1.17 Learning Objectives
1.18 Defining Adults
1.19 Meaning and principle of Adult learning
1.20 Definition of Adult Educational Psychology
1.21 Points to be kept in mind while working with adult learners
1.22 Suggestions to facilitate Adult learning
1.23 Few methods for Adult teaching
1.24 What is Motivation, how and what motivates adult learners
1.25 Different strategies to motivate Adult learners
1.26 Lets Sum Up
1.27 References
1.17 Learning Objectives

Learning Objectives

After going through this module, you will be able to:

- Describe the concept and scope of Adult psychology
- Define and describe the definition, meaning and principle of Adult learning
- State the points to be kept in mind while working with adult learner
- Explain the suggestions to facilitate Adult learning
- Apply the different strategies to motivate Adult learners

Hello friends does anyone know how adults are different from children? If yes, then write in points the difference between them. You can check your answer after reading the following paragraphs.

1.18 DEFINING ADULTS

- Teaching adults isn’t like teaching children. Traditionally, children are viewed as empty vessels into which teachers can pour knowledge. Parents and teachers try to control information that goes into the classroom to determine the quality of learning that comes out. Trainers cannot control adults this way.

- Children have little real world experience which to base their learning. Adults have a great deal of accumulated experience that can enrich their education. Adults can compare and contrast new knowledge against past learning.

- What we learn in childhood forms the foundation of what we learn as adults. Our life experiences can add to that, thus creating a substantial reservoir of information. Developing insight into how adults learn helps trainers become more successful.

<table>
<thead>
<tr>
<th>CHILDREN</th>
<th>ADULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Rely on others to decide what is important to be learned.</td>
<td>1) Decide for themselves what is important to be learned.</td>
</tr>
<tr>
<td>2) Accept information being presented at face value.</td>
<td>2) Need to validate the information based on their beliefs and experience.</td>
</tr>
<tr>
<td>3) Expect what they are learning to be useful in their long-term future.</td>
<td>3) Expect what they are learning to be immediately useful.</td>
</tr>
</tbody>
</table>
Since there is a vast difference between adults and children’s learning styles, the teaching learning settings differ accordingly.

**Now friends let us look at Adult Educational psychology which focuses on the andragogy of adult learning**

### 1.19 DEFINITION OF ADULT EDUCATIONAL PSYCHOLOGY

Adult educational psychology is the application of psychological findings in the field of adult education. Adult education psychology is the systematic side of the development of the individual within educational settings. It helps the volunteer to foster harmonious development of the learners into a responsible and a participating citizen, a sensitive and a reflective human being and a productive and creative person.

### COMPARING PEDAGOGY TO ANDRAGOGY

Malcolm Knowles is considered the founding father of the theory of adult learning, and the andragogy of adult learning. He contrasted the concept of andragogy, meaning the art and sciences of helping adults learn, with pedagogy, or the art and science of helping children learn. Knowles labeled andragogy as an emerging educational technology which facilitates the development and implementation of learning activities for adults.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Pedagogy (Classroom)</th>
<th>Andragogy (Adult Education Classroom)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner</td>
<td>• The learner is dependent on the teacher for learning</td>
<td>• The learner is self motivated and self directed</td>
</tr>
<tr>
<td>Role of learners</td>
<td>• The learner has little experience. It has to be built on, more than used as resource&lt;br&gt;• The experience of the instructor is most influential</td>
<td>• The learner has tremendous (remarkable) amount of life experience&lt;br&gt;• Adults are rich resource for one another&lt;br&gt;• Experience becomes the source of self identity</td>
</tr>
</tbody>
</table>
| Orientation to learning | • Learning is the process of acquiring prescribed subject matter  
• Content units are sequenced according to the logic of the subject matter | • Learning must have relevance to real-life tasks  
• Learning is organized around life/work situations rather than subject matter units |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demand for learning</td>
<td>• Learners must balance life responsibilities with the demands of learning.</td>
<td>• Learner can devote (Give) more time to the demands of learning because responsibilities are minimal (Negligible).</td>
</tr>
<tr>
<td>Permanence of learning</td>
<td>• Learning is self-initiated and tends to last a long time</td>
<td>Learning is compulsory and tends to disappear shortly after instruction</td>
</tr>
</tbody>
</table>
| Climate | • Tense, low trust  
• Formal, cold, aloof  
• Authority- oriented  
• Competitive, judgmental | • Relaxed, trusting  
• Informal, warm  
• Mutually respectful  
• Collaborative, supportive |
| Diagnosis of needs | • Primarily by teaching system and teacher | Mutual assessment by learner and facilitator |
| Planning of curriculum | • Primarily by teaching system and teacher | Mutually by learners and facilitators |
| Objectives of learning | • Objectives are set by teaching system  
• Objectives are predetermined (Preset) and inflexible | • Objectives are set by mutual negotiation  
• Objectives are flexible |
| Designing learning plans | • Teachers' content plans  
• Fixes course syllabus  
• Logical sequence | Learning contracts  
• Learning projects  
• Sequested by readiness |
| Learning activities | • Passive teaching methods like transmitted techniques, assigned readings, etc., are used. | Active training methods are used |
| Pace of learning | • Teachers' control timing and pace of learning | Learning influence timing and pace of learning |
| Evaluation | • By teacher  
• Norm – referenced (on curve) with grades | • By learner-collected evidence validated by peers, facilitators, experts  
• Criterion-referenced |
After discussing about the andragogy of Adult learning now it will be useful to know about adult learning and its principles

