Planing VET courses and choosing methodologies

Adult Learning

Malcom Knowles and David Kolb

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Adult Learning

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Malcom Knowles

Adult Learning Principles

David Kolb

Experiential Learning Cycle

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from
merely teaching people
to
helping them learn better

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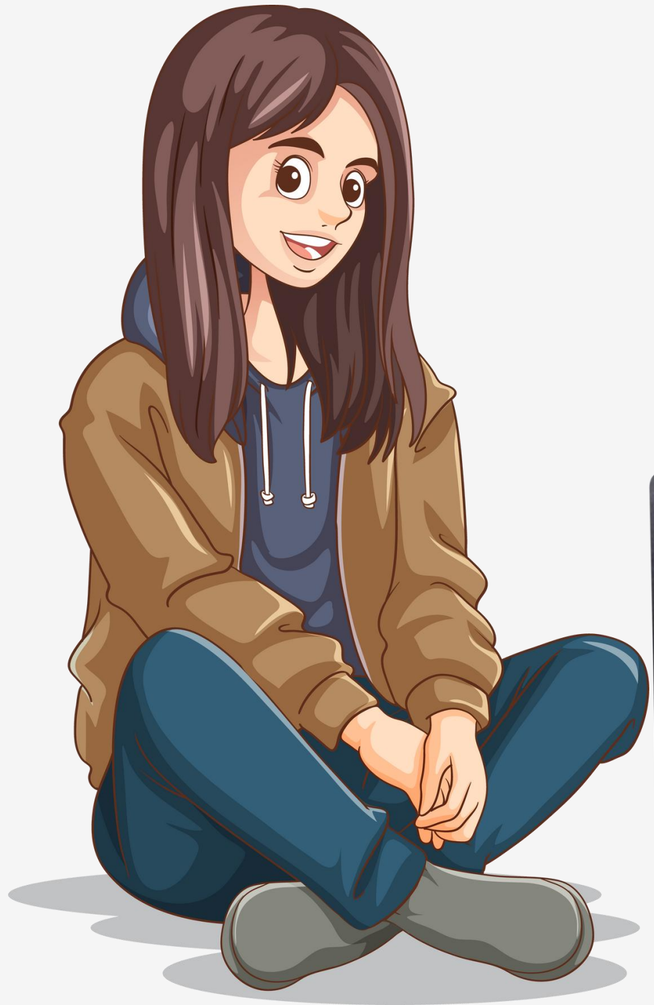

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Principles of Adult Learning / Andragogy

Malcolm Knowles

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Self- concept

Adult Learner Experience Readiness to

Learn Orientation to learning

Motivation to learn

6

Active learning

2

3

4

5

Source: https://www.thinkific.com/blog/principles-andragogy/

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1. **Self- concept**

is a phenomenon “in which individuals take the **initiative**, with or without the help of others, in **diagnosing** their learning needs, **formulating** learning goals, identifying human and material **resources** for learning, choosing and implementing appropriate **learning strategies**, and **evaluating** learning outcomes.”

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2. Adult learner experience

Unlike children who have little experience and must rely on other people's experiences to learn, adult learners are able to **use their unique experiences** to contribute to group discussions and understand a topic better. So even if the concepts a teacher introduces are new, adult learners can reference their lived experiences and **connect the dots** between past knowledge and new information.

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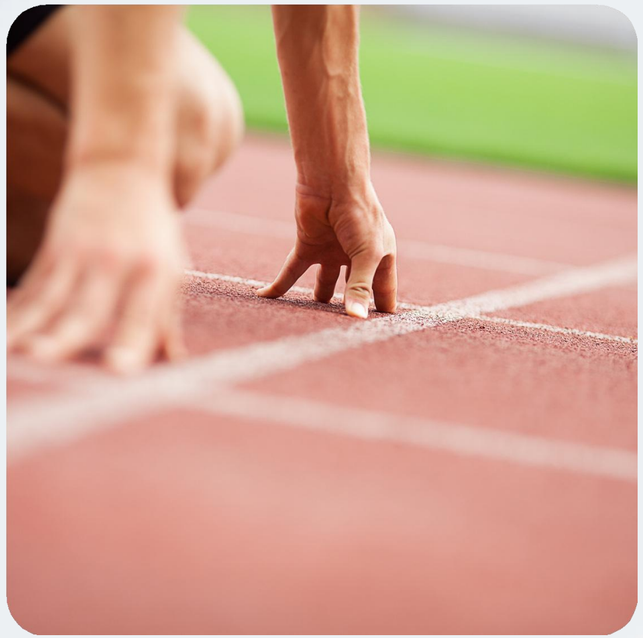
3. Readiness to learn

So to prepare them for the learning process, you'll need to explain to them **why** they need to learn what you want to teach them.

