

Understanding and Facilitating Adult Learning

Education Week 2007 Kevin R. Miller

“We are all in it together, all of us, and we have a great work to do. Every teacher can be a better teacher than he or she is today.” –President Gordon B. Hinckley August 1996

Wherefore, I the Lord ask you this question—unto what were you ordained? To preach my gospel by the Spirit, even the Comforter which was sent forth to teach the truth. Therefore, why is it that ye cannot understand and know, that he that receiveth the word by the Spirit of truth receiveth it as it is preached by the Spirit of truth? Wherefore, he that preacheth and he that receiveth, understand one another, and both are edified and rejoice together. And that which doth not edify is not of God, and is darkness. And which is of God is light; and he that receiveth light, and continueth in God, receiveth more light; and that light growth brighter and brighter until the perfect day. And again, verily I say unto you, and I say it that you may know the truth, that you may chase darkness from among you. --D&C 50: 13-14; 21-25

Appoint among yourselves a teacher, and let not all be spokesmen at once; but listen unto his sayings, that when all have spoken that all may be edified of all, and that every man may have an equal privilege. --D&C 88:122

And I, brethren, when I came to you, came not with excellency of speech or of wisdom, declaring unto you the testimony of God...And my speech and my preaching (was) not with enticing words or man’s wisdom, but in demonstration of the Spirit and of power: That your faith should not stand in the wisdom of men, but in the power of God. --1 Corinthians 2:1, 4-5

1. 4 Key Principles for Teaching the Gospel (Elder Jeffrey R. Holland)

- Ask, seek and knock spiritually
 - Teach from the Scriptures
 - Teach by and with the Spirit
 - Help the learner assume responsibility for the learning
- From 2007 Worldwide Leadership Training, Ensign, June 2007

2. Transformational Teaching- 10 Concepts for Gospel Andragogy

1. Begin with a vision : Use a compass, not a clock
2. Invite all to come unto Christ
3. Teach by the Spirit, only, always
4. Teach as Christ taught
5. Teach to the unique nature of adults
 - Teach to the “edge” (challenge!)
6. Teach to all learning domains and styles. (Offer a smorgasbord, not an MRE)
7. Establish the environment
8. Connect to the heart
9. “Come Follow me”
 - Be passionate
 - Remember “exampleship” and model learning

- Care enough to be CREATIVE
10. End with a powerful application and your testimony!

3. Adult Learners Retain (72 hours later)

- 10% of what they hear
- 20-30% of what they see
- 60% of what they see and hear
- 75-85% of what they see, hear and do

Source: Bob Pike Creative Training Handbook

4. We Learn:

- 1.5% through taste
 - 3.5% through smell
 - 11% through hearing
 - 83% through sight
- Bob Pike: Creative Training Techniques

5. Our Learners:

- 70% are visual learners
- 20% are auditory learners
- 10% are kinesthetic learners
- *Danger: We tend to teach how we like to learn!* Pike, Ibid.

6. Retention Comes From:

- Telling, alone, resulted in **70%** recall 3 hours later and **10%** recall 3 days later
- Showing, alone, results in **72%** recall 3 hours later and **20%** recall 3 days later (Bob Pike)
- Blend of telling and showing results in **85%** recall 3 hours later and **65%** recall 3 days later

People remember 15% of what they hear, and 85% of what they say!

7. Characteristics of Adults as Learners

- Have a good deal of first-hand experience

- Have ideas and spiritual insights to contribute
- Respond deeply to spiritual experiences
- Demand relevance/ask WIIFM (what’s in it for me)
- Have a past that can positively (or negatively) influence learning
- Have set habits and strong tastes which affect learning
- Have some amount of pride
- May be quite resistant to change (until it comes from within)
- Have tangible things to lose in a learning setting (e.g. reputation, respect)
- Have a great many preoccupations outside a practical learning situation
- Have developed group behavior consistent with their needs
- Respond to reinforcement
- Want to appear in control so they display restricted emotional responses
- Have strong feelings about learning situations
- Need a purpose for existence

8. Learning Styles

The Brain processes new information Through....

- Assimilation: bringing in brand new information to fit into schema
- Accommodation: adjusting and changing old ideas and information to fit the new

All the knowledge in the world would not amount to anything unless we put that knowledge into actual practice. We are the architects and builders of our lives, and if we fail to put our knowledge into actual practice and do the duties that devolve upon us we are making a failure of life. --President Heber J. Grant

A skilled teacher doesn't think "What shall I do in class today?" but asks "what will my students do in class today?" not "What will I teach today?" but rather, "how will I help my students discover what they need to know?" The skilled teacher does not want students who leave the class talking about how magnificent and unusual the teacher is. This teacher wants students to leave talking about how magnificent the gospel is.

