



# Lesson 6.4 – Adult Learning Techniques

# Relevance

- Understanding the needs and differences between child and adult learners is essential for NIO trainers.
- Lessons must be designed and delivered to suit the particular needs of adult students.

# Learning Outcomes

Learners will be able to:

- Explain characteristics of adult learners
- List the differences between children and adult learners
- Explain learning situation for adults
- Explain factors guiding adult learners
- Explain various strategies and techniques of adult learning

# Lesson 6.1 Content

- Designing a Lesson: Sequence, Timing and Approach
- Learning Styles: Visual, Auditory and Kinesthetic
- The BOPPPS Model

# Understanding Adult Learners

Adults have "wants" in the following four areas:

- To gain something
- To be something
- To do something
- To save something

# Characteristics of Adult Learners

- Adults are autonomous and self-directed
- Adults have accumulated a foundation of life experiences and knowledge
- Adults are goal-oriented
- Adults are relevancy oriented
- Adults are practical

# Differences Between Children and Adult Learners

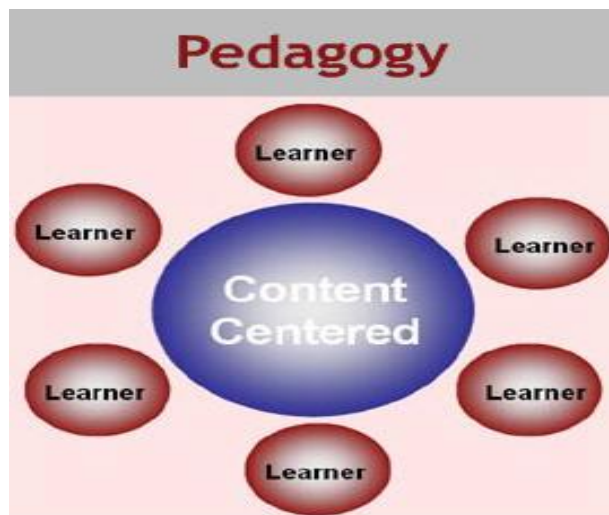
## Children

## Adults

<b>Rely on others to decide what is important to be learned</b>	<b>Decide for themselves what is important to be learned</b>
<b>Accept the importance being presented at face value</b>	<b>Need to validate the information based on their beliefs and experience</b>
<b>Expect what they are learning to be useful in their long-term future</b>	<b>Expect what they are learning to be immediately useful</b>
<b>Have little or no experience upon which to draw – are relatively “clean to draw – slates”</b>	<b>Have substantial experience upon which to draw; May have fixed viewpoints</b>
<b>Little ability to serve as a knowledgeable resource to teacher or fellow classmates</b>	<b>Significant ability to serve as a knowledgeable resource to trainer and fellow learners</b>

# Difference in Instructional Science

- **Pedagogy.** Art and science of teaching children. It is teacher-directed and content-centered model.
- **Andragogy.** Art and science of teaching adults. It is teacher-student directed and learner-centered model.





# Learning Situation for Adults

Adults prefer learning situations which:

- Are practical and problem-centered
- Promote their positive self-esteem
- Integrate new ideas with existing knowledge
- Show respect for the individual learner
- Capitalize on their experience
- Allow choice and self-direction

