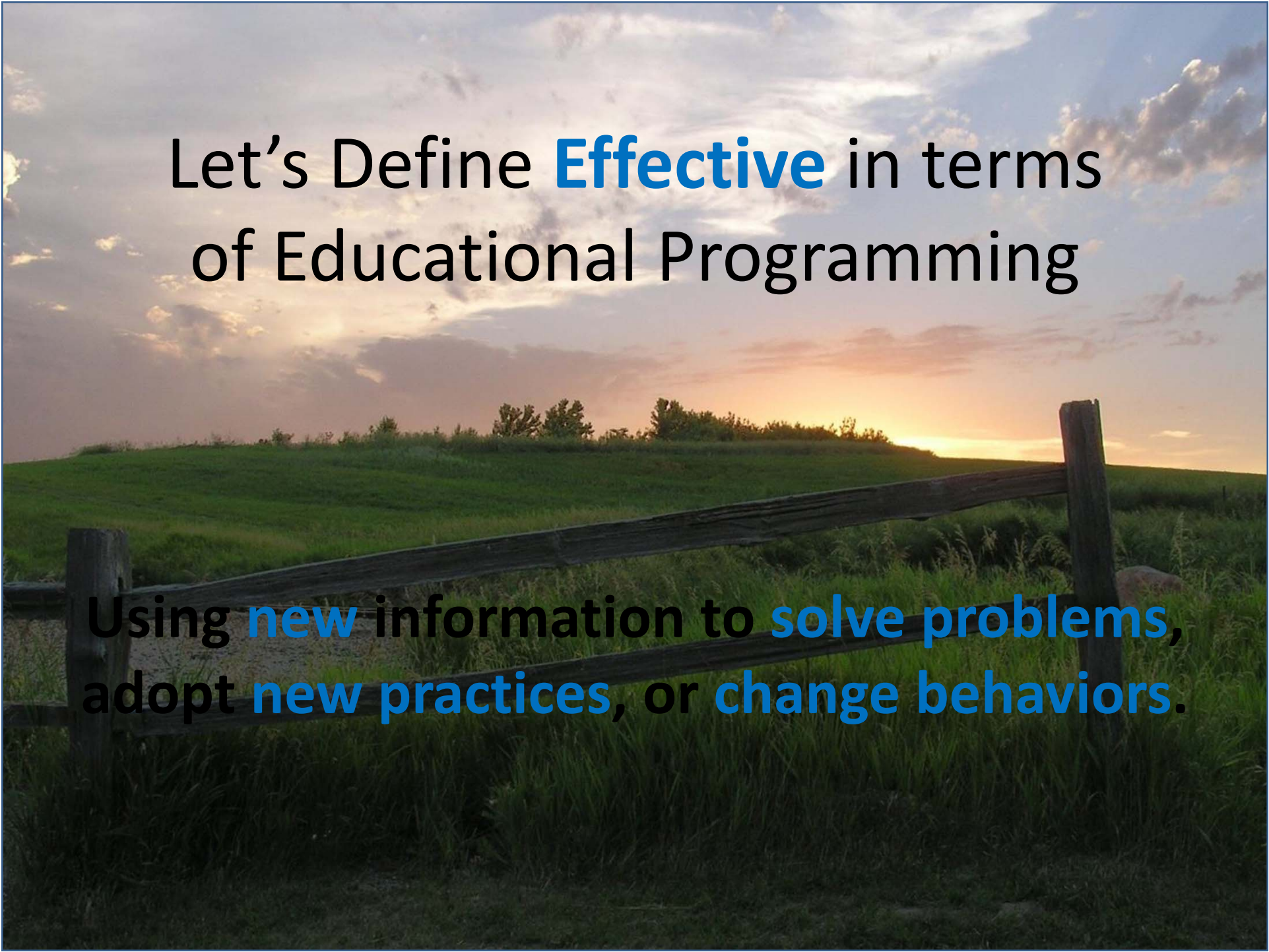
- Write your responses
- Share your ideas and experiences
- Are concise in your comments
- Are respectful of each other
- Stay on topic
- Seek to actively learn and engage
- Build on other's comments positively



Effective Presentations: How to Develop and Deliver a Farmer-Friendly Talk

Seth Wilner

**Regional Farm Management Specialist,
Sullivan County, New Hampshire**

A scenic landscape at sunset. In the foreground, a rustic wooden fence runs across the frame. Behind the fence is a lush green grassy hill. In the distance, a line of trees is silhouetted against the bright orange and yellow glow of the setting sun. The sky is filled with soft, white and grey clouds, with the sun's light filtering through them.

Let's Define **Effective** in terms of Educational Programming

Using **new** information to **solve problems**,
adopt **new practices**, or **change behaviors**.



