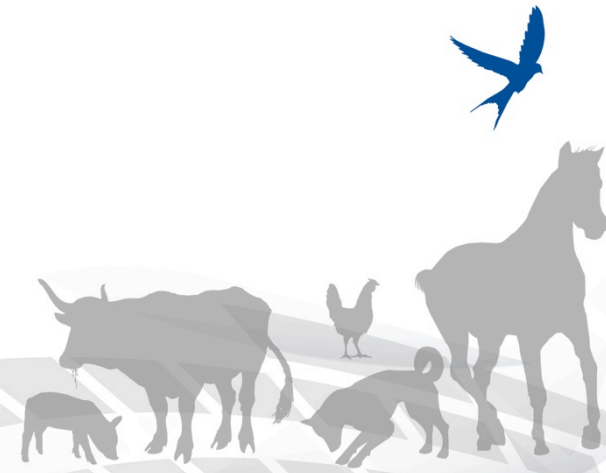




THE BASICS OF ADULT LEARNING THEORIES

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Teramo, 28 June 2017

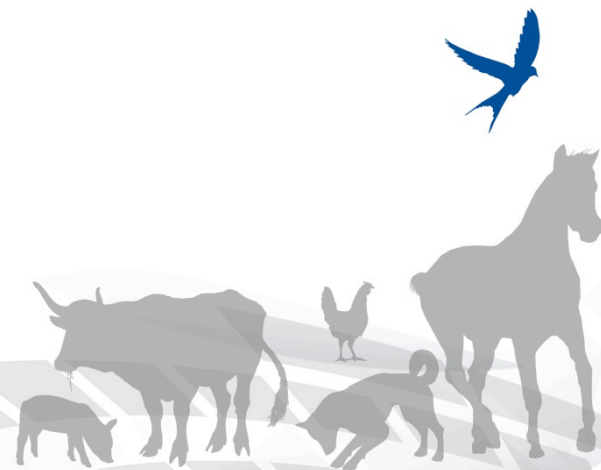


Three questions before beginning!

Why adults learn?

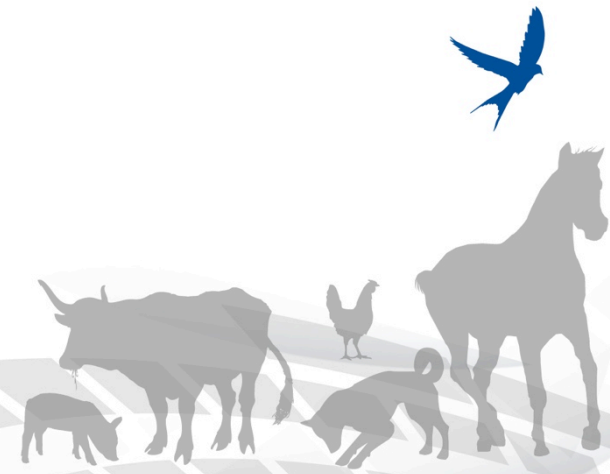
How adults learn?

How can we reach adult learners?



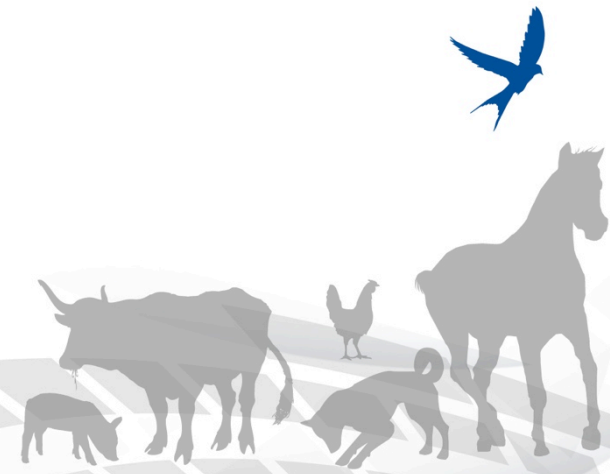
LifeLong Learning

Learning should take place
at all stages of life cycle and
in different life contexts




LLL...how?

- Formal learning
- Non-formal learning
- Informal learning



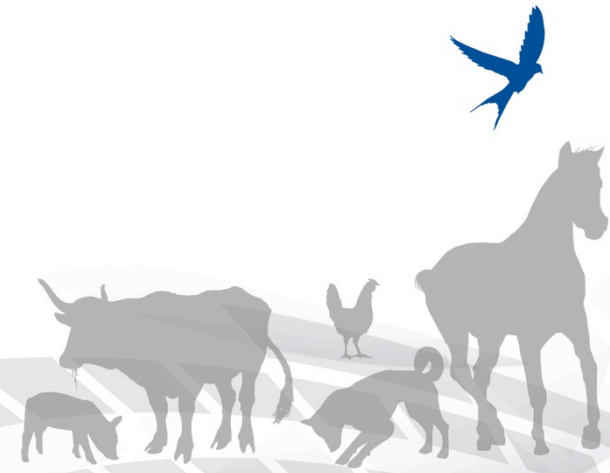
Adult learning theories




There is no single theory about learning that can be applied to all adults



Their knowledge can help trainers to be more effective



From Pedagogy to Andragogy




Malcolm Knowles defines Andragogy as “the art and science of helping adults learn”



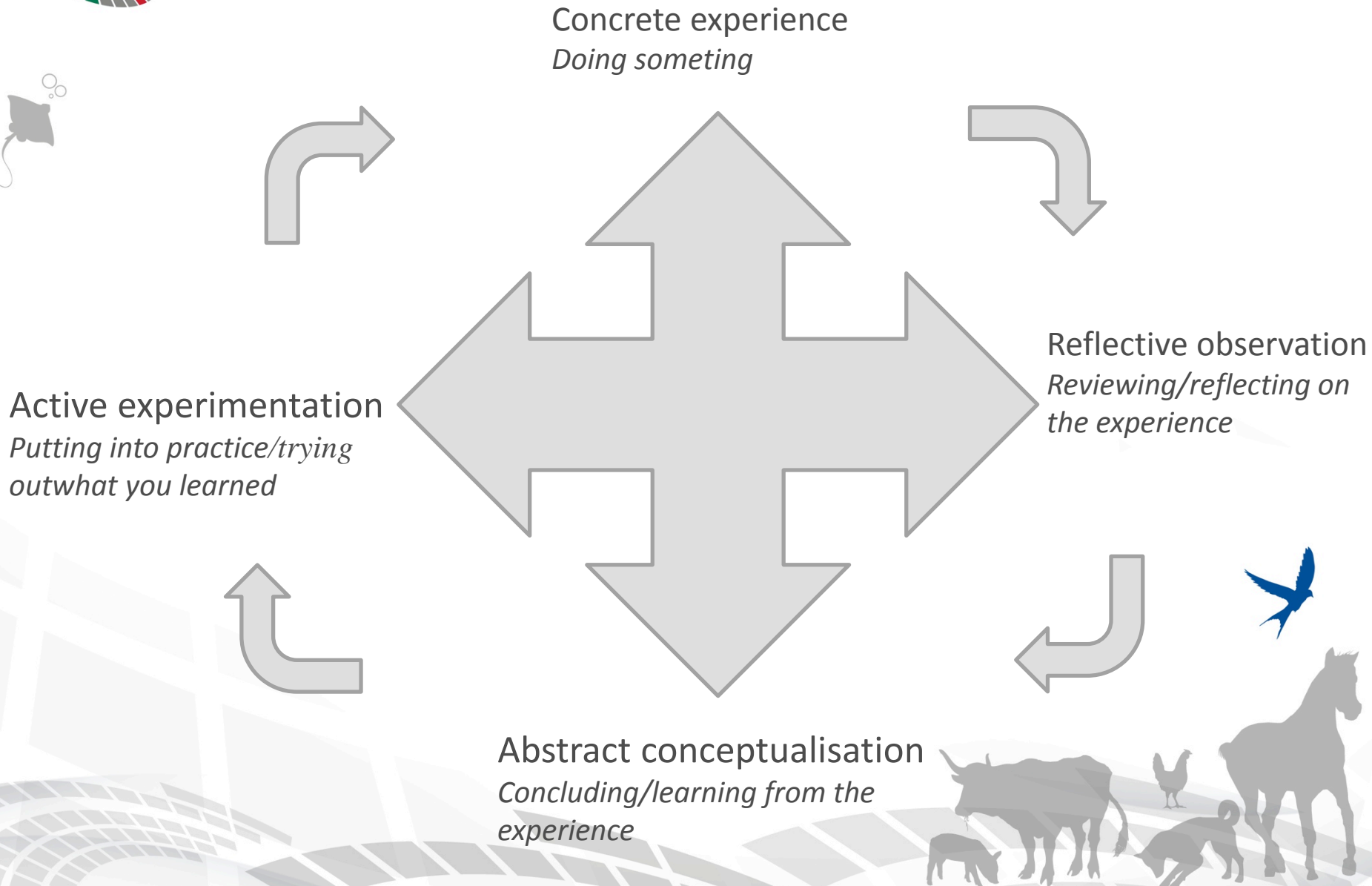
The theory based on the assumptions that a person during its course to maturity accumulates a significant number of experiences that gain meaning through the process of learning



