


University
of Idaho

Competency-Based Education and Other Instruction Techniques

How Adults Learn
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Course Overview

- Purpose of Instructor Development
- How Adults Learn
- Communication Skills
- Instructional Management
- Classifying Learning
- Lesson Planning and Instructional content
- Instructional Methods
- Monitoring Knowledge and Evaluation

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Differences in Adult Learners

- Adults require different teaching strategies than children
- There is no typical student to design presentations or create materials for
- Gender, age, experience, culture and knowledge require different teaching models
- Diversity of the students require multiple techniques to impart information

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More Differences

- Students in college are different from individuals who are in work settings.
 - They learn faster
 - They have more time for studying
 - Have minimal distractions
 - Most have minimal experience

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Techniques Used Must be Applicable to Your Audience

- Adult learners and professionals expect different things than students in classrooms.
- Your learning style may be different than other learners
- Your teaching style must be adaptable to the audience

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Some Basis Fundamentals

- Students need to be focusing on you NOT _____

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Learning Environment Issues

- Need to have environments that contribute to learning.
 - External noise
 - Room structure
 - Room size
 - Instructional equipment
 - Physical barriers

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Time

- Horror stories
- Use time effectively
 - Stay on task
 - 15 to 20 min. rule
 - Mix it up

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Final Basics

- Physical comfort
 - Food, liquids, the restroom,
- Room layout
 - 7 Second Rule
- Other distractions

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Incorporation of Methods

- Beginning of presentations
 - Use methods to focus attention on essential information
- Reinforce information throughout the lesson

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Adult Learners

- Students remember information that is related to something they already know
 - Use techniques that make associations
- Students remember items that have emotional significance
 - Use humor, excitation, concepts that create strong emotions, etc.
- Students relate to the "human factor"
 - May include stories

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Three Method Rule

- Important information should be repeated at least three times in different ways
 - Think out loud or Present
 - Practice
 - Feedback
 - How did it feel? What did you learn?

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Adult Learners: Some Characteristics

- Want to be in charge of their learning
- Do not view themselves as passive learners
- Learn more effectively through experiential techniques
 - Small groups
 - Active problem-solving
 - Role-playing
- Want to add information to the discussion

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More Characteristics

- Motivated to learn information and skills they feel will be used immediately
 - How is time being spent
- Regards their instructor as a peer
 - Expect challenges
 - Adult learners often seek recognition of their own expertise in the area being taught
- Participation will drop if the activity is not what the students want or expect

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Learning Disabilities

- Include
 - Language barriers
 - Physical limitations (visual, auditory, verbal)
 - Reading,
 - Understanding written information
 - Difficulty writing
 - Short attention spans
 - Test anxiety

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Learning Styles

- Individuals learn in different ways
- Three common learning styles
 - Visual
 - See things, read things, etc.
 - Auditory
 - Hear things
 - Kinesthetic
 - Feel things
 - Focus on sensations and visceral emotions

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How Learners Reveal Themselves

- Visual
 - I see, I get the picture,
 - Often make diagrams or use models
- Auditory
 - I hear what you're saying
 - That sounds good to me
- Kinesthetic
 - This feels good, That feels right to me

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Information to Note

- Often use only one or two techniques
 - May create issues in your classes
 - May get conflicts between learning styles
- Solution
 - Use multiple techniques
- Example
 - Talk about a concept
 - Use a video that demonstrates the concept
 - Have students demonstrate the concept

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Make Style Appropriate to the Audience

- Kinesthetic may not work with engineers or surgeons
 - May work more with counselors
- Visual may not work with counselors
 - They work more with engineers or scientists
- Best to present in multiple ways

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Conclusions

- Adult learners are different
- Often prefer self-directed learning
- Need to integrate new information with previous knowledge, skills and experiences
- Expect the information to be immediately useful
- Respond more to first impressions

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Adult Learners Continued

- Inclined to spend time in the pursuit of knowledge and skills
- Will challenge instructors to seek recognition of their own skills

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Finally

- Must make the instruction real to the student
- Adaptation by the instructor is critical

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