



Plain Language Education

Facilitator Guide

The Human Learning Manual





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This guide is part of a self-paced module titled "Communicating and Connecting with Adult Learners." It was designed to support adult educators in building empathy, trust, and learner-centered communication strategies. This sample demonstrates reflective assessment design, clear objectives, and formative grading structure.



Learning Objectives



Describe key traits and needs of adult learners.



Identify common barriers to communication and engagement.



Analyze how tone and body language affect learner trust.



Apply inclusive and trauma-informed communication strategies.



Demonstrate active listening and clear feedback.



Grading

Estimated Time (30 minutes)

Assignment – Communication Reflection & Strategy Plan

Assignment Overview

Learners are asked to submit a short written reflection (300–500 words) or a recorded response (3–5 minutes) that includes:

- A reflection on their current communication style
- Two communication challenges they've faced with adult learners
- Three strategies they plan to use to improve connection and engagement

Grading Instructions for Instructor or Reviewer

- Use the rubric above to assign points for each section.
- Focus on thoughtfulness and usage of real-world experiences/
- Provide brief written or verbal feedback (2–3 sentences) highlighting strengths and one area for growth.
- Accept submissions in written or recorded format unless otherwise specified.



Answer Key

Criteria	Description	Points
Self-Reflection	Clearly reflects on personal communication habits with adult learners	/5
Challenge Identification	Identifies at least two realistic challenges in past or current teaching	/5
Strategy Use	Proposes three specific, practical strategies aligned with adult learning principles	/5
Clarity & Professionalism	Clear writing or speaking, organized thoughts, respectful tone	/3
Length & Format	Meets word/time limits; follows instructions	/2





Sample Answer

Sample Assignment Submission: Communication Reflection & Strategy Plan

As an instructor, I've always thought of myself as approachable, but I recently realized that my communication style may come across as too formal or directive. I tend to prioritize clarity and structure, but I've learned that adult learners sometimes interpret this as rigid or unwelcoming. I also don't always give enough space for learners to express their personal experiences, which are often deeply connected to how they engage with the material.

Two challenges I've faced in the past year stand out. First, I had a learner who stopped participating halfway through the course. When I reached out, they mentioned feeling "spoken at" rather than supported. This was hard to hear, but it made me reflect on how I open up conversations in class. The second challenge happened during a group discussion where a learner shared a personal story, and I quickly redirected the topic. Looking back, I think I shut down a moment that could have built trust.

To improve, I plan to use three specific strategies:

1. Start with open-ended check-ins during class to show I care about learners as people, not just students. Even a quick "What's one thing on your mind today?" can help set a supportive tone.
2. Use more reflective listening, such as repeating back key phrases or feelings I hear from learners. This shows I'm present and reduces the chance of unintentionally dismissing someone's comment.
3. Invite feedback regularly, not just at the end of the course. I'll use anonymous polls or discussion prompts to ask learners how they're feeling about the pace, content, and communication.

Overall, I want to be more intentional about creating space, building trust, and making every learner feel seen and heard. I know this will take ongoing effort, but I believe these small changes can lead to stronger, more meaningful learning experiences.



End of Guide

Note: This guide is a sample asset for a self-paced online course. It reflects trauma-informed and inclusive design principles, supporting adult learners through reflection-based assessment.