

ADULT LEARNING THEORY

TPS-DePaul
Level III Program

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CONGRESS

TEACHING
with PRIMARY
SOURCES

Assumptions of Adult Learning

- Self-Concept
- Experience
- Readiness to Learn
- Orientation to Learning
- Motivation to Learn

Principles of Andragogy

- Involvement
- Experience
- Relevance & Impact
- Problem-Centeredness

FACILITATING ADULT LEARNING

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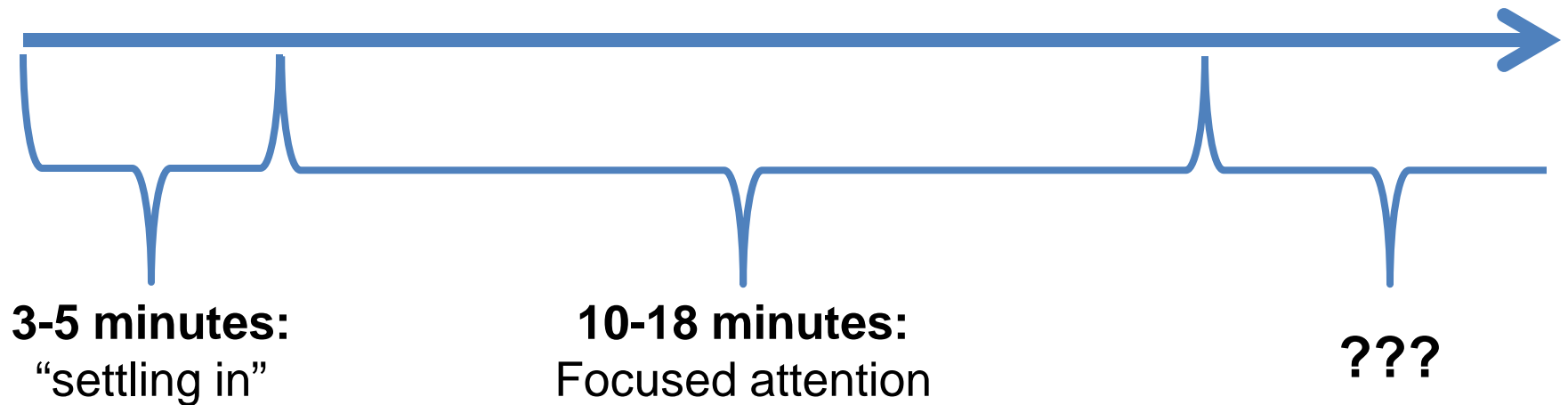
TEACHING
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ASLEEP IN BATTERY
PARK ON HOT DAY

2273-4



Middendorf and Kalish (1996)



Lecture vs. Facilitation

- Lecture
 - from the Latin *lectus*, “to read”
- Facilitation
 - from the Latin *facilis*, “easy”

Example: “The Simpsons”



Keys to Facilitation

- Learner-Centered Intentionality, achieved through...
 - Clear, concise objectives
 - Clear, concise content

Rational Objectives

- What information or skills do your learners need to learn?
- SMART goals:

