Part 3: Advancements in Adult Learning

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Chapter 9: New Perspectives on Andragogy

The Learner's Need to Know

❖**How learning will be conducted?**

❖**What learning will occur?**

❖**Why learning is important?**

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Self-Directed Learning

❖ **2 Conceptions of self-directed learning**

1. Self-teaching
2. Personal autonomy

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Grow's Stages in Learning Autonomy

Grow's Stages in Learning Anatomy			
Stage	**Student**	**Teacher**	**Examples**
Stage 1	Dependent	Authority, coach	Coaching with immediate feedback, drill. Informational lecture. Overcoming deficiencies and resistance
Stage 2	Interested	Motivator, guide	Inspiring lecture plus guided discussion. Goal-setting and learning strategies.
Stage 3	Involved	Facilitator	Discussion facilitated by teacher who participates as equal. Seminar. Group projects.
Stage 4	Self-directed	Consultant, delegator	Internship, dissertation, individual work or self-directed study group.

Garrison's Model of Self-Directed Learning

Self-management	• Control
Motivation	• Entering and task
Self-monitoring	• Responsibility

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Locus of Control

❖**Defined**
- People attribute the cause or control of events to themselves or to an external environment

❖**Internal**
- Attribute control of events to themselves

❖**External**
- Attribute control to outside forces

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Prior Experiences of the Learner

❖ **Adults' experiences shape and inhibit new learning**

❖ **Research**

- "Single-loop" vs. "double-loop" learning
- "Knowing-in-action" vs. "reflection-in-action"
- Schema theory
- Information processing
- Memory research
- Constructivism

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Learner Experience Research: Single-Loop vs. Double-Loop Learning

Single-Loop Learning

- Learning that fits prior experiences and existing values, which enables the learner to respond in an automatic way

Double-Loop Learning

- Learning that does not fit the learner's prior experiences or schema.

- Requires learners to change their mental schema in a fundamental way

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Learner Experience Research: Knowing-in-action vs. Reflection-in-action

Knowing-in-action

- The somewhat automatic responses based on a person's existing mental schema that enable him or her to perform efficiently in daily actions

Reflection-in-action

- Process of reflecting while performing to discover when schema are not appropriate & changing those schema when appropriate

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Learner Experience Research (cont.)

❖ **Schema Theory**

- Schema are the cognitive structures that are built as learning and experiences accumulate and are packaged in memory

- Result = Improved individual and organizational learning and performance

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Learner Experience Research (cont.)

❖Information Processing

- Prior knowledge acts as a filter to learning through attentional processes
- Result = Learners pay more attention to learning that fits with prior knowledge schema

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Learner Experience Research (cont.)

❖ Memory Research

- 3 components of memory
    - ✓ Sensory
    - ✓ Short-term
    - ✓ Long-term
- Experience affects sensory memory through the process of attention and selecting what information to process

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Learner Experience Research (cont.)

❖ **Constructivism**

- All knowledge is context bound, and that individuals make personal meaning of their learning experiences
- New information must be related to other existing information in order for learners to retain and use it

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Readiness to Learn

- ❖ Adults become ready to learn when their life situation creates a need to know

- ❖ The more adult learning professionals can anticipate & understand adults' life situations & learner readiness, the more effective they can be


Pratt (1988)

