

# Adult Learning



- ≡ Objective
- ≡ Adult learning
- ≡ Knowles's Principles of Adult Learning
- ≡ Learning styles of people
- ≡ Motivation
- ≡ Training styles
- ≡ Quiz
- ≡ Key messages

# Objective

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Click ► to play the video record



## Expert or trainer



The objective of this training is that you will eventually train your colleagues about the subject of Disease outbreak investigation and response ([DOI & R](#)). So, we intend to train you as [Trainers](#).

That is not the same as making you an expert on DOI & R.

You may wonder, why not. You can argue that only an expert can train others about their expert subject. Well, that is something to look into a bit more closely.



You may read this post to have it explained in other words:

<https://sueleather.wordpress.com/2011/01/26/teacher-trainer-whats-the-difference/>



“As trainers we are agents of change.  
For some participants, ‘change’ is what they want.  
For others, they may be resistant or even afraid to  
change”

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CONTINUE

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**“At the end of this introduction you will be able to:**

- Make use of Adult-learning principles to develop your training
- Accommodate different learning styles of your participants
- Consider that participants have a range of reasons to attend your training

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CONTINUE

# Adult learning

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**What are the differences in learning between adults and children & students?**

**CONTINUE**

CHILDREN AND STUDENTS	ADULT
Passive learning	
Absorbing Knowledge	
For students, focus may be more on knowing than on being able to do	
Pedagogy = presentation of content	



#### CHILDREN AND STUDENTS

#### ADULT

Active learner

Will question "what is in it for me?"

Look to improve skills, competencies

Andragogy = facilitation of learning




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CONTINUE

# Knowles's Principles of Adult Learning

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There are 4 principles:

1. INVOLVE PARTICIPANTS	2. ADULT'S EXPERIENCE	3. RELEVANCE & IMPACT	4. PLOBLEM-CENTERED
<ul style="list-style-type: none"><li>• Make them part of training planning</li><li>• Evaluation of their instruction (collaborate)</li></ul> 			

1. INVOLVE PARTICIPANTS	2. ADULT'S EXPERIENCE	3. RELEVANCE & IMPACT	4. PLOBLEM-CENTERED



- Make use of experiences (and mistakes) of participants  
It is the basis for learning



**1. INVOLVE  
PARTICIPANTS**

**2. ADULT'S  
EXPERIENCE**

**3. RELEVANCE &  
IMPACT**

**4. PLOBLEM-  
CENTERED**

- Participants will think: What is in it for me?
- Relate training to daily work and personal life of participants



**1. INVOLVE**

**2. ADULT'S**

**3. RELEVANCE &**

**4. PLOBLEM-**

**PARTICIPANTS**

**EXPERIENCE**

**IMPACT**

**CENTERED**

- Focus training on problems faced by participants rather strict content





Balance theoretical concepts with practicalities

Demonstrate “How to ....”


(not only “What is ...”)

CONTINUE

# Learning styles of people

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People have different Styles of Learning:

ACTIVIST	PRAGMATIST	THEORIST	REFLECTOR
<ul style="list-style-type: none"><li>• Learn by doing</li><li>• Pro-active</li><li>• Short attention spans</li></ul> <div><p>Activist</p></div>			

ACTIVIST	PRAGMATIST	THEORIST	REFLECTOR
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- Likes to know "why?"
- Direct application to own situation