Write what you think:

Think about one of the **Best presentations for farmers you've been to or conducted.**

Write what you think made it **effective.**



Write what you think:

Think about one of the **Worst presentations for farmers you've been to or conducted.**

Write what you think made it **ineffective.**

A large, golden key is floating in the sky, positioned diagonally from the upper right towards the center. The background is a scenic landscape at sunset or sunrise, featuring a grassy field, a wooden fence in the foreground, and a sky with scattered clouds. The sun is low on the horizon, creating a warm, orange glow. The text "Key Point" is written in a bold, blue font, centered in the upper half of the image.

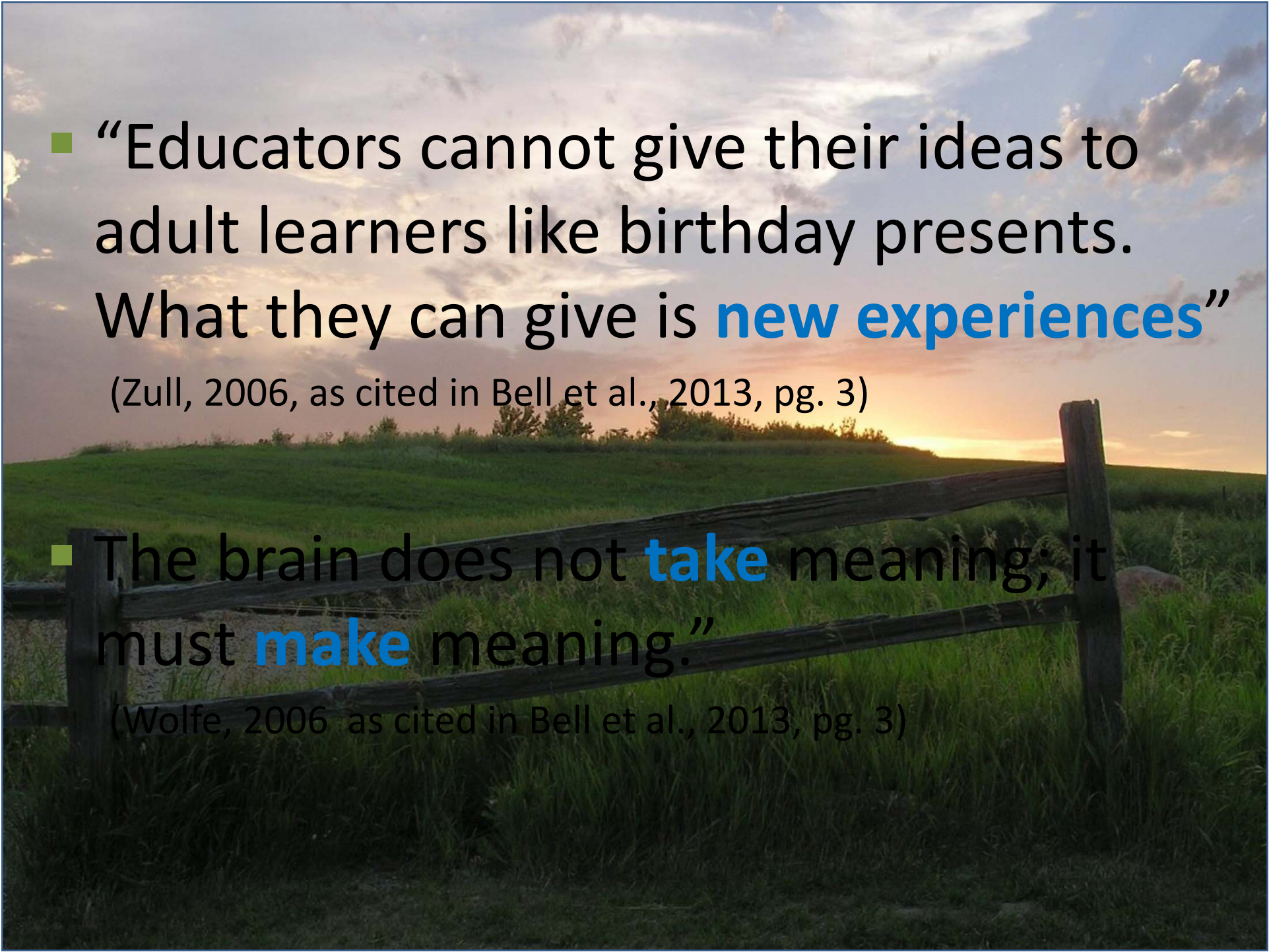
Key Point

**Your Own Style and Prior
Experiences Count!**

How Do Adults Learn?