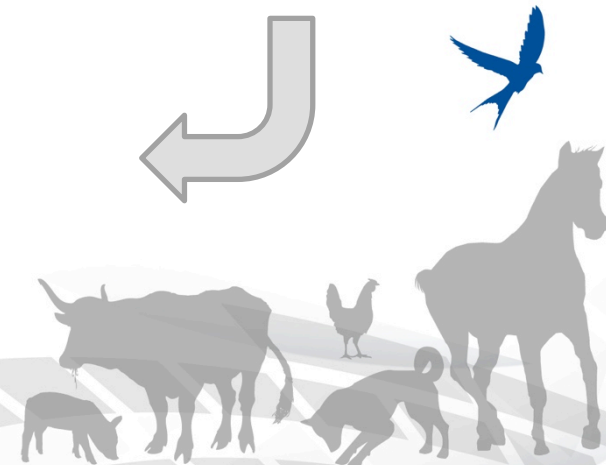
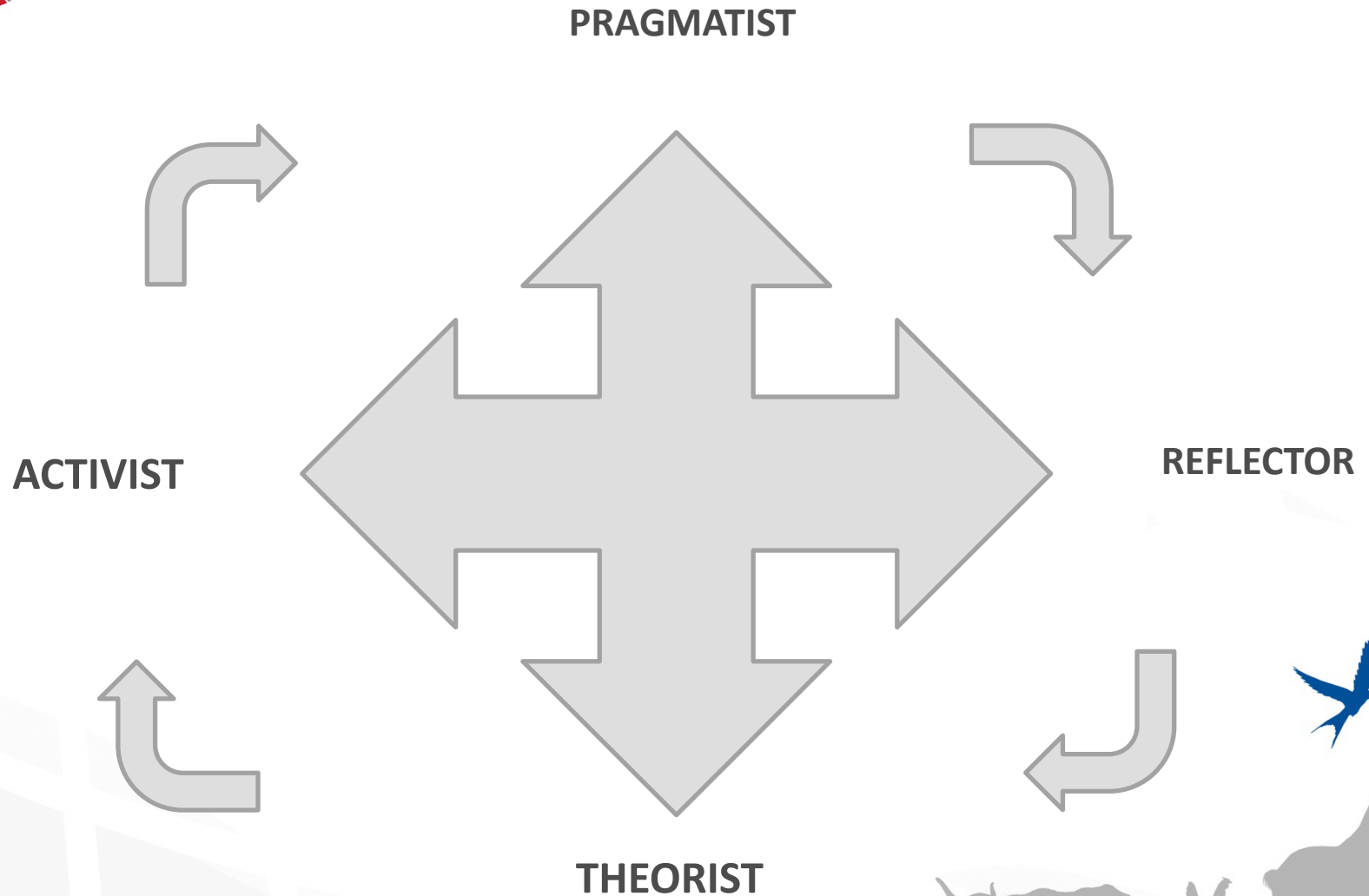
- 
- A learning style is a preferential approach, through which a learner likes to solve problems, think or simply react in a pedagogical situation.
 - The concept of learning style is used to describe individual differences in the way people learn.