1.20 ADULT LEARNING

Adults learning continuously throughout their lives; learning does not stop when they leave school. It means that learning is not associated with schooling.

Many adults learn because of following reasons:

- Occupation they pursue requires learning.
- Whether the occupation requires in the home or in fields or in place work (factory, office, school and so on).
- Whether it is paid or not, changed in the work or general environment or is the individual’s function or status will call for new knowledge, new skills and new understandings, for new attitudes and new patterns of behaviour.

As people grow older, they enter into new social roles, new relationships which have little to do with their occupations. They may become parents, come to accept responsibility for elderly and they adopt new position in society. Moreover changes in the social customs frequently call for redefinition of these roles which become the social reason to enter in adult teaching.

- PRINCIPLES OF ADULT LEARNING

Adult learning occur best when it

- **Is self-directed:** Adults can share responsibility for their own learning because they know their own needs.
- **Fills an immediate need:** Motivation to learn is highest when it meets the immediate needs of learner.
- **Is participative:** Participation in the learning process is active, not passive.

- **Is experimental:** The most effective learning is from shared experience; learners learn from each other, and the trainer often learns from the learners.

- **Is reflective:** Maximum learning from particular experiences occurs when a person takes time to reflect back upon it, draws conclusions and derives principles for application to similar experiences in the future.
- **Provides feedback:** Effective learning requires feedback that is corrective but supportive.

- **Shows respect for the learners:** Mutual respect and trust between trainer and learner help at learning process.
• **Provides a safe atmosphere**: A cheerful, relaxed person learns more easily than one who is fearful, embarrassed, or angry.

• **Occurs in a comfortable environment**: A person who is hungry, tired, cold, ill, or otherwise physically uncomfortable cannot learn with maximum effectiveness.

**Friends while dealing with adult learners one should always know certain points that should be kept in mind, what are the suggestions to facilitate adult learning?**

1.21 POINTS TO BE KEPT IN MIND WHILE WORKING WITH ADULT LEARNERS

1. The learning environment should be physically and psychologically pleasant. Long lectures, continuous sitting and absence of practical activities are not desirable to adults.

2. Ego and self-esteem play an important part in adult learning and hence adequate provision should be made for utilizing the same.

3. Adult learners' expectations should be identified and articulated for providing relevant learning experiences in a planned manner.

4. Adults bring good amount of life experience into the centre as an invaluable asset and hence adequate scope should be provided for making use of the same in course of their participation and interaction.

5. Suitable strategies should be developed for integration of new knowledge and skills and application of the same in the learning situation.

6. Adults need to be taught with appropriate methods and aids.

7. Experience and ego of adults should be adequately taken care of in the teaching-learning process.

8. They must be properly motivated to change the behaviour.

9. The attitudes and prejudices already formed often pose resistance to change and as such any change in them proves uncomfortable to adults.

