



# Adult Learning Basics

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# Jessica Quintero, M.Ed. has the following disclosures to make:

- No conflict of interests
- No relevant financial relationships with any commercial companies pertaining to this educational activity



# Objective

At the end of this presentation, participants will be able to discuss the basic adult learning principles and techniques

- Learning styles
- Communicating effectively
- Engaging participants
- Tools to teach
- Target audience
- Resources



# Adult Learning Overview

## SECTION I



# Introduction to Terms

- Pedagogy
  - The method and practice of teaching
  - Teacher-centered method
- Andragogy
  - The method and practice of teaching adult learners
  - Learner-centered method



# Pedagogy vs. Andragogy

## Adults...

- Want to decide which topics to focus on
- Bring their experiential knowledge into a learning environment
- Will self-assess if given the proper tools

## Children...

- Learn in a linear manner
- Are totally dependent on the instructor for knowledge
- Are motivated by external pressures



# Learning Styles

## SECTION II



# Learning Styles

The three primary learning styles are:

- Visual – looking, seeing, viewing and watching
- Auditory – listening, hearing and speaking
- Kinesthetic – experiencing, moving and doing.





- People remember more when they practice or use their learning.
- Amount of information we remember in direct proportion to amount of involvement in learning.
- Choosing appropriate methods for delivery is critical in increasing retention.



# Learning Style Methods

## VISUAL

- Transparencies
- Videos/Slides
- Flow Charts
- Readings
- Demonstrations
- Mind Maps

## AUDITORY

- Lectures
- Group Discussions
- Informal Conversations
- Stories and Examples
- Brainstorms

## KINESTHETIC

- Role Plays
- Simulations
- Practice Demonstrations
- Writing/Note Taking
- Activities



**ADULT LEARNERS** are most interested in subjects  
that have immediate relevance to their lives.





# Key Points to Learning Styles

*Use a blend of training methods and materials to reach the greatest number of adult learners*

- Interactive Lectures
- Discussions
- Mind Maps
- Slides
- Role Plays
- Videos



# Effective Communication

## SECTION III



# How Do We Communicate Effectively?

- Voice
- Eyes
- Ears
- Body Language



# Use the Following Tips

- Speak up
- Make your message concise
- Use appropriate language
- Talk with your hands
- Be direct and honest
- Provide steady eye contact
- Maintain an alert body posture
- Pause
- Focus on getting solutions
- Avoid speech fillers
- Movement





# Use Your Voice

- Project your voice so everyone can hear you
- Vary your pitch
- Use comfortable and varied pace
- Speak at the audience's technical level
- Use a friendly tone
- Use a microphone if necessary



# Effective Eye Contact

*Shows interest in the topic and audience*

- Are participants engaged?
- Is there understanding?



# Listening Skills

- Use pauses to allow participants to ask questions and respond with comments
- Listen to what participants are saying
  - Do they understand?
  - Are there concerns?
  - What are the needs of the participants?
- Use silence to manage the training



# Body Language

- Convey a friendly, enthusiastic facial expression
- Provide positive reinforcement
- Use hands naturally
- Move around the room
  - Ease nervousness
  - Provide variety





## 1. MAINTAIN EYE CONTACT

Make as many audience members as possible feel like you are talking to them personally - they'll focus on your speech more intently



## 2. SMILE!

If you seem like you are enjoying yourself, others will enjoy what you are saying too

## 3. COMMUNICATE WITH YOUR HANDS

People remember a concept better when they can associate it with a particular action



# COMMUNICATION

## The Golden Rule of Public Speaking

## 4. MOVE CONFIDENTLY AND NATURALLY

If you know your presentation well, you can move around boldly and fluidly to portray assuredness, which your audience will respect

## 5. KEEP AN OPEN POSTURE

People will receive information from you more comfortably; your face-on stance will make people more receptive



# Engaging the Participants

## SECTION IV



# What Keeps You Engaged?

- Eye contact
- Varied Tone of Voice
- Visual Aids
- Exercises
- Walking around the room



# Engage the Participants

- Create participatory learning situations
- Use variety of presentation styles, media, exercises, and activities to keep interest
- Change pace and/or activity every 30 minutes
- Change location of seating arrangements
- Use examples that participants can relate to their jobs/situations





# Engage the Participants *continued*

- Encourage participants to contribute their experiences
- Use humor (where appropriate)
- Allow for differences of opinion
- Keep participants alert



# Methods for Engaging Participants

- Interactive lectures
- Group discussions
- Group exercises
- Role plays
- Quizzes
- Using questions
- Energizers



# Bored Yet?

- Maintain a deliberate silence
- Repeat or rephrase the question
- Use body language/eye contact
- Encourage answers
- Give an example
- Answer the question yourself



# Tools to Teach

## SECTION V



# Tools to Teach

- Know Your Audience
- Keep in mind the characteristics of adult learners
- Be Prepared to Train
- Manage the Training
- Communicate Effectively
- Engage the Participants



# Considering Your Target Audience

## SECTION VI



# Knowing Your Audience Helps You...

- Design your training to meet their needs
- Choose the right participants for the training
- Omit unnecessary content

Take time to learn the following about your audience...

- Experience
- Job/position
- Skills
- Education
- Attitudes
- New responsibilities
- Knowledge
- Training needs

Let's get acquainted!



# Resources

## SECTION VII





# Helpful Resources

1. Biech, E. (Ed.), (2008). *ASTD handbook for workplace learning professionals*.
2. CDC TB Education and Training Network  
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4. Mager, R. F. (1997). *Preparing instructional objectives: A critical tool in the development of effective instruction*.
5. *Presentation Toolkit*, (2012). Northwest Center for Public Health Practice, School of Public Health, University of Washington.
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# Review

- Consider characteristics of adult learners
- Know your audience
- Use a blend of training methods
- Communicate effectively
- Engage the participants



Thank you!

