

WORKPLACE LITERACY Train the Trainer

Learner Workbook 1

February 2018



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About the program

This training program is an action from the NDS Tasmanian Disability Workforce Strategy and Action Plan version 2. The development and delivery of the program is funded by 26TEN.

The aim is to train people in the disability workforce to be able to deliver in-house sessions that are designed to strengthen workplace documentation.

The training program involves two workshops.

Session outcomes

At the end of workshop 1, you will understand:

- What we mean by workplace literacy
- How training sessions are documented
- The content of each toolkit
- The key principles of adult learning
- The literacy learning cycle
- Preparation for a workshop
- How to seek feedback and reflect on a workshop

At the end of workshop 2, you will have learnt how to:

- Evaluate your workshop delivery
- Support longer term outcomes
- Use techniques for engaging learners
- Identify and work with tricky group dynamics
- Report on your training
- Design a short training session

Participation requirements

- Complete the learner workbooks during the workshops
- Develop and deliver a training session in your workplace with at least two colleagues/team members in attendance
- Participate in evaluation

This is your learner guide to keep. Take notes, highlight sections, complete the activities and you will have a valuable resource to refer to back in the workplace.

Train the trainer word-search

S G H L D O D F C C N N L U J
 C N H P E Q J T Y O S E E N G
 T I O T J R X V H P L L E I M
 B T D I S T A N C E K M O H I
 Y E T M T K H M E E Y W E C X
 B G G E S A O Y W V I C N Q V
 U D U S S E C N A N I F Y Y U
 G U O H K A R I U K W U J D N
 K B R E R A E N D F E W E N D
 X O W E T E P S R E L A U I V
 X D M T C R D E X V M O P Y D
 Q U V S P I L S Y A P G J L X
 N V L C V U P W K K O Z W P Q
 H V P G Q Y S E R K Y E G E M
 G E F K S F V F S K Z I T D Z

Budgeting

Distance

Finances

Medications

Numeracy

Payslips

Recipes

Timesheets

What do we mean by workplace literacy?

What is literacy?

What do we mean by language?

As a group, discuss some of the workplace specific language you use and how you learned it

How is numeracy different from mathematics?

Think about people you have worked with who don't have as strong literacy or numeracy skills as they would like. How did you recognise this?

Training session documents

Your trainer will give you a copy of the documents for one of the toolkits. In the documents, find the following information:

- Session objectives
- Resources needed
- Duration
- Learner group
- Context
- Session plan
- Trainer prompts
- Activity sheets

Discussion activity

How does a session plan help you to deliver a training session?

-
-
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-
-
-

Group size can have a big impact on the way a training session is delivered. For very large groups it might be more common to present an information session. Generally in an information session there is little interaction and group activity. For the information we want to share through this program there is a lot of discussion and working together, so a smaller group of 8-12 learners would work best.

Explore the toolkits

Jigsaw activity

In a small group, look through and discuss one of the toolkits. Make notes about its aim, duration, audience, what is needed for the session, and a general overview. Also make a note of any questions you have about the toolkit. Then share the information about your toolkit with the rest of the group.

Tip. Ask questions and take notes about the other groups' toolkits. This way you will have some understanding about each of the toolkits.

The toolkits are all available to download from
<https://www.nds.org.au/the-workplace-literacy-project/team-meeting-training-sessions>

Toolkit name:

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Aims:

.....

.....

Duration:

.....

Audience:

.....

Resources needed:

.....

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Overview

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Toolkit name:

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Aims:

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Duration:

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Audience:

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Resources needed:

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Overview

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Toolkit name:

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Aims:

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Duration:

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Audience:

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Resources needed:

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Overview

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Toolkit name:

Aims:

Duration:

Audience:

Resources needed:

Overview

Toolkit name:

Aims:

Duration:

Audience:

Resources needed:

Overview

Androgogy – adult learning

Malcolm Knowles (1913 – 1997) was an American adult educator. He is well known for writing about how adults learn as distinct from how children learn. He worked with many other educators and academics over 40 years to refine his theory of adult learning. He says that the approach we need to take when teaching adults is different from teaching children. He and his colleagues developed the principles of adult learning. These are understood by exploring the six assumptions they make about adult learners¹:

1. **The need to know.** Adults need to know why they need to learn something before undertaking to learn it.
2. **The learner's self-concept.** Adults have a self-concept of being responsible for their own decisions, for their own lives.
3. **The role of the learner's experience.** Adults come into an educational activity with both a greater volume and a different quality of experience from that of youths.
4. **Readiness to learn.** Adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations.
5. **Orientation to learning.** Adults are life-centred (or task-centred or problem-centred) in their orientation to learning.
6. **Motivation.** Adults are responsive to some external motivators (such as, better jobs, promotions, higher salaries) but the most potent motivators are internal pressures (such as, the desire for increased job satisfaction, self-esteem, quality).

Jigsaw activity

Using your smart device, Google some information about androgogy and the principles of adult learning. Adult Learning Australia might be a useful site (<https://ala.asn.au/>). There is also some information in Appendix A, which might be useful.

Think about these assumptions. Thinking about the way you like to learn, do they make sense?

Work in a small group to share your ideas and make some notes about one topic. Share back with the main group. Take notes on each.

¹ Knowles, M.S., Holton III, E.F., and Swanson, R.A. (2015). 'The adult learner: The definitive classic in adult education and human resource development'. Eighth edition. Routledge: Oxon, UK.

The need to know

Notes:

Example:

The learner's self-concept

Notes:

Example:

The role of the learner's experience

Notes:

Example:

Readiness to learn

Notes:

Example:

Orientation to learning

Notes:

Example:

Motivation

Notes:

Example:

Learning preferences – blending types of activities

Different people have different preferences for the way they take in and understand information.

Having a blend of activity types helps to keep the learners engaged. If the trainer talks or reads for the entire training session, it might deliver the information, but it is likely to be lost on a lot of the learners. Having a mix of talking, reading, discussions, written and practical activities is a good way to keep the session lively and appeal to the different learner preferences in the room.

Independent activity

To better understand how you prefer to take in and understand information, place a tick mark in the appropriate space after each statement in the table below. Then use the scoring directions on page 15 to evaluate your responses. Use what you learn from your scores to better develop learning strategies that are best suited to your particular learning preference(s). The 24-item survey is not timed. Respond to each statement as honestly as you can.²

Choose the option that suits you best.

About you	Often	Sometimes	Seldom
1. I can remember best about a subject by listening to a lecture that includes information, explanations and discussions.			
2. I prefer to see information written on a chalkboard and supplemented by visual aids and assigned readings.			
3. I like to write things down or to take notes for visual review.			
4. I prefer to use posters, models, or actual practice and other activities in class.			
5. I required explanations of diagrams, graphs, or visual directions.			
6. I enjoy working with my hands or making things.			
7. I am skilful with and enjoy developing making graphs and charts.			

² Taken from <http://www.slideshare.net/DodsDodong/learning-style-inventory>

About you	Often	Sometimes	Seldom
8. I can tell if sounds match when presented with pairs of sounds.			
9. I can remember best by writing things down.			
10. I can easily understand and follow directions on a map.			
11. I do best in academic subjects by listening to lectures and recordings.			
12. I play with coins or keys in my pocket.			
13. I learn to spell better by repeating words out loud than by writing the words on paper.			
14. I can understand a news article better by reading about it in a newspaper than by listening to a report about it on the radio.			
15. I chew gum, smoke or snack while studying.			
16. I think the best way to remember something is to picture it in your head.			
17. I learn the spelling of words by 'finger spelling' them.			
18. I would rather listen to a good lecture or speech than read about the same material in a textbook.			
19. I am good and working and solving jigsaw puzzles and mazes.			
20. I grip objects in my hands during learning periods.			
21. I prefer listening to the news on the radio rather than reading the paper.			
22. I prefer learning about an interesting subject by reading about it.			
23. I feel very comfortable touching others, hugging, handshaking, etc.			
24. I follow oral directions better than written ones.			

Scoring procedure

Directions: Place the point value on the line next to the corresponding item below. Add the points in each column to obtain the preference score under each heading.

