



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Teaching with the Adult Learner in Mind

www.floridaipdae.org

This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.



Susan Pittman

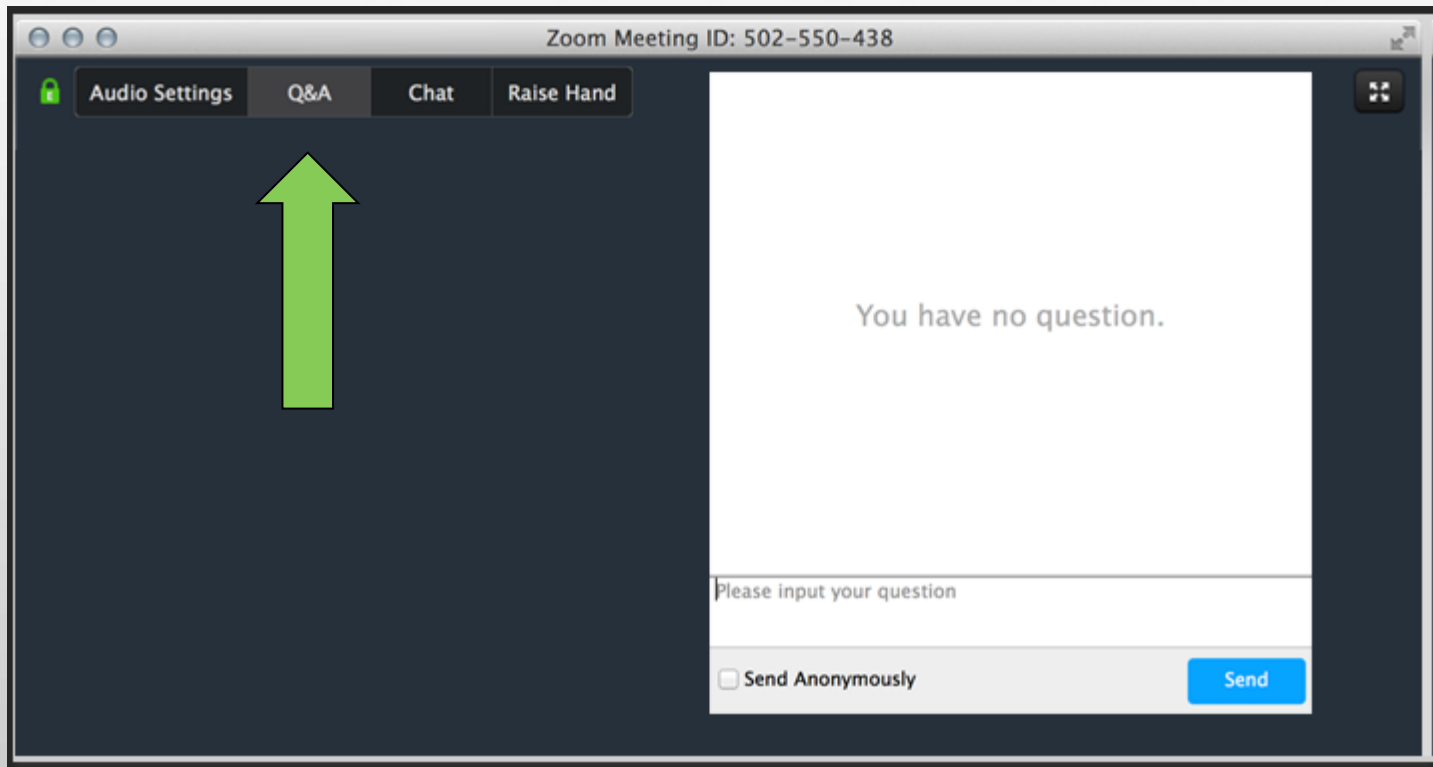


Bonnie Goonen



June Rall

- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

In this session, we will explore:

- principles of andragogy
- barriers and motivations of learning
- principles to inform teaching practices



A Challenge

Describe an adult learner.

An adult learner is . . .

Name one instructional strategy you currently use with adult learners.



