

Lesson 6.4– Adult Learning Techniques



The Lesson

Slide 1




Getting Started



Adults are experienced; they want to be treated as such, and some want to share. On-the-job work experience and informal conversation are important learning activities. However, for professional job and to achieve technical proficiency, adults also have to go through formal training or learning sessions.

Adult learners will be energized and motivated when they see how the content they are engaging with will help them reach their goals. This energy can be harnessed and used to drive the learning process, leading to better results. It is not easy for the trainers to deal with adult learners effectively. These needs andragogical skill of the trainers to effectively conduct adult training sessions. This lesson is about adult learning techniques so that NIO trainers can acquire these techniques and apply them in their functions as trainers.

 **Note to instructor** – The elements laid out in this lesson are intended to build on participants existing background knowledge and experience as a trainer. Before beginning this lesson, take a few minutes to review following aspects that will also inform lesson design:

- Training needs assessment
- Target audience assessment
- Learning objectives
- Theories of learning/adult learning principles

Encourage participants to keep each of these factors in mind as they continue to learn about and work on their own lesson design.

Introduce the following (using the Introductory Slides):

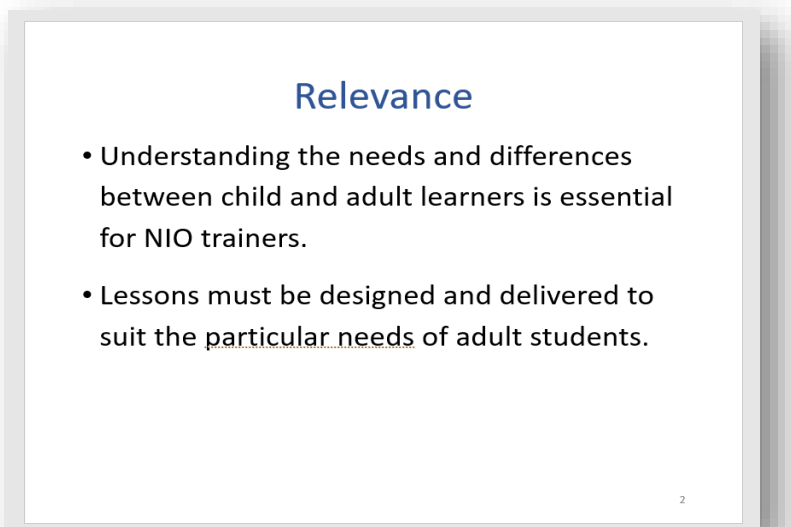
- Relevance
- Learning Outcomes
- Lesson Content

The topic and language can be difficult for NIO ToT participants, specially those who don't have adequate experience as trainers. As you move through the lesson remind learners of the relevance of this lesson to their specific as trainers. Review the key aspects of preparation needed as a trainer and the key messages. A suggestion is to present each adult learning techniques and learning styles on individual sheets of different colored paper and post on the wall for learners to easily refer to during the course of the training.

Aim: To understand the difference between adult and children learners and the basic techniques to train/teach adult learners.

Relevance

Slide 2

A presentation slide titled "Relevance" in blue text. It contains two bullet points: "Understanding the needs and differences between child and adult learners is essential for NIO trainers." and "Lessons must be designed and delivered to suit the particular needs of adult students." The slide is numbered "2" in the bottom right corner.

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.

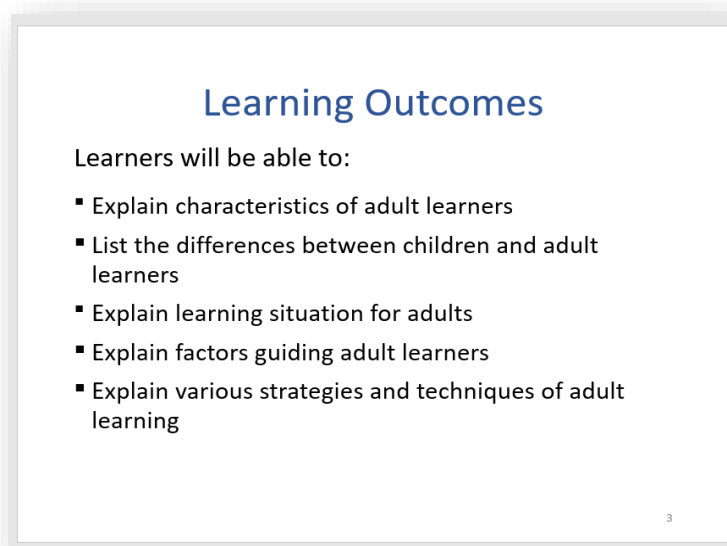
2

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. Effective lesson planning is critical to achieving training programme objectives. Lessons must be adapted to fit the needs of the target audience. The purpose of this lesson is to provide good practices for designing sessions to suit the particular learning methods and techniques which are applicable for adult learners. effective preparation of a lesson. It is not enough to have a well-designed training programme; without effective and adequately prepared a lesson, it is unlikely that training adult participants will absorb the information or that the training programme will meet its objectives.

This Lesson, therefore, aims to understand the difference between adult and children learners and the basic techniques to train/teach adult learners.

Learning Outcomes

Slide 3

A presentation slide titled "Learning Outcomes" in blue text. Below the title, it says "Learners will be able to:" followed by a bulleted list of five outcomes. The slide has a white background and is framed by a grey border with a drop shadow.

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

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Recommended Lesson Duration: 60 minutes total

1-2 minutes per slide

Use short option learning activity

The Lesson	Pages 5-30
Starting the Lesson	Intro Slides 1-4
Understanding Adult Learners	Slide 5
Characteristics of Adult Learners	Slide 6
Differences Between Children and Adult Learners	Slide 7
Difference in Instructional Science	Slide 8
Learning Situation for Adults	Slide 9
Individual Approach to Learning	Slide 10
Factors Guiding Adult Learners	Slide 11
Basic Principles of Instruction	Slide 12
Strategies and Techniques-1	Slides 13-14
Strategies and Techniques-2	Slides 15-16
Strategies and Techniques-3	Slides 17-18
Summary of Key Messages	Slide 19

Understanding Adult Learners

 **Note to Instructor** Participants should have a copy of the material they will be using for their own lesson design (including the target audience analysis, the learning objectives developed in and any other supporting materials). They will be referring to these materials throughout this lesson.

Slide 5

Understanding Adult Learners

Adults have "wants" in the following four areas:

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

Adult Learners are unique in the fact that they bring a lot of life experience to the classroom. While this is considered a good thing, as educators it must be understood how the learner determines what and how they are learning.

When Adult Learners come into the classroom, they bring a wealth of knowledge and life experience. This poses some hurdles for educators to overcome. This also causes the educator to have to learn about their audience and what they bring to the class.

The adult learner presents a different dynamic to teaching in comparison to the “traditional-aged” students. Educators of Adult Learners must understand what & how they are teaching these students. It is extremely important as with any classroom that the educator understands their students and what makes them learn. This applies to all age groups, and it is not different for adult learners.

Adults have "wants" in the following four areas:

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

The reasons most adults enter any learning experience is to create change. This could encompass a change in (a) their skills, (b) behavior, (c) knowledge level, or (d) even their attitudes about things (Adult Education Centre, 2005).

Key message: For some training topics, an appropriate sequence of concepts will be clear. Yet, this is not always the case. There are a number of strategies that can be used when determining sequence.

Characteristics of Adult Learners

Slide 6

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

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Adults are *autonomous* and *self-directed*. They need to be free to direct themselves. Their teachers must actively involve adult participants in the learning process and serve as **facilitators** for them. Specifically, they **must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests.** They should **allow the participants to assume responsibility for presentations and group leadership.** They have to **be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts.** Finally, they **must show participants how the class will help them reach their goals** (e.g., via a personal goal sheet).

Adults have accumulated a foundation of life experiences and knowledge **that may include work-related activities, family responsibilities, and previous education.** They need to **connect learning to this knowledge/experience base.** To help them do so, they should **draw out**

participants' experience and knowledge which is relevant to the topic. They must relate theories and concepts to the participants and recognize the value of experience in learning.

Adults are goal oriented. **Upon enrolling in a course, they usually know what goal they want to attain.** They, therefore, appreciate an educational program that is organized and has clearly defined elements. **Instructors must show participants how this class will help them attain their goals.** This classification of goals and course objectives must be done early in the course.

Adults are relevancy oriented. **They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them.** Therefore, **instructors must identify objectives for adult participants before the course begins.** This means, also, that theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests.

Adults are practical, focusing on the **aspects of a lesson most useful to them in their work.** They **may not be interested in knowledge for its own sake.** Instructors **must tell participants explicitly how the lesson will be useful to them on the job.**

As do all learners, **adults need to be shown respect.** Instructors **must acknowledge the wealth of experiences that adult participants bring to the classroom.** These **adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.**

Differences Between Children and Adult Learners

Slide 7

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

Adult learners are very independent, while Young Learners aren't. It is possible – and even beneficial – to give adults more autonomy in their lessons. You can do this by letting adults work things out for themselves rather than giving them the answers, asking them to organise themselves into pairs or groups instead of allocating partners, and even giving input into the topics or activities of the lessons. With Young Learners, on the other hand, it is necessary to plan the lesson as you see fit, give clear instructions, monitor the learners closely, and deal effectively with any issues of classroom management.