- “Adults learn by experience.”
(Bell, 2012, pg. 3)
- "Learning is an adaptive change in behavior **resulting from experience.**"
(Corkin and Wilson of MIT's Brain and Cognitive Science Department)



- 
- “Educators cannot give their ideas to adult learners like birthday presents. What they can give is **new experiences**”

(Zull, 2006, as cited in Bell et al., 2013, pg. 3)

- The brain does not **take** meaning; it must **make** meaning.”

(Wolfe, 2006 as cited in Bell et al., 2013, pg. 3)

The job of the teacher is to **facilitate** learning **experiences**. Participants need some content knowledge to **engage** in learning experiences.

(Dr. Ann Spencer, 2013)



Learning and the Brain



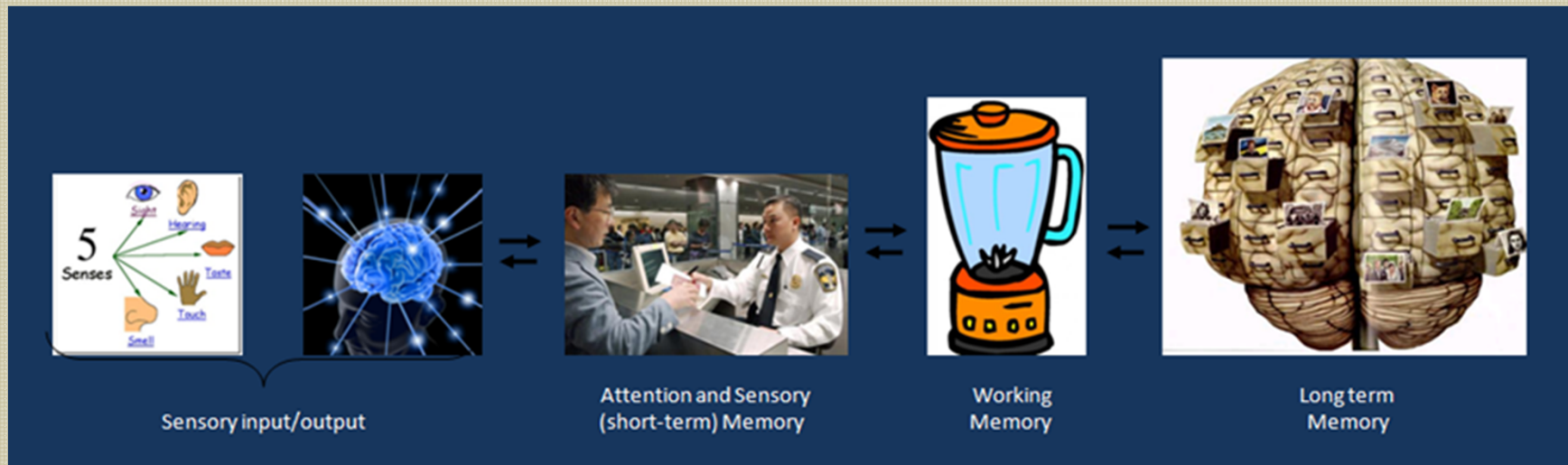
Chuck Bagley

Chuck Bagley, (M.Ed, Certificate Of Advanced Graduate Studies) specializes in effective adult education methodology. He is a lecturer and the Director of Faculty Development at Granite State College.

What follows is his summary of how the brain moves information into the long-term memory for recall and retrieval.



The Learning Continuum According to Chuck Bagley



Facilitate Active Learning Experiences



Key Point



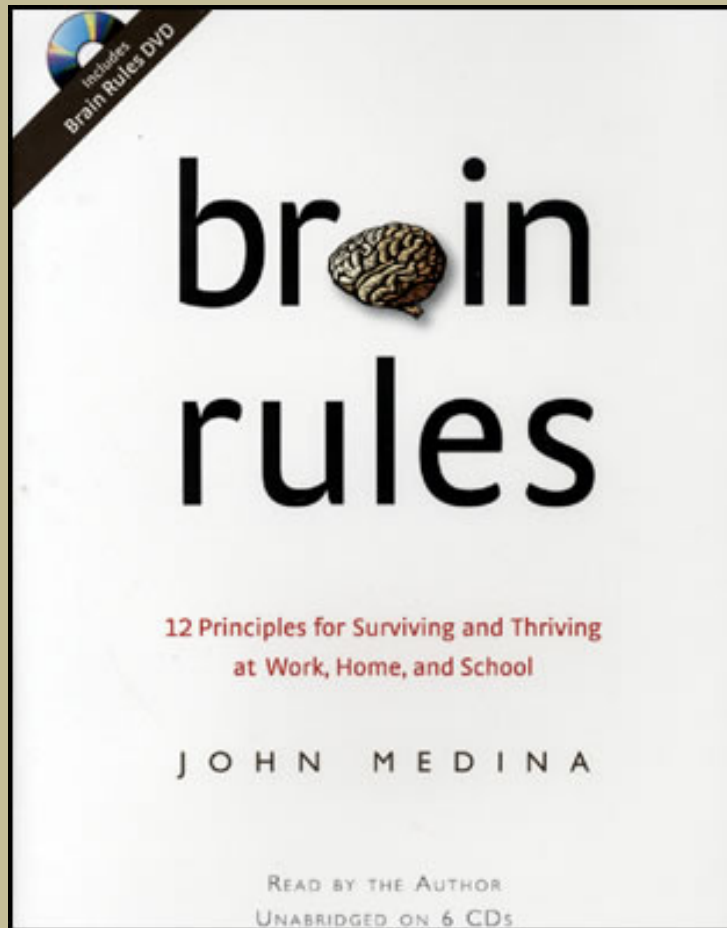
**As a Farmer Educator, Facilitate
Experiences to Achieve True Long
Term Learning**



