



EFFECTS OF BEHAVIOR & COMMUNICATION ON THE LEARNING PROCESS



OVERVIEW

WHAT

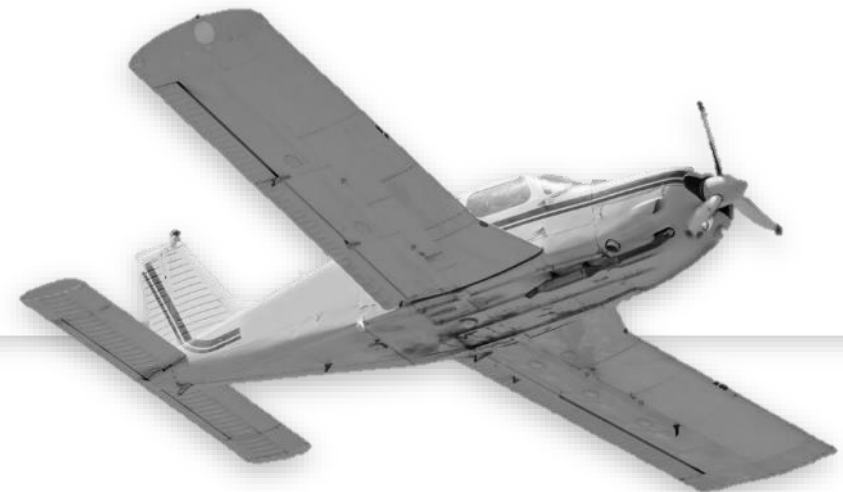
- How human behavior (needs, personalities, motivations, emotions, age, communication, etc.) affect the learning process
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WHY

- Learning is a change of behavior as a result of experience. To successfully accomplish the task of helping bring about a change in behavior, the instructor must know why people act the way they do.

CONTENT

- Elements of Human Behavior
- Learner Emotional Reactions
- Teaching the Adult Learner
- Effective Communications
- Recognizing & Accommodating Human Behavior



ELEMENTS OF HUMAN BEHAVIOR

DEFINITIONS OF HUMAN BEHAVIOR

Attempts to explain how and why humans function the way they do

- Scientific World Definition
 - Product of factors that cause people to act in predictable ways
- Satisfying Needs Definition
 - Behavior is the result of attempts to satisfy certain needs
- Life Course of Humans Definition
 - As humans grow, behavior changes



Personality Types

- Myers Briggs – Random variations in behavior is structured due to different perception and judgment

Instructor & Learner Relationship

- Instructor must understand their teaching style and as much as possible adapt to the learners

Control of Human Behavior

- Instructor's responsibility to know what controls are best, and create an atmosphere to inspire learners

A working knowledge of behavior can help an instructor better understand a learner

ELEMENTS OF HUMAN BEHAVIOR

MOTIVATION

Likely the dominant force governing progress & learning ability

Positive Motivation

- Promise or achievement of awards

Maintaining Motivation

- Reward success
- Present new challenges

Drops in Motivation

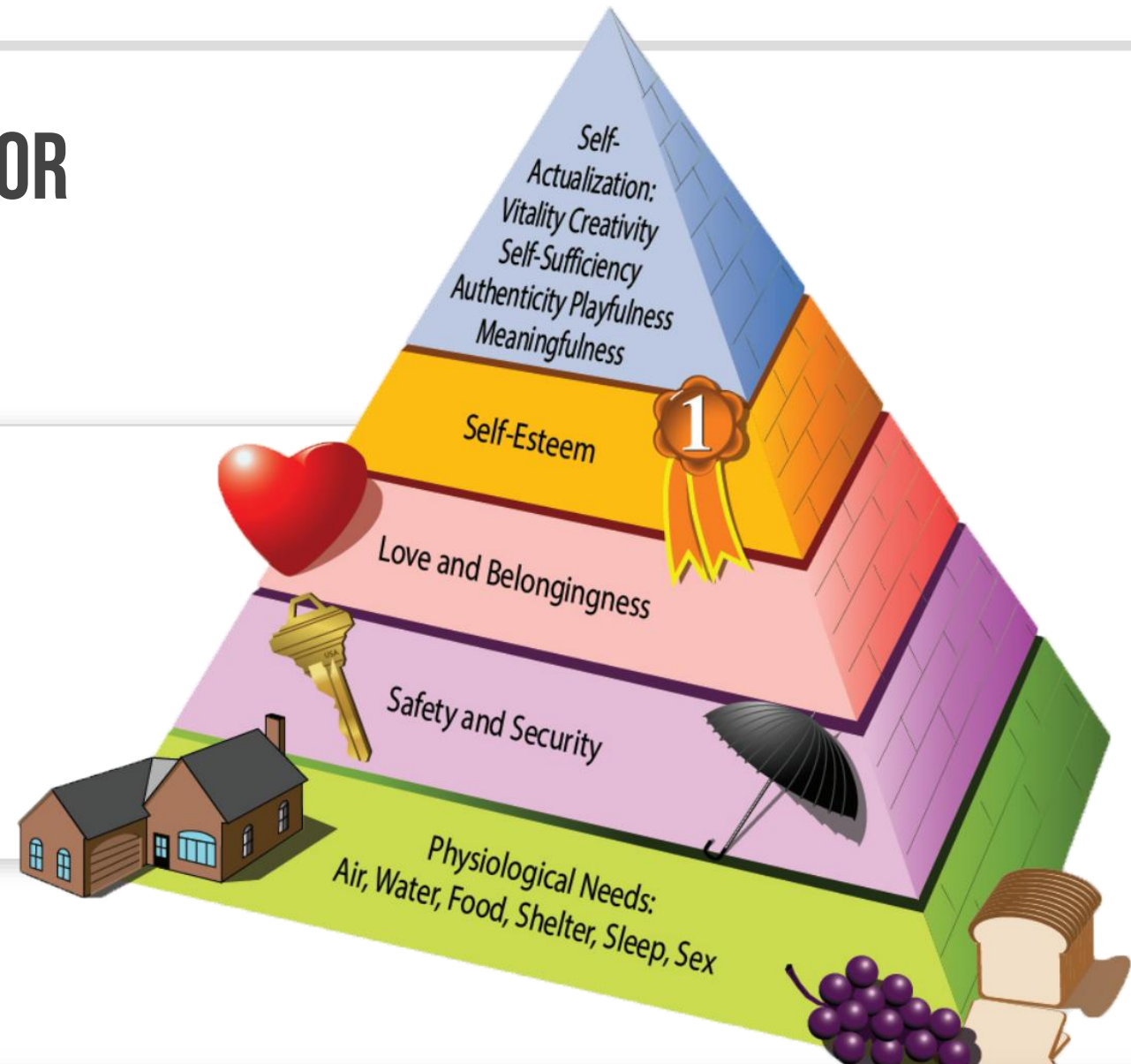
- They're natural
- Remind learners of their goals and reasons for training



ELEMENTS OF HUMAN BEHAVIOR

HUMAN NEEDS

- **Self-Actualization**
- **(Cognitive & Aesthetic)**
- **Esteem**
- **Belonging**
- **Security**
- **Physiological**



Help students satisfy their needs in a manner that will create a healthy learning environment

ELEMENTS OF HUMAN BEHAVIOR

DEFENSE MECHANISMS

Subconscious almost automatic, ego-protecting reactions to unpleasant situations

Repression

Denial

Compensation

Projection

Rationalization

Reaction Formation

Fantasy

Displacement

LEARNER EMOTIONAL REACTIONS

Anxiety

- A state of mental uneasiness arising from fear

Impatience

- Seeks only the ultimate objective without considering the means to reach it

Worry/ Lack of Interest

- Worried or emotionally upset learners are not ready to learn

Physical Discomfort, Illness, Fatigue, and Dehydration

- Slows the rate of learning

Apathy due to Inadequate Instruction

- Instruction should be meaningful and accurate



LEARNER EMOTIONAL REACTIONS

Normal Stress Reactions

- People respond rapidly and exactly, in the limits of their training

Abnormal Stress Reactions

- Responses are random, illogical, completely absent, inadequate

Seriously Abnormal Learners

- Stop instruction
- Have another instructor conduct an evaluation flight
- Confer to determine the proper path



TEACHING THE ADULT LEARNER

ADULT LEARNING CHARACTERISTICS

- Learning is a means to an end
- Seek learning experiences to cope with events
- Need to be independent & exercise control
- Draw from foundation of life experience & knowledge
- Goal & relevancy oriented
- Practical
- Need to be shown respect
- Need to increase self-esteem
- Want to solve problems & apply new knowledge immediately



