

ADULT LEARNING THEORY

Experience

Adults rely on their previous life experiences to inform and aid their learning

Immediate Relevance

Adults want to be able to immediately apply what they've learned

Involved

Adults need to be involved in the planning and evaluation of their instruction

Problem-Centered

Adult learners are problem-centered rather than content-oriented

SELF-DIRECTED LEARNING

TRANSFORMATIONAL LEARNING

SELF-DIRECTION

Adults feel the need to take responsibility for their lives and decisions and this is why it's important for them to have control over their learning.

LESS OPEN-MINDED

Maturity and profound life experiences usually lead to rigidity, which is the enemy of learning. Thus, instructional designers need to provide the "why

EXPERIENCE

Adults have lived longer, seen and done more, have the tendency to link their past experiences to anything new and validate new concepts based on prior learning.

RESPONSIBILITIES

Adult learners have a lot to juggle; family, friends, work, and the need for personal quality time. This is why it's more difficult for an adult to make room for learning,

PRACTICAL

Adults generally prefer practical knowledge that will improve their skills, facilitate their work and boost their confidence.

SLOW & DEEP

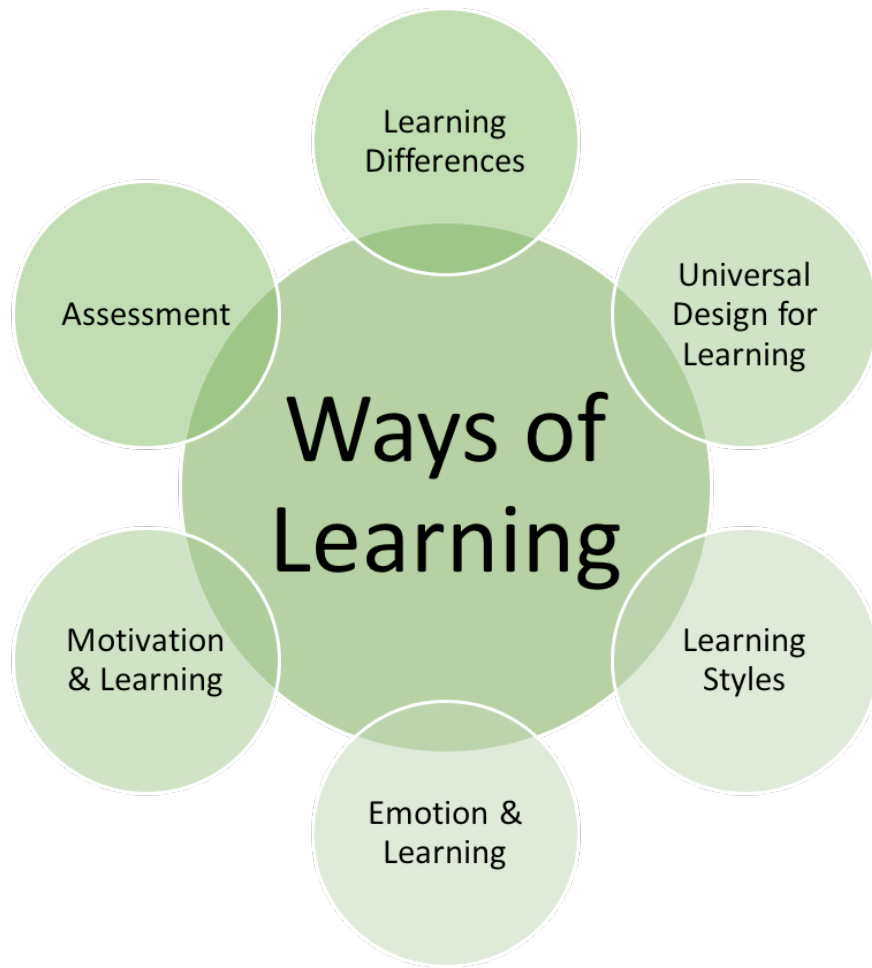
Aging does affect learning. Adults tend to learn less rapidly with age. However, the depth of learning tends to increase over time.

MOTIVATION

Learning in adulthood is usually voluntary. Thus, it's a personal choice to attend school, in order to improve job skills and achieve professional growth.

HIGH EXPECTATIONS

Adults want to be taught about things that will be useful to their work, have immediate results, be worth their while, and not be a waste of their time or money.



SCAFFOLDING & ZPD

support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals

INQUIRY-BASED LEARNING

starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge

CONSTRUCTIVISM

people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences

FEMINIST PEDAGOGY

integrates feminist values (emotion, ethics of care, etc.) with related theories and research on teaching and learning

CRITICAL PEDAGOGY

attempts to help students question and challenge claims to domination/authority