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Part I: Adult Learning

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CHAPTER 1: Introduction to adult learning

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Andragogy

❖ Definition

- A set of core principles of adult learning that in turn enable those designing and conducting adult learning to build more effective learning processes

❖ Transactional Model

- Focus on characteristics of the learning transaction - not the goals of that transaction
- Applicable to any adult learning

Critiques & Strengths


❖ Critiques of Andragogy

- Too much focus on individual adult learning
- Not enough focus on goals of adult education
- Incomplete in terms of learning decisions

❖ Strengths of Andragogy

- Ability to apply principles to all adult learning situations

6 Principles of Andragogy

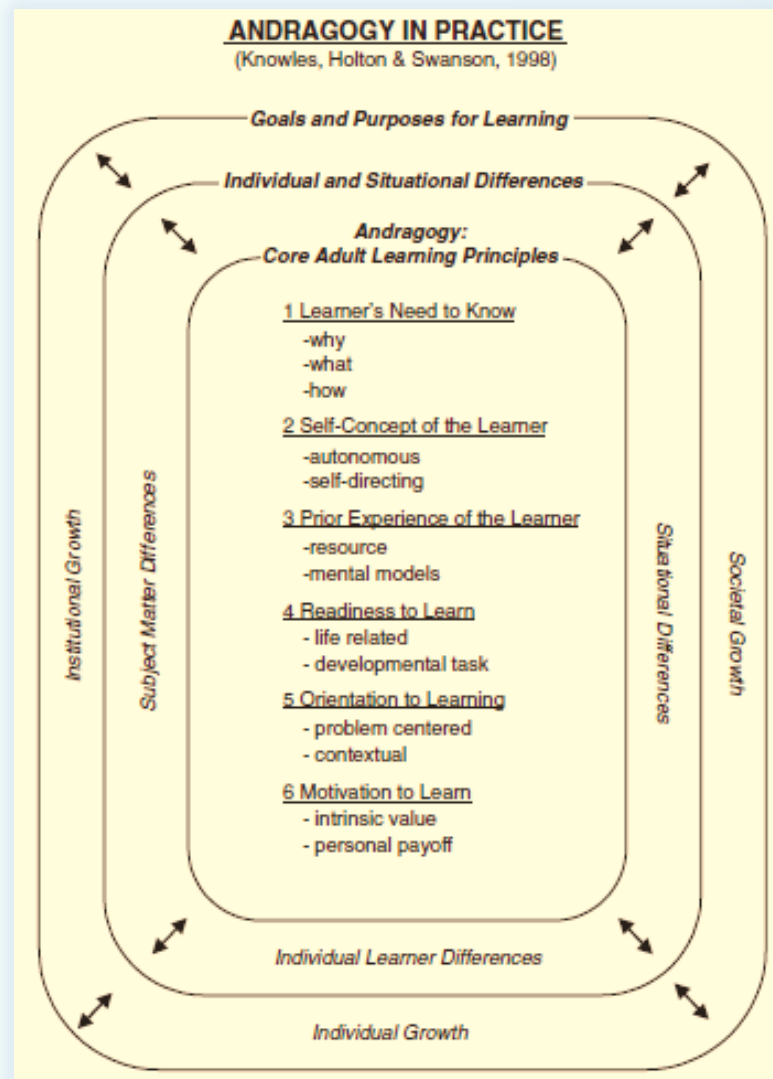
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- 1 The learner's need to know
 - 2 Self-concept of the learner
 - 3 Prior experience of the learner
 - 4 Readiness to learn
 - 5 Orientation to learning
 - 6 Motivation to learn

Other Factors Affecting Adult Learning

- ❖ **Individual learner differences**
- ❖ **Situational differences**
- ❖ **Goals and purposes of learning**



Adult Learning: From Theory to Practice



Reflection Questions

- 1. What are your general thoughts on how humans learn?**
- 2. Based on personal experience, what key factors are related to adult learning?**
- 3. Why is Andragogy in Practice presented as a holistic learning model?**
- 4. If you understood more about how adults learn, how would you use this information?**



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Chapter 2: Exploring the World of Adult Learning

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Why Explore Learning Theory?