Young learners:

- Learn in a linear manner
- Are dependent on the instructor for knowledge
- Are motivated by external pressures



Adult learners:

- Want to decide on which topics to focus
- Bring their experiential knowledge into a learning environment
- Will self-assess if given the proper tools



"Andragogy (is) the art and science of helping adults learn . . . Based on certain crucial assumptions about the differences between children and adults as learners." Malcolm Knowles

- Andr – (Greek) meaning "man"
- Agogos – (Greek) meaning "leading"

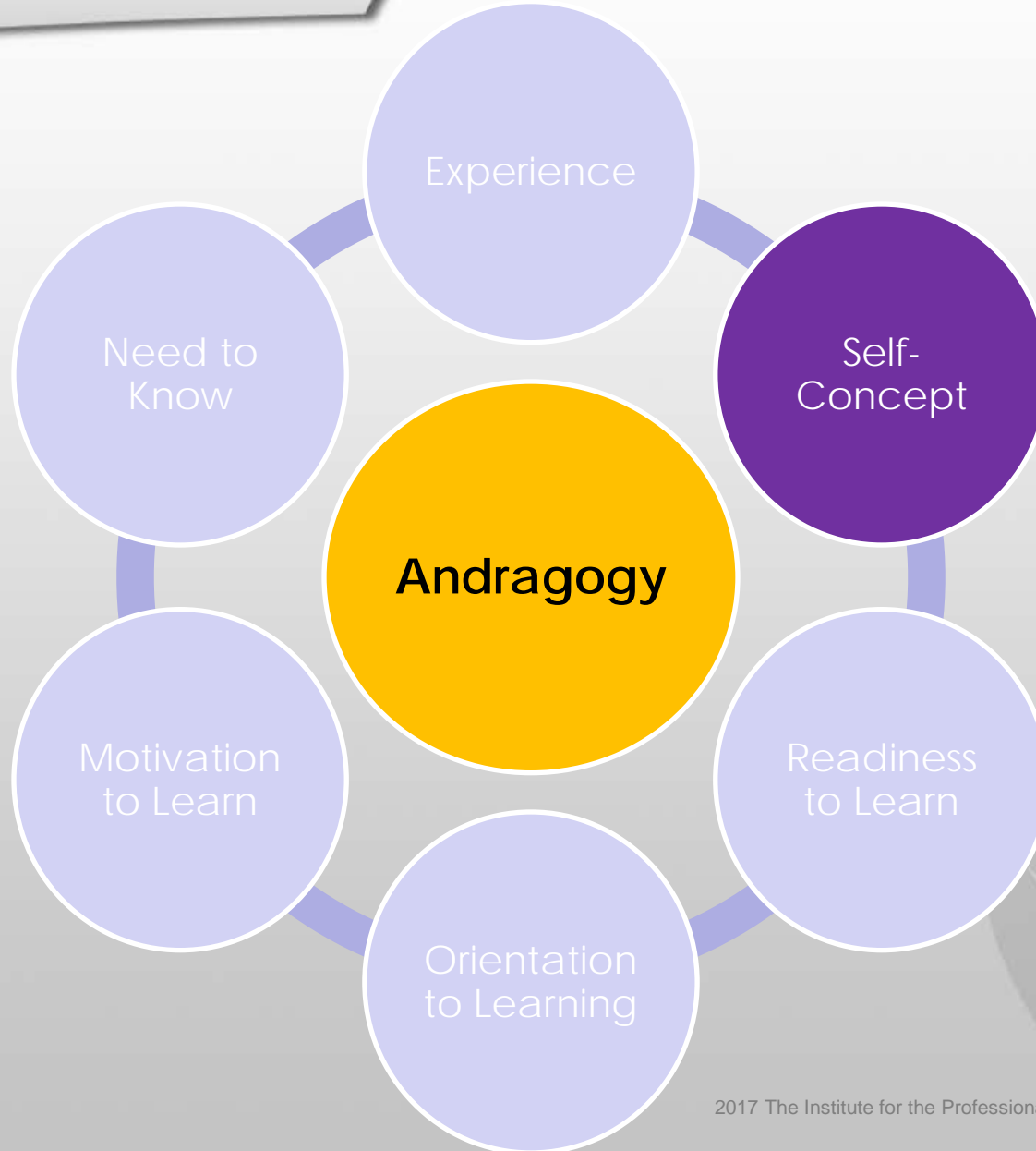


Adults
need to
know the
reason for
learning
something





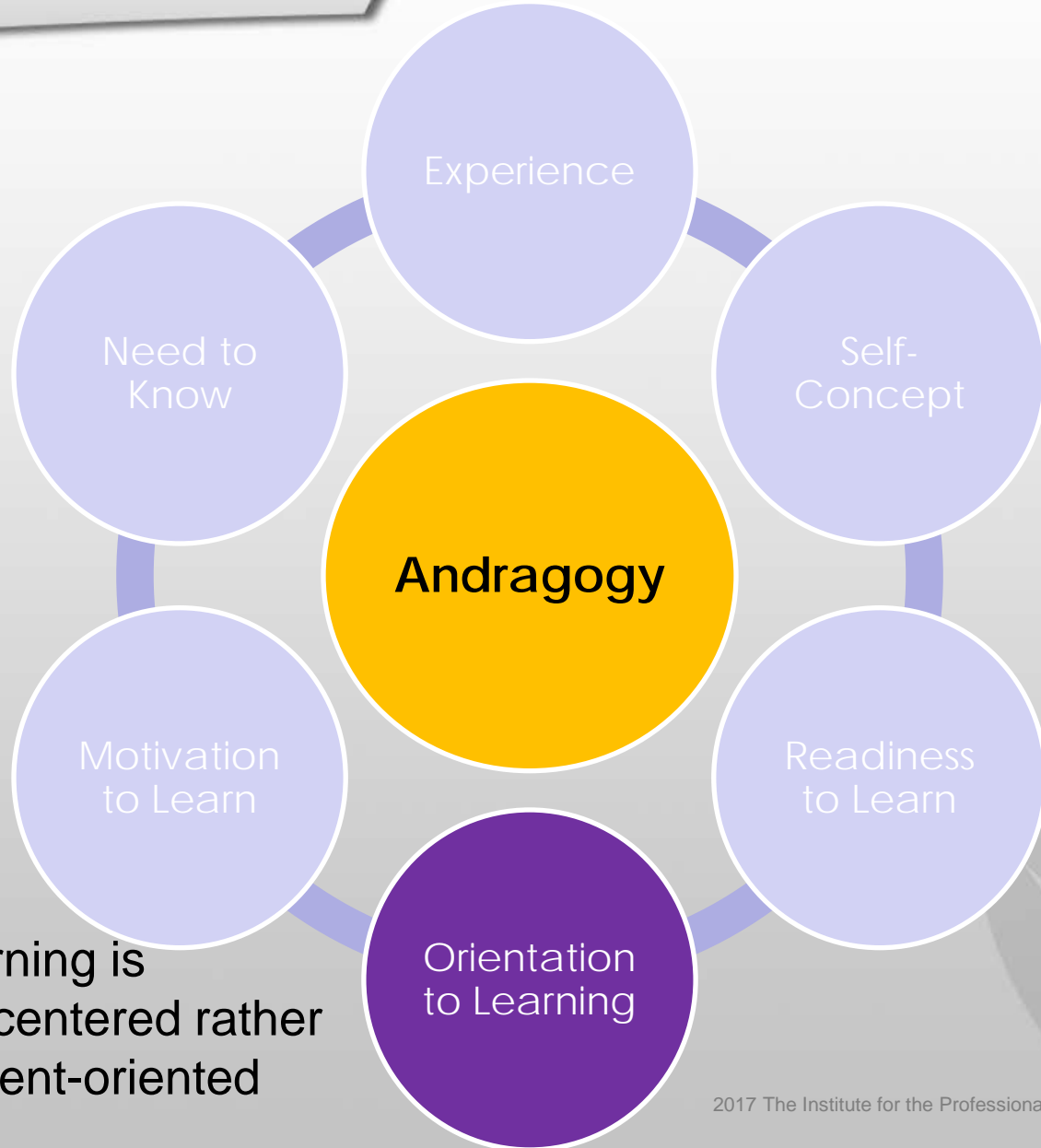
Experience (including mistakes) provides the basis for learning activities



