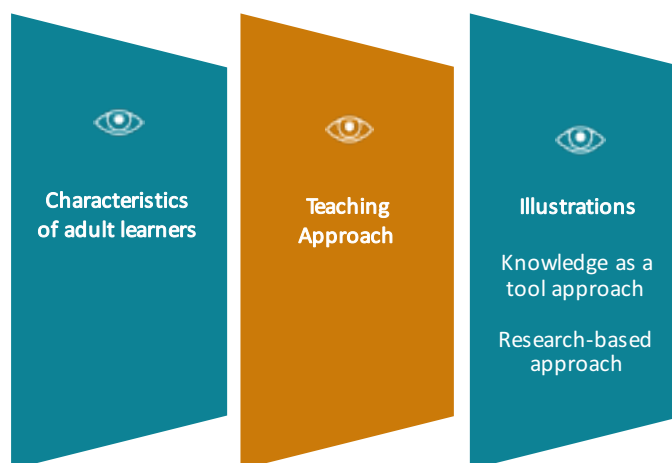


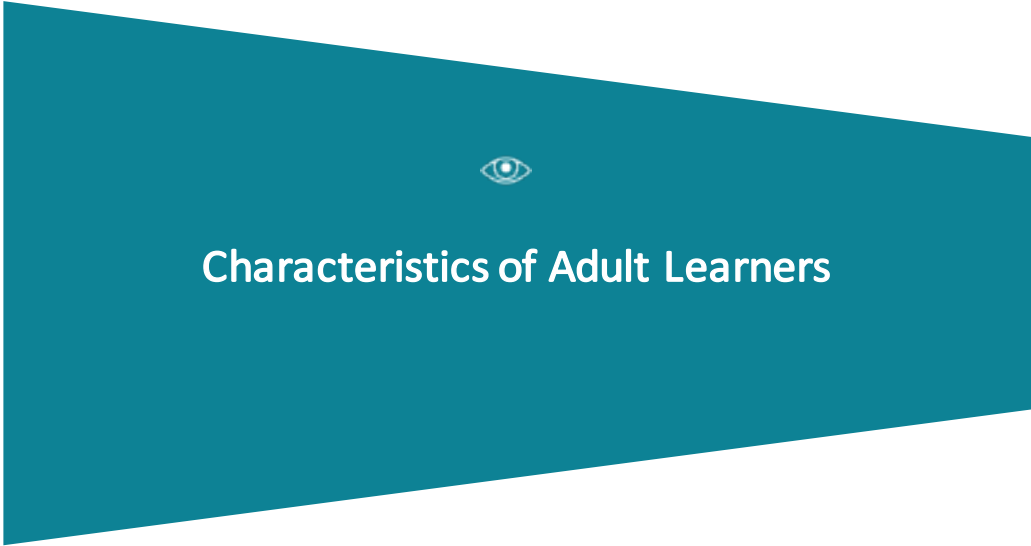
LLL vs traditional teaching: How do Adults Learn?

Prof. dr. Isabel RAEMDONCK


Content



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Characteristics of Adult Learners



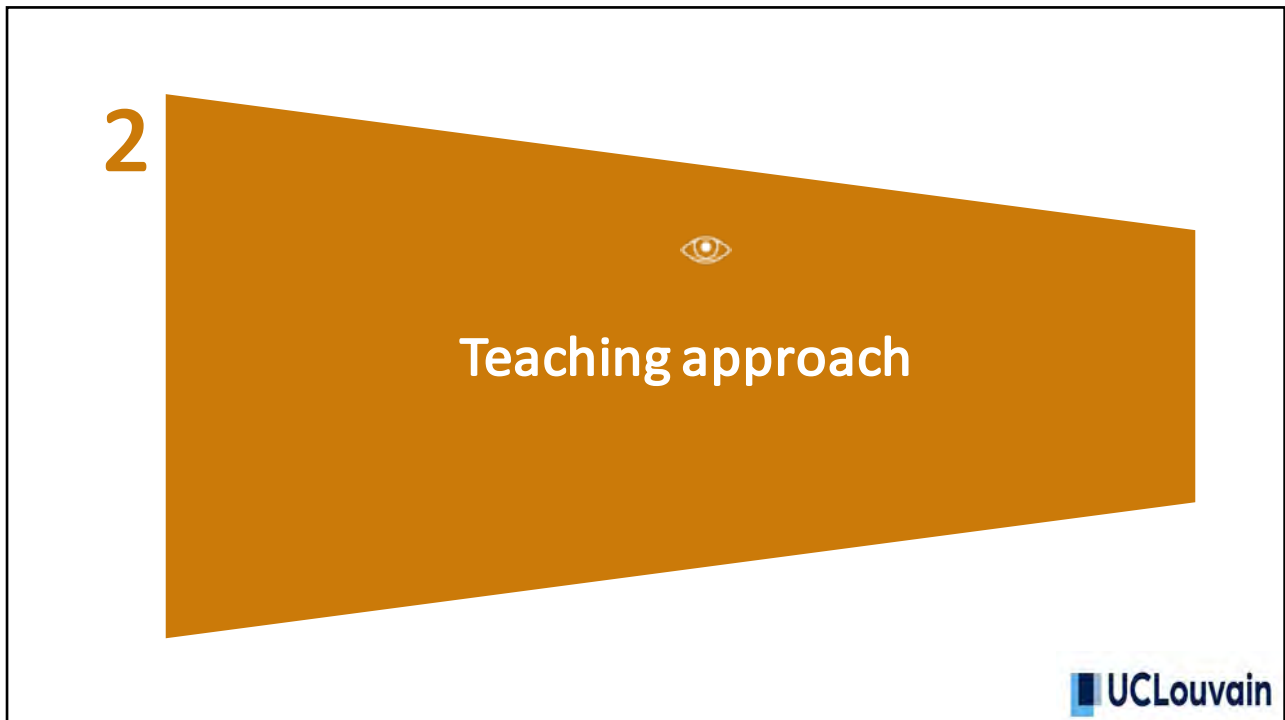
Characteristics of adult learners



- ◆ Adults who enter adult education in later life
- ◆ Diversity in student background

