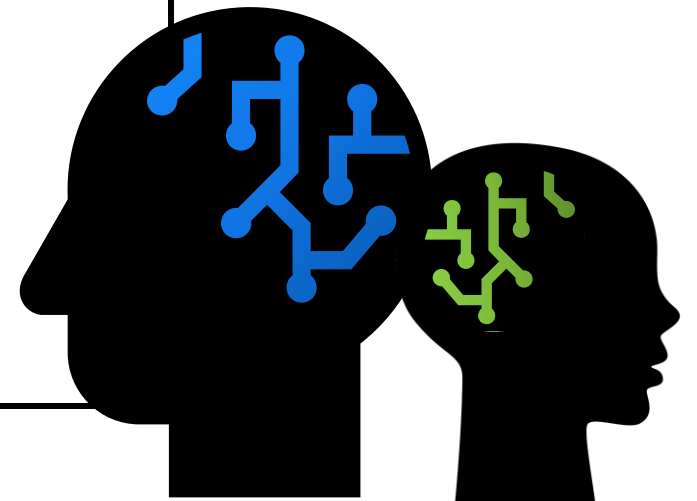


ADULT LEARNING THEORY

- **Self- Concept (icon)** – When clicked, it will take the user to the definition and the application of the theory.
 - Definition: Self-Concept – Because adults are at a mature developmental stage, they have a more secure self-concept than children. This allows them to take part in directing their own learning.
 - Application: You know *what* you need to learn and set your own goals, track down materials, and create a plan to foster your own learning, then self-evaluate.

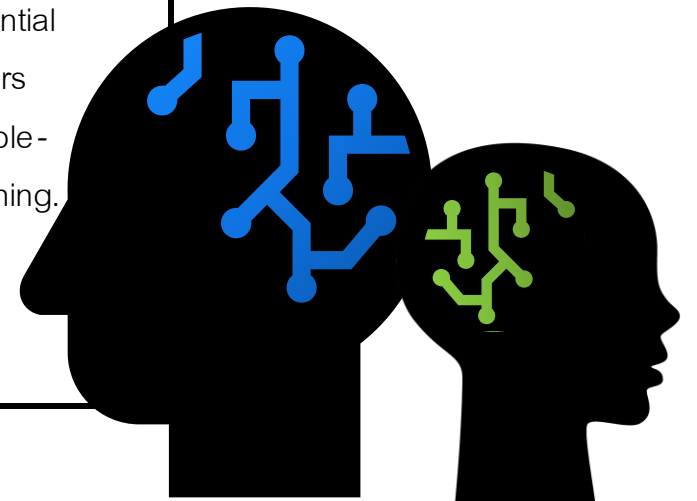
Malcolm Knowles



ADULT LEARNING THEORY

- **Experience:** (icon) – When clicked, it will take the user to the definition and the application of the theory.
 - **Definition:** Over time, adults gain innumerable experiences that deepen their resources for learning, placing them in a position where they can use their experiences as a useful tool in self-education. Based on this assumption, adult education programs must usually center around experimental tasks and open discussions based on what learners already know.
 - **Application:** Adults realize that the best learning comes from making sense of your experiences. Instead of memorizing facts and figures, experiential learning is a more hands-on and reflective learning style. Adult learners learn by doing, instead of just hearing or reading about something. Role-play, hands on experiences, and more are all part of experiential learning.

