

Adult Learning Styles and Training Methods

(Forget those 13,000 hours!)

FDIC ADR Presentation Handouts

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Objectives

By the end of this hour, you will be able to –

- describe adult learner characteristics,
- determine what factors contribute to maximum retention in adult learners
- be able to select the most effective training methods for ADR.

PEDAGOGY vs ANDRAGOGY

The term “pedagogy” was derived from the Greek words “paid” (meaning “child”) and “agogus” (meaning “leading”). Thus, it is defined as the art and science of teaching children.

The term “Andragogy” was coined by researchers of adult learning in order to contrast their beliefs about learning to the pedagogical model. Malcolm Knowles first introduced the concept in the US in 1968. The concept of andragogy implies self-directedness and an active student role, as well as solution-centered activities. It was derived from the Greek word “aner” (with the stem andr-) meaning “man, not boy.”

DIFFERENCES BETWEEN CHILDREN AND ADULTS AS LEARNERS:

CHILDREN

Rely on others to decide what is important to be learned.

Accept the important being presented at face value.

Expect what they are learning to be useful in their long-term future.

Have little or no experience upon which to draw – are relatively “clean slates.”

Little ability to serve as a knowledgeable resource to teacher or fellow classmates.

ADULTS

Decide for themselves what is important to be learned.

Need to validate the information based on their beliefs and experience.

Expect what they are learning to be immediately useful.

Have much experience upon which to draw – may have fixed viewpoints.

Significant ability to serve a knowledgeable resource to trainer and fellow learners.

COMPARING PEDAGOGY AND ANDRAGOGY – ASSUMPTIONS:

COMPARISON CATEGORIES	PEDAGOGY	ANDRAGOGY
Self Concept	<ul style="list-style-type: none"> • Children are dependent on teacher and enjoy dependence. • Expects to be taught. Takes no responsibility of teaching self. • Expects teacher to be dominant in determining what, when, and how something is to be learned. 	<ul style="list-style-type: none"> • Adults expect and enjoy independence. • They like control, i.e., like to take control. • Learning is a process of sharing with the teacher and one another. • Teacher has responsibility to encourage and nurture the process of self-direction.
Need to Know	<ul style="list-style-type: none"> • Children need to know what the teacher teaches in order to pass and get promoted. Material does not need to be “life applicable.” 	<ul style="list-style-type: none"> • Adult learners need to know why they need to learn something before undertaking to learn it.
Experience	<ul style="list-style-type: none"> • Children have few experiences relevant to what is being taught; therefore, teacher must create pertinent experiences. • Teachers or experts are the transmitters of experience. • Teacher seldom recognize experiences that children do have. • Elicits little discussion in class-- teacher to student, one-way communication 	<ul style="list-style-type: none"> • Have many experiences; therefore, teacher must draw on adult-learner experiences. • Trade-off. Anyone in class also could share. • In some areas, students may have more experience than the instructor. • Elicits 2- and 3-way communication: instructor to student and student to student.

**ASSUMPTIONS
(continued)**

COMPARISON CATEGORIES	PEDAGOGY	ANDRAGOGY
Readiness to Learn	<ul style="list-style-type: none"> • Children are not necessarily ready to learn. Teacher must decide when it is time to learn specific skills or knowledge and tries to create motivation. • We impose uniform curricula on children by classes and age groups. 	<ul style="list-style-type: none"> • Adults normally come to class motivated and ready to learn, because they've chosen the training. • Adults learn in order to cope with real-life tasks. • Adults do not group by age, sex, but by experience.
Time Perspective	<ul style="list-style-type: none"> • Children are believed content to study for the future. ("Someday you'll need this.") • Children are believed content to only accept knowledge and understanding level, not application level. 	<ul style="list-style-type: none"> • Pragmatic—want application today. • Can barely tolerate studying anything that can't be applied to a task they expect to perform.
Orientation to learning	<ul style="list-style-type: none"> • Children and teachers of children are subject-centered and enjoy being so. (1:00 reading, 2:00 math, etc.) • Learning is a process of acquiring subject matter content to be used at a later time in life. 	<ul style="list-style-type: none"> • Adults and teachers need to be problem or task centered. • Learning is a process of increasing competence to achieve full potential in life.