The experiential learning (Kolb)



The experiential learning (Kolb)

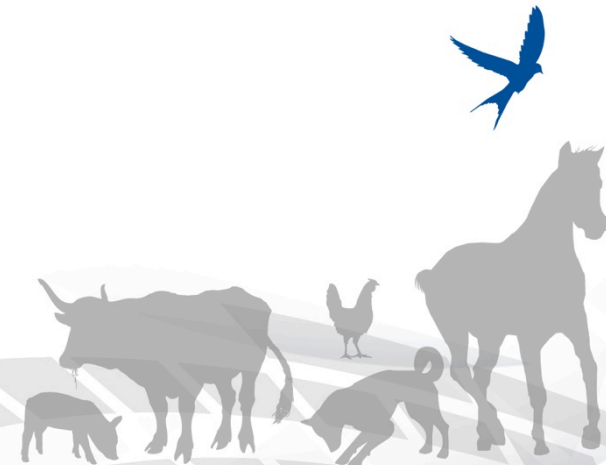


The experiential learning (Kolb)

ACTIVISTS

They prefer **practical tasks** and very **little theory**. They learn best from activities where:

- **new experiences** are emphasised;
- there is a lot of **action** and **excitement**;
 - they can **lead** the action;
- ideas are generated without any concern about practical **constraints**;
- they have to respond to a **challenge** and take risks;
- they are **problem-solving oriented**.



The experiential learning (Kolb)

THEORISTS

They want **handouts**, something to **take away** and study. They learn best from activities where:

- the learning forms a part of a **conceptual** whole, such as a **model** for a theory;
- there is time to explore **relationships** amongst elements;
 - they can explore theory and methodology;
 - they are intellectually stretched;
 - there is a **clear** and **obvious purpose** of the activities;
 - there is a reliance on **rationality** and **logic**;
- they can **analyse** situations and then **generalise** their findings;
- they are asked to understand complex situations.