--Sister Virginia Pearce, CR Oct 96

True doctrine, properly understood, changes attitudes and behavior.

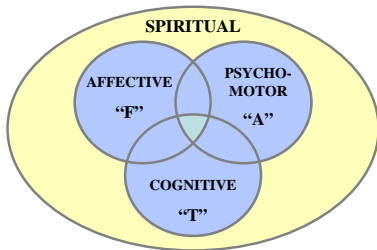
Boyd K. Packer

But gaining knowledge is one thing, and applying it is quite another. Wisdom is the right application of knowledge, and true education- the education for which the Church stands- is the application of knowledge to the development of a noble and Godlike character.

--Pres. David O. McKay

We hope that in your educational pursuits you will learn wisdom... Wisdom is not just learning, but intelligent application of learning. --Pres. Ezra Taft Benson

LEARNING DOMAINS



9. Visual, Auditory and Kinesthetic

- **Visual Learners:** Need to see to learn: get their energy and motivation through what they see, use words like "how me" and "I see." Identifiable when bored, eyes wander, reading: doodling and writing; gazing outside or at others.
- **Auditory Learners:** Need to hear to learn: get their energy and motivation through what they hear, use words like "tell me" and "that sounds neat." Identifiable when bored: strike up conversations; listen to outside noises; eyes sideways to ears.
- **Kinesthetic Learners:** Need to do to learn, very hands-on and energetic; fidgety; use words like "let me try"

and "how do I do that?" Identifiable when bored: fidget, wander around, doodle, drum pencil, jiggle feet, touch others or things.

- People come in combinations: KAV, VAK, AVK, AKV, KVA, etc.

Key: Teach with a SMORGASBORD of methods that feed all three types! Not an MRE (Meal Ready to Eat)

Gregorc Learning Style

- Concrete Sequential Learners
- Concrete Random Learners
- Abstract Sequential Learners
- Abstract Random Learners

Source- An Adults Guide to

Style, Anthony F. Gregorc, 1982

10. Some Do's and Don'ts for Teaching Adults

- Change your teaching method or what you are doing every 7-10 minutes
- Remember the 10-3 rule, Don't just lecture!
- Use colorful, large type visuals
- Ask yourself, "how can I help them learn this for themselves?"
- Have plenty of application challenges and questions
- Ask open-ended questions. Don't insult with simplistic questions.
- Validate each response
- Expect them to be prepared...assume preparation
- Bring objects and use symbolism
- Ask for personal stories, examples and applications
- Use humor and ice-breakers
- Start with a challenging question on the board
- Be vigorous and excited about the subject
- Resist apologizing for yourself or your efforts

Source: BYU HRD

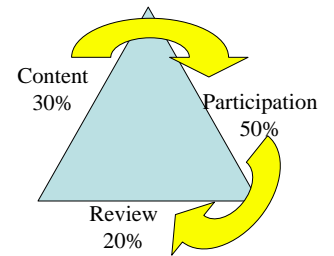
11. Some Tools for Adult Learning

- Small group discussions
- Three-minute papers
- The 10-3 rule
- Post-it Note Brainstorms
- Learning journals
- Star-bursting
- Brainstorming
- Socratic discussions
- Application challenges
- Advanced organizers
- Comparing/contrasting
- Buzz groups
- Mind-mapping
- Objects/ object lessons

- Response papers
- Chain teaching
- "Guest" visitors

Source: Kevin R. Miller

Remember CPR



12. Christ's Teaching Techniques

- Small group discussions: Luke 24:32; John 21; 6:67-69; 3 Ne. 19:4; 27:1; DC 6:32; Matt. 4:18-23
- Parables and stories: Mark 4:11; Matt. 13:10
- With the Spirit: Luke 24:32
- Questions: Luke 7:42, 2:46; Matt 12:3
- Assignments/Homework: 3 Ne. 17:3; 23:11; John 13:14
- Encouraged reading: Matt 21:42
- Visual aids: 3 Ne. 11:14; John 8:6
- Opened or expounded the Scriptures: Luke 24:32; 3 Ne. 23:6,14
- Object lessons and analogies: Matt. 21:19-21; 13:31;17:20; John 6:48-57; Luke 20:24-25; 21:1-4
- Symbols: Luke 22:17-20; John 6:48 57
- Testified: 3 Ne. 11:32
- One-on-One: John 8:10-11; 3:1-5; 4:7-19
- Preparation: Luke 4:32
- Discernment: Luke 5:22
- Authority: Matt. 7:29; John 3:34
- Example: Matt. 4:19; John 13:15; 1 Pet 2:21; 2 Ne. 27:27; John 13:14

What I Learned from this Workshop that I Intend to Apply (My AHA!)

Tools I will use the next time I teach: