

GETTING TECHNOLOGY INTO PRACTICE: USING PRE- AND POST- TRAINING ACTIVITIES

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Relevant and Timely

Adult Education

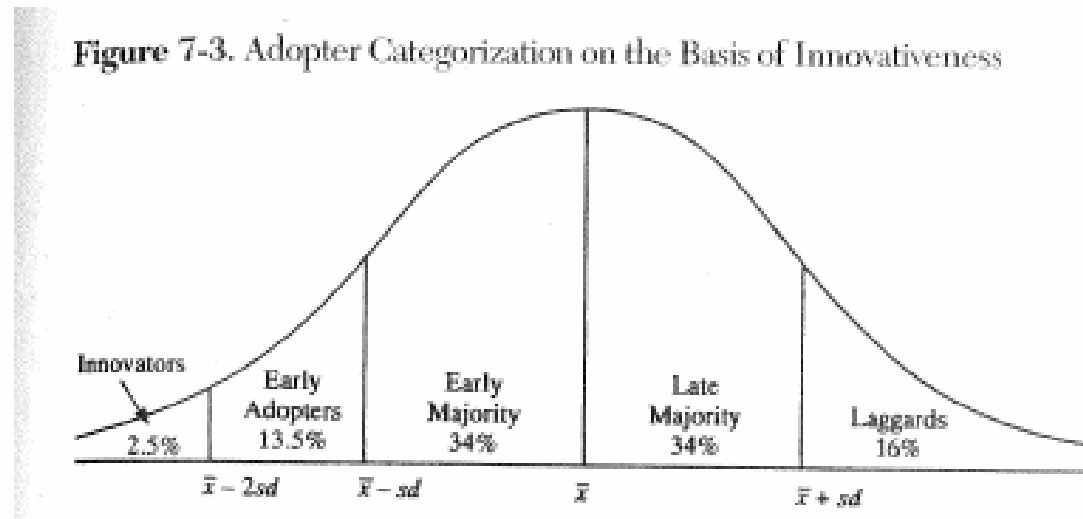
- Self-directing
- Adults have life experiences
- Ready when the need exists
- Competency
- Internal need not external demand
- Need to know why

The Value of Peers

- Nothing makes the sale like an example
- Visit an actual operation
- Network people that are doing
- Take the time needed
- Follow-up or have students follow-up

Rogers on Adoption

- The Classic Graph (Rogers, 2003)



Phases of Adoption

- Knowledge
- Persuasion
- Decision
- Implementation
- Confirmation

Complexity and Stability

- Arms length—easy/simple
- Facilitated—need a little guidance
- Direct assistance with an expert
- Product is being developed as applied

The FVS Example

- Relevance
 - Work with people that have a project
 - Adapt materials to the project
 - Relate training to the students problems
 - Learn about the students before the session
 - Help students after the session

The Ottoson Model

| | Before | During | After |
|------------|--------|--------|-------|
| Instructor | | | |
| Student | | | |
| Sponsor | | | |

Unstable Technologies

- Keep the topic relevant
- De-jargon supporting materials
- Use and intermediary
- Embed in processes that are in place
- Be prepared to compare to the existing
- Less than a complete transfer?