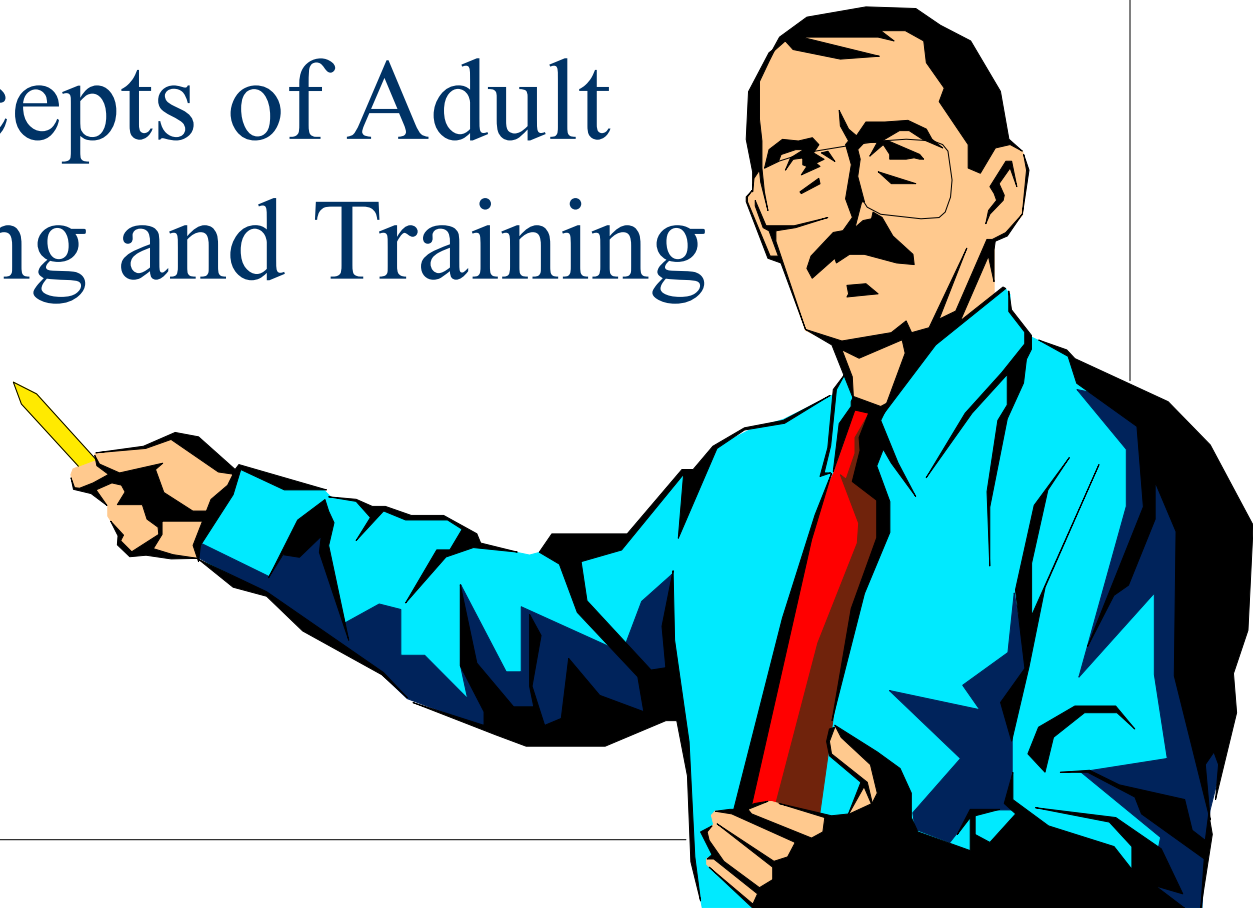


## Session II

# Concepts of Adult Learning and Training



# Session Objectives

Given an opportunity to apply basic adult learning theory, using the information provided in the classroom and materials in the manual, participants will be able to:

- Compare differences and similarities between children and adults as learners.
- Describe how applying basic adult learning rules can contribute to training effectiveness.
- Explain different ways adults are motivated to learn.
- Identify and describe the three Domains of Learning, and give examples of each Domain in the context of SFST training.
- Define the four-step process of teaching and learning.

# Differences and Similarities

## CHILDREN

Rely on others.

Accept information.

Expect to use knowledge in the future.

Have little experience.

Cannot be resources.



# Differences and Similarities

## ADULTS



Decide for themselves.

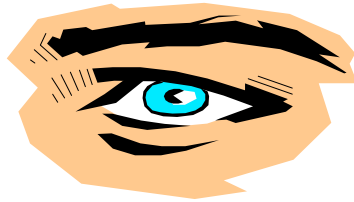
Need to validate information.

Expect immediate use.

Have past experience.

Serve as a resource.

# Three Types of Learners



1. Visual – those who learn by seeing.
2. Auditory – those who learn by hearing.
3. Tactile – those who learn through the sense of touch.



# How Adults Like To Learn

1. Adults need to understand why learning something is important. They should be told how a new task or procedure will help them to do their jobs better.
2. Adults need to feel as if they're in charge of the situation. Since workers are used to feeling responsible "on-the-job," they should also be made to feel responsible in the training session.
3. Adults need to feel a sense of respect for their accomplishments. Most trainees will come to sessions with distinguished work records. Training sessions that make them feel inadequate will backfire.
4. Adults are motivated by being involved working on something. They do best when given opportunities to practice what they have learned.

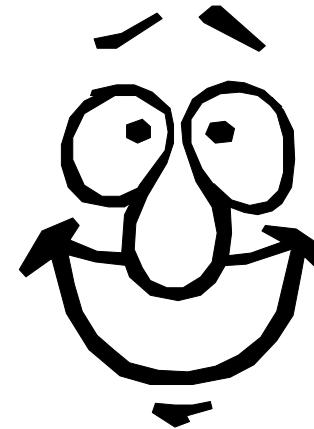
# Domains of Learning



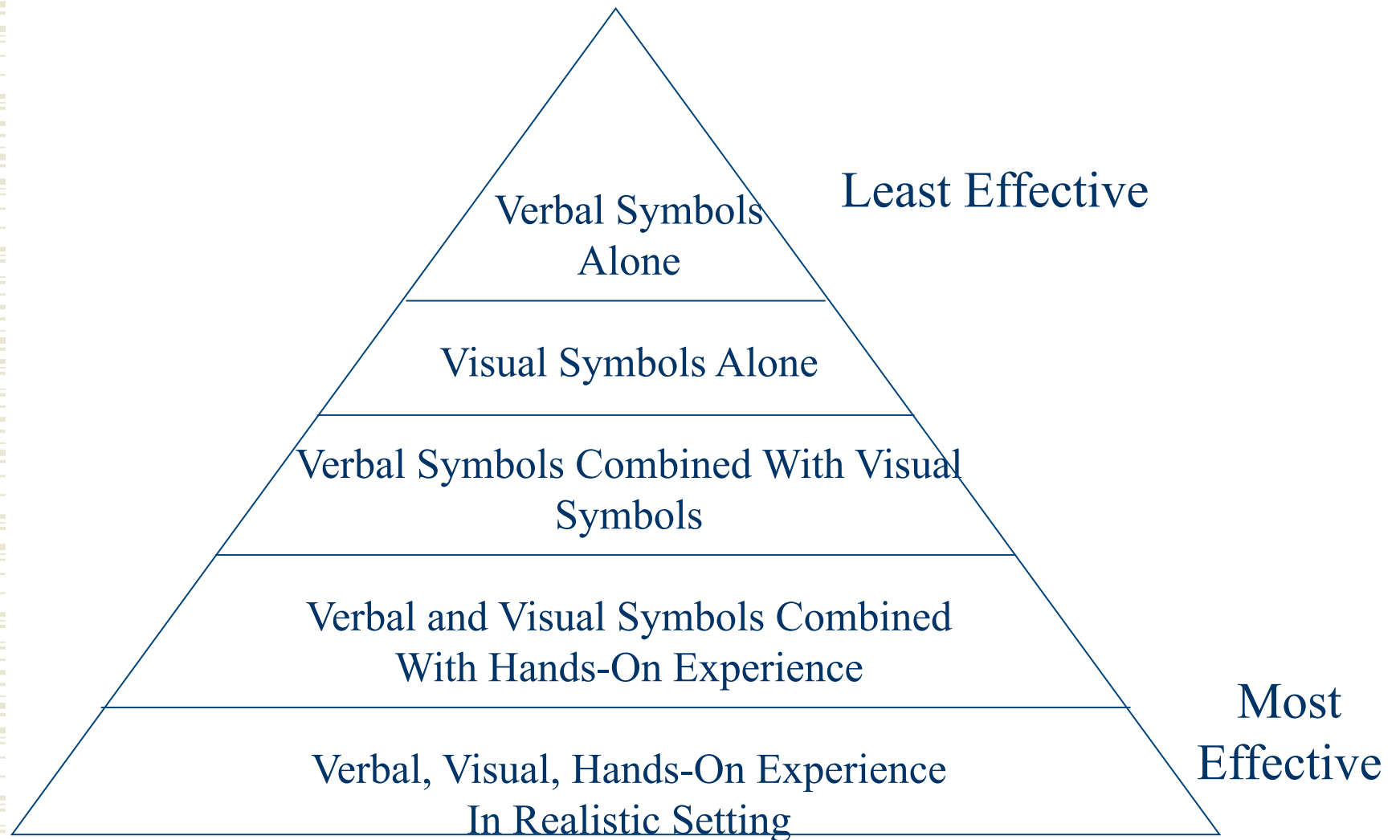
COGNITIVE  
(Knowledge)

AFFECTIVE  
(Attitudes)

PSYCHOMOTOR  
(Skills)



# Maximum Efficiency in Learning



# The Four-Step Teaching-Learning Process

1. Preparation
2. Presentation
3. Coaching and Practice
4. Evaluation

# Preparation Guidelines

Start with the objectives.  
(Tell them **WHAT** you want them to learn.)

Explain the benefits.  
(Tell them **WHY** they should want to learn it.)

Relate the prior learning.  
(Show them they have the **ABILITY** to learn it.)

Outline the content and learning activities.  
(Tell them **HOW** the learning will proceed.)



In Short: **MOTIVATE**

# Presentation Guidelines

1. Use simple language
2. Be familiar with the lesson
3. Use eye contact
4. Use humor appropriately
5. But don't tell jokes
6. Ask questions often
7. Stay in control
8. Use body language appropriately, but avoid distracting mannerisms
9. Be yourself
10. Use visual aids



# The Student's Perspective:

PREPARATION

“Why should I learn this?”

PRESENTATION

“Show me how to do it.”

COACHING & PRACTICE

“Let me try it!”

EVALUATION

“How am I doing?”