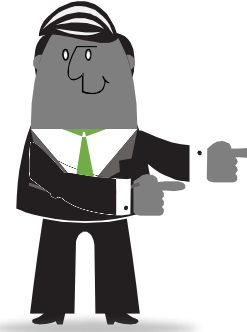


# 8 Adult Learning Principles



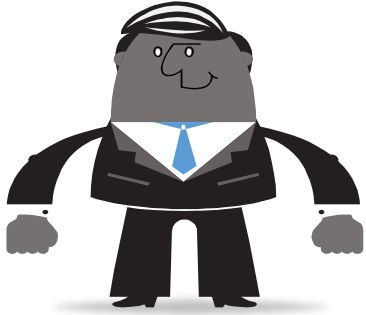
## Self-Directing

Adults need to know the benefits, values, and purposes of a learning program. They need to understand why they are learning what they're learning. If they cannot appreciate the purpose or value, they will be reluctant to engage in the learning intervention.



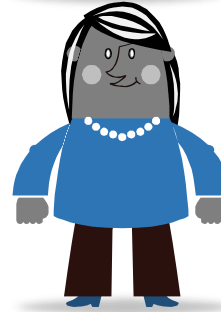
## Problem-Centric

Adults come to your workshop expecting to get their problems solved. They are not there just to get more information. If your workshop does not help them solve their pressing issues, it will be forgotten. Adults are problem-centric, not content-centric.



## Active Learning

Adults learn through direct experience; therefore, their training and learning interventions must include active and practical participation and offer implementable techniques and methodologies that will immediately improve their everyday lives.



## Previous Experience

New information has to be linked to previous knowledge and experience, or it will not be remembered. Allow participants time to discuss with each other how the new information connects with what they already know. As a facilitator, sometimes you may need to help them see the connections.



## Relevance

The content of a workshop must be meaningful and relevant to the adult learners, their lives and their business. If they can't see how they can apply the learning to their own lives and roles, it is suggested that motivation towards the training will be significantly reduced.



## Practice

Adults learners are often engaged in learning because a problem needs to be solved. Practicing skills in a controlled environment allows them to grow self-efficacy in a new task that prepares them to act alone outside of the learning environment. The more an adult learner can practice new skill and knowledge; the more impact learning will have.



## Emotional

Workshops that connect with the learner's emotions are more likely to be remembered, recalled and learned. As a facilitator, debrief participants after emotional stories or experiences so they can reflect and learn from their feelings.



## Fun

Learning should be fun! As a facilitator, If you are not having fun presenting your information and facilitating learning, then you should stop. By all means, make learning fun, enjoyable and filled with laughter!

# 7 Guidelines for Facilitators

## Initial Climate



The facilitator sets the initial climate of the learning experience. Whether overtly or in subtle ways, the facilitator communicates his or her trust in the group, the individuals, and the learning process.

## Clarify the Purpose



The facilitator helps clarify the purpose of the presentation as well as extract each individual's goal. The facilitator allows participants the freedom to state why the topic is important to them.

## Flexible Resource



The facilitator regards his or her own identity as a flexible resource for the group. The facilitator acts as an advisor, coach counselor and one with experience in the field. The facilitator can express his or her feelings and beliefs that are not seen as judgments or the only way to think.

## Emotional Attitudes



The facilitator accepts both intellectual content and emotional attitudes from participants. The facilitator aims to give each contribution the appropriate amount of emphasis. He or she also accepts rationalizing and intellectualizing.

## Motivational



The facilitator elicits each participant's purpose and leverages the motivational force behind that learning. Even if the participant's desire is to be guided and led by another, the facilitator can accept that need and provide a course of action. The facilitator is able to leverage the participant's own motivation to learn.

## Participant Learner



The facilitator sees each participant as a resource with experiences and knowledge. As the climate becomes established, the facilitator is increasingly able also to become a participant learner.

## Experiences



The facilitator helps participants exploit their own experiences as related to the new topic. The facilitator gears the presentation to the participants' level of experience. The facilitator helps participants apply new content to their own knowledge and experience, thus integrating it.

# Malcolm Knowles's Five Fundamental Adult Learning Principles(Andragogy)

## Prior experience of the learner

- As people age, they accumulate experience and knowledge that become a source of learning.
- The material should relate to a learner's existing knowledge to create a relevant learning experience.
- If new information contradicts the learners current understanding it's critical to help them to accept the new information.



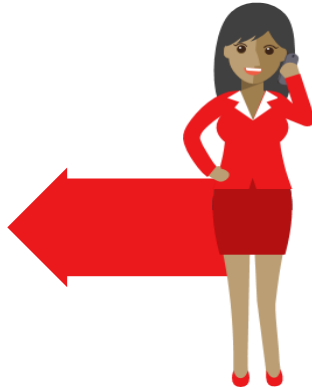
## Readiness to learn

- Adult learning relates increasingly to their need to learn to fulfill their roles effectively.
- Adults are motivated to learn by experiencing needs or interests that will be satisfied through learning.
- Adults participate in learning programs to achieve a particular goal and want to apply the new knowledge or skills to real-life situations immediately.



## Self-concept of the learner

- As people mature, they develop a psychological need for self-directed learning.
- They often resent situations in which they feel someone else is telling them what to do.
- Adult learners learn best when they have some control over their learning experiences.



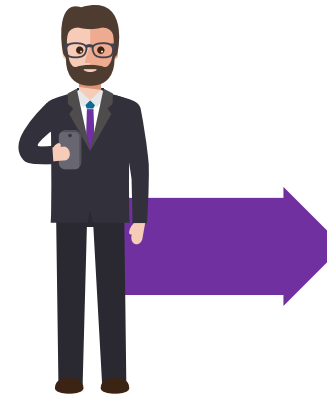
## Orientation to learning

- Adults seek knowledge they can use immediately, resulting in a shift of learning from a subject focus to a problem focus.
- Adults learning should focus on life experiences, not subjects.
- Adults acquire new knowledge, understanding, skills, values, and attitudes most effectively when presented in the context of real-life or experience-oriented learning situations.



## Motivation

- As people mature, their motivation to learn becomes increasingly internal.
- When challenged with a new job role or process, adults are motivated to learn.
- Fear of failure or having to unlearn something often decreases the motivation to learn.
- Only when a specific need arises, that has intrinsic value or personal payoff is an adult motivated to learn.



# Keller's ARCS Motivational Instructional Design Model



## ATTENTION

Begin by stimulating the learners' interest.



## RELEVANCE

Make learning applicable to the learner's past, present, and future knowledge.



## CONFIDENCE

Allow the learners to steer their learning experience.



## SATISFACTION

Provide opportunities for learners to apply knowledge they gained.