**ACTIVIST**

**PRAGMATIST**

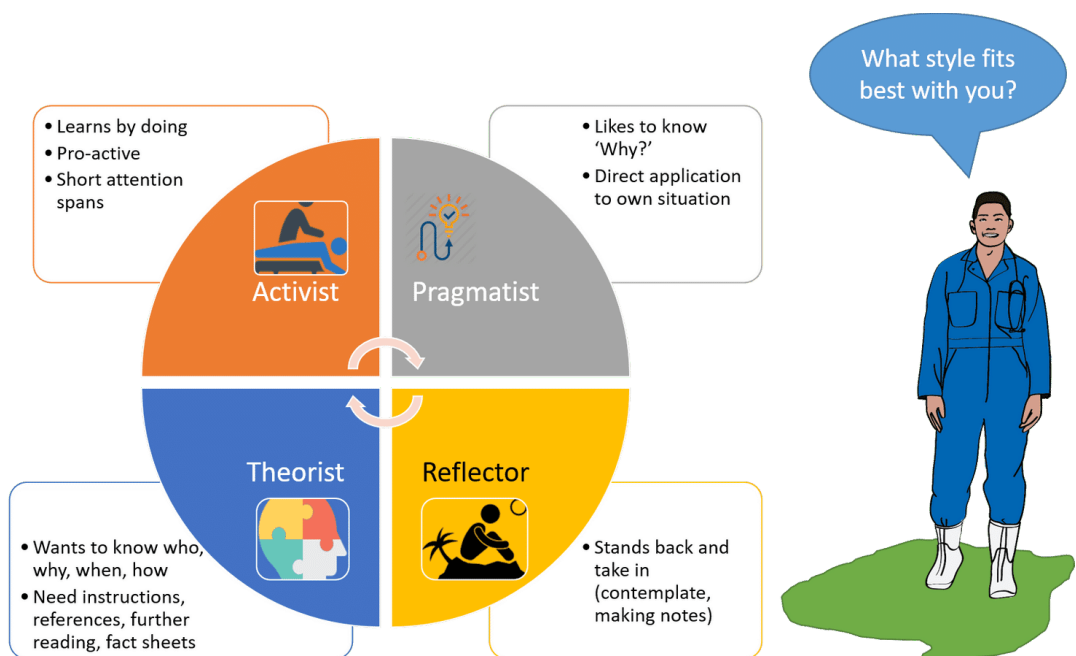
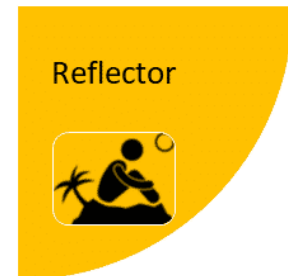
**THEORIST**

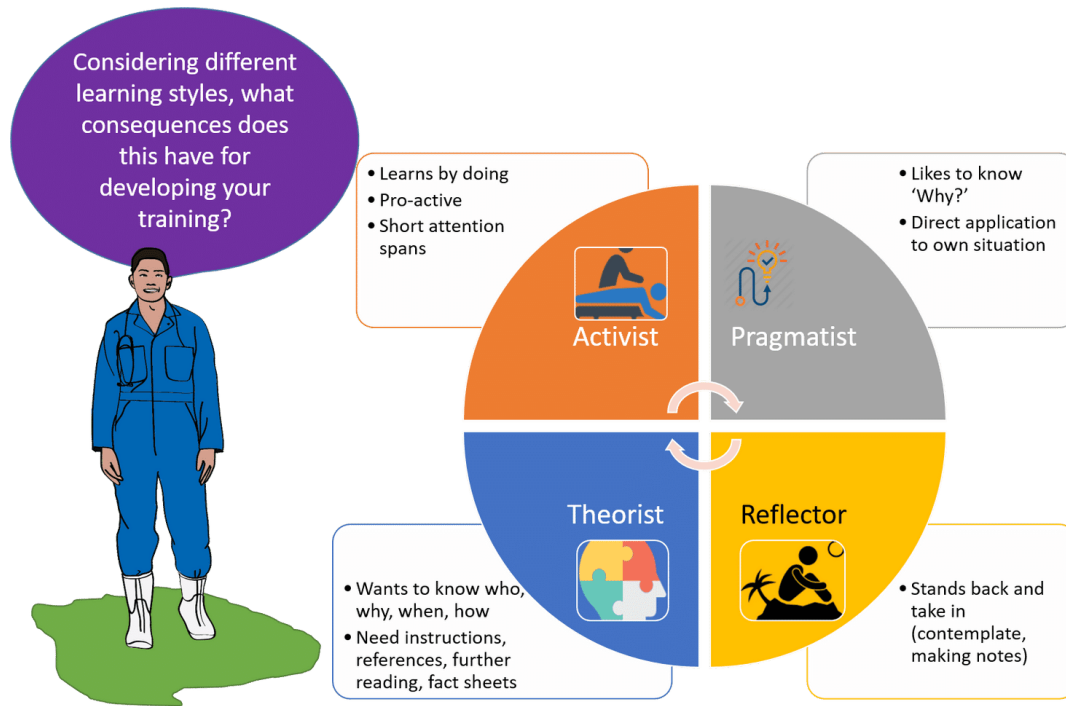
**REFLECTOR**

- Wants to know who, why, when, how
- Need instructions, references, further reading, fact sheets




ACTIVIST	PRAGMATIST	THEORIST	REFLECTOR
<ul style="list-style-type: none"> <li>Stands back and take in (contemplate, making notes)</li> </ul>			