**10. Practical activities for adult learners prove more effective learning**

1.22 SUGGESTIONS TO FACILITATE ADULT LEARNING

• Assess the existing level of learner's knowledge, needs and interests. Learn about their attitudes, prejudices, skills, habits and previous experiences in relevant areas.

• Consult learners while planning, implementing and evaluating the programme.

• Remove prejudices and other barriers in a way of communication and learning.

• Arrange the physical setting conducive for learning.
1. **Rote learning**: In rote learning, a series of words or movements are repeated until a habit is established. Rote learning is involved in learning to spell. The development of skills is not usually called “rote learning”, but it is essentially the same. One acquires skill in learning to type, to skate, to dance, and to play game.

2. **Trial and Error (or Trial and Success)**: In this method of learning, the person tries to solve a problem or overcome a difficulty by persistently making a number of variable movements. Movements that do not “work” are discarded. Those that contribute to the solution are selected or fixated. The trial and error procedure is not confined to overt muscular activities. It may be used in the solution of mental problems. In such case, there are a number of variable mental activities which are grouped together under the name of “thinking”.

---

**Friends these are few methods which can be adopted for teaching an Adult**

1.23 FEW METHODS FOR ADULT LEARNING
3. *Reconstruction or Reorganization of past experiences*: On many occasions, learning is not so much a process of adding to former experiences as it is a process of reorganizing and rebuilding these experiences. Old ideas are examined and rejections and selections made. Frequently, putting together of old ideas in a different way results in new understanding. New ideas are carefully examined for the purpose of finding what, if any, elements of old or familiar experience are contained therein.

*Friends do you all know how motivation is important for Adult learners? If yes, then can you note a few points? You can check your answer after reading the following paragraphs.*

**1.24 WHAT IS MOTIVATION?**

Motivation is an important determinant in human behavior. Its understanding is essential to evaluate behavior in an objective manner. The motivation theory cannot be without utility as it has to guide and reinforce and provide some fundamental interpretation about basic nature of human energies. Motivation is an art of attracting others towards oneself. In many of our activities motivation is present directly or indirectly. When we do certain things, we do it because of some motivation or incentive for it. That, is we have some motive behind it. In a case of Adult education, the instructor works hard in the centre with the motivation to give best results of the centre.

**HOW AND WHAT MOTIVATE ADULT LEARNERS?**

- Motivation is the desire to do something in the case to learn. Illiterates in general do not have any strong motivation for attending literacy centres. They have stable interests, long time purposes, well-formed and differentiated attitudes.

- Way back in 1978 the Government of India had constituted a Committee under the Chairman of Prof. Ramlal Parikh to examine the motivational aspects of the Adult education Programme and suggest measures to strengthen them.

- This committee had made several recommendations of far reaching nature.

- According to them “every opportunity should be made use, of to draw the attention of the people to his programme. It needs to be remembered that motivations is a delicate matter and artificial or superficial efforts to motivate will not have a healthy and sustained effect. Such efforts might even cause demotivation. The planners, administrations and organizers should bear these facts in their minds very clearly”.

- The committee recommended in-built motivation, and wanted a programme related to the working and living conditions of learners and creation of a new environment for removing the handicap of literacy.
Now let's see how different strategies are used to motivate adult learners?

1.25 DIFFERENT STRATEGIES TO MOTIVATE ADULT LEARNERS

Among the suggestions offered was the need to make the learning processing attractive, programmes for retention of literacy skills, linkages with developmental activities, use of local spoken languages. Learners can be motivated by building an environment, in the community establishing personal contacts, organizing door-to-door campaigns, conducting public meetings, using mass-media, explaining the advantages of literacy, linkages, literacy with development, providing incentives, etc.

1. Environment building
Literacy campaigns should be organized with a view of creating a favorable environment which should act as an impetus for the masses to remove the handicap of illiteracy. The real meaning, importance and urgency of the programme should be explained to all the people including local leaders, elders, development field functionaries and the educationists.

2. Personal contacts
The organizers should meet learners either in the farm or home and explain the advantages of literacy and disadvantages of illiteracy.

