TEACHING ADULTS

Warsaw, 23 October 2013

TEACHING ADULTS

Learner's self concept

A lerner is responsible and independent individual.

Adult learner should participate in the creation of a learning process, programme and selection of relevant methods.

TEACHING ADULTS

Learner's experience.

Learning process is influenced by the previous experience. Adults pay attention to their own findings rather then lectures.

Active techniques and use of learner's experience should dominate in the teaching process (experimenting, case studies, discussions, sharing information etc).

TEACHING ADULTS

Readiness to learn.

Adults learn only things they regard useful and necessary to deal with their challenges

Adult education should be organized in a way that will meet individual needs of a learner and tailored to their individual abilities and expectations.

TEACHING ADULTS

Approach to learning

Adults need competences to be able to meet the challenges of modern life? Solve problems and support their own development.

Learners need to see practical usefulness and applicability of the acquired skills.
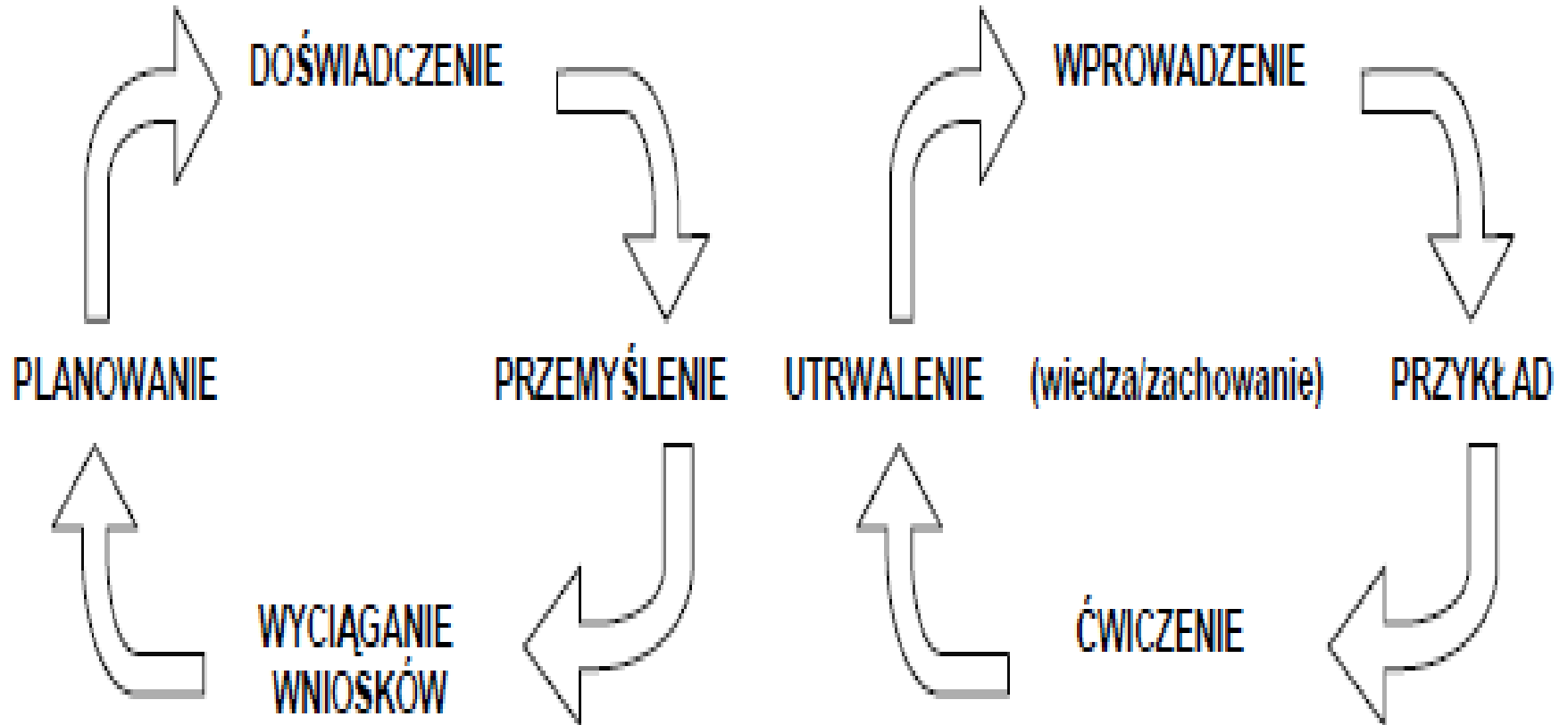
TEACHING PROCESS

Element	Children	Adults
1. Preparation	Minimum	Ensure necessary information, prepare to participation, help to define realistic expectations and reflect on the content of learning
2. Atmosphere	Formal, set on competition, teacher in the centre	Trust, mutual respect, informal, warm, cooperation, support, care
3. Planning	By a teacher	Together

TEACHING PROCESS

Element	Children	Adults
4. Needs analysis	By a teacher	Together
5. Learning goals	Set by a teacher	Set in a process of bileteral negotiation
6. Learning plan development	Subject logic, focused on content	Sequence, depending on a learner's readiness, focused on problem
7. Methods and techniques	Focused on information transmittion	Focused on findings
8. Evaluation	By a teacher	Together

Kolb's learning cycle

DOŚWIADCZENIE

WPROWADZENIE

PLANOWANIE

PRZEMYŚLENIE

UTRWALENIE

(wiedza/zachowanie)

PRZYKŁAD

WYCIĄGANIE WNIOSKÓW

ĆWICZENIE

Rules

- **Adults need to know why they have to learn**

- **Adults want and need learning by doing**

- **Adults approach learning as problem solving**

- **Adults learn best when the subject concerns their direct value or need**