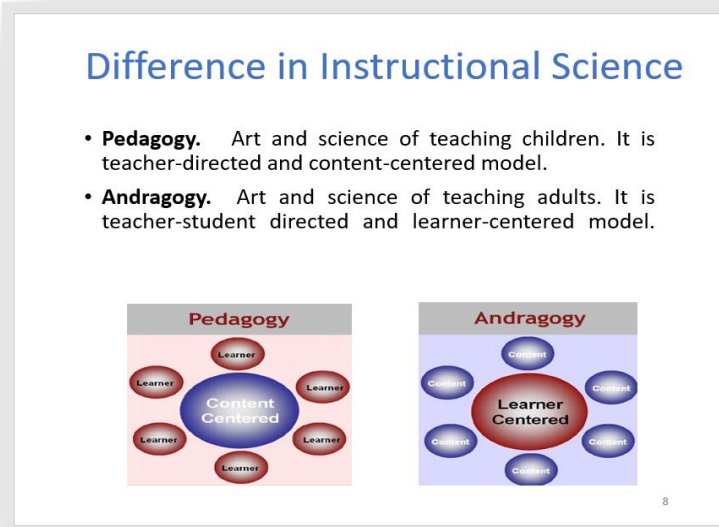
For example, when teaching adults you don't need to think about bathroom breaks (they can worry about that themselves!) but with Young Learners you will need to ask them regularly if they need to go to the bathroom. With online learners, you can expect your adult learners to do more while you need to lead your Young Learners step-by-step in whatever you are doing.

Children rely on others to decide what is important to be learned. They accept the importance being presented at face value. Young learners expect what they are learning to be useful in their long-term future. They have little or no experience upon which to draw – are relatively “clean to draw – slates”. Children possess little ability to serve as a knowledgeable resource to teacher or fellow classmates.

Adults decide for themselves what is important to be learned. They need to validate the information based on their beliefs and experience. Adults expect what they are learning to be immediately useful. They have substantial experience upon which to draw; May have fixed viewpoints. Adults possess significant ability to serve as a knowledgeable resource to trainer and fellow learners.

Difference in Instructional Science

Slide 8



Andragogy is the subject that studies adult learning methodologies in their entirety, whereas pedagogy is the traditional method of teaching, which is a method of describing how children learn. Andragogy is a theory of learning as learning applies to adults rather than children (pedagogy). According to Malcolm Knowles, there are 6 key components of adult education. Adults need to know the reason for learning something (Need to Know) Experience (including error) provides the basis for learning activities (Foundation). In the traditional sense of the word, pedagogy is authority-focused, "top-down," in that a teacher has complete or nearly complete control over a child's learning experience. The teaching methods employed in pedagogy are very much about transferring foundational knowledge, not about critical discourse.

- Andragogy is the method and practice of teaching adult learners.

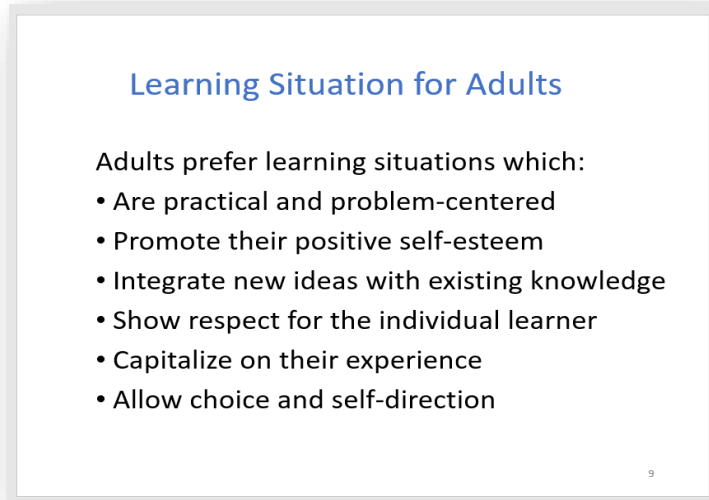
While learners are called participants in andragogy, they are labelled students in pedagogy.

- Instructors are called facilitators or trainers in andragogy while they are called instructors or teachers in pedagogy.
- Pedagogy is dependent upon the style of the instructor while andragogy is an independent learning style.

- Pedagogy has predetermined objectives that are fixed while objectives in andragogy are flexible.
- Pedagogy believes that students are incapable of contributing as they are inexperienced while andragogy believes that learners are capable of making a contribution.
- Training methods in pedagogy are passive such as lectures, and demonstrations. On the other hand, training methods in andragogy are active such as exercises and role playing.
- Learners influence timing and pace of learning in andragogy whereas instructor controls these factors in pedagogy.

Learning Situation for Adults

Slide 9



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

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Adults prefer learning situations which:

1. Are practical and problem-centered, so...

- Give overviews, summaries, examples, & use stories to link theory to practice
- Discuss and help them plan for direct application of the new information
- Use collaborative, authentic problem-solving activities
- Anticipate problems applying the new ideas to their setting so, offer suggestions

- Caution- guard against becoming too theoretical

2. Promote their positive self esteem, so...

- Provide low-risk activities in small group settings
- Plan for building individual success incrementally
- Help them become more effective and confident through guided practice and establishing routines
- Caution- readiness to learn depends on self-esteem

3. Integrate new ideas with existing knowledge, so...

- Help them recall what they already know from prior experience that relates to the topic of learning
- Share your agenda and assumptions and ask for input. Adjust time for topics to fit their needs.
- Use a continuum that describes a range of skill & knowledge. Ask them to apply stickers or marks showing what their current level of knowledge/skill is in the topic(s)
- Ask what they would like to know about the topic
- Build in options within your plan so you can easily shift to address needs
- Suggest follow up ideas and next steps for support and implementation after the session
- Caution- collect needs data and match the degree of choice to their level of development

4. Show respect for the individual learner, so...

- Provide for their physical needs through breaks, snacks, coffee, comfort
- Provide a quality, well organized, differentiated experience that uses time effectively and efficiently
- Avoid jargon and don't "talk down" to participants
- Validate and affirm their knowledge, contributions and successes
- Ask for feedback on your work or ideas, provide input opportunities

- Caution- watch your choice of words to avoid creating negative perceptions

5. Capitalize on their experience, so...

- Don't ignore what they already know, it's a resource for you
- Plan alternate activities and choice so they can adjust the process to fit their experience level
- Create activities that use their experience and knowledge
- Listen and collect data about participant needs before, during and after the event
- Caution- provide for the possibility of a need to unlearn old habits or confront inaccurate beliefs

6. Allow choice and self-direction, so...

- Build your plans around their needs, compare desired behaviors (goals) & actual behaviors
- Share your agenda and assumptions and ask for input on them
- Ask what they know already about the topic (their perception)
- Ask what they would like to know about the topic
- Build in options within your plan so you can easily shift if needed
- Allow time for planning their next steps
- Cautions- match the degree of choice to their level of development . also, since there may be things they don't know that they don't know, use a mix of their perception of needs and research on needs and organizational needs and calendar to guide your planning.

Individual Approach to Learning

Slide 10

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)

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1. Extroversion (E) versus Introversion (I) Indicates whether a learner prefers to direct attention towards the external world of people and things or toward the internal world of concepts and ideas. This preference tells us from where people get their energy.

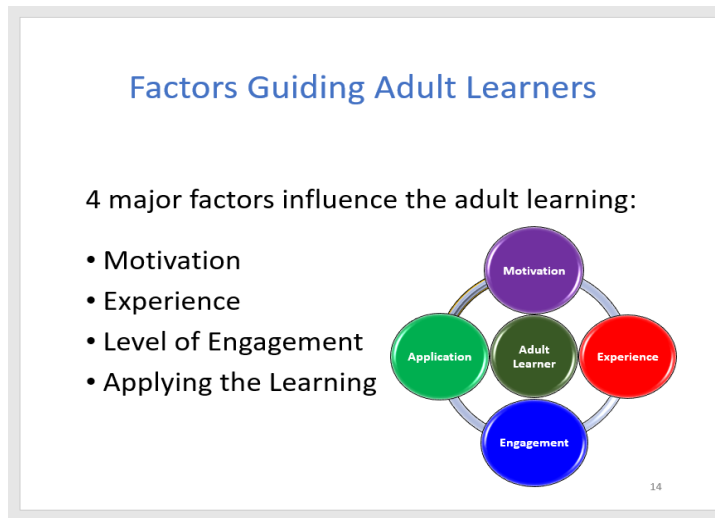
2. Sensing (S) versus intuition (N) Indicates whether a learner prefers to perceive the world by directly observing the surrounding reality or through impressions and imagining possibilities.

3. Thinking (T) versus Feeling (F) Indicates how the learner makes decisions, either through logic or by using fairness and human values.

4. Judging (J) versus Perceptive (P) Indicates how the learner views the world, either as a structured and planned environment or as a spontaneous environment.

Factors Guiding Adult Learners

Slide 11



Compared to school-age children, the major differences in adult learners are in the degree of motivation, the amount of previous experience, the level of engagement in the learning process, and how the learning is applied. Each adult brings to the learning experience preconceived thoughts and feelings that will be influenced by each of these factors. Assessing the level of these traits and the readiness to learn should be included each time a teaching experience is being planned.