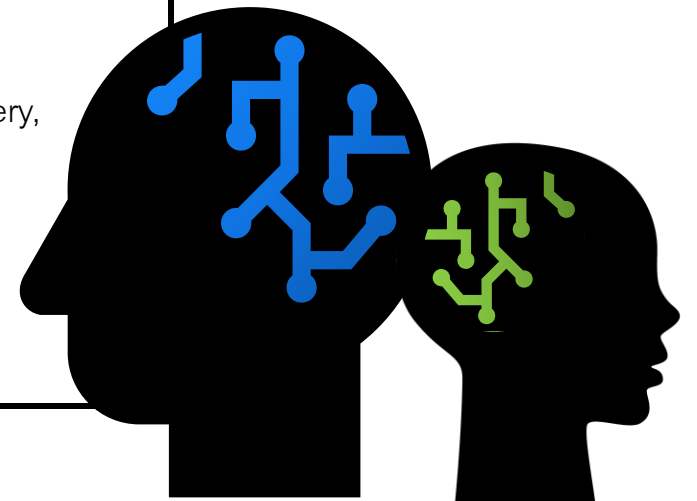
Malcolm Knowles



ADULT LEARNING THEORY

- **Readiness to Learn:** (Icon) – When clicked, it will take the user to the definition and the application of the theory.
 - Definition: Adults become ready to learn as things arise that they need to know in the moment. Adults want to learn what they can apply right away, which makes training less effective when it's focused on the future or unrelated to current situations. Adults are more interested in learning subjects that have immediate relevance and impact to their job or personal life.
 - Application: Adults are attracted to training situations where learning objectives and aims are clear - "What's in it for me?" Trainings that convey increased productivity due to a new software and/or machinery, the idea of potential advancement due to increased knowledge, or learning new ways to conduct business due to new trends or extenuating circumstances.

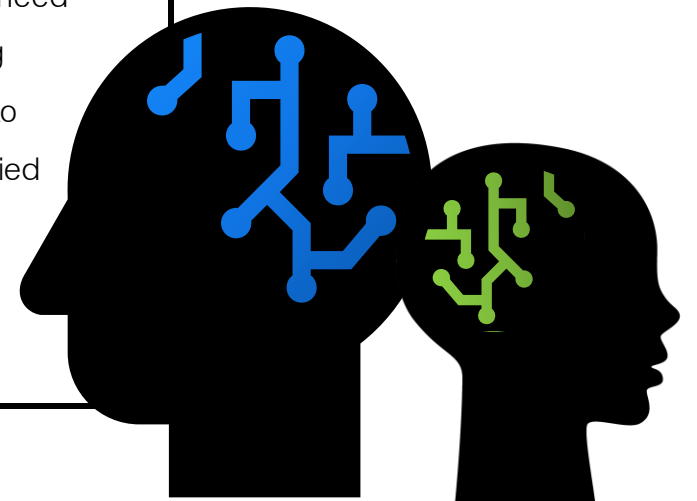
Malcolm Knowles



ADULT LEARNING THEORY

- **Orientation of Learning:** (Icon) – When clicked, it will take the user to the definition and the application of the theory.
 - Definition: As a person's problem-solving skills develop and sharpen, learning becomes less subject-centric and more solutions-based. Because of this, learning then has a need for application immediacy. Rather than learning general skills, adults desire to learn skills that will immediately apply to and improve the work they are doing.
 - Application: Emphasize how the subject matter is going to solve problems that an adult learner regularly encounters. Adult learners, essentially, need to know the why and when before they actively engage in the learning process. For example, they will not only want to know why they need to acquire specific information, but whether that information can be applied in the immediate future.

Malcolm Knowles



ADULT LEARNING THEORY

- **Motivation to Learn: (Icon)** — When clicked, it will take the user to the definition and the application of the theory.
 - Definition: As we mature, the desire to learn stems from internal motivation rather than external pressure (parents and teachers). We want to learn for our own reasons: to boost self-esteem, get a raise, develop new skills, etc.
 - Application: When your trainees are adults, they enjoy being treated as such. So, invite them to contribute their own ideas as to what the training should cover. Whether you're delivering training in person or through your LMS, it's crucial that you start by making a clear link between this training and your learners' jobs. One of the goals of training is to boost your learner's success. Motivated learners who engage with learning should be aware of these benefits for them. Finally, adults are motivated by others. They want to impress their peers and keep up with the people around them.

Malcolm Knowles