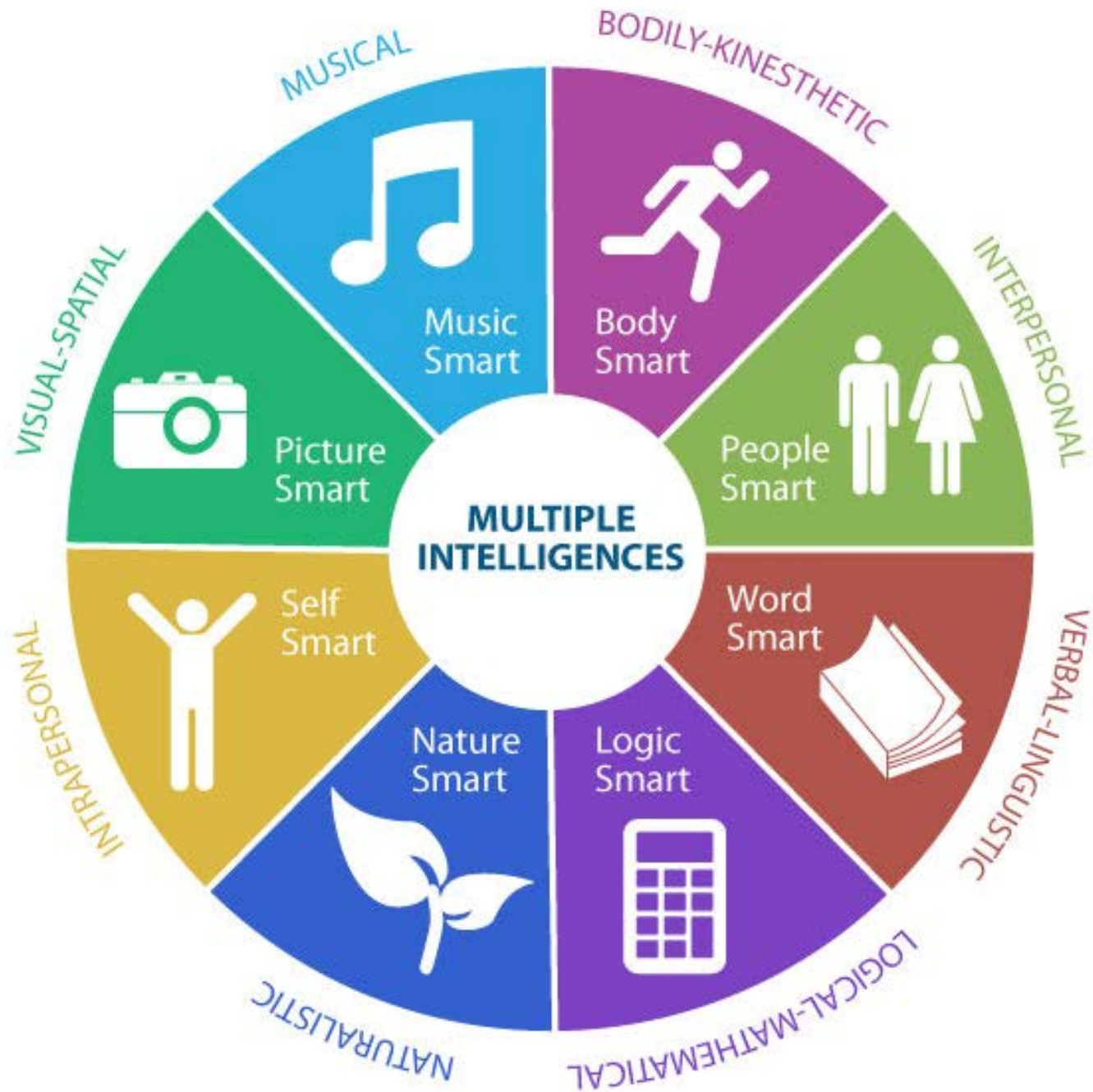
Specific
Measurable
Achievable
Relevant
Timely

Experiential Objectives

- What state of mind do you want your learners to have as they leave?
 - Based on the needs of your audience
 - Determine tone of presentation

Content

- Brainstorm
- Categorize (3-4 topics)
- Illuminate



Presenting

Do

- Minimize text/maximize images
- Speak conversationally
- Include activities
- Discuss and interact
- Leave time for *focused* reflection
- Relax!

Don't

- Read/lecture (from notes or PPT)
- Go too fast (or slow)
- Become a “sage-on-the-stage”
- Marry the lectern
- Ask “any questions?”
- Freak out

Practice!

Facilitation Activity

- With your partner, read your assigned prompt. Then do the following:
 - Develop a Rational Objective
 - Develop an Experiential Objective
 - Brainstorm 10-12 content ideas
 - Categorize your content ideas into 3-4 areas
 - Create one activity for your presentation