To increase your learners' readiness to learn, determine that what you're teaching has **immediate relevance** to their **personal** and/or **professional lives**. Then develop activities in your lessons that **replicate real-world scenarios** and include **interactive** elements.



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4. Orientation to learning

As children grow into adults, they move away **from subject-based** learning to **problem-based** learning, which focuses on new knowledge that can be applied in practical situations. Their orientation shifts from a **postponed application** of knowledge and prioritizes the **immediacy** of application. On the flip side, adults will rather devote their time to learning a concept or skill **if they're sure they'll need the knowledge right away**. Because of this, adults don't focus much on the concept itself, but on how they'll apply it in their personal and/or professional lives.

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5. Motivation to learn

To sth →  → **From sth**

Child's motivation for learning is **external** — whether from parents, teachers, or the general society. They're required to go to school, and if they don't, they'll likely face external consequences.

Adult needs i**nternal motivators**, which are unique to each learner, include **self-actualization**, better **quality of life**, and **self-esteem**, amongst others are far more important, than satisfying other/ receiving grades.

Internal	External
Curiosity	Trade off /$
Fun	Fear
Purpouse	

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6. Active learning

For centuries, educators have successfully used **traditional lectures** to deliver knowledge to students. They're fairly inexpensive, can be used to teach many students at the same time, and can be adapted to any topic and audience. M. Knowles, however, saw their passive nature, disconnection from the learners' real-life practice, and the effort learners have to put in to maintain attention. Knowles posited that educators shall include interactive strategies in their lectures to make them more effective.

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To sum up.

- Learners do much **more than passively sit and listen** to an instructor for an hour
- There is less emphasis on passing information and **more on developing a learner's skills**
- Learners engage in **dynamic and interactive** sessions, which involve reading, writing, class discussions, and experiments
- Learners are encouraged to **analyse, synthesise, and evaluate** concepts
- Learners are encouraged to explore their **own attitudes and values**

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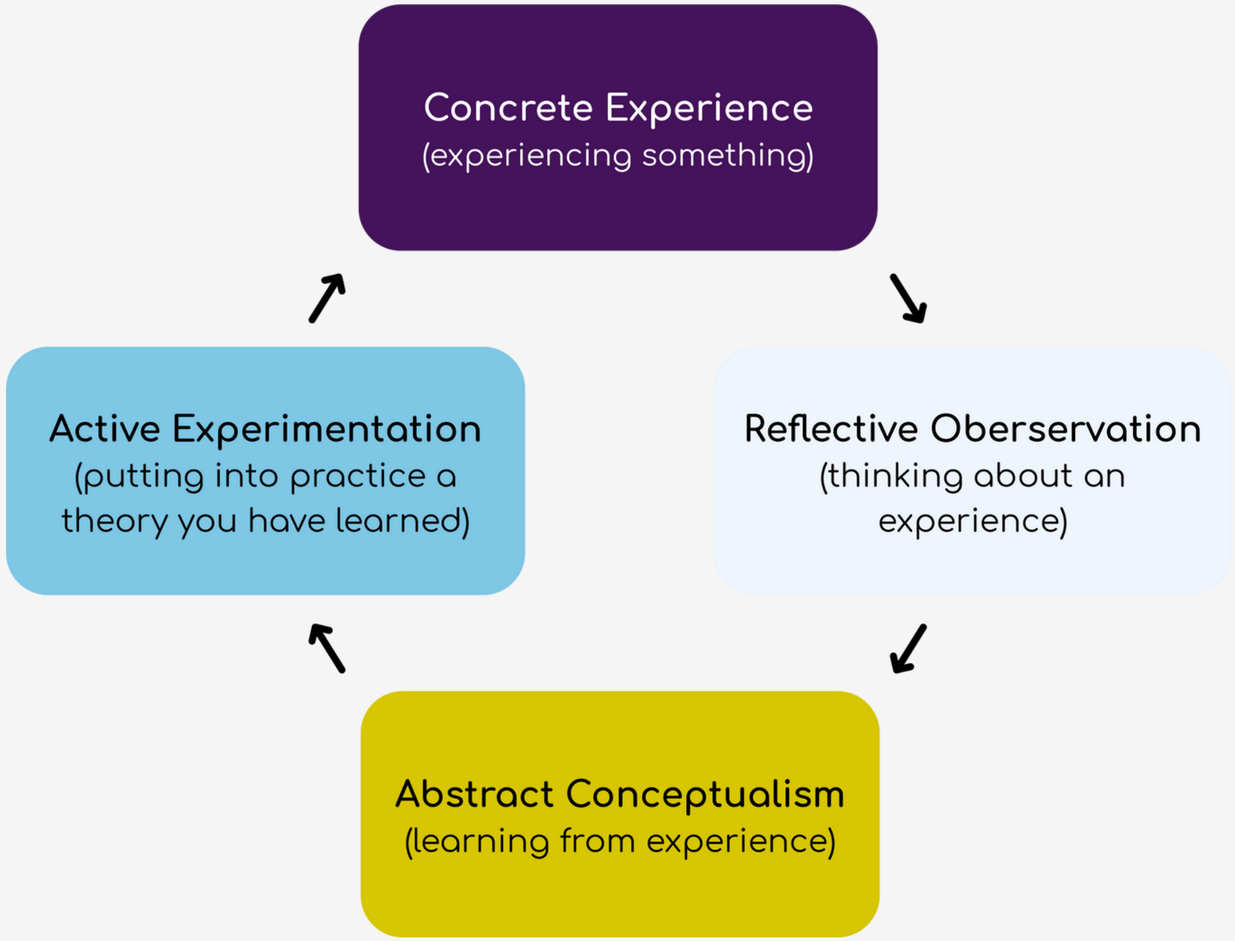
David Kolb Experiential Learning Cycle