❖ Who should explore learning theory?

- Policy-level leaders
- Change agents
- Learning specialists
- Consultants

❖ Why explore learning theory?

- Better understanding leads to better decisions regarding learning experience
- Increases chances for achieving desired results



What is a Theory?

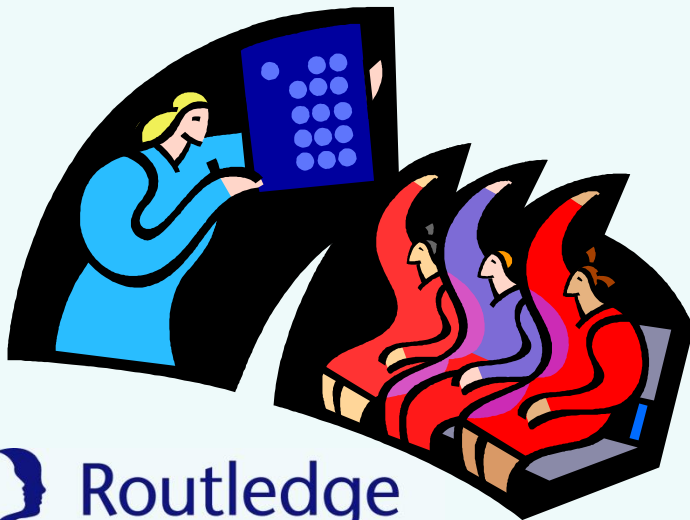
❖ **Authors' Definition:**

- A theory is a comprehensive, coherent, and internally consistent system of ideas about a set of phenomena.

Education

❖ Definition:

- An activity undertaken or initiated by one or more agents that is designed to effect changes in the knowledge, skills, and attitudes of individuals, groups, or communities



❖ Role of educator

- ✖ Change agent
- ✖ Present stimuli and reinforcement for learning
- ✖ Designs activities to induce change

Learning

❖ **Authors' Definition:**

- The process of gaining knowledge and/or expertise

❖ **Other Definitions:**

- A change in behavior as a result of experience
+ Centers on fact and interpretation, not a definition

❖ **Emphasis on:**

- Person in whom the change occurs



Learning (cont.)

Learning

Product

Growth

Process

Development of
Competencies

Function

Fulfillment of Potential

Other Theories on Learning



Planned learning



Natural growth

Bruner's Benchmarks about the Nature of Intellectual Growth

Characterized by increasing independence from stimulus

Depends on internalizing events into a “storage system” that corresponds to the environment

Increasing capacity to say what one has done or will do

Depends upon interaction b/w tutor and learner

Facilitated by the medium of language

Increasing capacity to deal with several alternatives simultaneously



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Criticisms of Learning Focused on Growth