Write what you think:

**Describe times you have
facilitated learning instead of
telling information.**

Dr. John Medina and Brain Rules



- Dr. John Medina is a developmental microbiologist.
- He wrote a book called “Brain Rules” where he shares the results of scientific research on how the brain works.
- His work offers insights on how to effectively teach and learn.
- What follows are some of his rules and their application to teaching.

John Medina Rule #4:



**We don't
pay
attention
to boring
things**

John Medina Rule #5:

Repeat to remember

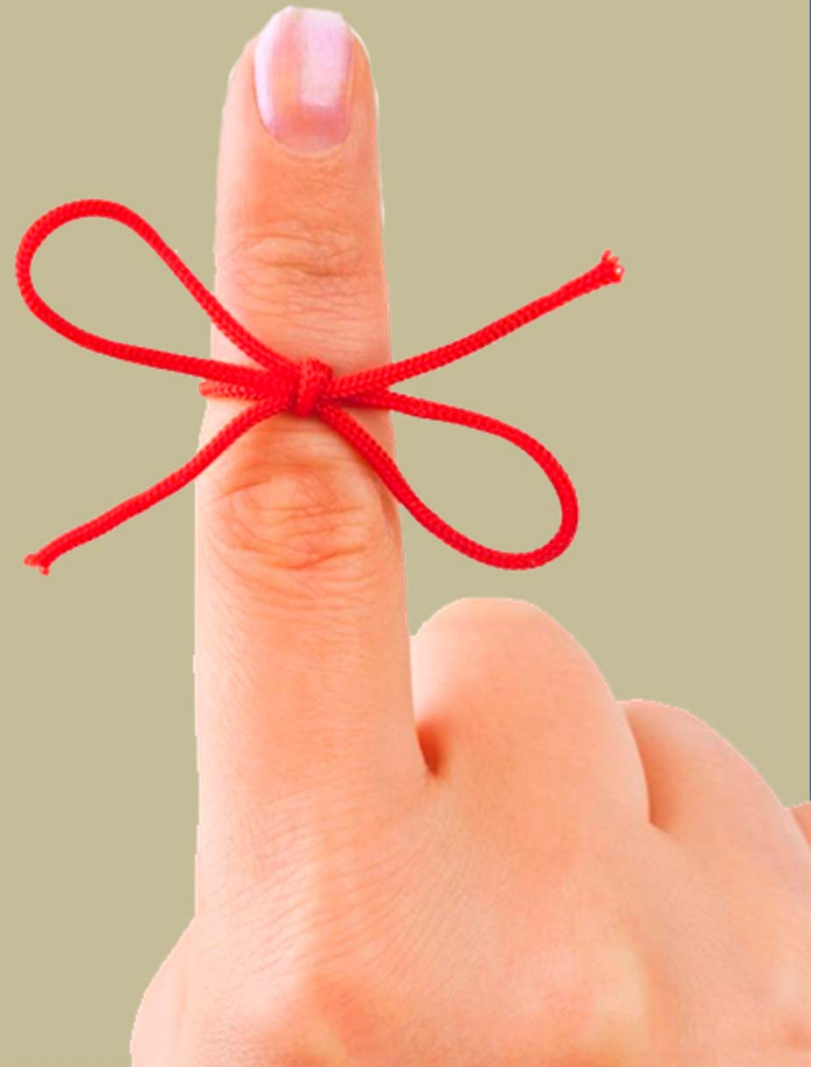


Learning is cumulative

John Medina Rule #6:

**Remember
to repeat**

**"If I had six hours to learn
anything, I would spend four of
it practicing." - Clark Aldrich**



John Medina Rule #10:

Vision trumps all other senses



John Medina Rule #12:

We are powerful
and natural
explorers





Write what you think:

How would you incorporate any or all of the brain rules we discussed into your work as a farmer educator?