3. Door-to-door campaign
The organizers of literacy campaign should undertake door-to-door campaigns to explain the aims and objectives of the Literacy campaign.

4. Public meetings
Public meetings may be organized in villages and slum areas to explain the benefits of literacy and problems of literacy. Informal groups meetings may be organized to explain the advantages of becoming a literate and the disadvantages of remaining an illiterate.

5. Mass media
Both traditional and electronic mass media and be used to create conductive environment for learning in the community. Media especially TV and Radio may be involved fully in order to create a favourable environment in the society. Local press, especially at the district level could play an important role in this context. The media can contribute a lot in motivating the illiterates. Indian culture is rich in variety of folk dances, folk songs, folk tale, puppets, etc. These are means of recreation and propagating literacy programmes. Modern media overcomes the barriers of time, distance and illiteracy as in the case of radio and films, TV spots, jingles, slogan, etc can be broadcasted/telecasted through Radio/TV.

6. Success Stories
There have been many success stories in education of illiterates, but they are not reaching the people. Instead, negative stories are being spread. The immediate need is
to circulate success stories through different media so that both volunteers and learners feel inspired and encouraged to join hands in this national endeavor.

7. **Case studies**
Presentation of case studies and using the experience of persons who are already motivated, would be considerably used in motivating the illiterates.

8. **Persuasive measures**
The illiterate may be persuaded to enrol in the centres through influential persons, government officials, school teachers, members of the youth clubs, mahila mandals, political leaders, head of the family and friends of the learner.

9. **Problem Solving Approach**
The best way to motivate is to have a problem solving approach. Problems may be identified and solutions evolved within local frame work and with the help of local people. Some of the activities involving the fulfilment of interest and needs of the people.

10. **Incentives**
An incentive incites person to action. It is external reward intended to stimulate a positive internal response towards action. Generally the incentives are made evident before the act in order to include the person to make the required efforts.

The following non-monetary incentives may be adopted to increase their motivation:

- **a)** Individual should be made to realize that education is a must to achieve social prestige.
- **b)** Articles should be published in the press covering success stories.
- **c)** Skill development activities should be integrated.

11. **Games and devices**
Linking learning with play activities appeals to the natural tendencies of adults. The use of carefully selected games and devices is a desirable method of motivation consistent with the natural interests of adults and frequently resulting in the palatable acceptance of otherwise dull and uninteresting material.

12. **Examinations**
The desire to do well in tests or examinations is a strong incentive to learning but may be placed in the same category as rewards since it focuses attention on the attainment of rank or the avoidance of difficulty rather than on the value of the material learned.

13. **Liking for Instructor**
Mutual respect and liking between instructor and adult are desirable and will contribute to progress in the literacy classroom. Although desire for the instructor's approval may be a powerful motivation, it will be noticed that interest in the subject-
matter itself is in secondary place. This weakness is accentuated (To make something more noticeable) if the instructor leaves the literacy class or is irregular.

14. Competition
Competition between adults is not recommended, but rivalry (People competing for something) between groups or teams sometimes provides unobjectionable motivation. The desire of an adult to improve his previous record is an excellent type of motivation.

15. Liking for Subject:
The interest which results when an adult enjoys the work of subject is the best possible type of motivation. This interest is further increased if the instructor makes evident the value and purpose of the subject-matter.

1.26 LETS SUM UP

- Adult psychology is applied to the teaching. The teaching-learning process includes the following areas of education of the adult learners. Adult psychology is a psychology applied to educational problems of adult.
- Adult education psychology is the systematic side of the development of the individual within the educational settings.
- Adult learning should be undertaken continuously throughout their lives; it should not stop when adults leave school. It means that learning is not associated with schooling.
- Motivation is an important determinant in human behavior. Its understanding is essential to evaluate behavior in an objective manner.
- Motivation is desire to do something to learn. Illiterates in general do not have any strong motivation for attending literacy centres. They have stable interests, long time purposes, well-formed and differentiated attitudes.
- Learners can be motivated by building an environment in the community establishing personal contacts, organizing door-to-door campaigns, conducting public meetings, using mass-media, explaining the advantages of literacy, linkages, literacy with development, providing incentives, etc.

1.27 REFERENCES

BIBLIOGRAPHY