Adults need to be involved in the planning and evaluation of their learning

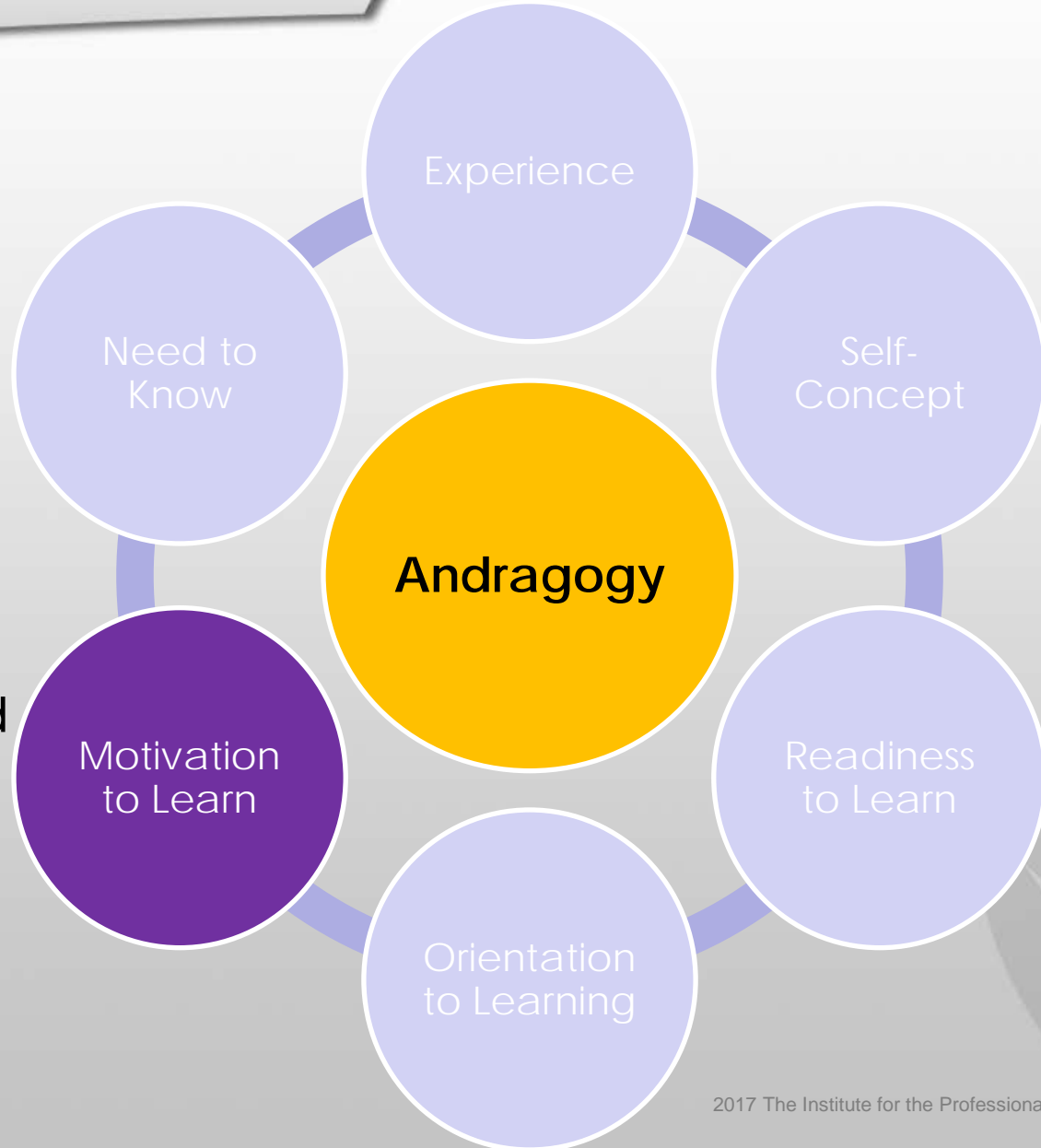


Topics should have immediate relevance to their goals, work, and/or personal life



Adult learning is
problem-centered rather
than content-oriented

Adults respond better to internal versus external motivators



“The purpose of adult education is to help them to learn, not to teach them all you know and thus stop them from learning.”

Carl Rogers

Application of Andragogy

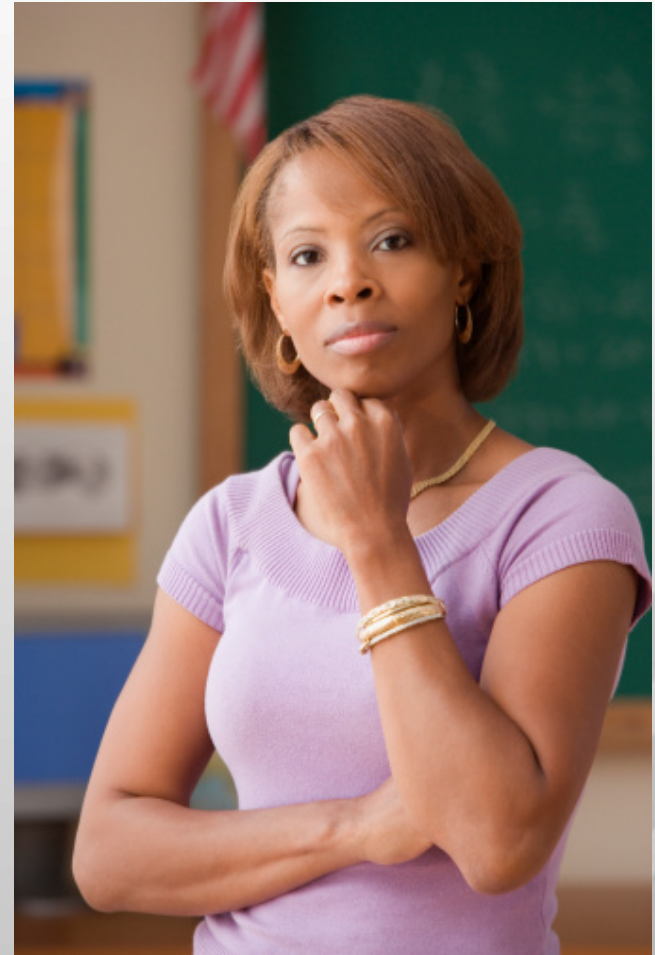
Explain why things are being taught (processes, strategies, content)

Allow learners to discover things on their own (inquiry, problem solving, critical thinking)

Task-oriented instead of memorization

Learning materials and activities account for different levels/learning styles/generations/experience with technology

- How many of you learn best through listening to a lecture?
- How many of you remember what you watched on television two weeks ago?
- How many of you remember how to download this webinar?

