

What is an adult learner?

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NCES (National Center Educational Statistics)

Delays enrollment

(does not enter postsecondary education in the same calendar year that he or she finished high school)

Attends part time for at least part of the academic year

Works full time

(35 hours or more per week) while enrolled

Is considered financially independent for purposes of determining eligibility for financial aid.

Has dependents other than a spouse (usually children, but sometimes others).

Is a single parent (either not married or married but separated & has dependents).

Does not have a high school diploma (completed high school with a GED or other high school completion certificate or did not finish high school).

What is an adult learner?



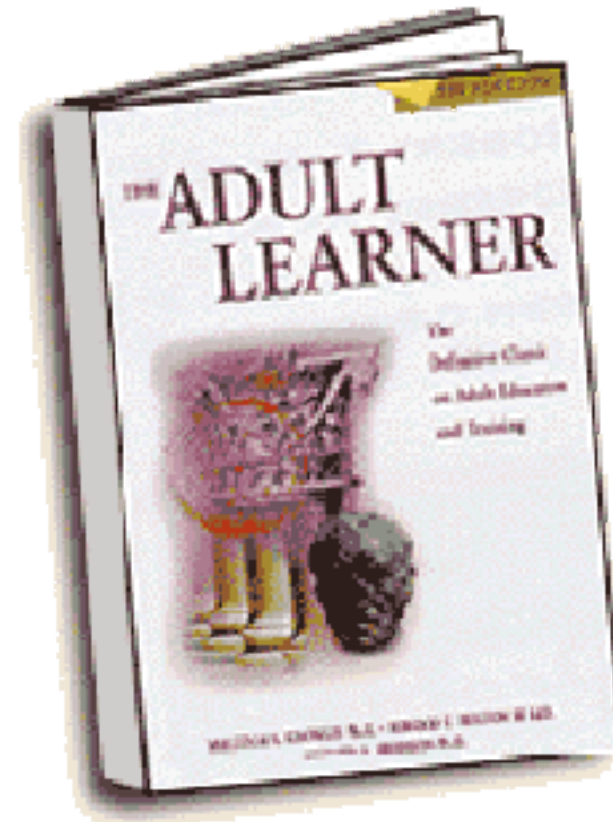
Any person:

- Socially accepted as an adult
- In a learning process
- Any Kind of Learning
 - informal learning
 - corporate-sponsored learning
 - formal education

Andragogy

consists of learning strategies focused on teaching adults

Malcolm S. Knowles



Four Simple Assumptions of Andragogy

- 1. Adults need to be involved in instruction**
 - self-concept and motivation to learn
- 2. Experience provides the basis for learning activities**
 - including mistakes
- 3. Adults are most interested in learning subjects that are relevant to their job or personal life**
 - motivated to learn
- 4. Adult learning is problem centered rather than content-oriented**
 - orientation

Self directed vs. 'taught' education



What is an adult learner?