Motivation

Adults learn best when convinced of the need for knowing the information. Often a life experience or situation stimulates the motivation to learn (O'Brien, 2004). Meaningful learning can be essentially motivating. The key to using adults' "natural" motivation to learn is tapping into their most teachable moments. (Zemke & Zemke, 1995). For example, a participant concerned about how stress urinary incontinence (SUI) is affecting her lifestyle might be motivated to learn about Kegel exercises more so than her counterpart who is not experiencing SUI. Peacekeeping trainers involved in educating adults need to convey a desire to connect with the learner. Providing a challenge to the learner without causing frustration is additionally important. Above all, provide feedback and positive reinforcement about what has been learned (Lieb, 1991).

Experience

Adults have a greater depth, breadth, and variation in the quality of previous life experiences than younger people (O'Brien, 2004). Past educational or work experiences may color or bias the participant's perceived ideas about how education will occur. If successfully guided by the trainer, former experiences can assist the adult to connect the current learning experience to

something learned in the past. This may also facilitate in making the learning experience more meaningful. However, past experiences may actually make the task harder if these biases are not recognized as being present by the teacher.

Level of Engagement

In a classic study, Rogers (1969) illustrated that when an adult learner has control over the nature, timing, and direction of the learning process, the entire experience is facilitated. Adults have a need to be self-directed, deciding for themselves what they want to learn. They enter into the learning process with a goal in mind and generally take a leadership role in their learning. The challenge for teachers is to be encouraging to the learner but also reinforce the process of learning. The endpoint of learning cannot always occur quickly or on a pre-set timeline.

According to Rogers (1969), the adult-learning process is facilitated when:

- The learner participates completely in the learning process and has control over its nature and direction.
- It is primarily based upon direct confrontation with practical, social, or personal problems.
- Self-evaluation is the principal method of assessing the progress or success.

It is important to remember that in order to engage the adult learner and facilitate the transfer of knowledge, patience and time on the part of the teacher and participant are needed.

Applying the Learning

As skills and knowledge are acquired, it is paramount to include return demonstrations by the learner. The primary purpose is to verify the ability of the participant to perform the skill. Return demonstrations enable the teacher to view, and the participant to experience, the progress in their understanding and application of the education. Seeing progress and realizing a tangible movement forward in the learning process may increase the participant's motivation to learn even more. Information that goes into the learner's memory will likely be remembered if the teacher provides opportunities in the session for activities such as application exercises and discussions (Zemke & Zemke, 1995).

Basic Principles of Instruction

Slide 12

LEARN

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.

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INSTRUCTION BASED ON FIVE BASIC PRINCIPLES OF ADULT LEARNING

Leadership

Experience

Appeal

Respect

Novel Styles

Often, peoples' expectations about the role of an instructor and beliefs about how adults learn are derived from personal experience in a college lecture hall or a job training program or from studying classical learning theories. However, learning in adult human beings seems to be a more complex phenomenon than some of the classical theories suggest. Three principles that provide the foundation for adult learning today can be summarized as follows:

1. The adult learner is primarily in charge of his or her own learning. Remember that instructors do not have the power to implant ideas or to transfer skills directly to the learner. They can only suggest and guide.
2. An instructor's primary responsibility is to do a good job of managing the process through which adults learn.
3. The learners are encouraged to use their own judgment and decision-making capabilities.

Instructors are leaders, not dictators. They do have responsibility to make decisions, provide guidance, and be a resource for the students' learning. Although instructors often view

themselves as the ultimate authority on the subject matter, it is still up to the learners to determine whether the ideas presented in the session should be incorporated into their work or personal lives. Despite the primary role of the learner, instruction is not a passive, laid-back, go-with-the-flow process for the instructor. As the facilitator and catalyst for participants' learning, the instructor makes it possible for learning to happen by designing and performing all the activities that the learning processes requires.

In their research on adult learning, Sullivan, Wircenski, Arnold, and Sarkees (1990) assert that the establishment of a positive learning climate hinges on understanding the characteristics of adult learners who will be participating in the instructional process. They report the dynamics of the instructional process are very much dependent on the instructor having a clear understanding of the participants. Sullivan et. al. cited applicable characteristics of relevance, motivation, participation, variety, positive feedback, personal concerns, and uniqueness.

Principle 1: Leadership. The adult learner enters the training or educational environment with a deep need to be self-directing and to take a leadership role in his or her learning. The psychological definition of "adult" is one who has achieved a self-concept of being in charge of his or her own decisions and living with the consequences; this carries over into the instructional setting. Thus, instructors can help learners acquire new knowledge and develop new skills, but they cannot do the learning for learners.

Although adults may be completely self directing in most (if not all) aspects of their lives, some can fall back to their conditioning in school and college and put on their hats of dependency, fold their arms, sit back, and say "teach me" when they enter a program labeled "education" or "training." (This is especially true when adults enter a "training room" set up "classroom style.") To resolve the "dependency" problem, adult educators have developed strategies for helping adults make a quick transition from seeing themselves as *dependent learners* to becoming *self-directed learners*. Adult educators, in the development of a learning environment, define the process through which learning takes place. For example:

The instructor guides the learners in determining the relevance of the learning for their own lives and work; whereas,

The learners are encouraged to use their own leadership, judgment, and decision-making capabilities.