Underemphasizes emotional skills

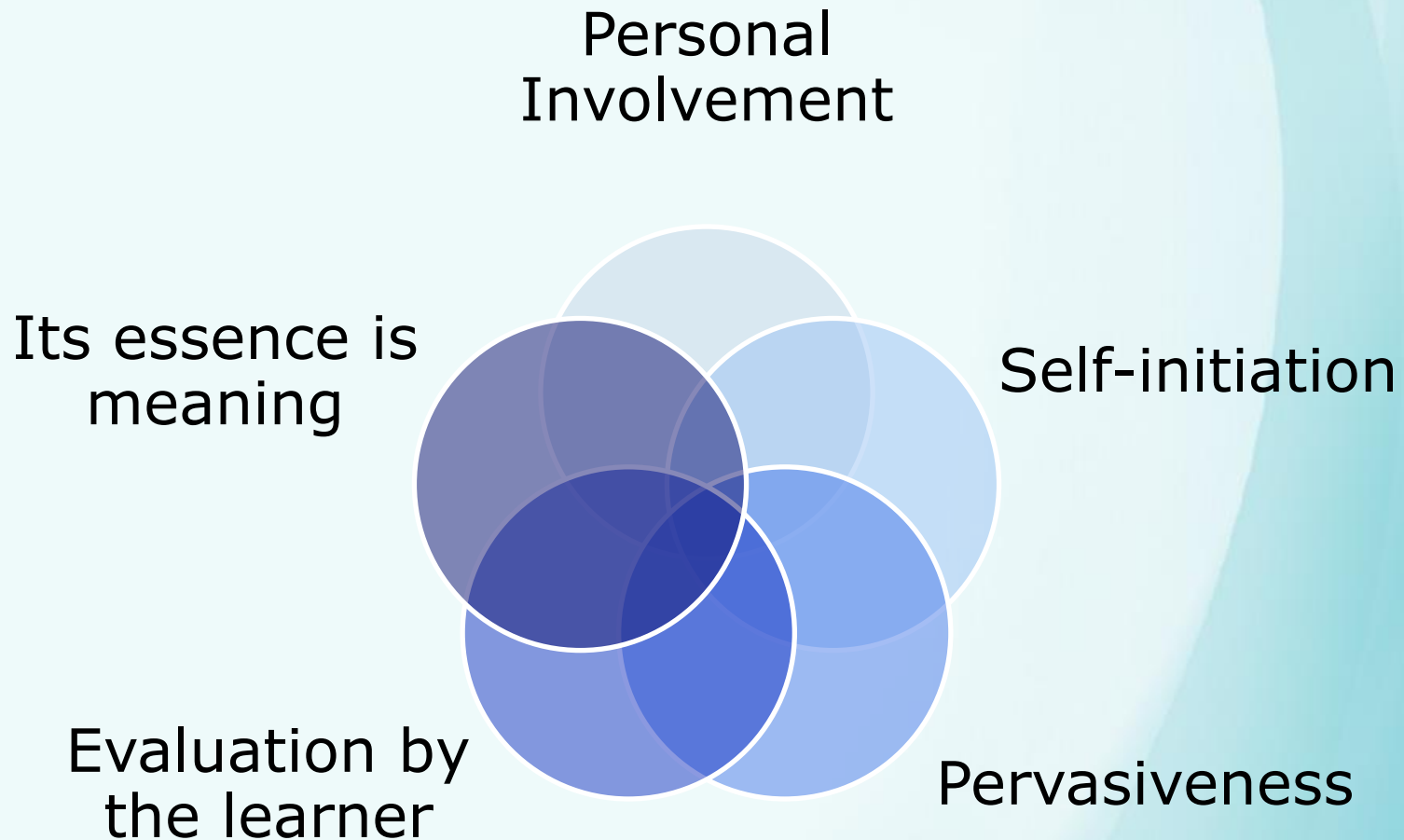
Exclusive attention to extra psychic stimuli

Equating symbolism with verbalism

Preoccupation with the process of attainment

Excludes the processes of concept formation or invention

Elements of Humanistic Psychology



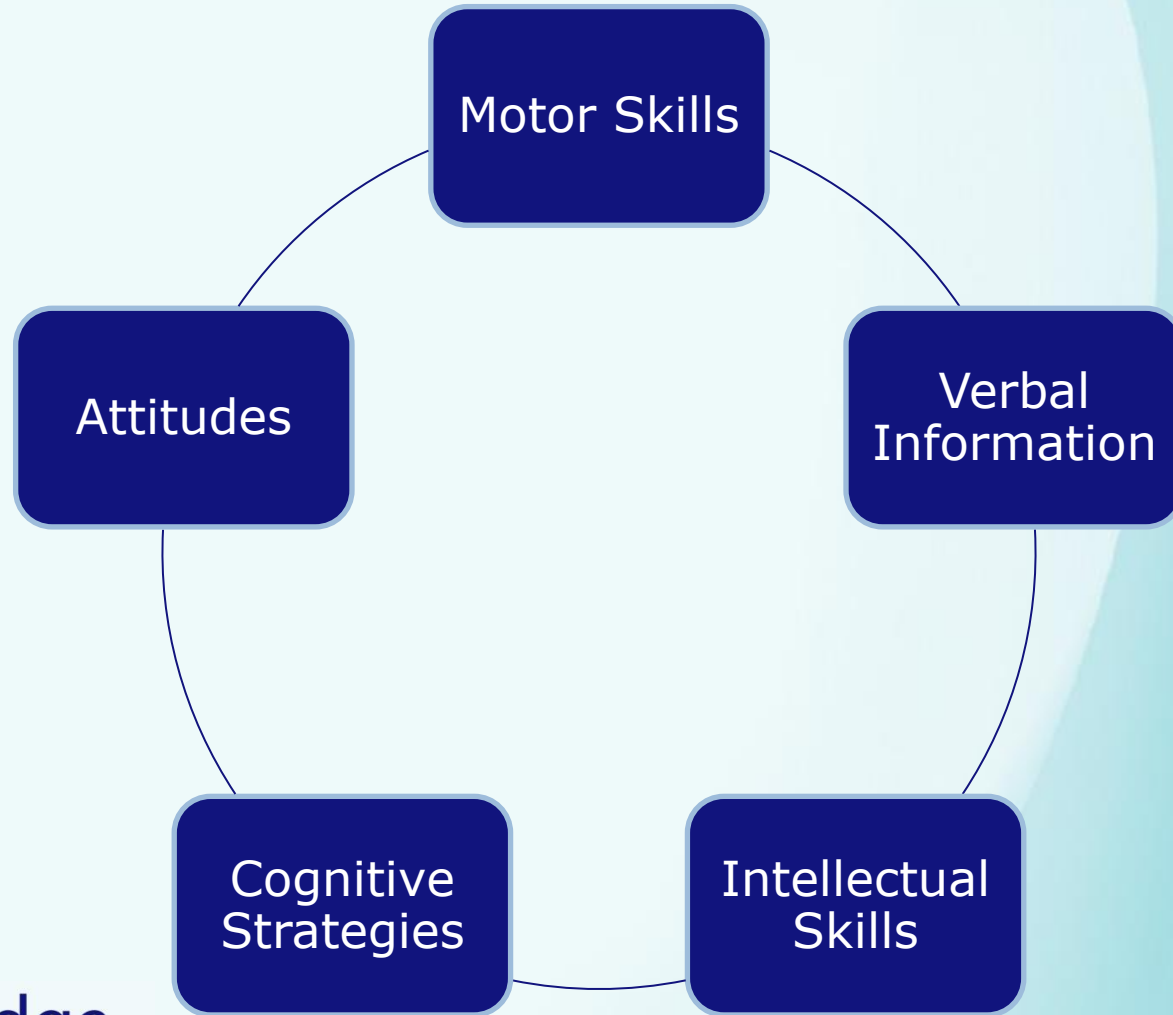
Independent Learning

"The learner has the need and the capacity to assume responsibility for his own continuing learning."

~ Sidney Jourard



Gagne's 5 Domains of the Learning Process



Tolman's 6 Types of "Connections/Relations" to be Learned

Cathexes



Equivalence Beliefs



Field Expectancies



Field-cognition Modes



Drive Discriminations



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Bloom and Associates' 3 Domains of Educational Objectives

- 1. Cognitive**
- 2. Affective**
- 3. Psychomotor**



Reflection Questions

- 1. What is the connection between theory and practice?**
- 2. Why should practitioners care about theory?**
- 3. What is the essential difference between the concepts of education and learning?**
- 4. What definition of learning or key points about learning presented in this chapter have the most meaning to you? Why?**