Medina's Brain Rules

- **We don't pay attention to boring things**
- **Repeat to remember**
- **Remember to repeat**
- **Vision trumps all other senses**
- **We are powerful and natural explorers**

Key Point

To Be An Effective Educator You Need
to Consider How the Brain Learns and
NOT just Provide Content



Dr. Sandy Bell

- Dr. Sandy Bell is an Associate Professor of the Adult Learning Program in the Neag School of Education's Department of Educational Leadership.
- She is recognized as a pioneer in the application of adult learning principles to support the education and success of small-scale farmers.

Dr. Sandy Bell and Janet McAllister

Dr. Bell and Janet McAllister co-wrote a guide for farmer educators called:

“Sustainable Agriculture through Sustainable Learning: Improving educational outcomes with best practices for adult learning”

The guide was funded by Northeast SARE and portions of it are in the following slides

Sustainable Agriculture through Sustainable Learning:
Improving educational outcomes
with best practices for adult learning



A Guide for Educators

Sandy Bell, Associate Professor and Section Head
Adult Learning Program
Neag School of Education
University of Connecticut

Janet McAllister
Professional Development Program Associate
Northeast SARE



© 2012 S. Bell, J. McAllister, Northeast SARE



Putting it all together

Dr. Sandy Bell's

**Five Best Practices
for Farmer Educators**

1. Provide a safe environment for learning.

2. Identify learners' knowledge and personal views about the content.

3. Link the content to learners' prior experience.

4. Let learners work together to experiment and solve problems with the content.

5. Give learners choice in content, processes, and outcomes.

Five Best Practices for Farmer Education

Best Practice 1

Create a Safe Learning Environment

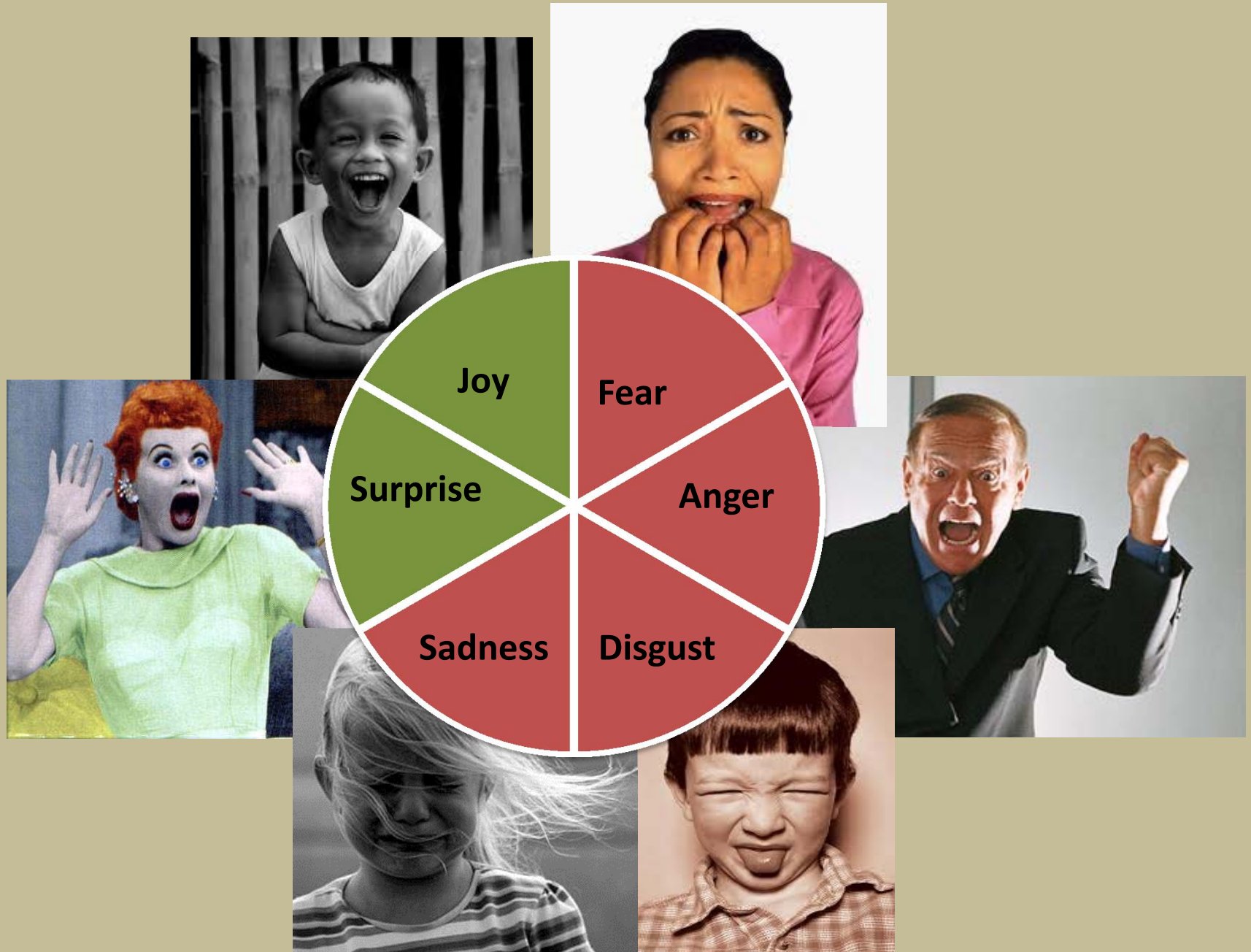




Write what you think:

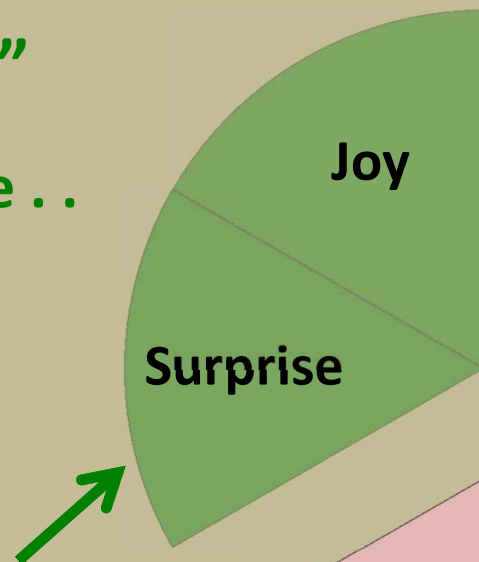
**How do you think emotion
impacts peoples' learning?**

Six Core Emotions



Core Emotions influence the feeling of “safety” in learning

“Positive”
Trigger these . .



Really try to trigger this

(It creates a “dopamine response” that primes the brain for learning)

Really avoid things that trigger this
(It shuts down learning centers in the brain and engages “survival mode”)

“Negative”

Avoid triggering these . . .

Notice the greater proportion of “negative” core emotions? That’s called the brain’s “negativity bias.” Any ideas why we are wired that way?



Threats, fear, or high stress can activate excessive metabolic activity in the amygdala that interferes with information entering the brain's processing, patterning, and memory circuits.