To reinforce the notion of learner responsibility in the instructional process, a variety of activities can be used to obtain information from participants regarding what they want to get out of the session and to ensure a match between instructor and participant objectives.

Information should be gathered from participants prior to the session to assess participants' skill levels, prior training, education, and professional experience and interest in, need for, and expectations for the session. This can be done through an application form, learning contracts, a mail (electronic or paper) survey of registered participants, or a brief telephone interview if the number of participants is small. This information can be used to organize instructional objectives, sequence content, and design-reinforcing activities.

During an introductory section, participants can be asked to write down their most important goal for the session, and then be asked to share their expectations. Students are asked to put their comments regarding goals on a wall chart labeled "expectations" or "learning goals." Instructors can also ask participants to list the skills, experience, and positive characteristics they bring to the learning environment. This process honors participants, identifies participant resources for the group, and provides additional assessment data. The instructor can read goals from the sheet periodically throughout the session and indicate when a section is particularly designed to meet that learner's need, thereby reinforcing learner investment in the session.

The ultimate educator remains alert to the first principle of adult learning: Adults enter the learning environment with a deep need to be self-directing and take a leadership role in his or her learning.

Principle 2: Experience. The word "experience" holds two meanings for the ultimate educator. Experience is the accumulated knowledge an individual arrives with at the session, as well as an individual's active participation in events or activities during the session.

Adults bring to a learning situation a background of experience that is a rich resource for themselves and for others. In adult education, there is a greater emphasis on the use of experiential learning techniques (discussion methods, case studies, problem-solving exercises) that tap into the accumulated knowledge and skills of the learners and techniques such as simulation exercises and field experiences that provide learners with experiences from which they can learn by analyzing them. A rich, adult-focused instructional approach takes into account the experiences and knowledge that adults bring to the session. It then expands upon and refines this prior knowledge by connecting it to new learning, making the instruction relevant to important issues and tasks in the adults' lives.

In discussing what all learners have in common, Robert F. Mager (1992) stated that the more you know about participants, the better you can tailor instruction to meet their needs. He provided the following list of key points concerning experience:

Everyone comes to the learning situation with a lifetime of experience, regardless of age.

The lifetime experiences of each learner are different from those of others.

Lifetime experiences also includes misconceptions, biases, prejudices, and preferences. In other words, some of what people think they know is actually wrong.

It is also important to recognize that the experience that adults possess is significantly different in quality from that of youths:

Few youths have had the experience of being full-time workers, spouses, parents, voting citizens, organizational leaders, or other adult roles. Accordingly, adults have a different perspective on experience: it is their chief source of self-identity.

To youths, experience is something that happens to them, whereas adults define themselves in terms of their unique experiences.

An adult's experience is who he or she is. So if an adult's experience is not respected and valued, it cannot be used as a resource for learning. Adults experience this omission as a rejection of their experience and as a rejection of them as persons, which negatively affects learning.

Few individuals prefer to just sit back and listen to a teacher or trainer go on and on about the topic. The effective instructor keeps this point in mind and designs learning experiences that actively involve adults with various levels of experience in the instructional process. This entails practice activities such as discussion, hands-on work, or projects for each of the concepts that the instructor wants the participants to master.

Concentration is also an important issue. Humans can only consciously think about one thing at a time. It is essential to provide learning environments that help learners concentrate on their learning tasks. Contents, formats, and sequences must be interesting to compete with other attention-demanding thoughts and environmental intrusions (McLagen 1978).

Boud, Keogh, and Walker (1985) found that adults have a broader base of experience to which new ideas and skills can be attached; furthermore, a broader experience base allows adults to incorporate new ideas and skills with much richer and fuller meaning than do youths. The more clearly defined the relationship between the old and the new (through discussion and reflection), the deeper and more permanent the learning will be. For example:

On-the-job training, small group discussions, case study work, or even computer-based training all embrace the concept that participation helps increase involvement in the learning process and retention of the knowledge.

Information that goes into the participant's memory will likely be remembered if learners practice remembering the information soon after they process it. Therefore, it is important to provide opportunities in the session for review and remembering by means of activities like written summaries, application exercises, and discussions (Zemke and Zemke 1995).

ows that experience is a rich resource for adult learning and therefore actively involves adults in the learning process.

Principle 3: Appeal. Appeal is the power of attracting or arousing interest. Adult learners are motivated to learn when they have a need to know. They want to know how the instruction will help them and often ask themselves the following questions:

What's in it for me?

Why do I need this information?

How will I benefit from it?

How can I make use of it in a practical, real way?

How will it help me be a better person or professional?

