

Good example of theories on adult learning and development essay

[Technology](#), [Development](#)



Human development is process that permits the individual to progress from one stage of development to another. It is important to mention that both biological and social changes accompany the mentioned development. Interesting to mention is the fact that at the end of the adolescent stage, the individual starts to undergo adult development stages. A notable fact is that as adults develop they indulge in social interaction that further changes their perception towards life. Similarly, the adult learning process is essential to the life of each and every individual, the process provides adults with knowledge that are vital in life. The mentioned process usually commence at the age of 19 years. As stated earlier, adult learning provides an individual with knowledge and skills that are vital for immediate use. The mentioned knowledge has assisted employees to expand the profitability of the organization. Evidently, experience plays a key role in adult learning because it enables adults to acquire the knowledge and apply the same knowledge in the necessary field. Interestingly, creativity and innovation have been the end results of adult learning. Several theories have been put forth in explaining what takes place during adult learning and also what takes place during adult development. The paper seeks to explain what takes place during the adult learning and also what takes place during adult development, to achieve the mentioned aim; the paper uses various theories of adult learning and theories of adult development.

Prevalently, several theories and concepts have been put forth in explaining the adult learning process. A notable fact is that as the child develops mentally, he/she surpasses myriad stages of development. As the age click to 19 years, a differential social and biological development takes place. The

mentioned features depict adult development as the readied stage to acquire knowledge and skills in the adult learning.

Several theorists completely agree that the fifth stage of adult development established by Erik Erikson, presents a researching ground for better understanding of the learning needs of adult. The fifth stage is a problem finding stage. At the mentioned stage, the minds of adults generate more questions than answers. Adult learning, therefore imparts knowledge and skills that intend to provide amiable answers to the asked questions during the fifth stage.

Adult learning embraces theories that are constantly put in practice when an opportunity occurs (Jarvis, 2010). In view of the above, the theories endeavor to explain that adult learning is practical and knowledge acquired must be put into immediate use. Arguably, real adult learning commences with possession of experience. Lack of experience completely impedes the learning process. In essence, without experience there is no learning. Apparently, pre-experience accelerates the adult learning process whilst the post-experience permits the learner to bring effective change in the necessary field.

Knowles described two concepts; andragogy and pedagogy. Pedagogy concept is applicable in child learning; therefore it is not useful in this context. The andragogy concept is the art and science that greatly assist adult in learning. The mentioned theorist dubbed andragogy concept as an emerging theory that facilitate the progression or the development and implementation of learning activities for adults.

Andragogy, as established by Knowles find its ground on a number of

assumptions. First, the need to know assumption explains that for adult learning to be a success then adults must know the reason for learning. The experience assumption asserts that adults need to have experience that will essentially aid the learning process. The self-concept assumption stipulates that the adult ought to be responsible for any decision they made, more so on education. The readiness assumption demands that the adult should be ready to apply the knowledge acquired through learning in their new social roles. The orientation assumption expects adults to apply the new knowledge immediately in problem solving. The motivation assumption explains that motivation for adults arise from internal factors. Application of the mentioned assumptions leads to an effective learning process.

A notable fact is that time consideration is essential in the learning process. The mentioned time consideration enables the adults to reflect and analyses. For organizations that incorporate adult learning, then it must factor in time consideration. Generally, time factor can either impact the adult learning positively or negatively (Rothwell, 2008). In view of the above, the organizations need provide more time to adults during learning process.

The Experiential Learning theory, on the other hand, only dwells on the primary role that experience play in the adult learning process. Experience is a vital tool in the adult learning process, as it permit adult to reflect, retain and transfer the knowledge in the learning process. The experience permits adults to apply the newly acquired knowledge in the required fields.

Prevalently, concrete experience enables the adult to observe and reflect; secondly, the mentioned experience permits the learner to form abstract concepts (Jarvis, 2010). The mentioned experience is then put into practice

in testing new situations. For instance, the learners need to use the experience acquired during learning to solve problems at work place.

Austrian (2008) explains that adult development exhibits both physiological and psychological changes that take place at various stages. The mentioned changes invariably emerge at the end of the adolescence stage and runs throughout the individual life. Imperative to mention is the fact that the two changes are gradual. Also, regarding adult functionality the changes can provide positive, negative, or no change. Clark & Caffarella (2011) affirm that biological changes are primarily responsible for both psychological and social changes in adults.

Erik Erikson developed psychosocial development theory that strives to explain what takes place in the adult development. He strongly argued that social interaction plays a major role in the adult development. He insisted that the mentioned interaction can either shape or break the adult development. The mentioned theory encompasses eight stages of development from birth to old age. A notable fact is that each stage of development has distinct characteristics.

Erikson further argued that as the adult develops, he/she may experience tension as they enter to a new stage. Through the mentioned tension, individuals endeavor to institute equilibrium or a balance in each stage (Gines, Dizon, Obias, Uriarte & Vendivel, 1998). Focusing on Erikson stage seven, Generativity versus Stagnation, individuals overcome selfishness and channel their contributions and commitment to family, work, community, and society. The last stage of Erikson's theory, Integrity versus Despair, is when individuals develop wisdom and are at the age of 65 or older.

Apparently, the last stage provides individuals with no room for improvement. The last stage provides individuals with the reality that death is a goal of life. The mentioned assumption eliminates the anxiety of death but provides individual with the hope for rebirth.

Prevalently, there is an explicit correlation between learning and development in adults. A notable fact is that as adults undergo various stages of development, incorporation of learning in the stages is vital. Clark & Caffarella (2011) affirm that during the life cycle of a human being, critical development majorly takes place in the adult stage. Not to mention, adults gather enough experience that is essential in the adult learning process. The mentioned experience permits individuals to reflect the past, as well as applying the experience in newly social role.

According to Rothwell (2008), environment is a function of either success or failure of both adult learning and development. A considerable time permits individuals to reflect on their past, thereby attaining the needed experience. Similarly, a less amount of time might interrupt the reflection time.

Furthermore, environment is a key in adult development, according to Erikson a positive environment should permit social interactions of individuals. The fact is both adult learning and development is compatible as it imparts the developed individual with the imperative knowledge needed in the newly social role.

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