Often = **5 points**

Sometimes = **3 points**

Seldom = **1 point**

Visual		Auditory		Tactile	
Question	Points	Question	Points	Question	Points
2		1		4	
3		5		6	
7		8		9	
10		11		12	
14		13		15	
16		18		17	
19		21		20	
22		24		23	
VPS		APS		TPS	

VPS means visual preference score

APS means auditory preference score

TPS means tactile preference score

SOUND: Hints for the Auditory Learner

General

- Say aloud the information to be learned/have someone read the information to you/read it into a tape recorder and replay it.
- Read your work out loud. Summarise what you have read on tape.
- Say words inside your head silently.
- Brainstorm ideas with others. Form study groups.
- When possible, learn information through tapes, television, oral reports, rhymes and songs, radio, lectures, book reviews, panels and group discussions, guest lectures, and oral questions and answers.
- Use a straight-edge marker or guide to assist you in keeping your place while you are reading or working with printed materials.
- Tape calls lectures (Ask instructor for permission).
- Meet with classmates before and /or after class to discuss material.

Writing

- Plan each sentence you want to write by saying it out loud or silently in your head.
- Say each sentence several times.
- Write each sentence as you say it, or talk into a tape recorder, dictating each sentence of your paragraph; then play the tape back – one sentence at a time – and record your paragraph in writing.

Spelling

- Listen to the spelling of the word.
- Say the word – then say each letter out loud
- Close your eyes and spell the word out loud; check your spelling.
- Close your eyes and spell the word out loud again; check your spelling.
- Now write the word, trying to hear it in your mind.
- Verbally review spelling words and lectures with a friend.

Mathematics

- Learn math while saying the concept, fact, theorem, etc., aloud.
- Explain math problems, concepts, facts, etc., to yourself, relating the information out loud.
- Use a tape recorder and replay the information.

SIGHT: Hints for the Visual Learner

General

- Take notes, use lists, make pictures, graphs, and charts. Use flashcards and highlight key details.
- Sit close to the teacher so that you can watch his/her face and gestures.
- Carefully check instructions written on the chalkboard and on handouts.
- As the teacher speaks, pay attention to visual aids such as the following:
 - Drawing, maps, graphs, charts
 - Transparencies, posters, films, books
- Imagine pictures of the information you are supposed to remember.
- Use colour coding as cues to important information.
- When possible, read assignments silently.
- Maintain class notes and outlines of important information to study.
- Try to read and study in well lit, quiet place.
- Record homework assignments in a date book, on a note pad, or specially designed assignment sheet.
- Keep a note pad with you at all times. Write out everything for frequent and quick visual review.

Reading

- Use sight words, flashcards, note cards and experience stories; don't try to sound words out, but try to determine if the new word or words has words you already know. For example, the "systematic" has the word "system", "stem" and "mat" within it.
- You are a "look-and-say" learner. Look at a word carefully; then say it.

Writing

- Jot down ideas as they form in your mind.
- Outline your ideas.
- Make a rough draft, skipping lines. Correct/revise your work.
- Re-copy your paper.
- For essay tests, make quick outlines on scratch paper or in the margin of the test before writing your answer.

Spelling

- See the word – close your eyes.
- Make a picture – then read from your picture.
- Write the word – match the picture.
- Check your work immediately

Mathematics

- Visualize the problem
- Make pictures or tallies of the problem on scratch paper.
- Write the problem

TOUCH: Hints for the Tactile/Kinaesthetic Learner

General

1. Keep your desk clear of distracting objects.
2. Cover the page you're not reading.
3. If you are distracted by noise, turn off the radio; wear earplugs or wear an earphone in the learning centre to block out the noise. If you want sound, listen to soft music.
4. Divide your work into short study sessions. Get a timer. After 20 minutes or when a task is completed, give yourself a reward, a cookie, a walk around the block, listen to one song, etc.
5. Sit as close to the teacher as possible, or sit in the centre of the room by quiet students.
6. When studying, use a multi-sensory approach (hearing, seeing, touching, and doing) as much as possible.
7. Get plenty of sleep.
8. Eat a nutritious breakfast and lunch. Snack on fruit or nutritional food if you need extra energy.
9. Study in a carrel or in an office where there is a desk for your text books and notebook.
10. Use models, real objects, and materials that can be touched and moved. For example, learn geography through handling and studying a globe.
11. When possible draw what you are learning.
12. Trace spelling words as you practice them.
13. Record in writing information learned. Keep a supply of paper on hand.
14. When possible, role play, type, take notes, or construct models to learn the information.