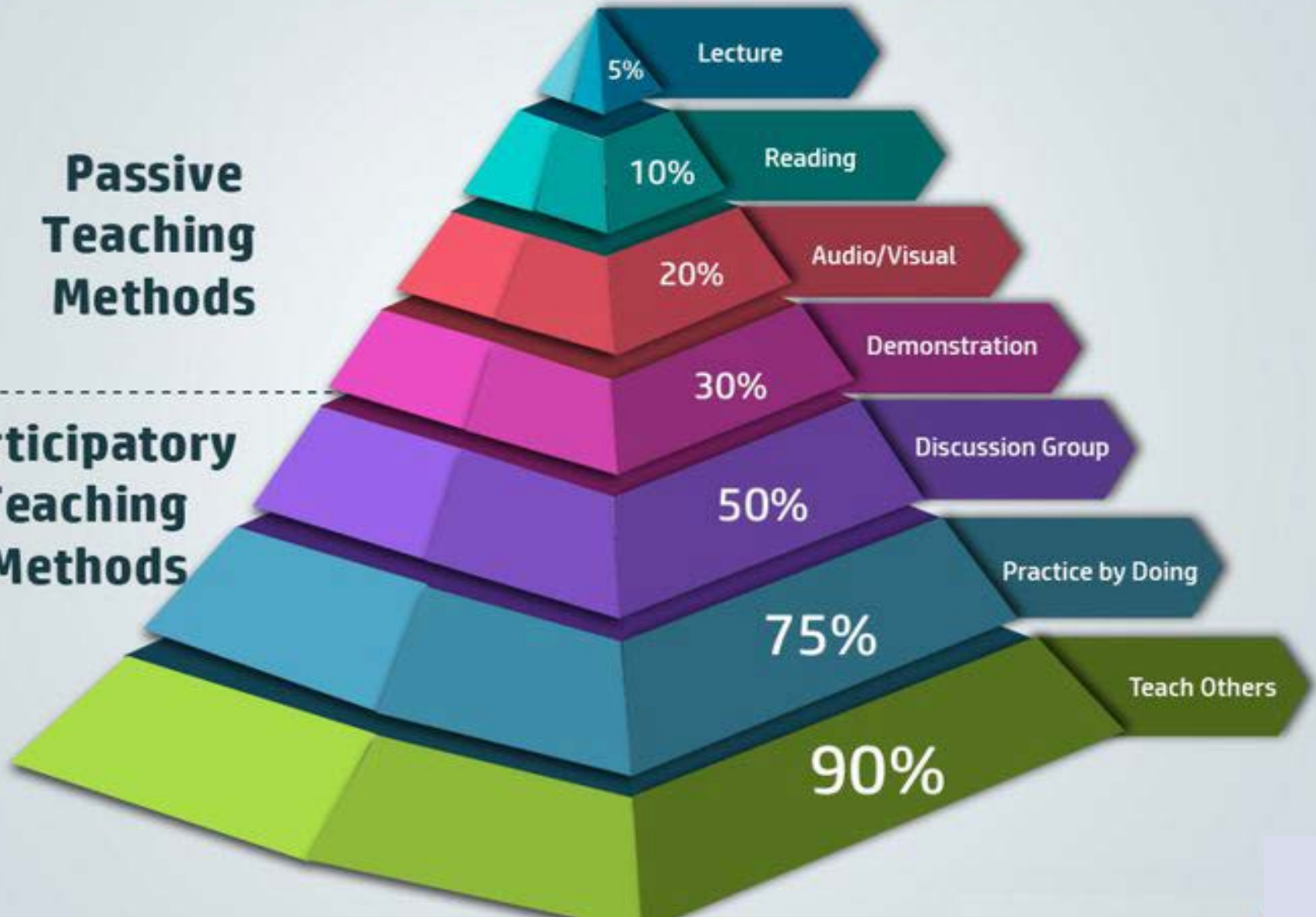


THE LEARNING PYRAMID

KNOWLEDGE RETENTION RATES

**Passive
Teaching
Methods**

**Participatory
Teaching
Methods**



- Lack of time
- Lack of money
- Lack of confidence or interest
- Lack of information about opportunities to learn
- Scheduling problems
- Red tape
- Problems with childcare/transportation, etc.



A Challenge

What is one thing
that you can do to
help students
remove barriers to
their learning?



Adults typically differ from children in their motivations for learning. Dr. Stephen Lieb in *Principles of Adult Learning* discusses the following factors of motivation for adults:

- Desire to maintain social relationships
- Need to meet external expectations -- the supervisor recommends you upgrade skills
- Desire to learn how to better serve others
- Professional advancement
- Escape or stimulation
- Cognitive or personal interest
- Requirement for competence or licensing

A Challenge

What is one motivational strategy that you use in your classroom?



Clarity

Easy to Follow and Understand

How do I ensure delivery methods and materials are clear and understandable and that I know when they are not?