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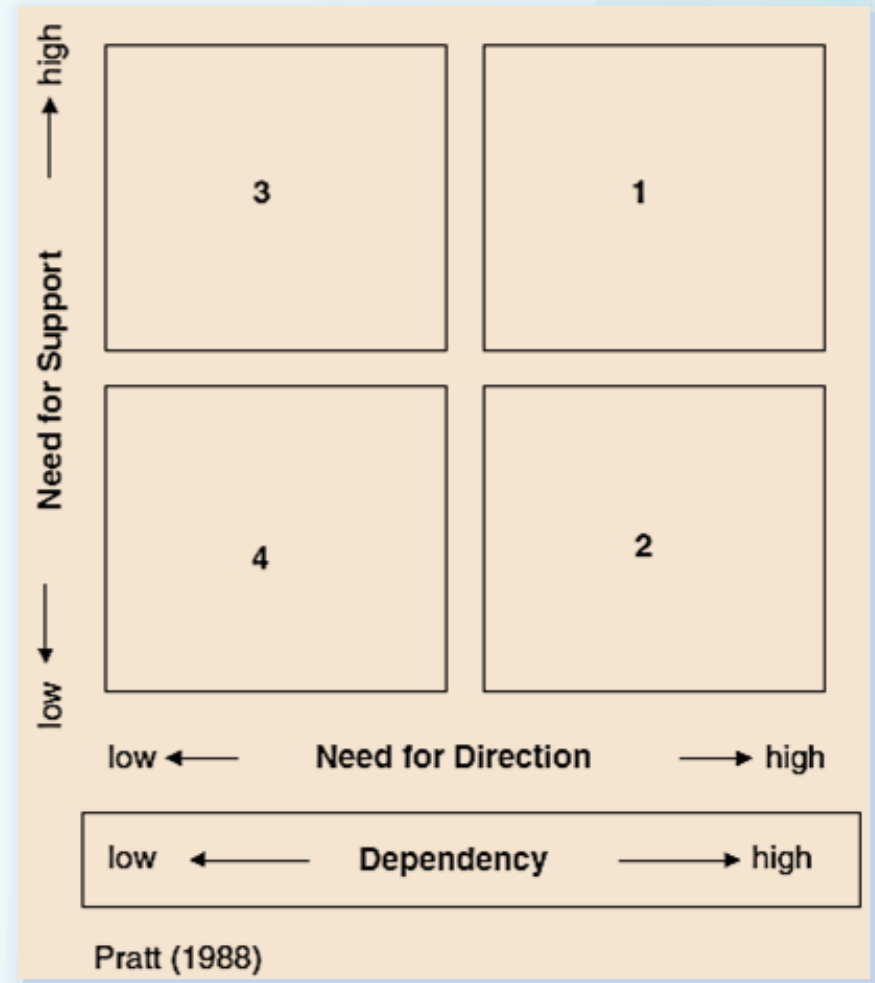
Orientation to Learning and Problem Solving

Kolb's 4 Steps in Experiential Learning Cycle

1. Concrete experience
2. Observations and reflection
3. Formation of abstract concepts and generalization
4. Testing implications of new concepts in new situations