## How to accommodate different Styles of Learning?

ACTIVIST	PRAGMATIST	THEORIST	REFLECTOR
<ul style="list-style-type: none"> <li>• <b>Include action:</b> a puzzle, exercise, something practical</li> <li>• <b>Keep moving on,</b> make a busy training program</li> </ul>			
<p>Activist</p>			

ACTIVIST	PRAGMATIST	THEORIST	REFLECTOR
<ul style="list-style-type: none"><li>• <b>Explain</b> upfront what this training is going to be about;</li><li>• <b>Provide key messages</b> to explain why it is relevant to them</li></ul> <div><p>Pragmatist</p></div>			

ACTIVIST	PRAGMATIST	THEORIST	REFLECTOR
<ul style="list-style-type: none"><li>• <b>Make very clear instructions</b>, structured debriefs and explain why not everything will be explained here;</li><li>• <b>Provide</b> further reading materials;</li></ul>			



Theorist



ACTIVIST

PRAGMATIST

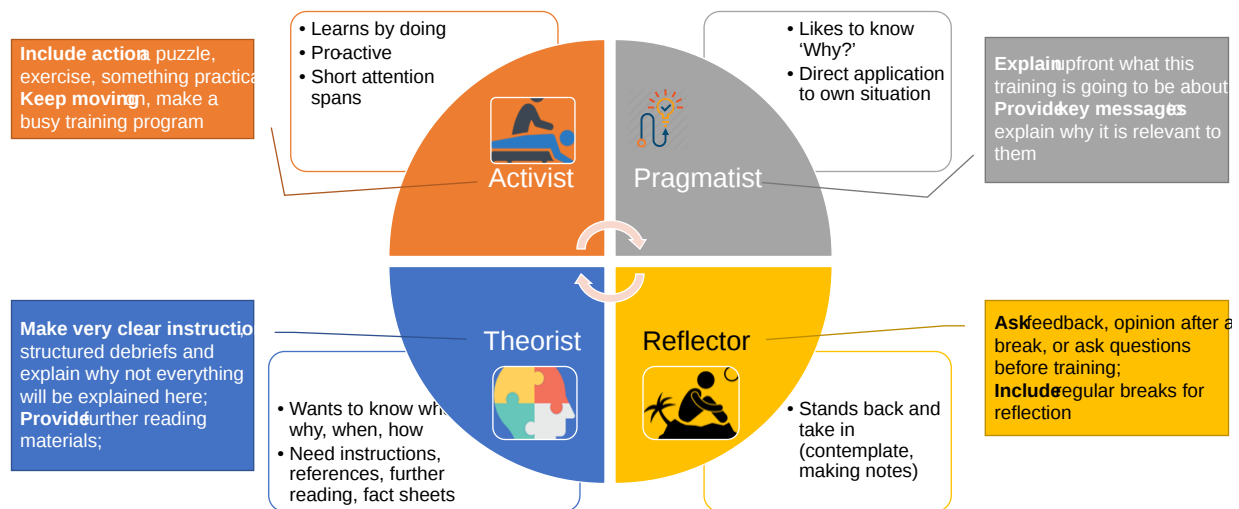
THEORIST

REFLECTOR

- **Ask** feedback, opinion after a break, or ask questions before training;
- **Include** regular breaks for reflection

Reflector





CONTINUE

# Motivation

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**“What motivates adults to come to a training?**

Reflect for one minute,

**why you are taking this course?**

**Are there more reasons than just ‘to learn  
something’?”**

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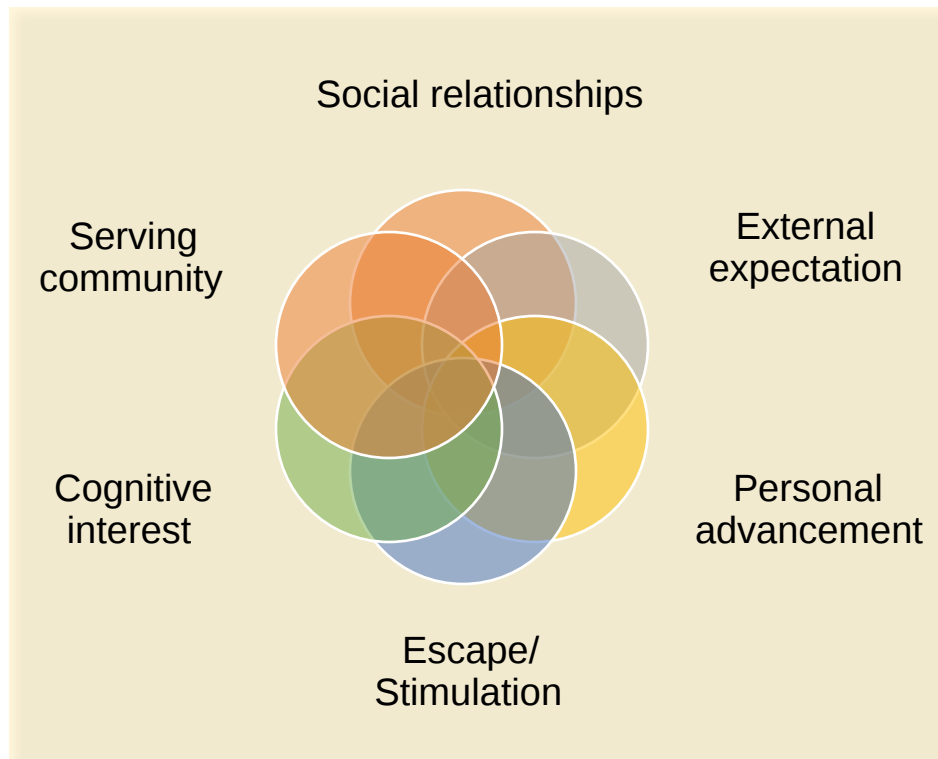
**CONTINUE**

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**“Could it be that one or more of the following reasons are amongst these? ”**

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- Social relationships
- Curiosity to meet new people
- Reason to not have to do your normal work
- Training may help you to advance professionally
- You were told to attend this course – external pressure
- It may help to serve your community

CONTINUE

## **Considering various motivations for attending training**

For most people there are multiple reasons to attend a training. Some reasons may be very consciously, other reasons may be more unknowingly but upon reflection quite persuasive.

It is good to keep these different drivers for attending a training in mind. This translates in developing a training that allows for a number of these drivers:

- Regular breaks for social interaction
- Professional level – make people feel they have learned something new
- Provide a tangible output – people like to bring something home to show (check-list, certificate, notepad)

CONTINUE

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# Training styles

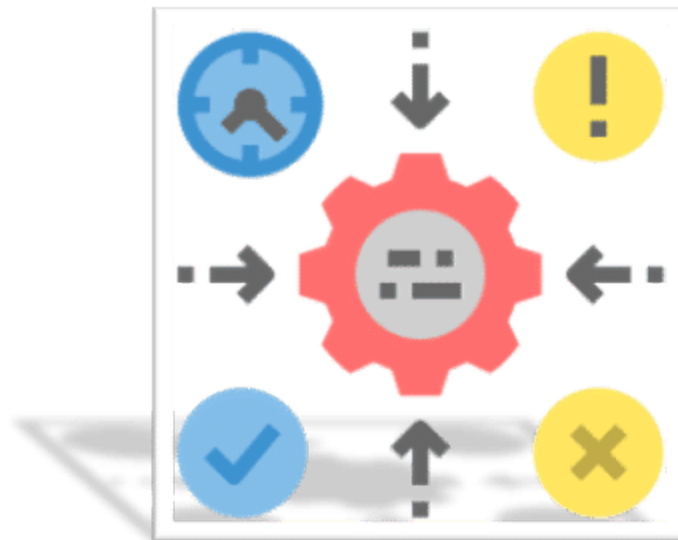
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“Now you know about the principles of Adult learning, about learning styles and about various motivation to participate in a training.

**How to apply these as a trainer? .”**

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## From learning to training – What is your style of training?

Click ↻ to flip the card and reveal information



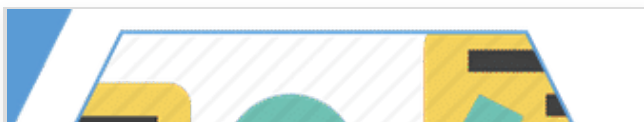
### **Lecturer**

- You believe formal delivery is best way to disseminate knowledge
- This style keeps you in control best – no need for group dynamics
- You train about very



### **Facilitator**

- You do not like to present, you prefer to be part of a group
- Everyone has something to teach, and you learn as much from each other as they do from you







### Trainer

- You like to be upfront and get across the ideas you think are needed to know
- Explain, have it discussed and debrief is the route to take

CONTINUE

### Trainers – Agents of Change

Click ↺ to flip the card and reveal information



**Please do not act as a professor as it creates distance between you and your trainees. This is not good when training adults**



