

Learning Principles

The adult is a partner with the instructor in the learning process.

Adults are capable of taking responsibility for their own learning.

Adult learners gain through two-way communication.

Adults learn through reflection on their and others' experience.

Adults learn what they perceive to be useful in their life situations.

Adults' attention spans are a function of their interest in the experience.

Adults are most receptive to instruction that is clearly related to problems they face daily.

Adults learn best when they are being treated with respect.

Adults do not typically see themselves as learners.

Adults learn better in a climate that is informal and personal.

Adult learners apply learning that they have been influential in planning.

Adults learn when they feel supported experimenting with new ideas and skills.

Adults are likely to have somewhat fixed points of view that make them closed to new ways of thinking and behaving.

Adults learn to react to the differential status of members of the group

Adults are internally motivated to develop increased effectiveness.

Adults filter their learning through their values systems.

Implications for Course Design

Participants should actively influence the learning approach.

Incorporate self-directed learning activities in the course design.

Avoid over-use of lectures and 'taking-to', emphasise discussion.

Use of interactive methods such as case studies, role-playing, etc.

Make the content and materials closely fit assessed needs

Allow plenty of time to 'process the learning activities.

Include applications planning in each learning activity.

Promote giving inquiry into problems and affirm the experience of participants

Give participants a rationale for becoming involved and provide opportunities for success.

Promote getting acquainted and interpersonal linkages.

Diagnose and prioritise learning needs and preferences during the course as well as before.

Use learning groups as 'home bases' for participants.

Include interpersonal feedback exercises and opportunities to experiment.

Use sub-groups to provide safety and readiness to engage in open interchange

Make all learner evaluation self-directed.

Provide activities that focus on cognitive, affective and behavioural change.