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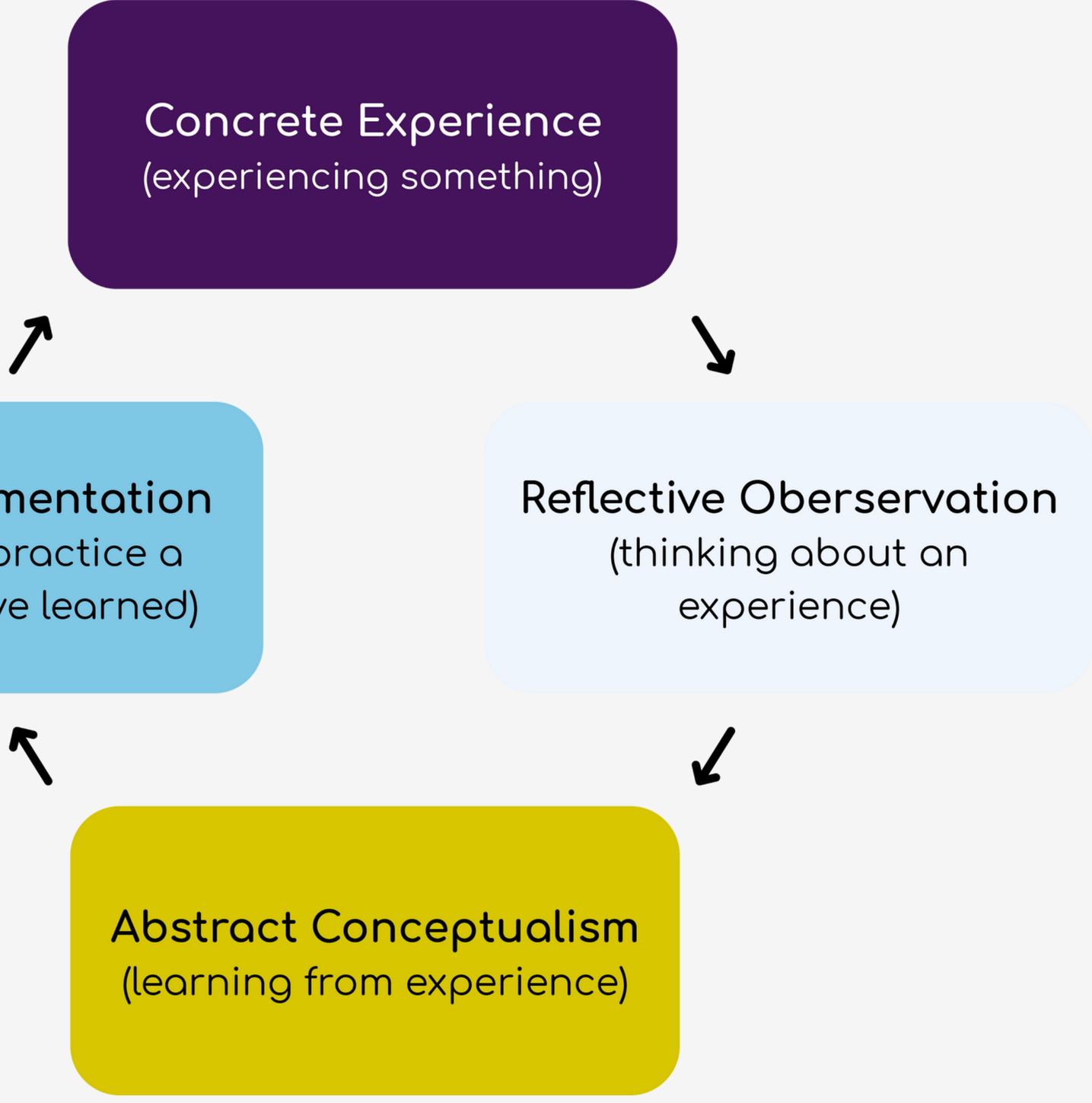