Training and development expert Robert F. Mager (1992) brings this point home with his first two rules of training:

Rule #1: Training is appropriate only when two conditions are present:

There is something that one or more people do not know how to do.

They need to be able to do it.

Rule #2: If they already know how, more training won't help.

Adult orientation to learning is centered on life or work. Therefore, the appropriate frameworks for organizing adult learning are life and/or work-related situations, not academic or theoretical subjects. Meaningful learning can be intrinsically motivating.

The key to using adult's "natural" motivation to learn is tapping into their most teachable moments: those points in their lives when they believe they need to learn something new or different (Zemke & Zemke 1995).

Sometimes, adults enter the learning environment with little interest or motivation. Many genuinely want to improve their job performance or to learn new knowledge and skills in order

to move up the career ladder. Their motivation can diminish if the instructor fails to direct and encourage this or other interests and motivations.

Trainers can help learners develop an early and appropriate "mental set" for learning programs by overviewing the course objectives, describing upcoming activities, and helping them see the future advantages of the instruction to them and their work (McLagen 1978). Introductory exercises early in the session can help establish the mental set. For example, an exercise titled "hopes and fears" allows participants the opportunity to express their learning goals and concerns. In this exercise, participants are instructed to write down on tear sheets their hopes (goals and desires) and fears (concerns and specific issues about the instructional session), individually or in small groups. The instructor then uses this information to ensure that instructional objectives are on the mark and that the instructor is sensitive to individual participants.

Motivation can be improved and channeled by the instructor who provides clear instructional goals and learning activities that encourage and support strong learner interest. To best capitalize on this high level of learner interest, the instructor should explore ways by which the needs of each learner can be incorporated into the training sessions. This would include:

The use of challenging and exciting learning experiences.

Learning activities that are self-paced and tailored to individual rates of learning.

Five Ways to Squelch Motivation

Have little personal contact.

Get participants in a passive mood and keep them there.

Assume the class will apply what is taught; do not bother with examples.

Be alert to criticize.

Make them feel stupid for asking questions in class (Pike 1992)

Studies show that part of an adult's preparation to learn is determining the benefits of the learning, as well as the disadvantages of not learning. Allen Tough (1972) found that adults would expend considerable time and energy exploring the benefits of learning something, and what the costs would be of not learning it before they would be willing to invest time and energy in learning it.

Therefore, a key principle in adult learning is that the ultimate educator needs to develop an appeal, a "need to know" in the learners-to make a case for the value in their life performance of learning what is offered. At the minimum, this case should be made through testimony from the experience of the instructor or a successful practitioner; at the maximum, by providing real or simulated experiences through which the learners experience the benefits of knowing and the costs of not knowing.

Principle 4: Respect. The word respect here is defined as "esteem." The instructor of adults must show deferential regard for the learner by acknowledging an adult learner's experience and creating a climate in the learning setting that conveys respect.

People are more open to learning if they feel respected. If they feel that they are being talked down to, patronized, or otherwise denigrated, their energy is diverted from learning to dealing with these feelings. The following suggestions are offered as ways in which the instructor can help foster a comfortable, productive learning climate through the attitude that he or she projects:

Show respect for the learner's individuality and experience.

Be sensitive to the language you use so that learners are not inadvertently offended.

Be open to different perspectives.

Adopt a caring attitude and show it.

Treat the learners as individuals rather than as a group of people who are all alike.

Support all learner comments by acknowledging the "rightness" that is in each comment and each person.

Take the learning process seriously because it is serious and important (McLagen 1978).

Establish a learning climate of:

Mutual respect.

Collaboration rather than competition.

Support rather than judgment.

Mutual trust.

Fun.

Adult learners respond to reinforcements. Although adult learners are usually self-directed, they do need to receive reinforcement. Most people are like dry sponges waiting for a drop of appreciation. Instructors should take every opportunity to demonstrate appreciation in the classroom.

Sullivan, Wircenski, Arnold, and Sarkees (1990) write that the need for positive feedback is a characteristic of the adult learner. Like most learners, adults prefer to know how their efforts measure up when compared with the objectives of the instructional program. Adults have a tendency to "vote with their feet"; that is, if they find the program to be a negative experience, they will find some reason to drop out of the program before its completion.

The ultimate educator honors adult learners' individuality and experience and creates a safe, respectful, and participant-centered environment for learning to take place.

Principle 5: Novel Styles. The last principle refers to individual or novel styles that characterize learners. Novel styles are defined as different, unique learning styles and preferences. Generally, most adults prefer to be treated as individuals who are unique and have particular differences. The instructor must keep in mind that although adults have common characteristics as learners, adults also have individual differences and most adults have preferred methods for learning. Adult learners respond better when new material is presented through a variety of instructional methods, appealing to their different learning preferences.