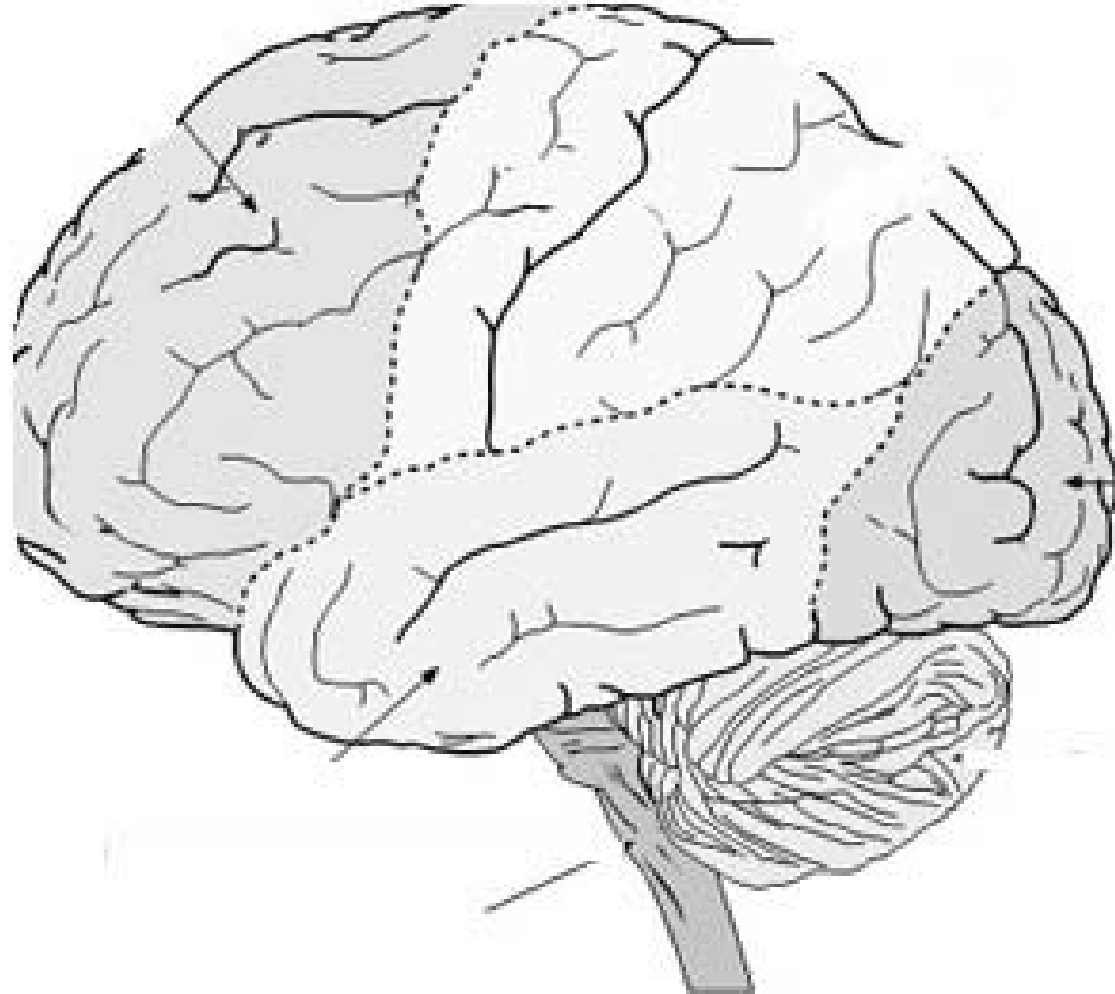
How do you learn?

Trilogy of the Mind

Affective

Cognitive

Conative



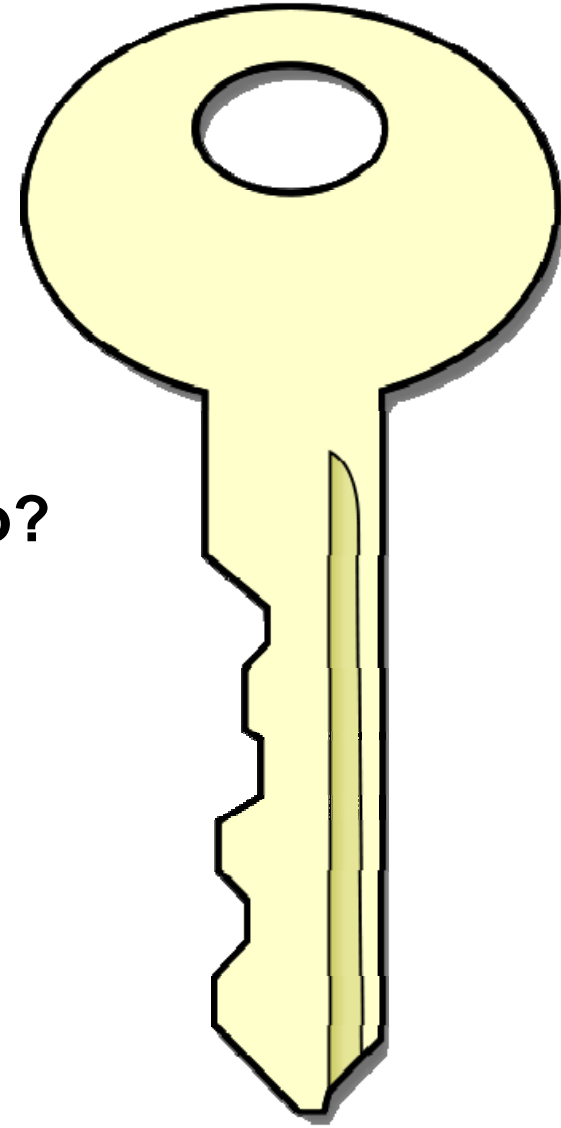
Trilogy of the Mind

Affective: How you feel ?

Cognitive: How you think ?

Conative: How you do what you do?

Which one is the key ?

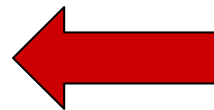


Affective: How you feel ?

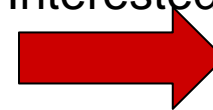


Bored
Detached
Apathetic
Indifferent
Uninterested

Overwhelmed



Attentive
Interested



Tapped In
Tuned In
Turned On
Engaged

Which way is their energy moving?

Who will learn the most?