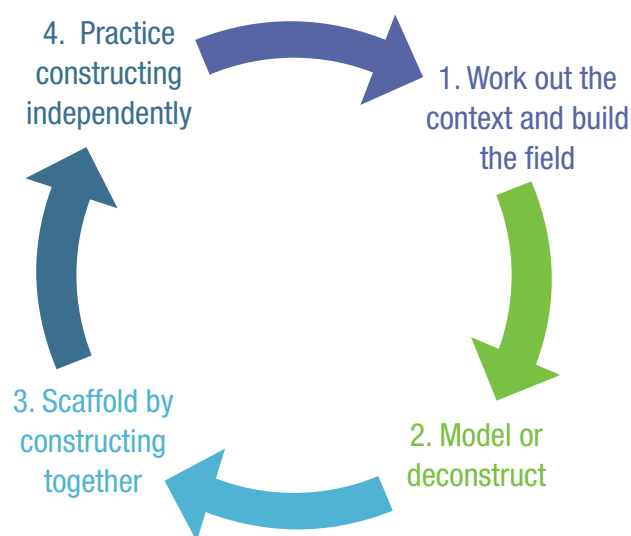
The literacy learning cycle

This learning cycle shows the steps we take to build a training session. This is a scaffolded approach to writing a document. You begin with full support, and then gradually reduce the support until the learner can write the text independently.



For someone who is not a strong writer, you should do this for each type of document they need to write.

Practice with feedback is the most effective way to strengthen writing skills.



1. Work out the context and build the field

- Introduce the topic and reflect on what the learners already know about it
- Ask, who is the audience, the intended reader?
- Ask, what is the purpose of the text?

2. Model or deconstruct

Show the learners a model of a completed document in Plain English. This will maximise the success of both readers and writers. Explore the model by looking at the features of the text, such as:

- The title
- Section headings
- Images and diagrams

Discuss what the learner expects the document to cover.

3. Scaffold by constructing together

Write a document together giving as much support as necessary. You might do this as a whole group exercise on the white board first. Next, you might have the learners working in pairs. This might need to happen several times before you can move onto step 4.

4. Practice constructing independently

The learner writes independently. They edit their own work based on the model they used in stage 2.

Practical activity

Look through the toolkits, and identify if each stage is covered.

Prepare for a workshop

Discussion activity

If the trainer is not organised for the training session it can have a number of impacts on how the session goes and the learner's experience. Think about a training session you have attended where you feel the session did not go particularly well.

- Was the difficulty anything to do with the trainer's preparation?
- What could have made the session better?

Know your content and materials

Spend some time going through the training materials and really consolidate your knowledge on the topic. You might need to do some more researching or reading to feel confident. If you have any questions about the training content, you need to discuss this with someone so you feel really clear.

Different training sessions will have their own set of materials. Some may or may not include a power point presentation. This could affect the way you deliver the training session and the resources you need.

Organise the logistics

There are a few logistics you will need to consider in delivering your training session. Think about the training room availability, access to equipment such as projector and computers. Also consider the amount of notice you will need to provide as well as the amount of information, so that they know what to expect in the training session. It is professional to provide a brief description of the training session and the duration they are required. Keep a list of who has confirmed attendance and make sure you have enough learner guides for each of them.

The templates on the next page might be useful tools.

Training session – Preparation checklist

Session title:

.....

Session date:

.....

Team name:

.....

Things to prepare	Notes/comments
<input type="checkbox"/> Book training room	
<input type="checkbox"/> Send training invitation or agenda	
Check equipment in room	
<input type="checkbox"/> Furniture	
<input type="checkbox"/> White board	
<input type="checkbox"/> Trainer computer	
<input type="checkbox"/> Learner computers	
<input type="checkbox"/> Projector	
<input type="checkbox"/> Print learning guides	
<input type="checkbox"/> Print trainer guide	
<input type="checkbox"/> Print feedback forms	
<input type="checkbox"/> Print copies of any workplace documents you will refer to	
<input type="checkbox"/> Print attendance list	
Pack additional resources	
<input type="checkbox"/> Pens	
<input type="checkbox"/> Highlighters	
<input type="checkbox"/> Whiteboard marker	
<input type="checkbox"/> Whiteboard cleaner	
<input type="checkbox"/> PowerPoint presentation on USB	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Training session - Attendance list