The experiential learning (Kolb)

REFLECTORS

- They want lots of **breaks** to go off and read and discuss. They learn best from activities where:
- there are opportunities to **observe** and **consider**;
 - there is a strong element of **passive involvement** such as **listening** to a speaker or **watching** a video;
 - there is **time to think** before acting or contributing;
 - there is opportunity for **research** and problems can be probed in some **depth**;
 - they can **review** what was happening;
 - they are asked to produce reports that **carefully analyse** a situation or issue;
 - there is interaction with others without **any risks** of strong feelings;
 - they can finalise a view **without pressure**.



The experiential learning (Kolb)

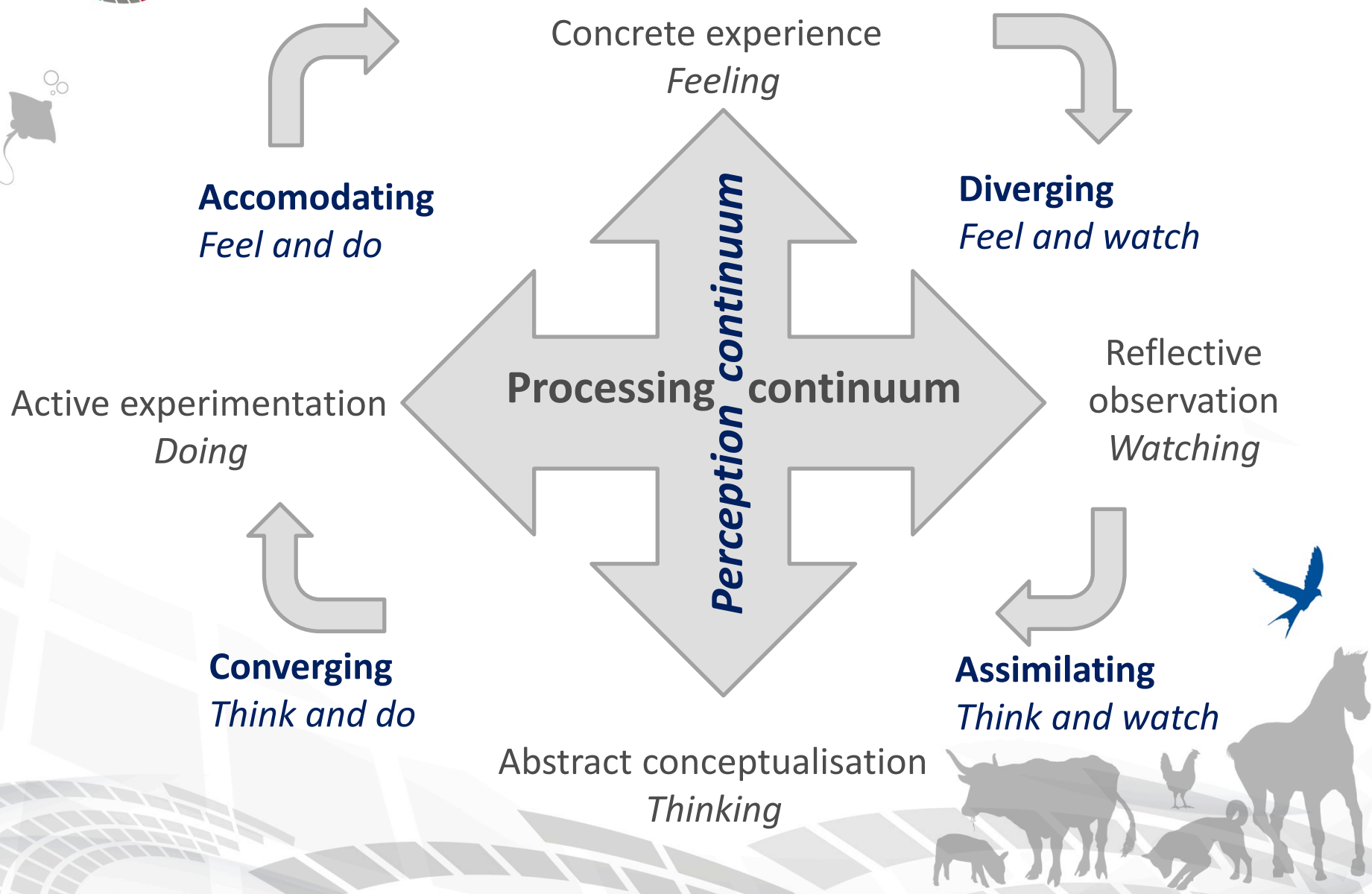
PRAGMATISTS

They want **shortcuts and tips**. They learn best from activities where:


- there is a clear link back to some **job-related problem**;
- material is directed towards **techniques** that make their work easier;
 - they are able to practice what they have learned;