😊 **Set a positive emotional climate.**

Key Point



**Triggering Emotions Can Make An
Educational Event Effective or Ineffective.
Plan for it!**



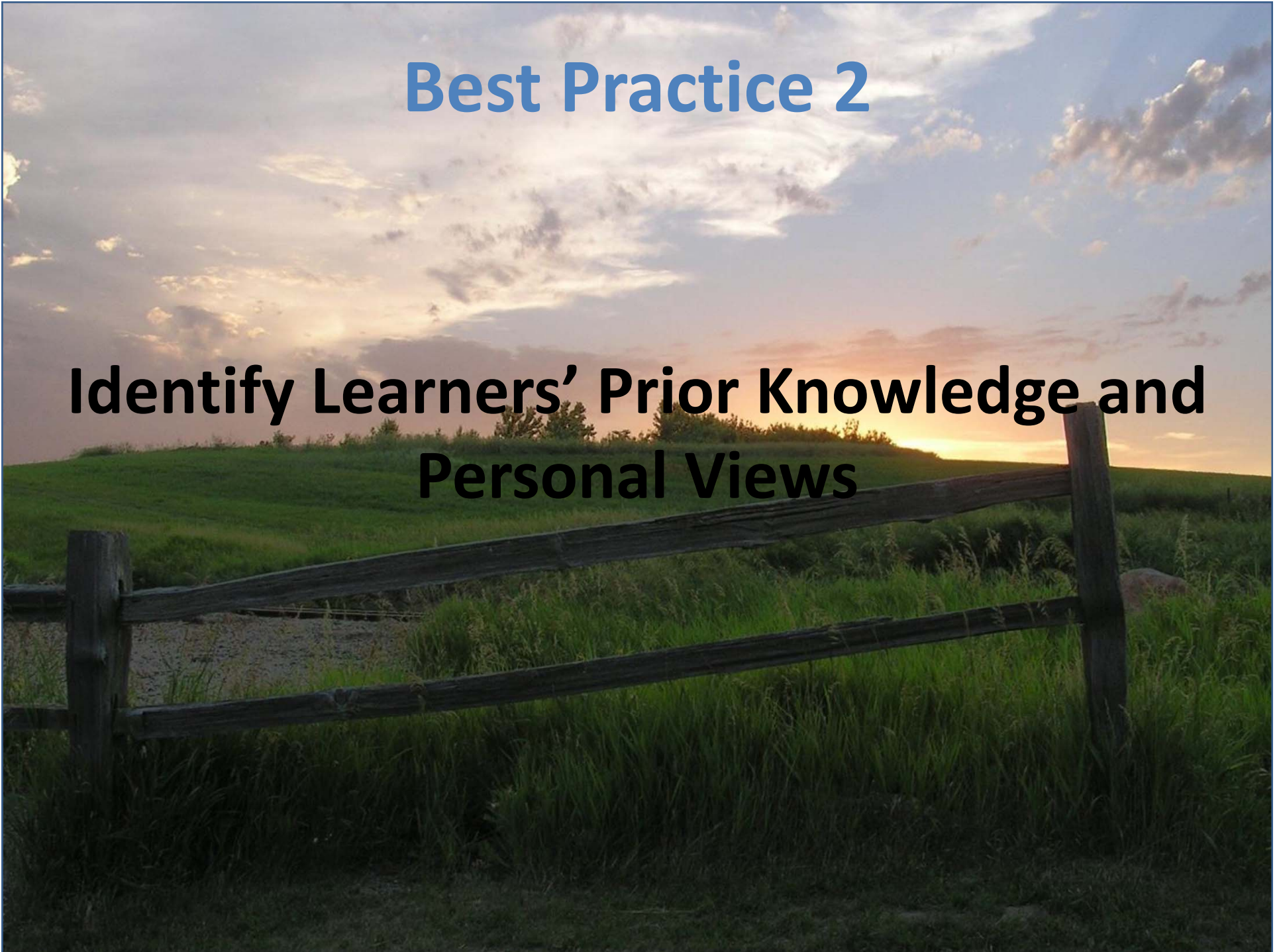


Write what you think:

**What assumptions did you have
about participating in this webinar
in the days leading up to it?**

Best Practice 2

**Identify Learners' Prior Knowledge and
Personal Views**



Mental models can be changed only by **new** experiences that are significantly **different** from prior experiences.



The change in mental models can be **Sudden**, but most often it is *Gradual*

Examples of questions you can ask to help uncover the mental models of farmers with whom you work.

1. What problem have you had with _____? How did you go about addressing it?
2. Can you tell me what led you to _____? What type of things did you consider when you made that decision?
3. You seem to feel strongly about _____. Can you tell me a bit more about why you feel so strongly about it?
4. When you tried _____, how did it turn out? Was there anything you wish you had known more about or had some experience with first?

