

Adult dev case3

Education



Individual Adult Learning College Individual Adult Learning Learning is a constant process for as long as a person is alive, so is the act of learning. It can come in a variety of ways and covers a vast area of knowledge. The simplest tasks to the most complicated skills are all learned and, for some, continually being studied. Currently, there is a continuous increasing demand for adults to cope up with the modern advances (Cordes, 2009). This demand entails learning skills associated with technology. The necessity of this knowledge has enabled people to develop ways to enhance the process of learning, hence, the development of educational models and teaching styles.

Shreeve (2008) presented literature on educational models that are designed to solicit active participation from learners. The lecture-based learning (LBL) is the conventional method wherein information are conveyed through lecture and objective examinations (Shreeve, 2008). Critics of LBL presented that most students does not exhibit true learning, instead, they are more concerned on passing the objective examinations (Shreeve, 2008). On the other hand, adult-based learning (ABL) serves the purpose of imparting knowledge based on the adult's need (Shreeve, 2008). Through recognition of the relevance of the topic to their lives, the adult learner can be more diligent in studying ("Adult Learning"). Another model cited by Shreeve (2008) is the problem-based learning (PBL), wherein the emphasis is on the adults as participants. In this model, the teacher acts as a simple coordinator, while the students are the ones responsible for initiating, diagnosing and concluding the discussions (Shreeve, 2008). While the three models mentioned mostly dealt with people discussions and lectures, another model has its foundation based on experience. A Professor of <https://assignbuster.com/adult-dev-case3/>

Organizational Behavior, David Kolb formed experiential learning theory (ELT) in consideration to the works of renowned theorists Piaget, Dewey, and Lewin (Smith, 2001). ELT highlights the learner's experience instead of focusing on the instructor (Shreeve, 2008). Another educational model which is relatively new, as described by Shreeve (2008) is Appreciative Inquiry (AI). In this method, a cycle is implemented wherein the learners are entitled to participate in a discussion. This method closely resembles PBL and ELT, the difference is that AI is leaned more on the positive side of every discussion (Shreeve, 2008). It also identifies the past and is more focused on developing potentials.

Through examination of all educational models, Experiential Learning Theory is the most congruent to my learning style. The combination of “concrete experience, reflection on observation, abstract conceptualization and experimentation” (Smith, 2001) makes learning as an indispensable task. It is through this model that an adult learner is challenged to recall the experience on a certain situation and judge the applicability of such previous deeds into the present situation. Furthermore, recollection of past events aids in the predictability of its outcome. For instance, a situation concerned with a technical problem. The actions done in a previous event which is similar to this are easily remembered rather than a complicated written set of instructions.

These educational models are formed in a way that their main aim is to gain assiduous partake from the learners. It is believed that through active participation, the learner can actually gain knowledge. Furthermore, all of these models share the method of giving emphasis to the practical application of information into daily living. Finally, regardless of the variety of <https://assignbuster.com/adult-dev-case3/>

education models, the common ground each model firmly stands in is the purpose of true learning for the adult population.

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