No matter how well planned a program is, individual differences among participants often make it necessary to make some adjustments during the program. Flexibility can be incorporated into programs, but such flexibility must be grounded in an understanding of how learners may differ. When developing an instructional program, the instructor must take into consideration the novel styles of learning that each adult brings to the session. The following section discusses a variety of approaches to learning style.

Strategies and Techniques-1

Slide 13

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

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The facilitator must create a supportive environment so as to:

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

Slide 14

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

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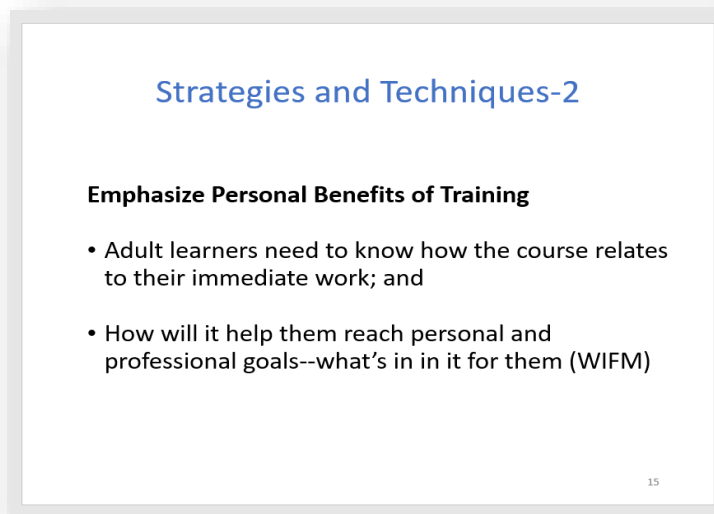
Create a Supportive Environment - Techniques

- Call each trainee by name throughout the training
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- Always be courteous to participant
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- 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

Slide 15



The instructor should emphasize personal benefits of training through the following:

- 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 in it for them (WIFM)

Slide 16

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

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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

Slides 17-18

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

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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

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Use Training Methods that Require Active Participation

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

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

Slide 19

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

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- The adult learner presents a different dynamic to teaching in comparison to the “traditional-aged” students. Educators of Adult Learners must understand what & how they are teaching these students.
- Adults are *autonomous* and *self-directed*. They need to be free to direct themselves. Their teachers must actively involve adult participants in the learning process and serve as facilitators for them.
- Adults decide for themselves what is important to be learned. They need to validate the information based on their beliefs and experience. Adults expect what they are learning to be immediately useful.
- Andragogy is the subject that studies adult learning methodologies in their entirety, whereas pedagogy is the traditional method of teaching, which is a method of describing how children learn.
- Peoples' expectations about the role of an instructor and beliefs about how adults learn are derived from personal experience in a college lecture hall or a job training program or from studying classical learning theories.

Evaluation

Notes on Use: An example of learning evaluation questions for this lesson may be found below.

There are different types of learning evaluation questions for the instructor to choose from (See Options). The types of learning evaluation questions are:

- 1) Narrative
- 2) True-False

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups or c) formally give to individuals for written responses.

Evaluation Questions for Lesson 6.4	
Questions	Answers
Narrative <i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. List any four characteristics of adult learners.	<ul style="list-style-type: none"> ▪ 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
2. List the four areas where adults have "wants"?	Adults have "wants" in the following four areas: <ul style="list-style-type: none"> • To gain something

	<ul style="list-style-type: none"> • To be something • To do something • To save something
3. List any three learning situations which adults prefer.	<p>Adults prefer learning situations which:</p> <ul style="list-style-type: none"> ▪ 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
4. List 4 dimensions or continuums of individual approaches to learning.	<p>4 dimensions or continuums of individual approaches to learning:</p> <ul style="list-style-type: none"> • Extroversion (E) versus Introversion (I) • Sensing (S) versus intuition (N) • Thinking (T) versus Feeling (F) • Judging (J) versus Perceptive (P)
5. Enumerate the major factors which influence the adult learning.	<p>4 major factors influence the adult learning:</p> <ul style="list-style-type: none"> • Motivation • Experience • Level of Engagement • Applying the Learning
True-False	
1. The adult learner presents a different dynamic to teaching in comparison to the “traditional-aged” students.	True
2. The reasons most adults enter any learning experience is to create change.	True
3. The adults should not be treated as equals in experience and knowledge and allowed to voice their opinions freely in class	False. The adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class

4. Andragogy is dependent upon the style of the instructor while pedagogy is an independent learning style.	False. Pedagogy is dependent upon the style of the instructor while andragogy is an independent learning style.
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Definition/Terminology Related Questions

Key Word or Phrase	Definition
Andragogy	Art and science of teaching adults. It is teacher-student directed and learner-centered model.
Pedagogy	Art and science of teaching children. It is teacher-directed and content-centered model.