**It is not easy to be a facilitator. And for our purpose, it is not necessary to be a facilitator.**



**For this purpose, we like you to act as Trainer:**

- engage with your trainees**
- explain clearly**
- include an exercise**
- evaluate the training**

**CONTINUE**

# Quiz

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**Of each of the six elements, indicate if it fits best with Pedagogy or Andragogy?**

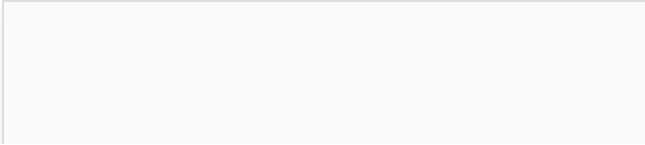
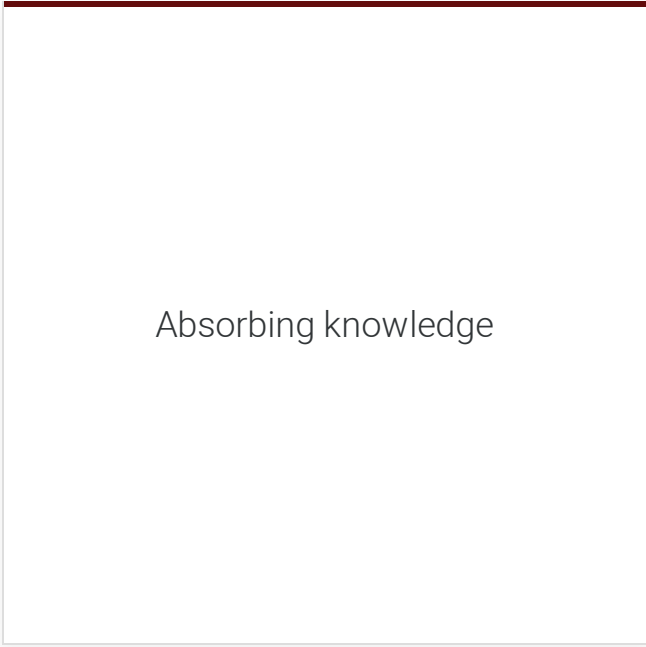
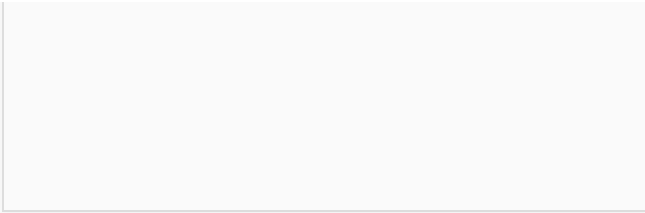
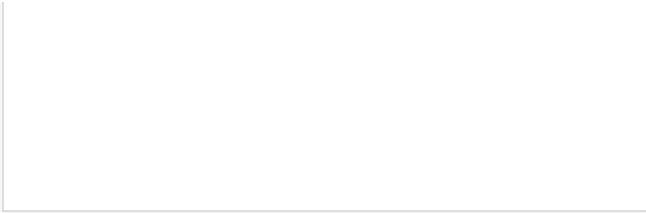
Click ↺ to flip the card and reveal the answer

Active learning

Andragogy

Passive learning

Pedagogy



Presentation of content

Pedagogy

Improving skills





Andragogy

**CONTINUE**

You learned about different learning styles and what you may include in your training approach to accommodate these

different learning styles. Below you see a number of training elements.

**What learning style fits with each of these? Drag box to match the correct answer.**

 Regular breaks	Reflector
 List upfront what your training will be about	Pragmatist
 Include a quiz and questions	Activist
 Provide 'further reading' materials	Theorist

SUBMIT

CONTINUE

## Key messages

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- Focus on “making change happen”
- Adults learn different from students and children
- Accommodate for different learning styles
- Multiple motivations to attend (professional or personal)
- Act as a trainer

CONTINUE

### References Andragogy

<https://sueleather.wordpress.com/2011/01/26/teacher-trainer-whats-the-difference/>

<https://elearninginfographics.com/adult-learning-theory-andragogy-infographic>

<https://www.slideshare.net/consgp/principles-of-adult-learning?>

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<https://www.slideshare.net/carterfsmith/how-do-adults-learn>

<https://www.slideshare.net/AtomicMeme/adult-learning-theory-principles-and-practice>



**Congratulations - end of lesson reached**