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Kolb's Experiential Learning Model
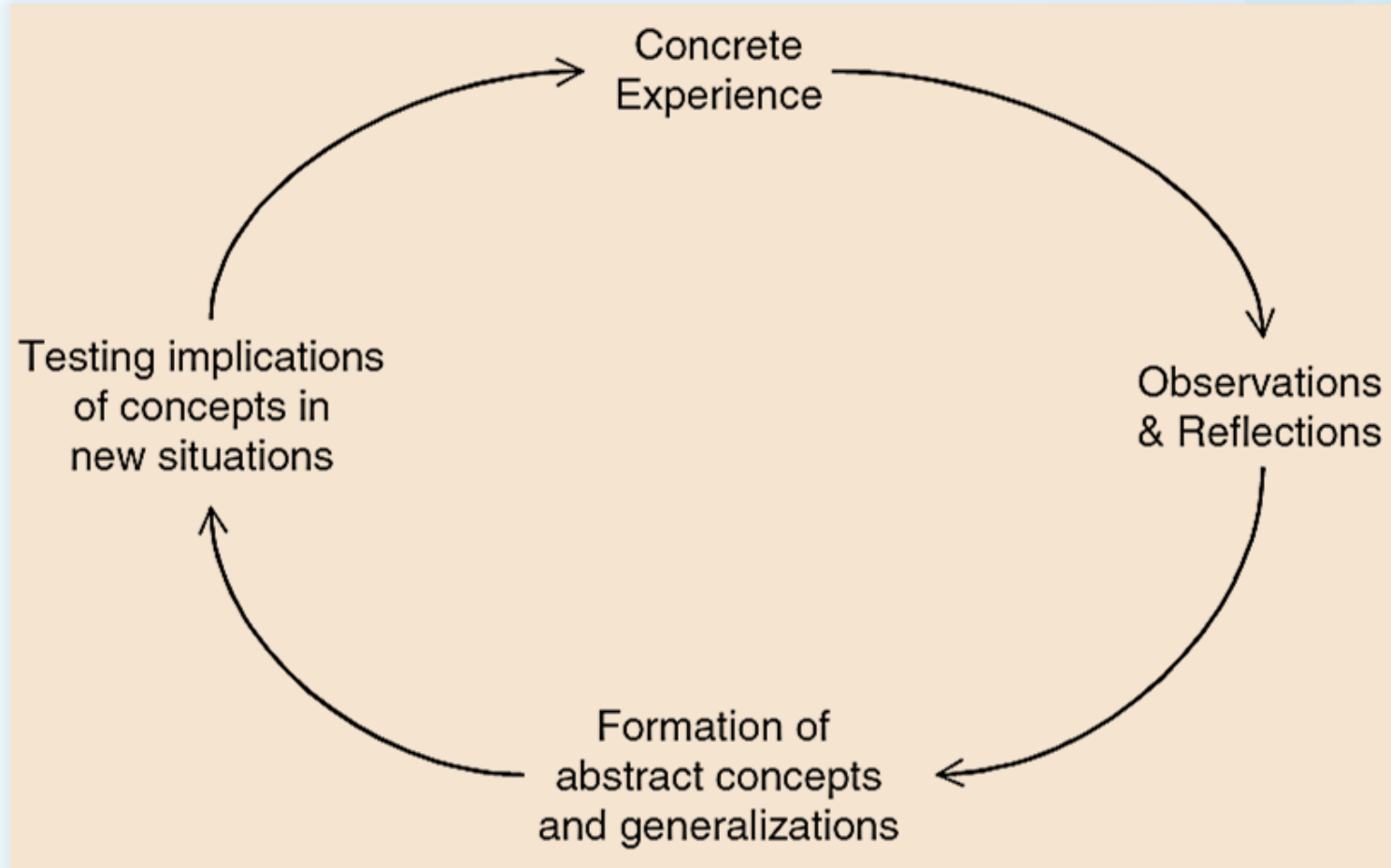
Motivation to Learn

❖ **Assumption of Andragogy**

- Adults tend to be more motivated toward learning that helps them solve problems in their lives or results in internal payoffs

❖ **Wlodowski's 4 Factors of Adults' Motivation to Learn**

1. Success
2. Volition
3. Value
4. Enjoyment

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Motivation to Learn (cont.)

❖ **3 Motivation Factors of Expectancy Theory**

- Valence
  - ✓ Value a person places on the outcome
- Instrumentality
  - ✓ Probability that the valued outcomes will be received, given that certain outcomes have occurred
- Expectancy
  - ✓ Belief a person has that certain efforts will lead to outcomes that get rewarded

Motivation to Learn (cont.)

Characteristics and Skills of Motivating Instructors (Wlodowski, 1985)

1. Expertise: The power of knowledge and preparation
   - Knows something beneficial to adults
   - Knows it well
   - Is prepared to convey it through an instructional process

2. Empathy: The power of understanding and consideration
   - Has a realistic understanding of learner's needs and expectations
   - Has adapted instruction to the learner's level of experience and skill development
   - Continuously considers learners' perspectives

3. Enthusiasm: The power of commitment and animation
   - Cares about and values what is being taught
   - Expresses commitment with appropriate degrees of emotion, animation, and energy

4. Clarity: The power of language and organization
   - Can be understood and followed by most learners
   - Provide for learners a way to comprehend what has been taught if it is not clear in the initial presentation

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Reflection Questions

1. Report on a personal experience confirming the principle *Learners need to know.*

2. Report on a personal experience confirming the principle *Self-directed learning.*

3. Report on a personal experience confirming the principle *Prior experience of the learner.*

4. Report on a personal experience confirming the principle *Readiness to learn.*

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Reflection Questions (Cont.)

5. **Report on a personal experience confirming the principle *Orientation to learning problem solving.***

6. **Report on a personal experience confirming the principle *Motivation to learn.***

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