

Adult learner

Adults as Learners


Bring with them to training:

- Past experiences - + and –
- Values, beliefs, opinions & emotions
- Individual likes and dislikes
- Motivations & expectations
- Learning preferences
- Outside influences & commitments

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Adult learners NEED to

- Be self-directed and involved
- Connect to the reality
- Need a reason to learn
- Have learner focused training
- Be actively involved



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Characteristics of adult learning

Background	Consequences
Adults are in practical life situations	<ul style="list-style-type: none"> • They are problem-orientated • They learn with a goal in mind • They want to learn what they can use in practice
Adults bring along their experience	<ul style="list-style-type: none"> • Participant's heads are not empty vessels, which need to be filled • New information must be matched with expectations and experience • They want to connect what they learn with their practical life
Adults take part voluntarily and invest their scarce time	<ul style="list-style-type: none"> • They have high expectations of content and relevance of the training • They want to make decisions about what they learn, and how
Adults want to take part actively	<ul style="list-style-type: none"> • They want to ask questions and discuss the issues • They want to contribute their own experience and opinion • They want to be treated as an equal

Adult Learning Principles

- Focus on “real world” problems.
- Emphasize how the learning can be applied.
- Relate the learning to the goals of the participant.
- Relate the materials to the past experiences of the participant.
- Allow debate and challenge of ideas.
- Listen to and respect the opinions of participants.
- Encourage participants to be resources to the trainers and to one another.
- Treat participants like adults.


Adult Learning Model

- “I hear and I forget
- I see and I remember
- I do and I understand”

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In CBT....

1. **What I HEAR** - I forget
2. **What I HEAR & SEE** - I remember - a little
3. **What I SEE, HEAR, QUESTION and DISCUSS**
- I acquire
4. **What I teach** - I master

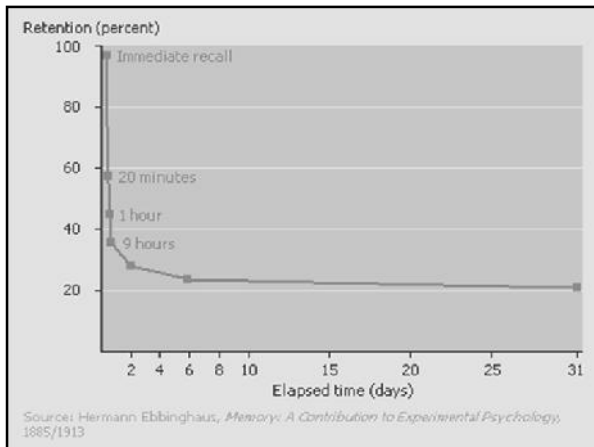


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Learning RETENTION Rates

- Lecture 5%
- Reading 10%
- Audiovisuals 20%
- Demonstration 30%
- Discussion 50%
- Practice by doing 75%
- Teaching others 90%

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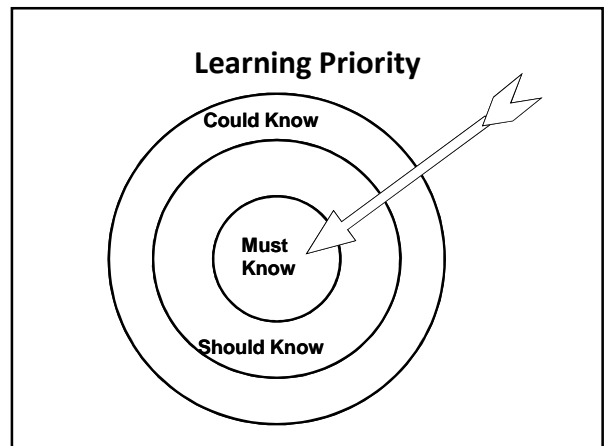
Learning Domains or How people learn

Cognitive Domain	Knowledge	Head
Psychomotor Domain	Skills	Hand
Affective Domain	Attitude	Heart

Learning Style

- **V**isual
- **A**uditory
- **R**ead and Write
- **K**inesthetic

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Learning Priority

- This model helps organise the learning into three categories.

Must know	The information, skills or qualities the trainee must have acquired during the program to be able to achieve the learning outcomes;
Should know	Additional information or skills of an important but less critical nature;
Could know	Other information relating to the topic, which would be of use, but is not essential.