Session title:

Session date:

Team name:

Name	Notes/comments
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
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<input type="checkbox"/>	
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<input type="checkbox"/>	
<input type="checkbox"/>	

During the session

Be yourself

It's really important that you recognise your role as trainer as equally important to the roles of the people in your session. You are in the position of facilitating learning rather than a position of authority. You need to be confident, but not bossy.

It's useful to sit at the table with the group, and get up to write on the whiteboard when needed.

Be yourself and enjoy the session.

Observe the learners

It is really important to observe the people in your group. This will show you whether they are engaging with the material and understanding the content.

Watch their facial expressions and body language. If they seem to be disengaged or confused, then you might need to rethink how you're presenting. Remember, you don't have to follow a script. But do try and stick to the timing where possible.

We'll talk more about engagement in the second workshop.

Timing

Keeping track of time during your training session is important. This makes sure that you have enough time to cover each topic and activity in the right depth. It also makes sure that the training session doesn't finish too early or go over time.

Letting your learners know how long they should take with each activity is a good way to set expectations.

Evaluate the program

Evaluation is a systematic process to inform decision-making and improve programs. By systematic we mean that the process:

- Asks critical questions
- Collects appropriate information
- Interprets the information for a specific use and purpose.³

In workplace training programs, we use evaluation to see if the training positively impacted the issue we were trying to address.

The following are suggested steps to evaluating your training session.

- STEP 1. Define the issue
- STEP 2. Seek feedback from learners
- STEP 3. Reflect on the session
- STEP 4. Ask workplace supervisors for feedback
- STEP 5. Analyse the information



³ Muir, K. and Bennett, S. (2014). 'The compass: Your guide to social impact measurement'. Sydney, Australia: The Centre for Social Impact.

STEP 1. Define the issue

What workplace task(s) does the training aim to address?

What workplace issue(s) are you trying to solve?

STEP 2. Seek feedback from learners

Asking for feedback on your training session will tell you:

- How well the learners thought the session went
- How relevant the information is
- What is working really well
- Where improvements can be made

The feedback is gathered using a consistent document. Collect the information at the end of the training session so that the opinions are still fresh in the learners' minds. It can be pretty difficult to get this information after the training session.

It is important to remember that this is not a personal criticism of you, it offers indications of how you can improve on your training skills and identify your strengths.

You can use the feedback template on the following page if you don't already have one.

Training feedback form

Session title:

.....

Session date:

.....

Team name:

.....

Mark the relevant box with an X	Not at all	A little	Somewhat	Quite	Very
How informative did you find the event?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How relevant was the material covered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How practical was the information provided to assist in your role?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How likely are you to recommend this event to other people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What was the most useful part of the session?

.....

.....

What was the least useful part of the session?

.....

.....

Describe or list anything you expected but didn't happen or we didn't cover?

.....

.....

Describe or list any changes you intend to make as a result of this workshop?

.....

.....

Any other comments? Any other topics we should cover in future?

.....

.....

Summary of feedback form

Session title:

.....

Session date:

.....

Team name:

.....

Total the number of responses	Not at all	A little	Somewhat	Quite	Very
The event was informative					
The material was relevant					
The information was practical					
Likely to recommend					

Summarise the comments (theme these if possible)

Most useful part

.....

.....

Least useful part

.....

.....

Anything expected not delivered

.....

.....

Intended changes as a result of the training

.....

.....

Other comments

.....

.....

.....

.....

STEP 3. Reflect on the session

If possible, it is best to reflect on your session before you look at the feedback forms. Later, you will look at both together.

Some things you can consider:

- Timing
- Relevance of the topic
- Usefulness of the materials to the group
- How well you knew the material
- The learners' engagement (principles of adult learning and learning preferences)
- Nerves
- The unpredictable

After each session, make some notes on each of the following.

What went well?

What didn't go so well?

What you might do differently next time?

STEP 4. Ask workplace supervisors for feedback

If relevant, you might want to ask the learners' workplace supervisors for feedback after the training session. This will help you see if the training addressed the workplace issue.

The following are some questions that might be useful to ask.

What did you hope the training would achieve?

.....

.....

.....

.....

What changes have you noticed in the way team members complete the workplace task?

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.....

.....

Do you have any other comments or feedback about the training?

.....

.....

.....

.....

STEP 5. Analyse the information

With some 'critical friends' (we'll do this in workshop 2), read through the three sources of information you have gathered. Think about whether the training program has impacted the workplace issue in the way you intended.

If not, or if only to a limited extent, think about the reasons why you haven't achieved the outcomes you planned.

On the basis of your analysis you might choose to:

- Run it again and monitor the next lot of feedback
- Update the training materials
- Rethink the way you promote the training
- Actively develop our own capability as a trainer
- Change tack completely, and identify a new idea to address the issue

So now you need to ...

1. Call the trainer if you need any assistance
2. Run a Toolkit session in your workplace
3. Next session bring completed:
 - Issue (p 27)
 - Learner feedback summary (p 29)
 - Self-reflection (p 30)
 - Workplace supervisor feedback (p 31)
4. Think about a topic you want to prepare a workshop on

Workshop 2 date:

We'll learn about:

- Reflecting on our workshops
- Analysing feedback with a critical friend
- Techniques for engagement
- Identifying and working with tricky group dynamics
- Designing a short training session of your own

Appendix A

Knowles, M.S., Holten, E.F., and Swanson, R.A., (2015). 'The Adult Learner'. Eighth edition, pp. 43-47. Taylor and Frances Ltd, London, UK.

The andragogical model

The andragogical model is based on several assumptions that are different from those of the pedagogical model.

1. The need to know. Adults need to know why they need to learn something before undertaking to learn it. Tough (1979) found that when adults undertake to learn something on their own, they will invest considerable energy in probing into the benefits they will gain from learning it and the negative consequences of not learning it.

Consequently, one of the new aphorisms in adult education is that the first task of the facilitator of learning is to help the learners become aware of the need to know. At the very least, facilitators can make an intellectual case for the value of the learning in improving the effectiveness of the learners performance or the quality of their lives. Even more potent tools for raising the level of awareness of the need to know are real or simulated experiences in which the learner's discover for themselves the gaps between where they are now and where they want to be. Persona appraisals systems, job rotation, exposure to the role models, and diagnostic performance assessments are examples of such tools. Paulo Freire, the great Brazilian adult educator, developed an elaborate process for what he calls the consciousness-raising of peasants in developing countries in his *Pedagogy of the Oppressed* (1970).

2. The learners' self-concept. Adults have a self-concept of being responsible for their own decisions, for their own lives. Once they have arrived at the self-concept, they develop a deep psychological need to be seen by others and treated by others as being capable of self-direction. They resent and resist situation in which they feel others are imposing their wills on them. This presents a serious problem in adult education: The minute adults walk into an activity labelled "education", "training", or anything synonymous, they hard back to their conditioning in their precious school experience, put on their dunce hats of dependency, fold their arms, sit back, and say "teach me". This assumption of required dependency and the facilitator's subsequent treatment of adult students as children, creates a conflict within them between their intellectual model – learner equals dependent – and the deeper, perhaps subconscious, psychological need to be self- directing. And the typical method of dealing with psychological conflict is to try to flee from the situation causing it, which probably accounts in part for the high dropout rate in much voluntary adult education. As adult educators become aware of this problem, they make efforts to create learning experiences in which adults are helped to make the transition from dependent to self-directing learners. *Self-Directed Learning: A Guide for Learners and Teachers* (Knowles, 1975) is a collection of such experiences.

3. The role of the learners' experiences. Adults come into an educational activity with both a greater volume and a different quality of experiences from that of youths. By virtue of simply having lived longer, they have accumulated more experience than they had as youths. But they

have also had a different kind of experience. This difference in quantity and quality of experience has several consequences for adult education.

It assures that in any group of adults there will be a wider range of individual differences that is the case with a group of youths. Any group of adults will be more heterogeneous in terms of background, learning style, motivation, needs, interests, and goals that is true of a group of youths. Hence, greater emphasis in adult education is placed on individualisation of teaching and learning strategies.