- A. Person who reviews the information once.
- B. Person who reviews the information twice.
- C. Person who reviews the information three times
- D. Person who reviews the information one time & takes several assessments on the material

How do we learn?

- You can't learn um
- You can't teach um something they already know !
(Robert F Mager, 1997)
- You can design instruction that increases the probability that they can learn.
- You can use what we know to design better instruction



Set your goals & objectives

Let them set their goals & objectives

It doesn't have to be overt &
it doesn't have to be boring

BUT you do need goals and objectives.

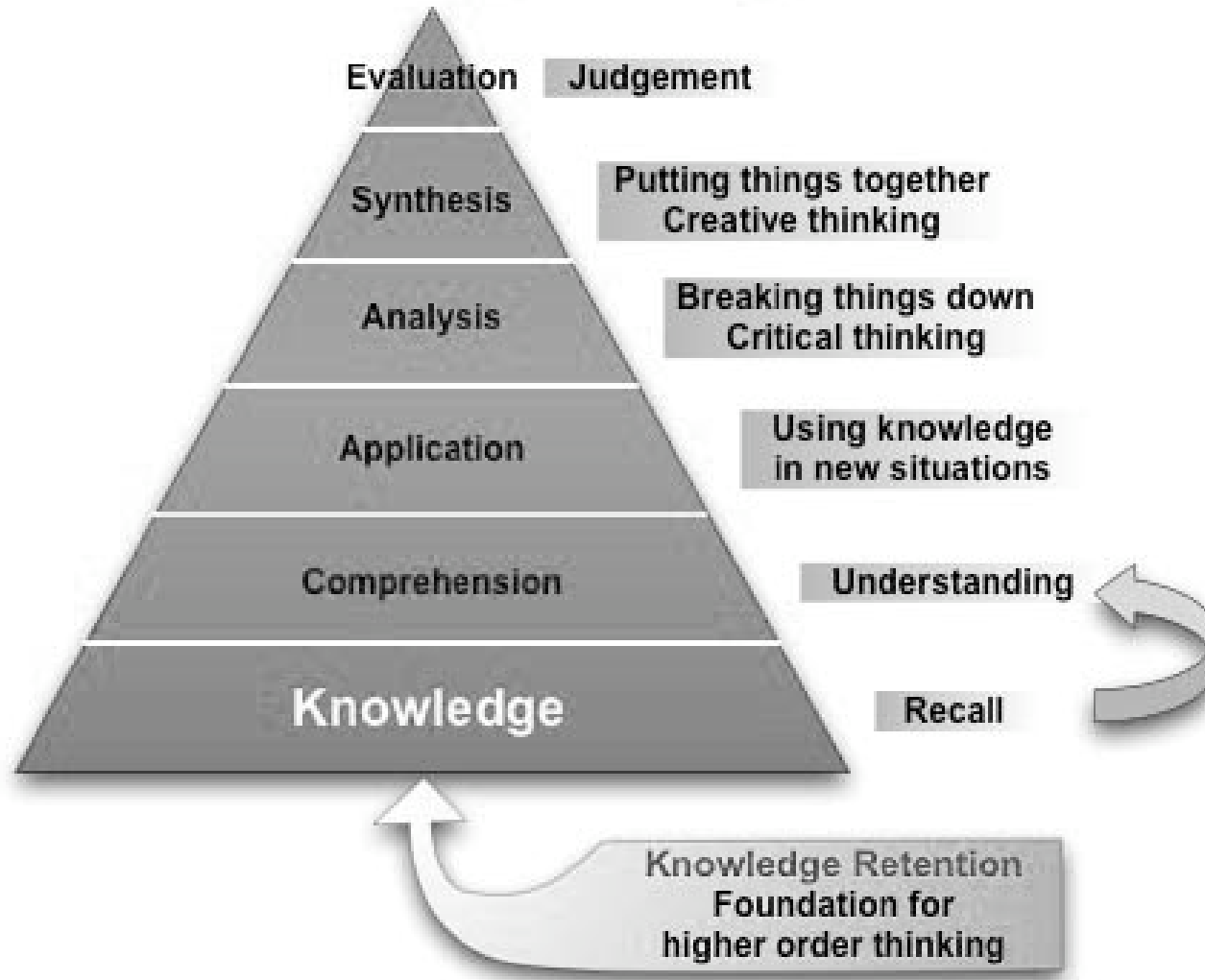
Why ??

So that you can measure them later on !

How else are we gonna know?



Bloom's Taxonomy for Thinking



How About These Goals for Today ?

What is an adult learner?

Bloom's comprehension articulate

What motivates adult learners?

Bloom's analysis explain

What is important about learning styles ?

Bloom's synthesis depict

How can we help adults to learn?