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Activity - min. 20min

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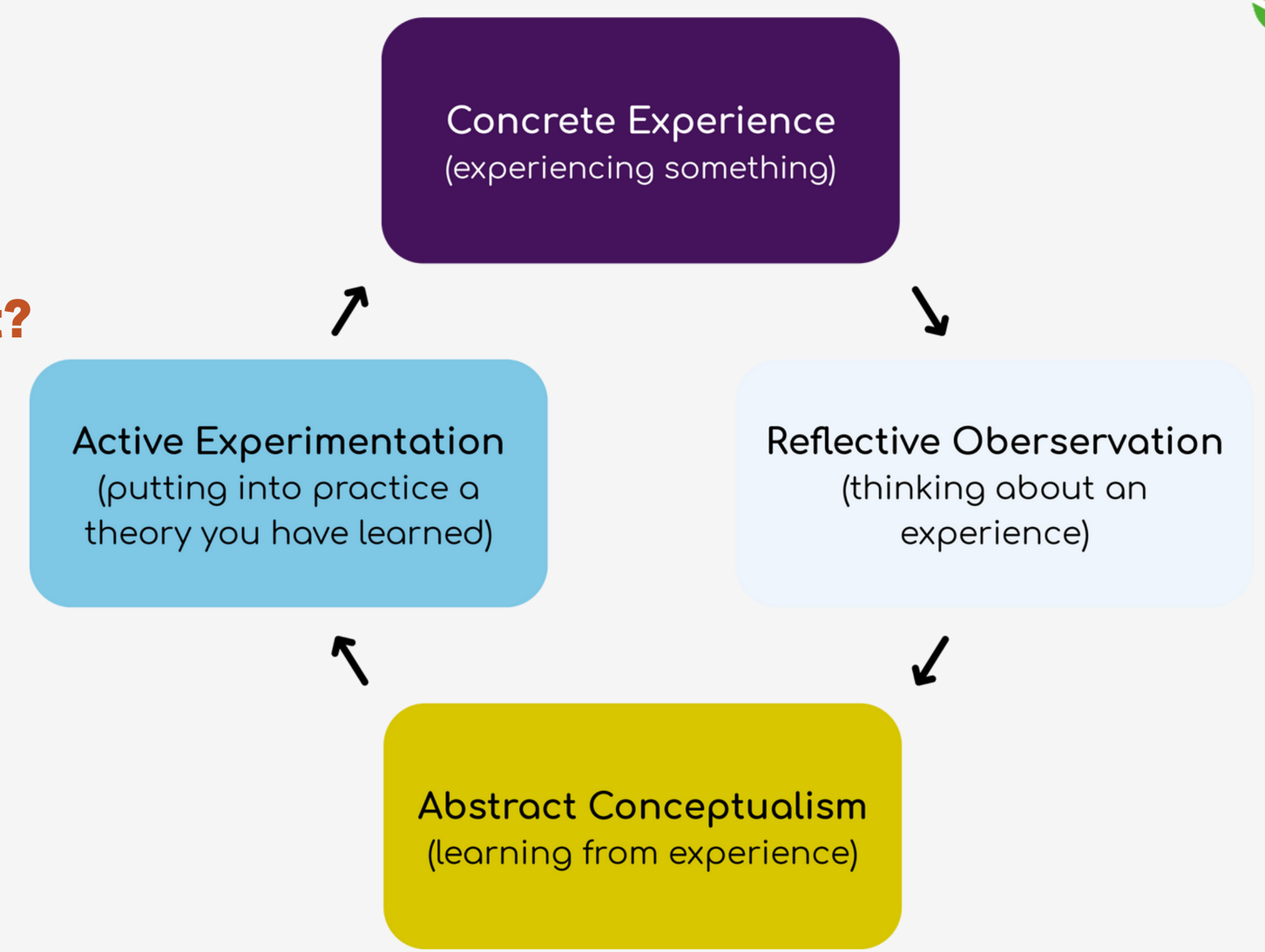

How to apply it?