- they can relate to a successful role model;
- there are many **opportunities** to implement what has been learned;
- the **relevance** is obvious and the learning is easily transferred to their jobs;
- what is done is practical such as drawing up action plans or trialing techniques or procedures.



Learning styles (Kolb)

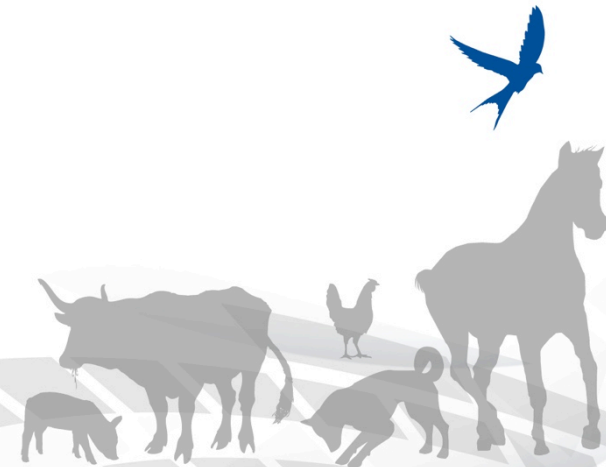


Diverging




People able to look at things from different perspectives. They prefer to watch rather than do, tending to gather information and use imagination to solve problems.

They perform better in situations that require ideas-generation, for example, brainstorming, working groups.

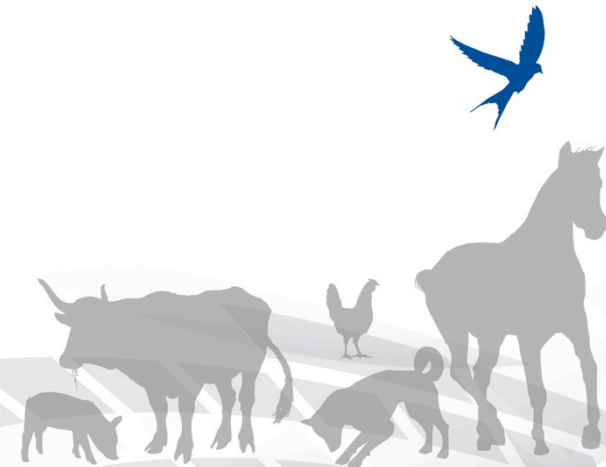


Assimilating




The Assimilating learning preference is for a concise, logical approach. These people are less focused on people and more interested in ideas and abstract concepts.

In formal learning situations, they prefer readings, lectures, exploring analytical models. This learning style facilitated information and science careers.

