

# Readiness to learn and the adult learning process case study examples

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Contrary to popular belief, adult learning does not just take place in the traditional classroom setting. The growing area of online learning is one of the most explosive areas where adult learners are seeking an education, but such learning occurs in so many other situations as well. A lack of motivation may have been the initial cause for an adult to fail in learning (Rodgers, & Withrow-Thorton, 2005). Vocational training is one area where adult learners need support in a variety of learning styles (Pohl, Rester, Stöckelmayr, Jerlich, Judmaier, Reichl, & Obermüller, 2008). Helping professionals overcome their bias about language barriers and become willing to learn Spanish to effectively communicate with patients is another way in which people need to accept change and be ready to learn (Healthcare access, 2006). Incorporating technology has eased the transition for younger adults (Nix, 2011). All in all, there has been much research and study during the past two or three generations into how adults differ in their learning styles than younger learners (Murphy & Golden, 2009).

As an adult, almost everyone faces reasons where learning comes into play. Adults may attend parenting classes, the need to learn to care for a sick relative or a personal health condition. There might be on the job training or a new job orientation. It may be learning about a new piece of equipment at work or a new policy at work or a child's school. Few adults escape all situations where a need to learn occurs.

An intrinsic lack of motivation and desire may have been the initial cause for an adult to fail in learning while in elementary and secondary school. There are many root causes and potential possibilities for this to have happened. Undiagnosed learning disability, family turmoil, a lack of teacher's identifying

learning styles, other reasons, or a combination of these factors. Regardless, once there is an issue for a student to fall behind, the problem escalates and the student struggles throughout the grades. Sometimes, but not always, the student graduates. (Rodgers, & Withrow-Thorton, 2005).

Many students pursue technical education. There is a great need for electricians, plumbers, medical coders, health care assistances, and other hands-on employees. Many of these students did not do well in a traditional education environment but seek to improve their lives in trade schools. Their instructors need to be able to adapt their delivery methods to help ensure their success (Pohl, Rester, Stöckelmayr, Jerlich, Judmaier, Reichl, & Obermüller, 2008).

With Spanish being the second most spoken language in the United States, many service-oriented professions are requiring their employees to gain basic skills related to their job position to interact with their client base. Even if their employees have a stereotype about the Latino population, if their company serves these people, it is something that needs to be overcome professionally, if not personally. Being able to learn basic language skills is difficult for many people, and educators need to understand the profession enough to know what is most important for the employees to be able to learn for basic communication to occur (Healthcare access, 2006).

There are few positions available in the United States, an industrialized nation, where no technological skills are required. As a consumer, if one goes into a basic shop to get an oil change, a computer is used to log in and wait. A customer using a lower level salon uses a keyboard upon entering to record one's place in line. At a gas station/sandwich shop a kiosk is used to

place an order. At the department of motor vehicles a screen is used to get a new license photo completed. Technology is everywhere. Younger adults find it easy to learn using this technology, which is one of the reasons for the boom in online education (Nix, 2011).

The study as to how and why learning is now a lifetime process is a major field and will continue to grow as many adults are professionals and students well into their sixties and beyond. This is a good thing. It is said that to actively engage the mind daily keeps it sharp. Since people are active and are living longer, this extension of learning past the former traditional retirement age can be nothing but beneficial (Murphy & Golden, 2009).

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