Bloom's evaluation interpret

You don't need to say "LEARNERS WILL BE ABLE TO !"

If you can answer the questions after the instruction

Have we clearly met our goals !!....????

ARCS

John Keller

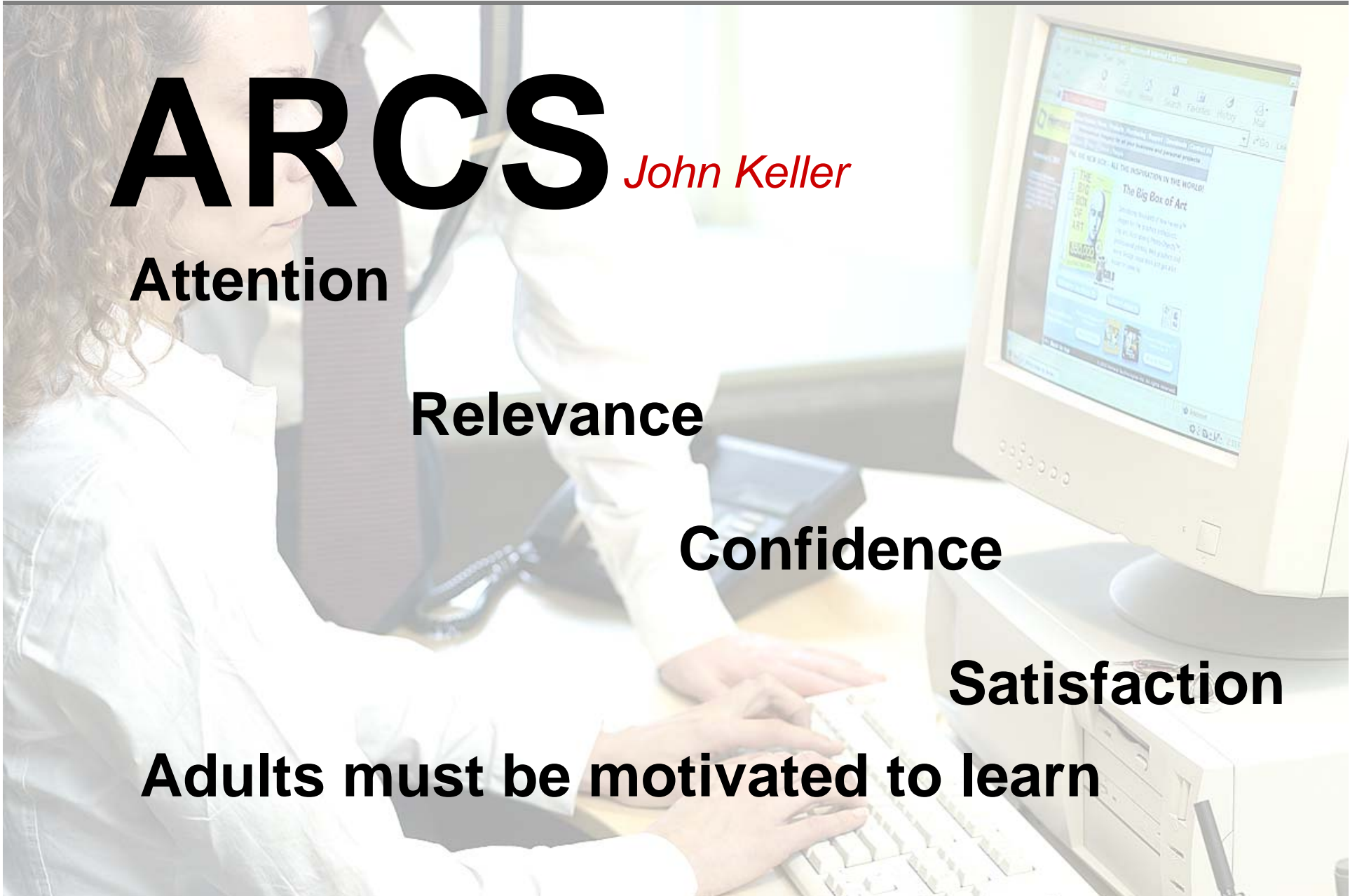
Attention

Relevance

Confidence

Satisfaction

Adults must be motivated to learn



Attention

Perception:

Use graphics & media the get their attention

Inquiry:

Ask a question, get them to ask a question

Or solve a problem

Use the word **YOU**

Variability

Change it up!