Best Practice 3

Link New Content to Prior Experience

©2012 S. Bell, J. McAllister,
Northeast SARE

Components of Prior Experiences



Components of New Experience



Perfect match

Similar but more in new

Similar but more in new

Perfect match

Something missing in new
no match with prior

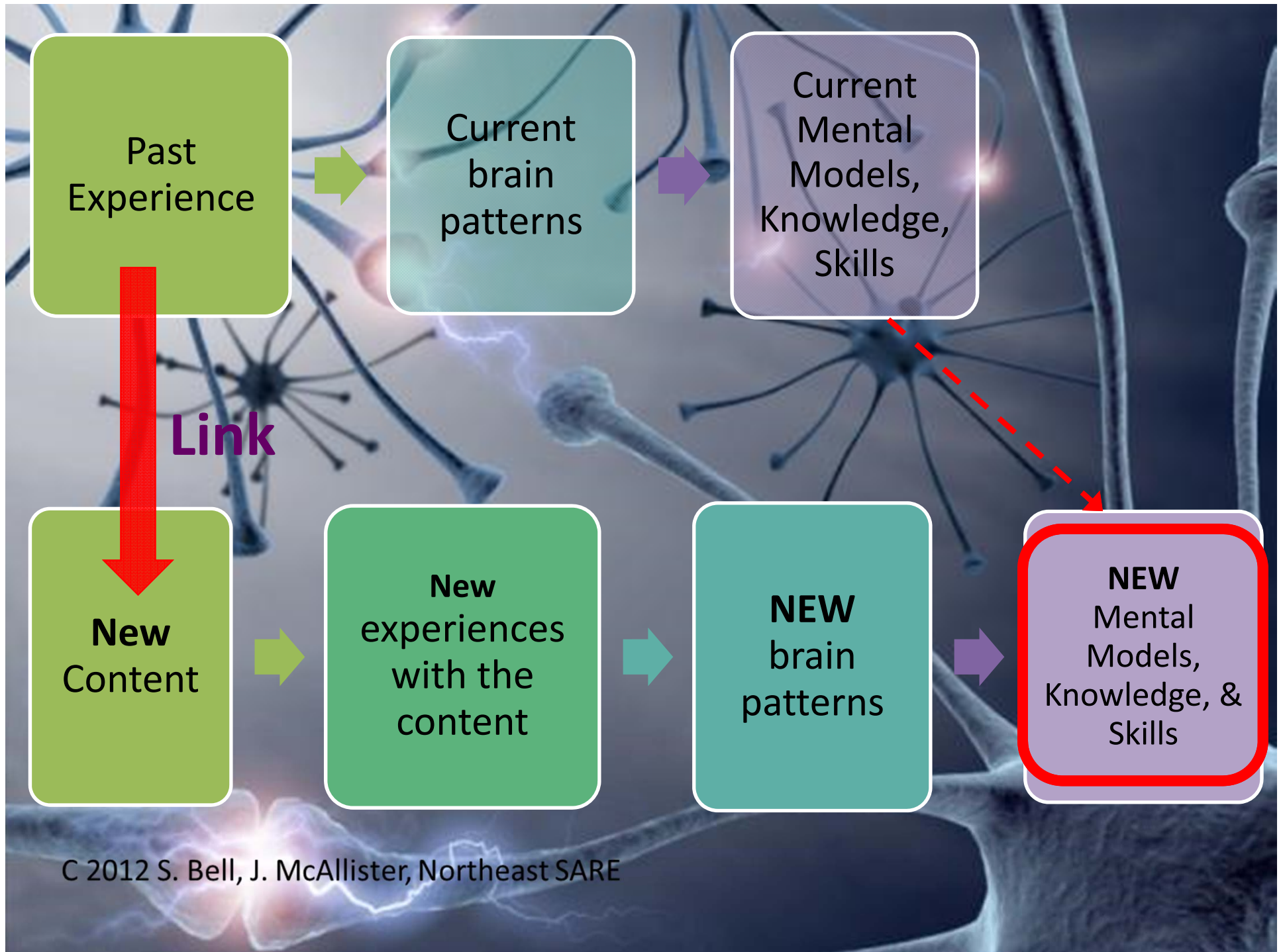
Completely new
no match with prior

Past
Experience

```
graph LR; A[Past Experience] --> B[Current brain patterns]; B --> C[Current Mental Models, Knowledge, Skills];
```

Current
brain
patterns

Current
Mental
Models,
Knowledge,
Skills



Best Practice 4

Let Learners Work Together to
Experiment with new Content



Best Practice 5

Give Learners Choice in Content & Process



Strategies for Principle 5

Before a learning event

Can you ask learners for input on the content? Can you find out what learners want to know more about?

Can you provide choices regarding location, learning format, level of participation, or time commitment?

During a learning event


Can you offer choices regarding order of topics, time devoted to topics, activities, or outcomes?

Can you provide opportunities for learners to teach, learn from, and give feedback to each other?

After a learning event

Can you provide resources for learners to continue their learning, and to keep in contact with each other?

Can you enable learners to share their knowledge, skills, and experiences with a broader community?



**“Tell me and I forget. Teach me
and I remember. Involve me
and I learn.”**

- Ben Franklin

The background image is a landscape photograph. In the foreground, there is a rustic wooden fence made of two horizontal rails and vertical posts, partially obscured by tall green grass. Behind the fence is a rolling green hill. In the distance, a line of trees is silhouetted against a bright, hazy sky. The sun is low on the horizon, creating a warm, golden glow that illuminates the clouds and the grass. The sky is filled with soft, white and grey clouds, some of which are lit from below by the sun.

If you always **do** what you've
always **done**.....

You will always **get** what you've
always **got.**

Effective Presentations Summary

- **Assess farmers' preconceived feelings, assumptions, and values around information you are presenting.**
- **Address preconceived feelings and views in your teaching.**
- **Be clear on the usefulness of your information for your audience and communicate it to them.**
- **Create a safe learning environment. Try to trigger positive emotions and avoid fear.**

Effective Presentations Summary

- Facilitate learning activities that help farmers link new information to their prior experiences.
- Limit continuous lecture time to 20 minutes max.
- Do something every 10 minutes to get the attention of your audiences' brains. Ask a question, have participants share an idea with a neighbor, etc.

Effective Presentations Summary

- **Use visuals where you can instead of text.**
- **Provide opportunities for learners to work together and experiment with the information.**
- **Let learners have some control over content and delivery.**

Resources

**The references used in this presentation
are listed on the following web site:**

<http://extension.unh.edu/sare/Effective-Adult-Learning-Methods-Farmers>