Fairness

Balanced, Logical, Open, Reasonable, and Non-Discriminatory Teacher Responses

Do I ensure that I provide individual opportunities and demonstrate a willingness to be flexible?

Interest

Appeals to Curiosity and Attentiveness

How do I ensure that content and activities motivate student attention and participation?

Relevance

Degree of Connectedness and Significance

How do I ensure that content is relevant, and how do I communicate that relevance?

Support

Ready Availability of Appropriate Resources

How do I ensure that I provide adequate resources and inform students of other resources available?

- Do I have a set of standards for instructional practices and do I communicate them? (Am I using the Florida Curriculum Frameworks to drive instruction?)
- Do I use a variety of interest-engaging advance organizers?
- Do I maintain a focus on essential content that meets intended learning outcomes?
- Do I make use of previews at the beginning of class and reviews at the end of class?
- Do I apply adult learning principles to engage adult students?

Engaging Adult Learners: Philosophy, Principles and Practices
(2013) – Jim Bryson

- Do I have ways to encourage and reward participation in class?
- Do I make use of active learning group exercises to facilitate collaboration?
- Do I evaluate higher-order learning and thinking, such as problem solving, critical thinking, and inquiry skills, rather than memorization skills?
- Do I use a process approach to assignments where that is appropriate?

Engaging Adult Learners: Philosophy, Principles and Practices (2013) –
Jim Bryson

A Challenge

Consider an existing lesson you teach through the lens of what you have learned about adult learners.

Think about one element of the lesson you could change to better reflect characteristics of adult learners.

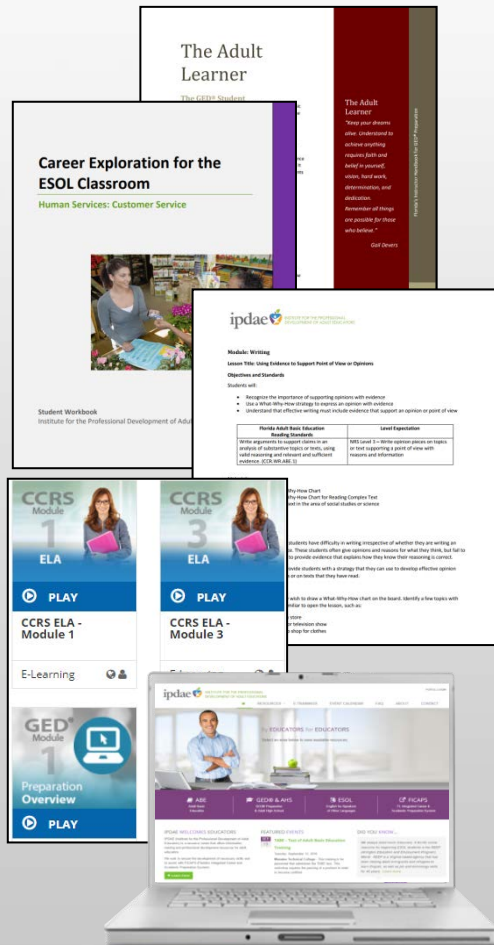


- Make sure that students understand why they are learning something
- Respect that students have different learning styles and are from different generations
- Allow students to experience what they're learning
- When the student is ready; the teacher appears
- Encourage students and support their learning



- Set high expectations of adult learners
- Use and develop their background knowledge
- Incorporate active learning
- Teach them to think about their thinking
- Provide ongoing, informal assessment and feedback





- ✓ Florida's Instructor Handbook for GED®
Preparation - Section 1: The Adult Learner
http://www.floridaipdae.org/dfiles/resources/handbooks/GED/InstructorHandbookGEDPreparation_03_2014-Section1.pdf

- ✓ Lesson Plans
- ✓ Grab and Gos
- ✓ Toolkits
- ✓ E-Trainings
- ✓ Upcoming workshops and new webinars

<http://floridaipdae.org/>

“The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students.”

Edutopia 2014

*Stay
Connected*

Always here to assist!

The IPDAE Team