# Individual Approach to Learning

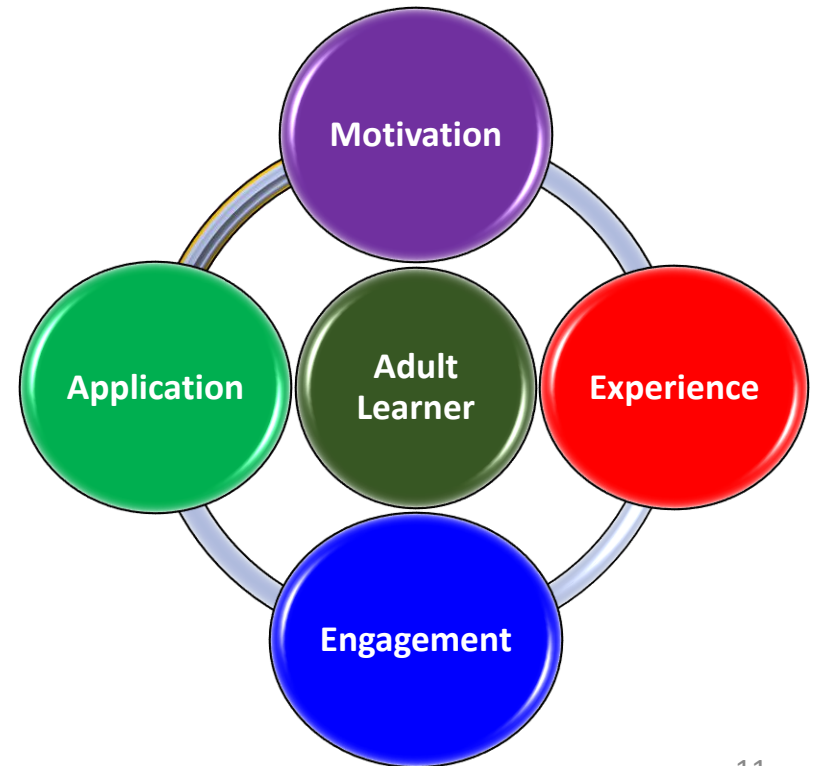
4 dimensions or continuums of individual approaches to learning:

- Extroversion (E) versus Introversion (I)
- Sensing (S) versus Intuition (N)
- Thinking (T) versus Feeling (F)
- Judging (J) versus Perceptive (P)

# Factors Guiding Adult Learners

## 4 major factors influence the adult learning:

- Motivation
- Experience
- Level of Engagement
- Applying the Learning



# Basic Principles of Instruction

- **Leadership.** Instructors are leaders, not dictators. They provide guidance and resource for learning.
- **Experience.** Take into account the experiences and knowledge that adults bring to the session.
- **Appeal.** Develop interest and a "need to know" in the learners to make a case for the value in their life.
- **Respect.** Show regard by acknowledging an adult learner's experience and creating a climate of respect.
- **Novel Styles.** Varied and new methodologies are appreciated by adults for effective learning.

# Strategies and Techniques-1

## **Create a Supportive Environment**

- Convey respect for individuals and the belief and value in the learning process
- Draw on previous experiences of the participants

# Strategies and Techniques-1

## **Create a Supportive Environment - Techniques**

- Call each trainee by name throughout the training
- Listen to each person's questions and viewpoints
- Never belittle an individual (remember Respect?)
- Always be courteous to participant
- Assure that mistakes are part of the learning process
- Look for opportunities to validate each person
- Encourage trainees to support one another
- Ensure the physical space as comfortable as possible

# Strategies and Techniques-2

## **Emphasize Personal Benefits of Training**

- Adult learners need to know how the course relates to their immediate work; and
- How will it help them reach personal and professional goals--what's in it for them (WIFM)

# Strategies and Techniques-2

## Emphasize Personal Benefits of Training - Techniques

- Have each participant develop their own personal goals for this training (remember Appeal?)
- Encourage participants to write down specific actions they will take in response to this training



# Strategies and Techniques-3

## **Use Training Methods that Require Active Participation**

- Active participation engages trainees in the learning process and enhances retention of new concepts

# Strategies and Techniques-3

## **Active Participation - Techniques**

- Design curriculum that allows training to be learner-centered
- Limit lecturing to trainees
- Encourage participation and sharing of experiences
- Use question techniques
- Weave discussion sections with exercises that require trainees to practice a skill or apply knowledge

# Summary of Key Messages

- The adult learner presents a different dynamic to teaching Adults are *autonomous* and *self-directed*
- Adults decide for themselves what is important to be learned
- Andragogy is the subject that studies adult learning methodologies
- Peoples' expectations about the role of an instructor and beliefs about how adults learn are derived from personal experience



Questions?