

Chapter 11

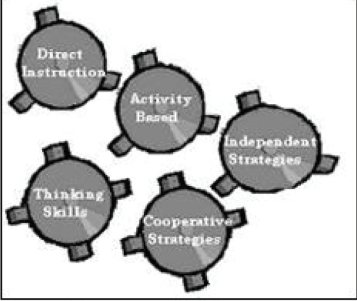
Delivering Instruction to the Adult Learner

Learning Objectives. This chapter examines many of the characteristics and considers the overarching implications of teaching the adult learner. Many of the reflections parallel the previous chapter so the reader may compare and contrast the various modalities for delivering instruction to this particularly important category of learner. Specifically, the reader will:

- Identify the Pillars of Education related to the adult learner. They will be different than discussed in the previous chapter.
- Consider effective principles and practices of teaching the adult learner. Again, different principles and practices will be noted from those mentioned in Chapter Ten.
- Recognize common learning styles found in the adult-focused classroom.
- Become familiar with the variety of teaching and learning strategies appropriate for the adult learner. Major differences will also be noted here.
- Become acquainted with the methodologies for designing instruction for the adult learner, including the Backward Design Model

DOI: 10.4018/978-1-60566-824-6.ch011

Figure 1. Adult lesson plan template (focus on resources)


Focus on Delivery
<p>Document the development of this lesson using the adult learner instructional design Backward Design Model to ensure that the lesson plan includes these elements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify Learner Outcomes <input type="checkbox"/> Determine Acceptable Evidence <input type="checkbox"/> Plan Learning Experiences and Instruction <input type="checkbox"/> Create resources to engage the learner <input type="checkbox"/> Revise and refine the lesson
<p>Identify the instructional teaching strategy to be used in this lesson:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct Instruction (approximate time): <input type="checkbox"/> Activity-based Instruction (approximate time): <input type="checkbox"/> Independent strategies instruction (approximate time): <input type="checkbox"/> Thinking skills Instruction (approximate time): <input type="checkbox"/> Cooperative strategies (approximate time):

Lesson Plan Template. Refer to **Appendix B, Adult Learner Lesson Plan Template** as the chapter discusses **Focus on Delivery** as depicted in Figure 1.

INTRODUCTION

There is no commonly accepted definition of an adult learner. The best that most educators are able to do (and still feel relatively satisfied with the attempt) is to recognize certain characteristics commonly attributed to adults. For example, adult students characteristically engage in multiple roles that affect both the amount and quality of time they devote to learning. Too, adults typically bring more life experiences to the classroom than traditional students. Experiences often provide a rich source for grounding their learning and for building a basis for new knowledge. Sometimes, these experiences interfere with learning and must be set aside, replaced with new schemata for acting on novel situations. Many adults find that formal education (especially returning to school after years spent in pursuit of career goals) serves as an especially uneasy transition point in their lives. As adults move through a series of stages such as education, insecurity and uncertainty is commonplace. Adult students frequently have established educational goals (especially when compared to their traditional counterparts). They are more likely

21 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/delivering-instruction-adult-learner/38134

Related Content

The Evaluation of Internship in the Digital Information Age: A Case Study

Hussein Fakhry, Mathew Nicho, Emad Batainehand Shini Girja (2024). *International Journal of Online Pedagogy and Course Design* (pp. 1-25).

www.irma-international.org/article/the-evaluation-of-internship-in-the-digital-information-age/333630

Using a Social Network Game as a Teaching Tool for Visual Merchandising

Erica O'Tooleand Seung-Eun Lee (2015). *International Journal of Online Pedagogy and Course Design* (pp. 1-16).

www.irma-international.org/article/using-a-social-network-game-as-a-teaching-tool-for-visual-merchandising/127034

Conversation Theory: Blended Course Design and Discussion

Kit Hang Leung (2008). *Handbook of Conversation Design for Instructional Applications* (pp. 107-123).

www.irma-international.org/chapter/conversation-theory-blended-course-design/19380

Learning in Second Life: Developmental Theory of Avatar Growth and Change

Maureen Ellisand Patricia J. Anderson (2013). *Handbook of Research on Teaching and Learning in K-20 Education* (pp. 228-247).

www.irma-international.org/chapter/learning-in-second-life/80289

Psychological Principles for Reusable Learning Object-Based Learning System Design

David B. Dawson (2007). *Learning Objects for Instruction: Design and Evaluation* (pp. 56-69).

www.irma-international.org/chapter/psychological-principles-reusable-learning-object/25531