ADULT LEARNING PRINCIPLES:

1. FOCUS ON "REAL WORLD" PROBLEMS.
2. EMPHASIZE HOW THE LEARNING CAN BE APPLIED.
3. RELATE THE LEARNING TO THE LEARNERS' GOALS.
4. RELATE THE MATERIALS TO THE LEARNERS' PAST EXPERIENCES.
5. ALLOW DEBATE AND CHALLENGE OF IDEAS.
6. LISTEN TO AND RESPECT THE OPINIONS OF LEARNERS.
7. ENCOURAGE LEARNERS TO BE RESOURCES TO YOU AND TO EACH OTHER.
8. TREAT LEARNERS LIKE ADULTS.
9. *****GIVE LEARNERS "CONTROL"*****

Passive vs Active Learning

STUDIES SHOW THAT OVER A PERIOD OF 3 DAYS, THE RETENTION OF LEARNING IS AS FOLLOWS:

10% OF WHAT WE READ 

20% OF WHAT WE HEAR 

30% OF WHAT WE SEE 

50% OF WHAT WE SEE AND HEAR 

70% OF WHAT WE SAY 

90% OF WHAT WE SAY AS WE DO 

ADULTS CAN LEARN BY READING, LISTENING, AND WATCHING, BUT THEY WILL LEARN BETTER IF THEY ARE ACTIVELY INVOLVED IN THE LEARNING PROCESS.

TRAINING METHODS – Chart 1

METHOD	ADVANTAGES	DRAW BACKS	ADR Application
Trainer Presentation/Lecture	Keeps group together and on the same point. Time control is easier. Useful for large group size (20 or more).	Can be dull if used too long without learner participation. Difficult to gauge if people are learning. Retention is limited.	1. Do you think this method is appropriate for teaching ADR? YES NO 2. Why, or why not?
Structured Exercise/Role Play	Aids retention. Allows practice of new skills in a controlled environment. Learners are actively involved.	Requires preparation time. May be difficult to tailor to all learners' situations. Needs sufficient class time for exercise completion and feedback	1. Do you think this method is appropriate for teaching ADR? YES NO 2. Why, or why not?

TRAINING METHODS – Chart 2

METHOD	ADVANTAGES	DRAW BACKS	ADR Application
Individual Reading Assignments and Individual Exercise	<p>Saves time (learners can read faster than trainer can talk).</p> <p>Material can be retained for later use.</p> <p>Insures consistency of information</p>	<p>Can be boring if used too long without interruption.</p> <p>Learners read at different paces.</p> <p>Difficult to gauge if people are learning.</p>	<p>1. Do you thin this method is appropriate for teaching ADR?</p> <p>YES NO</p> <p>2. Why, or why not?</p>
Facilitated Group Discussion	<p>Keep learners interested and involved.</p> <p>Learner resources can be discovered and shared.</p> <p>Learning can be observed.</p>	<p>Learning points can be confusing or lost.</p> <p>A few learners may dominate the discussion.</p> <p>Time control is more difficult.</p>	<p>1. Do you think this method is appropriate for teaching ADR?</p> <p>YES NO</p> <p>2. Why, or why not?</p>

TRAINING METHODS – Chart 3

METHOD	ADVANTAGES	DRAW BACKS	ADR Application
Case Study	<p>Requires active learner involvement.</p> <p>Can stimulate performance required after training.</p> <p>Learning can be observed.</p>	<p>Information must be precise and kept up-to-date.</p> <p>Needs sufficient class time for learners to complete the cases.</p> <p>Learners can become too interested in the case content.</p>	<p>1. Do you thin this method is appropriate for teaching ADR?</p> <p>YES NO</p> <p>2. Why, or why not?</p>
Demonstration	<p>Aids understanding and retention.</p> <p>Stimulates learners' interest.</p> <p>Can give learners a model to follow.</p>	<p>Must be accurate and relevant to learners.</p> <p>Written examples can require lengthy preparation time.</p> <p>Trainer demonstrations may be difficult for all learners to see well.</p>	<p>1. Do you think this method is appropriate for teaching ADR?</p> <p>YES NO</p> <p>2. Why, or why not?</p>