TEACHING THE ADULT LEARNER

INSTRUCTOR ACTIONS

- Articulate expectations & provide clear objectives
- Recognize their need to control pace and start/stop time
- Use scenario-based training
- Integrate new ideas with what is already known
- Provide self-directed learning
- Use books, instruction, & computers popular with adults
- Refrain from “spoon feeding”
- Set a cooperative learning climate
- Create opportunities for mutual planning



EFFECTIVE COMMUNICATION

BASIC ELEMENTS

Communication doesn't occur automatically, a style must be developed to convey information

- Effectiveness is measured by the similarity between the idea transmitted and the idea received



Elements

- **Source:** Instructor
- **Symbols:** Words or signs used to transmit information
 - Hearing, seeing, touching
- **Receiver:** Learner

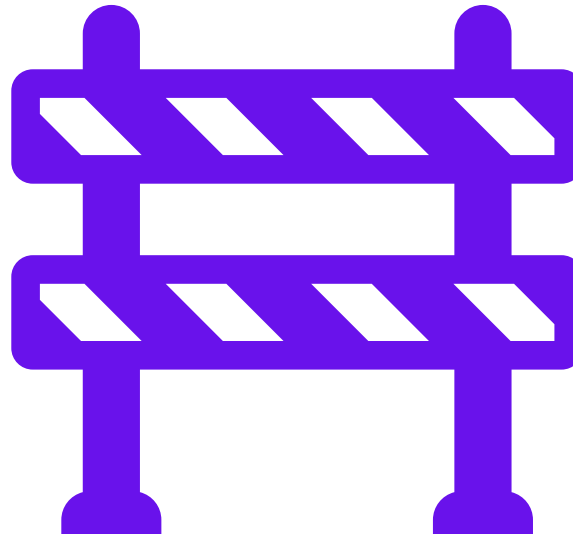
EFFECTIVE COMMUNICATION BARRIERS

Lack of common experience

- Greatest single barrier to effective communication

Confusion between the symbol & symbolized object

- Results when the meaning or intent isn't clear (ex. Sarcasm)



Overuse of abstractions

- Abstractions don't necessarily evoke the same items of experience in the learner's mind

External factors

- Physiological – Physical problem (injury, hearing loss, etc.)
- Environmental – External physical conditions (noise)
- Psychological – Product of how the learner and instructor feel

Interference occurs when the message gets disrupted, or truncated

EFFECTIVE COMMUNICATION

DEVELOPING COMMUNICATION SKILLS

- **Role Playing**

- Practice instructing

- **Instructional Communication**

- Know the topic well
- Determine understanding by evaluation

- **Listening**

- Listen to understand, not to refute

- **Questioning**

- Good questions can determine understanding
- Ask open ended as well as focused questions

- **Instructional Enhancement**

- The deeper your knowledge, the better you can convey it



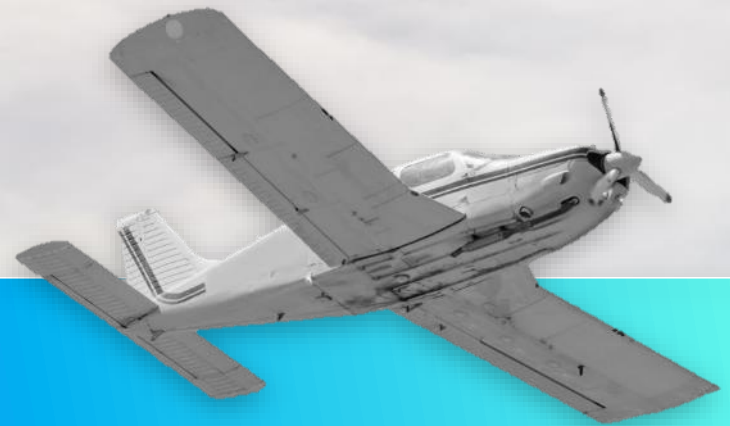
RECOGNIZING & ACCOMMODATING HUMAN BEHAVIOR



A working knowledge of behavior can help instructors better understand learners

- Leads to successful instruction

Understand & adjust for different personalities, motivators, learning styles, etc.



QUESTIONS?

