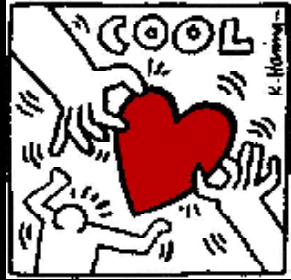


Adult Learning: Some Main Ideas

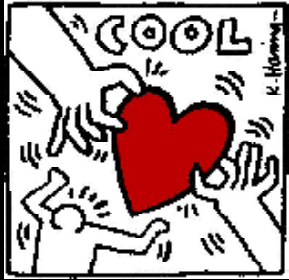
- **Adults are likely to learn more effectively when the learning tasks are seen as relevant, meaningful, interesting, and useful.**
- **Adults have wide experiences and knowledge of the world, yet they often lack confidence in themselves as learners.**
- **Adults expect to be treated with respect.**
- **The motives people have for attending may vary, but achieving some successes will increase their motivation for further learning.**
- **Adults look for commitment to equal opportunities in the trainer's behaviors.**



Adult Learning: Preferences

- **Adult learners tend to be less interested in survey courses. They tend to prefer single-concept, single-theory courses that focus heavily on application of the concept to relevant problems.**
- **Adults prefer self-directed and self-designed learning projects 7 to 1 over group learning experiences led by a professional. Self-directed does not mean isolated, as studies indicate these projects often involve an average of 10 people as resources, guides, and supporters.**
- **Even for self-directed learner, lectures, workshops and seminars get positive ratings, especially when they give learner access to an expert.**
- **How-to is the preferred content orientation.**

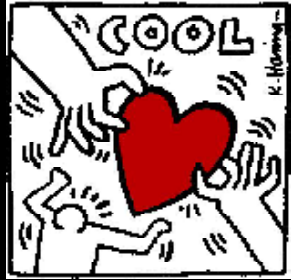
Source: "30 Things We Know for Sure about Adult Learning" by Ron and Susan Zemke, Training/HRD. June 1981.



Adult Learning: Integration & Issues

- **Adults tend to take errors personally and are more likely to let them affect self-esteem. They take fewer risks. They may even misinterpret feedback and mistake errors for positive confirmation. Since ego is on the line, trainers need to take care to create a safe climate.**
- **Nevertheless, showing errors can lead to increases in learning.**
- **Adults need to be able to integrate new ideas with what they already know if they are going to be able to keep and use new information.**
- **Integration of new knowledge and skills requires time and focused effort. The rate of forgetting tends to be very rapid after learning.**
- **Active practice aids integration; over several periods tends to be better.**

Source: "30 Things We Know for Sure about Adult Learning" by Ron and Susan Zemke, Training/HRD. June 1981.



Adult Learning: Overarching Principles

- 1. Learning is enhanced when it is immediately applicable to real life contexts.**
- 2. Learning is enhanced when adults have influence over or a role in the experience.**
- 3. Learning depends on past and current experiences.**
- 4. Learning depends on active involvement of the learner.**
- 5. Learning is optimal in a climate of respect and comfort.**
- 6. Learning is enhanced when learners achieve self direction.**
- 7. Adult learning should account for learning style and individual differences.**

Source: Moore, JR, Guidelines Concerning Adult Learning, Journal of Staff Development 9 (3) and Wolfe, B, In-Service Best Practices: Research and What Works and What Does Not