

A woman with curly brown hair, wearing a white blazer and a striped skirt, is smiling and gesturing while speaking to a group of people. The background is a plain white wall. The foreground shows the backs of several audience members' heads, including an older man with grey hair and a woman with dark hair. A large orange diagonal shape covers the right side of the image, containing the title text.

TRAINING: ADULT LEARNERS

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Program Objectives

(1 of 2)



To know the characteristics, needs, and styles of the adult learner.



To identify your own style of learning and communicating.



To know what to expect from adult learners.



To know how adults compare to children.

Program Objectives

(2 of 2)



To know tools/methods to foster adult learning.



To learn how to motivate adult learners.



To understand and create the optimal conditions and environment for adult learning.



To understand how adult learning leads to organizational success.

Andragogy vs. Pedagogy

(1 of 6)

Action Teams:

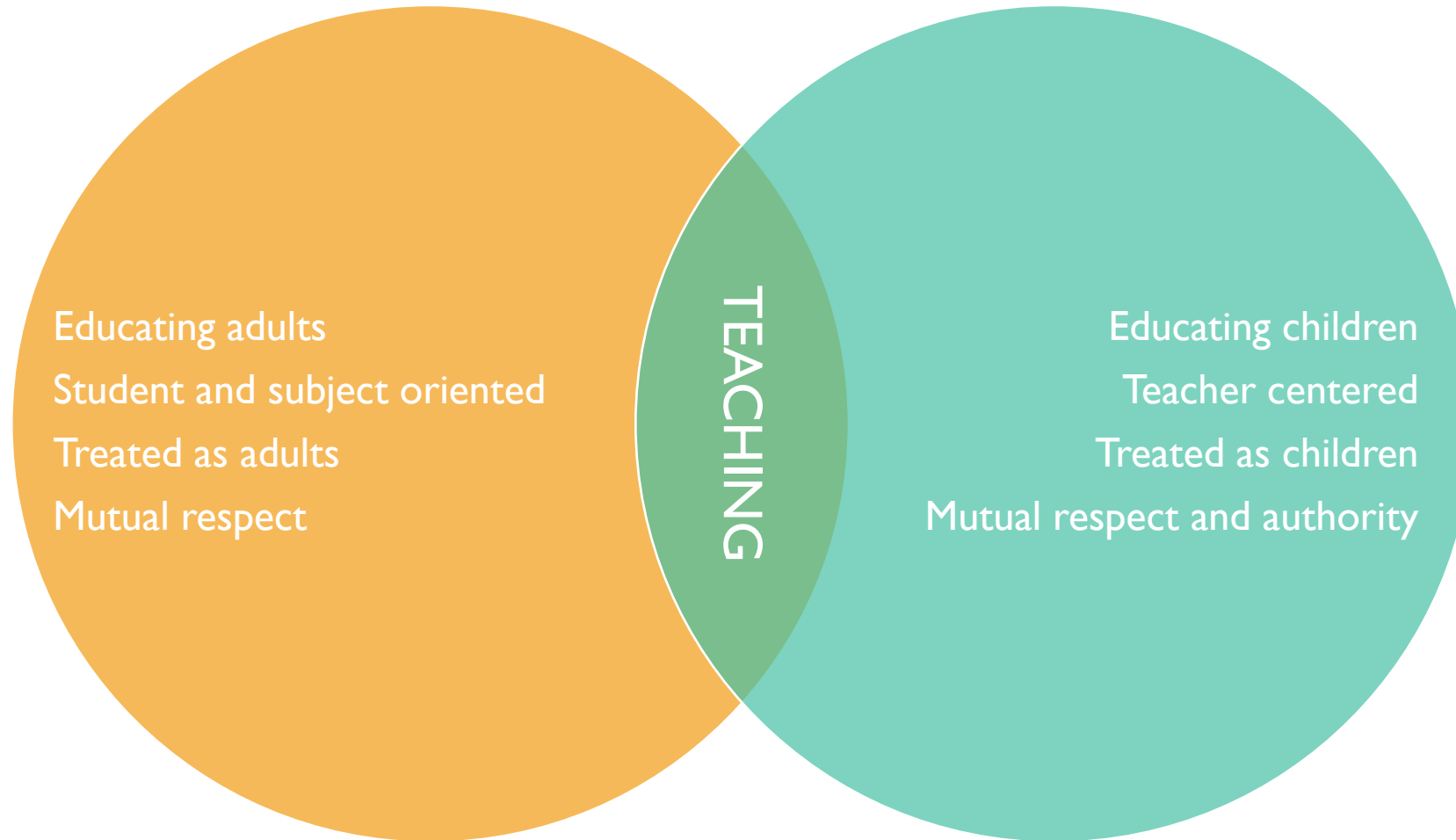
Teams of people who offer immediate responses in emergency situations.

