

Helping Adult Learners to Learn

Some Considerations

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Background

- ▶ OUM is providing not only an **alternate route** to adult learners to acquire a higher qualification, but, also
- ▶ **another opportunity** to them to engage in a learning environment.
- ▶ However, the **issue** is whether the aspiring learners are instructed effectively so that they could achieve their aims.




Core concerns

- **The Needs of Adult Learners**
- Instructors must be aware of the **needs of the learners**, as
 - they are **part-time students**
 - who are usually **employed** and
 - have to **juggle** between their vocation and learning.



The Need to Know

- ▶ Facilitators must **help adults**
 - ▶ **become aware** of the adult learners "need to know" and
 - ▶ make a case for the **value of learning.**
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The Learners' Self-Concept

Facilitators should

create environments where adults

develop their latent **self-directed learning skills** as

adults believe they are **responsible** for their lives.

The Role of the Learners' Experiences

- Adults come into an educational activity with **different experiences** than do youth.
- **individual differences** in
 - background,
 - learning style,
 - motivation,
 - needs,
 - interests, and
 - goals



The Role of the Learners' Experiences

- ▶ create a greater **need for individualization** of teaching and learning strategies.
- ▶ The **richest resource** for learning resides in adults themselves; therefore,
- ▶ **tapping into their experiences** through experiential techniques (discussions, simulations, problem-solving activities, or case methods) is beneficial



Readiness to Learn

- Adults become **ready to learn** things
- they **need** to know and do
- in order to **cope effectively** with real-life situations.
- Want to **learn what they can apply** in the present, making training focused on the future or that does not relate to their current situations, less effective.

Orientation to Learning

- Adults are **life-centered**
- task-centered, problem-centered in their **orientation to learning.**
- want to **learn what will help them perform** tasks or deal with problems
- they **confront** in everyday situations and
- those presented in the context of application to **real-life.**

Motivation

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➤ Adults are responsive to some **external motivators** such as better job, higher salaries,

but

➤ the most **potent motivators** are internal (e.g., desire for increased job satisfaction, self-esteem).

➤ Their motivation can be **blocked** by training and education that ignores adult learning principles.



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Thank you