Emotional expression

Theory

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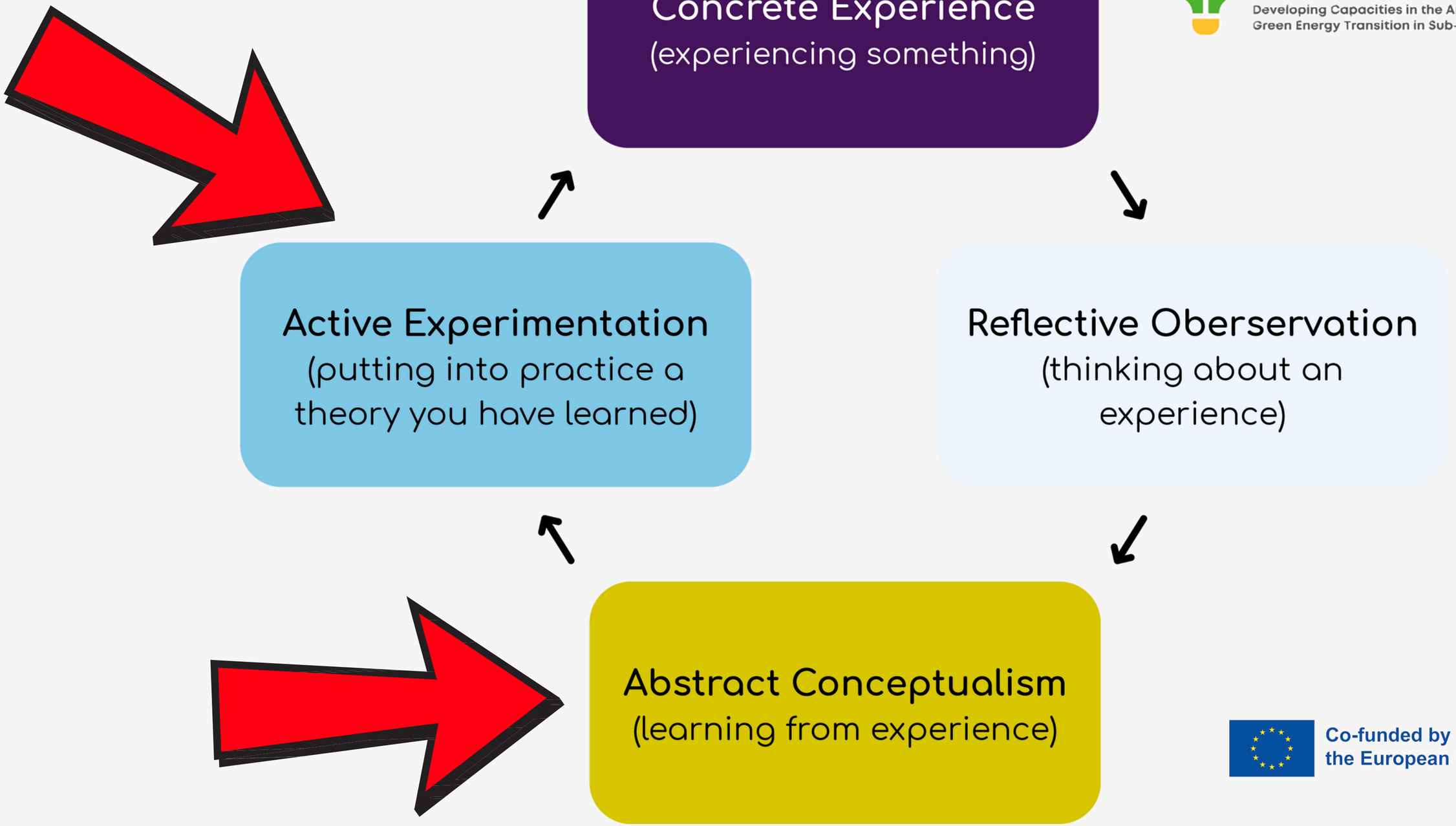

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Skills

Knowledge

Attitude

Reflective thinking!

1. What happened?
2. Why?
3. Did you like it?
4. What could be done differently the next time?

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QUESTIONS?

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