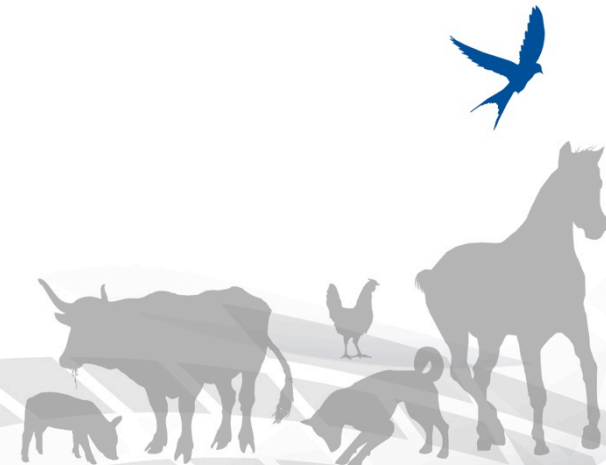


Converging


A small, grey icon of a lightbulb with three small circles above it, representing an idea or thought.

People with a converging learning style can solve problems and take decisions by finding solutions to questions and problems.

They like to experiment with new ideas, to simulate and to work with practical applications.



Accomodating



The Accommodating learning relies on intuition rather than logic. These people prefer to take a practical, experiential approach. They are attracted to new challenges and experiences and to carry out plans.

The cone of learning

Edgar Dale's Cone of Experience

People generally remember...
(learning activities)

People are able to...
(learning outcomes)

10% of what they read

Read

Define List
Describe Explain

20% of what they hear

Hear

30% of what they see

View Images

Watch Videos

Demonstrate
Apply
Practice

50% of what they see and hear

Attend Exhibits/Sites

Watch a Demonstration

70% of what they say and write

Participate in Hands-On-Workshops

Design Collaborative Lessons

Analyze
Define
Create
Evaluate

90% of what they do.

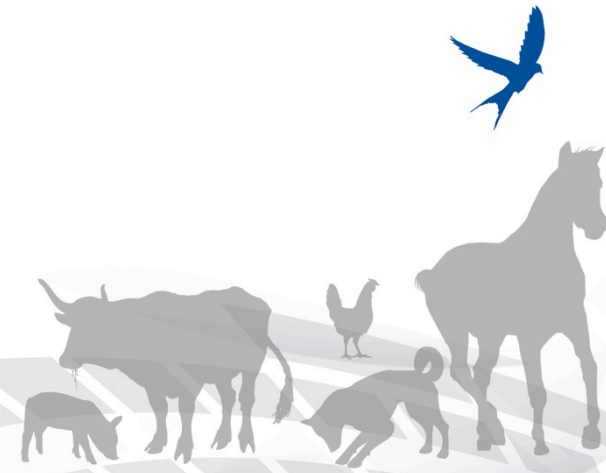
Simulate, Model, or Experience a Lesson

Design/Perform a Presentation - "Do the Real Thing"



Training is necessary to...

improve, in a complete and organised way, the professional culture of individuals and groups using a conscious learning process.




Working on the professional culture of individuals and groups

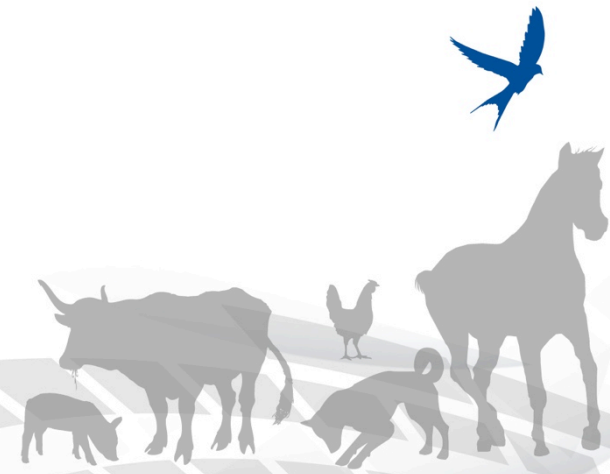
- Information, know how, professional methodologies and competences, capabilities (e.g. Quality standards application, new EU regulations dissemination and applications)
- Professional values and beliefs regulating the behaviour of professional and social groups (e.g. human resources management and managerial capabilities at different levels)



Quality and effectiveness

A small, grey, stylized mouse cursor icon with a cord and two small circles above it, positioned to the left of the main text.

When managing the training, the organisations should focus particularly on **the quality and effectiveness.**



Data and information collection useful to plan the training activities

Training process

