

Adult development and learning case study sample

[Profession](#), [Student](#)



Introduction

There are different learning models and each of them suits differently to learners of different ages. Adult learning is a challenging field to educational curriculum developers, teachers and managers since the motives of adult learning are largely different from those of younger learners. In the face of rising unemployment and concerns of worker skills, adult learners are trooping into schools in increasing numbers (Cordes, 2009). It is therefore important for education stakeholders to adapt learning styles to different educational models and thereby make adult learning effective.

Educational models and how teaching styles could be adapted for individual adult learners

The traditional Lecture-Based Learning (LBL) educational model is the most common. It is teacher-centered and learners derive learning from the instructor who imparts what is known about a given subject hoping that this results in the transfer of knowledge (Shreeve, 2008). LBL model promotes superficial learning in which students are likely to memorize materials with the intent of passing examinations (Camp, 1996). This method has over the years shown to be ineffective in applying and integrating knowledge in a problem-solving situation and is relatively ineffective in adult learning.

The Adult-Based Learning (ABL) model is tailored to meet the needs of adult learners. According to Knowles (1980), ABL fosters freedom of expression and mutual helpfulness. It also increases the commitment of students to the learning process by building on prior knowledge and experiences of the learners. In other words ABL model is based on exchange of ideas and

interactive learning sessions that encourage learners to apply learnt skills and concepts. Although learners are impacted with new skills and knowledge, the setting does not involve competitive examinations and the assessments involved in ABL are highly tailored to test for understanding and applicability of concepts (Shreeve, 2008). This method is therefore unlike the LBL and is more suitable for adult learners.

The other educational model is the Problem-Based Learning (PBL). Unlike the LBL and the ABL models, the PBL model incorporates small groups of learners that are student-centered rather than teacher-centered. In this model, learners explore key issues through group discussions and exploration. The process of diagnosing, identification of appropriate resources, research and formulation of appropriate course of action lies almost entirely on the learners (Knowles, 1980). In this model, Instructors serve as facilitators rather than the ones to impart knowledge which is the case in the LBL and ABL models. This model is most suited for the medical education where instructors guide the learners through the process of discovery and inquiry.

Educational model which fits to my style of learning

Though the PBL encourages a high-level sharing of ideas it is a lesser appropriate model of learning as compared to the ABL. The ABL is the most appropriate model of effective adult learning. The styles of imparting knowledge through this model are tailored to value and properly utilize the knowledge that adults have acquired in practical life situations. The learning styles suitable for ABL model are the visual, auditory and kinesthetic learning

styles. The visual learning style emphasizes on learning by looking and seeing. The learners benefit from illustrations and presentations especially those utilizing colors. The learners also learn by listening and hearing. They are encouraged to read aloud and discussions are highly encouraged in this style. The kinesthetic aspect entails learners touching and doing. The ABL model of learning is the most suitable model of delivering knowledge to adult learners.

Commonalities among the educational models

There are commonalities among the PBL and the ABL educational models. In both of these models, the learning process is learner-centered and less teacher-centered. The students are encouraged to express areas where they have concerns after utilizing prior experience in current learning situations. In all, adult learning should be based on a model that makes use of real-life experiences and gives the learners a great opportunity to learn from each other.

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