Relevance

Familiarity

Relate it to experience, yours and most importantly theirs

Goal Orientation

Set Objectives, goals, or let them set their own

Motive Matching

Adapt instruction to what they want to do

Use the word **YOU**



Confidence



Expect Success

What are the performance requirements and evaluation criteria

Challenge

A little discomfort is good

Attribution Molding

Positive Feedback

Use the word **YOU**

Satisfaction

Use the word **YOU**



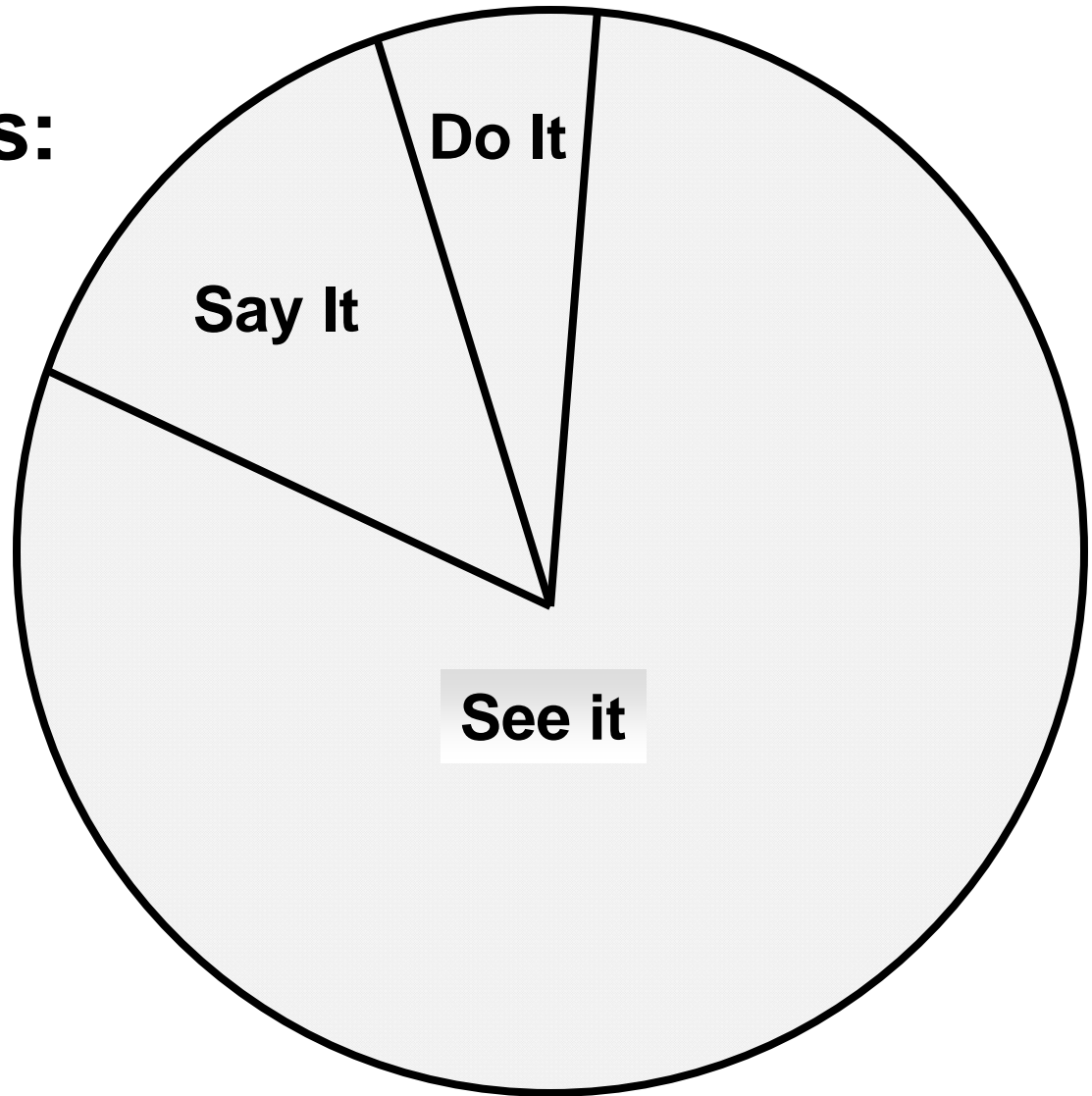
Positive Consequences
Opportunities to use what you've learned

Learning Styles:

Visual

Auditory

Kinesthetic



Learning Styles: Visual Auditory

Visual & Auditory

Input Style

Prefer visual input such as graphics, written word, or animations

Prefer the spoken word

Processing Style

Abstract Learners:

Able to conceptualize, models theories

Cognitive Organizational Style

Macro Learners

Big Picture first



Learning Styles:

Kinesthetic:

Input Style

Prefer to learn by doing
Concrete Learners:

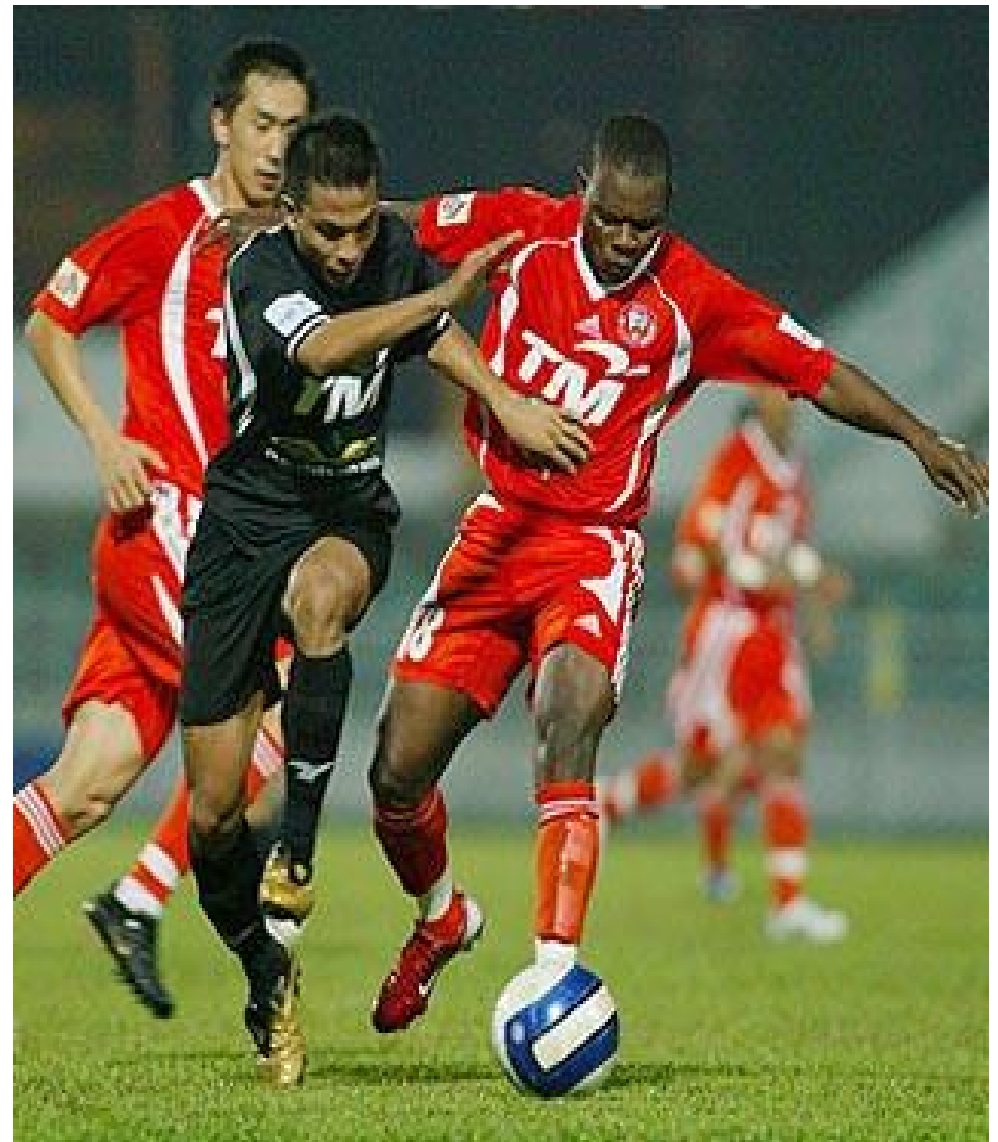
Hands onJust do it

Processing Style

Learn through participation
& experience

Cognitive Organizational Style

Need the small piece to
understand the big picture



What kind of learner are you?

Are you primarily a:

- A. Visual
- B. Auditory
- C. Kinesthetic
- D. Not sure

Retention Rates

Reading – 10%

Seeing – 20%

Hearing – 30%

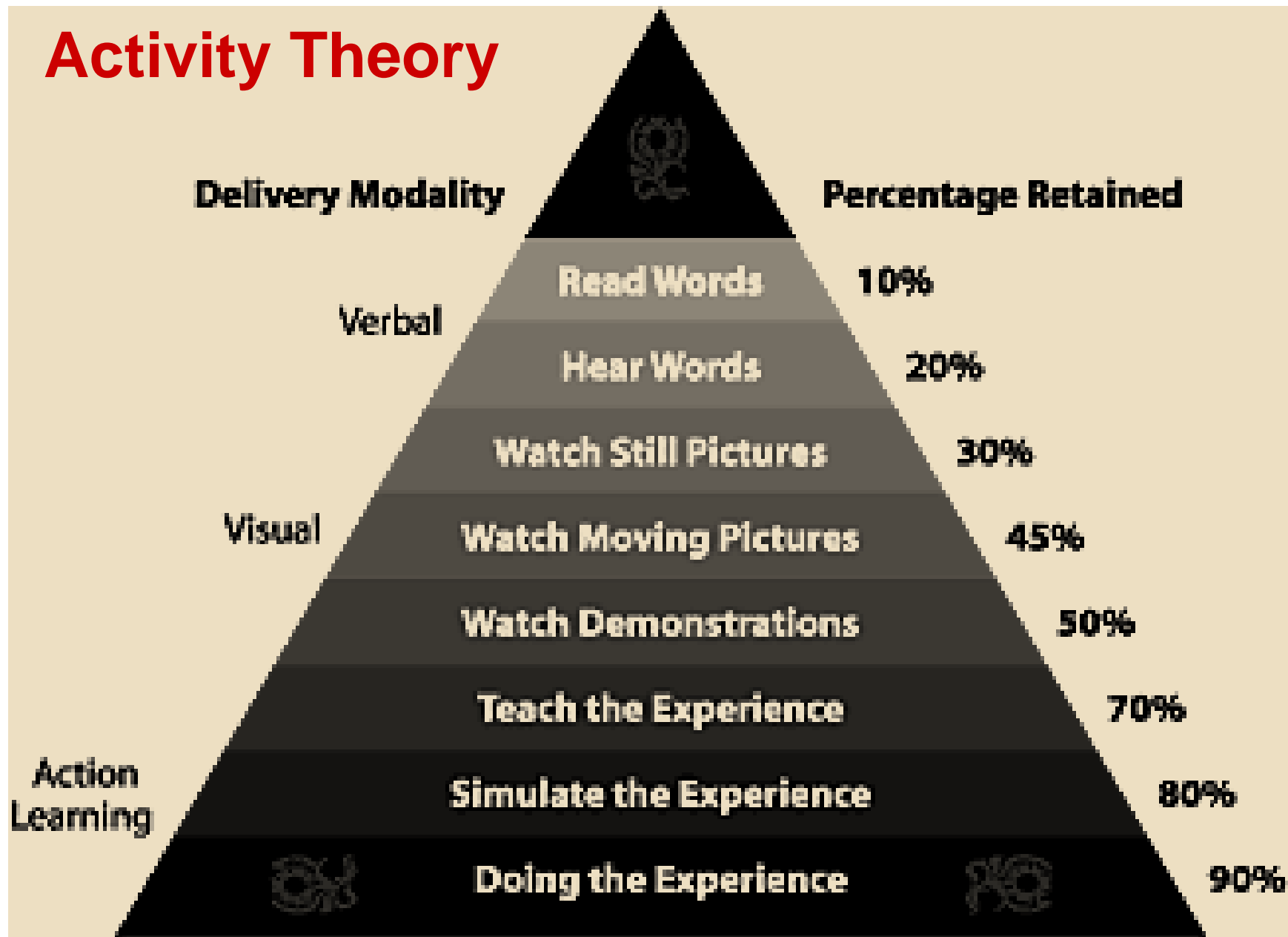
Seeing & Hearing – 50%

Collaboration -70%

Doing – 80%

Chi, M., Bassok, M. Lewis, M. Riemann, P. & Glaser, R. (1999) Self-explanation: How students study and use examples in learning to solve problems. *Cognitive Science*, 13 (1), 145-182

Activity Theory



Expectations



**The most powerful
word there is.....**

Imagine

Reality: We are all human

- Attention Wanders
- Don't absorb everything
- Develop misconceptions
- Remember what is retrieved
- Limited working memory capacity
- Thoughts and actions are reactive
- Forget learned information
- Overly optimistic about remembering
- Minimal retrieval routes



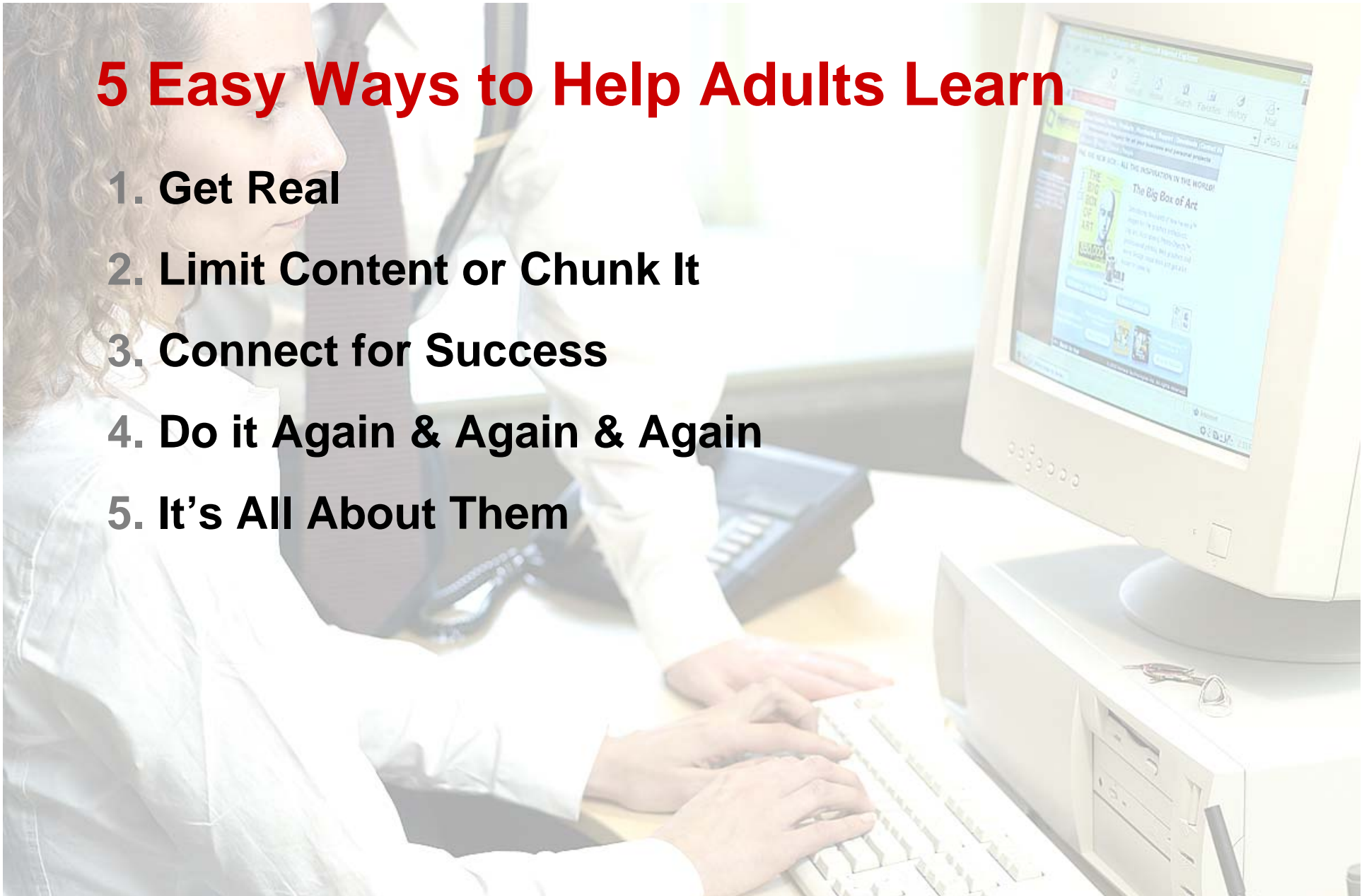
Inductive vs. Deductive

Pick One

A photograph of four business professionals in a white, reflective environment. On the left, two men in dark suits stand with their backs to the camera; one is pointing towards a large white puzzle piece on the wall. In the center-right, a man in a light blue shirt and dark trousers is pushing a large white puzzle piece. On the far right, a woman in a dark business suit is also pushing a large white puzzle piece. The floor is highly reflective, showing the inverted images of the people and the puzzle pieces. The overall scene suggests a collaborative effort to solve a complex problem or complete a project.

5 Easy Ways to Help Adults Learn

- 1. Get Real**
- 2. Limit Content or Chunk It**
- 3. Connect for Success**
- 4. Do it Again & Again & Again**
- 5. It's All About Them**



Get Real: Pick a Theory & USE IT

Who are these people?

What do they already know?

What is your approach?

What is the context?

**Are you positioning them
in the “Learning Zone” ?**



Limit Content or Chunk It

Less is more

Working memory is limited

It's all about retrieval & retention

Your information is not important if they don't take it in.



**Are you using odd numbers, Miller's
7 + or - 2**

Connect for Success



Prior Knowledge

Multi Modality Input

Context

Create an
environment

Are you providing
them with feedback,
ownership,
meaning?

Do it Again & Again & Again



Rehearsal

Repetition

Reflection & Rest

Recall

Retrieval

Are you giving them enough downtime to process?

Are you providing feedback?

It's All About Them

Personal

Academic

Support

Demonstrate It

Emotions & Associations



If you know it you can show it !

Let's Play a Game



<http://www.coderedsupport.com/jeopardy/online/game1687.php>

Remember

We are all human !