It also means that for many kinds of learning, the richest resources for learning reside in the adult learners themselves. Hence, the emphasis in adult education is on the experiential techniques – techniques that tap into the experience of the learners, such as group discussions, simulation exercises, problem solving activities, case methods, and laboratory methods instead of transmittal techniques. Also, greater emphasis is placed on peer-helping activities.

But the fact of greater experience also has some potentially negative effects. As we accumulate experience, we tend to develop mental habits, biases, and presumptions that tend to cause us to close out minds to new ideas, fresh perceptions, and alternative ways of thinking. Accordingly, adult educators try to discover ways to help adults examine their habits and biases and open their minds to new approaches. Sensitivity training, values clarification, meditation, and dogmatism scales are among the techniques that are used to tackle this problem.

There is another, more subtle reason for emphasising the experience of the learners; it has to do with each learner's self-identity. Young children derive their self-identity largely from external definers – who their parents, brothers, sisters, and extended families are; where they live; and what churches and schools they attend. As they mature, they increasingly define themselves in terms of the experiences they have had. To children, experience is something that happens to them; to adults, experience is who they are. The implication of this fact for adult education is that in any situation in which the participant's experiences are ignored or devalued, adults will perceive this as rejecting not only their experience, but rejecting themselves as persons.

4. Readiness to learn. Adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations. An especially rich source of readiness to learn is the development tasks associated with moving from one developmental stage to the next. The critical implication of this assumption is the importance of timing learning experiences to coincide with those developmental tasks. For example, a sophomore girl in high school is not ready to learn about infant nutrition or marital relations but let her get engaged after graduation and she will be very ready. Bench workers are not ready for a course in supervisory training until they have mastered doing the work they will supervise and have decided that they are ready for more responsibility.

It is not necessary to sit by passively and wait for readiness to develop naturally, however. There are ways to induce readiness through exposure to models of superior performance, career counselling, simulation exercises, and other techniques.

5. Orientation to learning. In contrast to children's and youth's subject-centred orientation to learning (at least in school), adults are life-centred (or task-centred or problem-centred) in their orientation to learning. Adults are motivated to learn to the extent that they perceive that

learning will help them perform tasks or deal with problems they confront in their life situations. Furthermore, they learn new knowledge, understandings, skills values, and attitudes most effectively when they are presented in the context of application to real-life situations.

This point is so critical that reinforcement is required.

For many years, educator sought to reduce illiteracy in the USA by teaching course in reading, writing, and arithmetic: and the record was terribly disappointing. The dropout rate was high, motivation to study was low, and achievement scores were poor. When researchers started to discover what was wrong, they quickly found that the writing courses were not the words the students used in their life situations and that the mathematical problems presented in their arithmetic courses were not the problems they had to be able to solve when they went to the store, the bank or shop. As a result, new curricula organised around life situations and the acquisition of coping skills (e.g. coping with the world of work, of local government and community services, of health, of the family, of consuming) were constructed. Many of the problems encountered in the traditional courses disappeared or were greatly reduced.

A second example is from university extension courses. For many years, it was the practice of universities to offer late afternoon or evening courses for adults that were exactly the same course taught to teenagers in the day. Then in the 1950s, the evening programs changed. A course titled “Composition I” in the day program became “Writing Better Business Letters” in the evening program; “Composition II” became “Writing for Pleasure and Profit” and “Composition III” became “Improving Your Professional Communications”. And it wasn’t just the titles that changed; the way the courses were taught also changed. While student in “Composition I” will memorised rules of grammar, student in “Writing Better Business Letters” immediately began writing business letters and then extracted principles of grammatical writing from an analysis of what they had written.

6. Motivation. Adults are responsive to some external motivators (better jobs, promotions, higher salaries, and the like), but the most potent motivators are internal pressures (the desire for increased job satisfaction, self-esteem, quality of life, and the like). Tough (1979) found in his research that all normal adults are motivated to keep growing and developing, but this motivation is frequently blocked by such barriers as negative self-concept as a student, inaccessibility of opportunities or resources, time constraints, and programs that violate principles of adult learning.