Outsourcing Teams:

Teams of people in other countries who do a portion of an organization's work.

Andragogy vs. Pedagogy

(6 of 6)



More On Androgogy ...

Andragogy has been used by some to allow a discussion of the difference between self-directed education and taught education.

Describe, in simple terms, the similarities and differences between andragogy and pedagogy in relation to instructional design and development.

Adult Learners

Adult Learners

(6 of 14)

Who Are They?

Independent.



Highly motivated.



Strong-minded.



Outcome-oriented.



They have high expectations.



They know what they want.



Adult Learners

(8 of 14)

Who Are They?

They are more likely to reject information.

They often learn information more slowly, yet learn it just as well.

They are concerned about the applicability of learning.

They value relating learning to experience.

Adult Learners

(9 of 14)

Who Are They?

Are more likely to have partial knowledge.



Are more likely to be unwilling to change beliefs or prior knowledge.



Seek education to improve themselves for their jobs and their lives.




Adult Learners

Adult Learners

(11 of 14)

The Process ...




Adult learning is a process by which an individual invests their energy in making use of available resources to acquire new knowledge, skills, or attitudes that are seen as relevant to personal needs and goals.

An adult needs to be treated as someone who is in charge of themselves.

Adult Learners: A Two-way Street:

(2 of 6)

Active Participation ...



Adult students must be active participants in the collaborative activities of teaching and learning rather than passive receptacles into which the teacher pours instruction.

Adult Learners: A Two-way Street:

(6 of 6)

Free Writing ...

Can be a way to find a focus for later writing.

Can initiate longer writing and responses to other peoples' work.

Four Senses for Learning

(2 of 2)

Visual (Sight)

- Ex: PowerPoint presentations, videos

Auditory (Sound)

- Ex: Lectures, music

Tactile (Touch)

- Hands-on projects

Kinesthetic

- Active learning

Design & Development

(3 of 12)

Something For Everyone (2 of 2)

For example

A simulation for
the perceivers.

A demonstration
or lecture for
the observers.

A case study for
the feelers.

History or theory
to support
objectives for the
thinkers.

ADULTS VS. CHILDREN



Adults vs. Children

(2 of 3)



Educators must actively serve as facilitators, guiding participants to their own knowledge rather than supplying them with facts.

Adults vs. Children

(3 of 3)

Facilitators must encourage and solicit participants' perspectives about what topics and information to cover.

Facilitators must allow time for participants' to work together on projects that reflect their interests.

Tips for Instruction

(10 of 13)

Educators also have to remember

Learning occurs within each individual as a continual process throughout life.

People learn at different speeds, and it is natural for them to be anxious or nervous when faced with a learning situation.

Energy for Learning

(2 of 5)

Intrinsic Motivation

Intrinsic motivation is an internal and fundamental energy from circumstances that connect with what is significant to the adult learner.

Adults need to connect who they are with and what they are learning, in order for intrinsic motivation to occur.

Adult Learners

The Right Path

(2 of 2)



Every learner will have a different level of motivation, and the facilitator can ensure that each learner will come out of the training with some confidence in themselves and with a feeling that they are on the right path toward reaching their personal goals.

Technology & Adult Learning

Adult Learners
(14 of 19)



However, technology itself does not ensure learning, and its use does not lessen the educator's responsibility for structuring the learning to ensure these benefits for the adult.

Everyone is Different

Adults tend to take errors personally and are more likely to let them affect self-esteem.

Therefore, they tend to apply tried-and-true solutions and take fewer risks.

DIFFERENT PEOPLE & OPTIONS



Different People & Options

(1 of 3)

Non-human media such as books, programmed instruction and television have become popular with adults in recent years.

Self-direction does not mean isolation.

The Educator's Goals

(3 of 3)

Set ground rules at the beginning of the program.

Make sure they are defined by both the group and the facilitator.

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