◆	◆	◆	◆
			
Academic Self-efficacy	Recognition of experience	Collaboration	Intrinsic and identified motivation





Approach to adult learning

- ◆ Self-directed and active learning (Raemdonck, 2006; Raemdonck, Meurant, Balasse, Jacot, Frenay, 2014).
- ◆ Research based approach
- ◆ Application in practice based situations
- ◆ Critical and creative thinking

3



Illustration 1: teaching approach

Illustration

Knowledge as a tool approach (KAG)

- Type of blended learning: flipped classroom
 - ◆ Online pre-recorded lecture and scientific reading with guided questions (individually)
 - ◆ Face-to-face learning activities: Shared setting in classroom (peer interaction in group activities and student-teacher interaction and prompt feedback)
- Effective method:
 - ◆ Compared to traditional classroom and e-learning (Thai, 2019)
 - ◆ Improves student learning performance (Karabulut-ilgi, Cherrez, & Jahren, 2019; Thais, 2019), self-efficacy (Enfield, 2013), motivation (So & Brush, 2008)

Foundations KAG

Social constructivism as underlying principle:

- Knowledge acquirement is a **social process**
- The **students themselves construct** the knowledge as much as possible
- Scientific knowledge is **not a goal in itself** but is meant to explain cases/phenomena in real work practice.
- Importance of prior knowledge

Objectives KAG

- Learning to use knowledge as **a tool**
- Knowledge construction through literature study, by **working in teams**, through **discussion**, reporting and presenting, and by giving and receiving **feedback**.

Structure KAG course

Preparation before the course:

- Study guide
- Study learning materials (a selection of scientific articles and video per theme) + questions

During the course:

- Lecture: basic concepts 1u
- Team work: 1h30min
- Presentation and oral feedback: 2 x 30 min.
- Role teacher: foster beneficial group dialogue, provide instructional cues, moderator



Structure KAG course

After the course:

- Paper submission after 1 week (2 x A4)
- Peer-assessment *for* learning in scientific report: checklist
- Teacher-assessment *for* learning: written/oral feedback

At the end of the course sessions:

- Revision papers
- Assessment *of* learning: Two papers are evaluated and receive a mark



Roles and tasks assigned

- Chairman
 - Reporter
 - Presenter
 - Commentator
 - Assessor
- ▶ **Rotation** within the group: experience multiple roles

Case Wine tasting



In the film fragment you have seen Philip and some of his students. Philip is a connoisseur of wine. Every Friday evening he teaches a course 'wine tasting for beginners'. Philip believes that wine tasting is a matter of smelling, watching and tasting. He is of the opinion that knowledge about the different wine-growing regions (geographical position, ground, climate, type of grapes, etc...) is essential knowledge for a wine taster. Moreover, a wine connoisseur needs to be able to describe a wine on basis of its external characteristics: smell, color and taste. The student needs to relate the results of this observation to his/her knowledge about the geographical origin of grapes and type of grapes in order to identify the wine. During the course the students need to (1) blind taste and smell; (2) brainstorm about their observations (analysis of the wine); (3) collect the observations and connect the information (synthesis); and then (4) relate this synthesis to their knowledge of the different wine regions.

Case Wine tasting



Jan, Suzanne, Etienne and Gerard are four students who participate at this course. Below, the students report upon their learning experiences.

Your assignment is to analyse these different experiences. Apply the perspective(s) which is/are most relevant for each of these students.

- *Perspective 1*: domain-specific knowledge and skills and the role of prior knowledge and misconceptions.
- *Perspective 2*: cognitive strategies and cognitive styles, learning strategies and learning styles
- *Perspective 3*: motivational control
- *Perspective 4*: emotional control

Jan`s learning experience

- **Jan** is a medical doctor, he has an extensive wine cellar and wants to know more about the quality (or not) of the wines he owns. He is very quiet during the course and never talks spontaneously. He tells to Suzanne: “the people are good company and I notice that I learn a lot from the others. But, I am having difficulties with blind tasting and then, the brainstorming, I am not used to this learning method. If you need to think yourself about the right answer, I often fail. Most of the time I am completely wrong. I find this very difficult and prefer to keep my mouth shut instead of making a fool of myself;

Suzanne`s learning experience

- **Suzanne** tells that, in the beginning, she was very much confused by this course. She had the impression she was learning nothing at all. She has a lot of experience with wine tasting and now and then she reads about wine tasting in a magazine or watches a program on television. She was sure that every wine tastes better when he gets older. Or: Old wine needs decantation! Philip claims and arguments that it is just the other way round. Suzanne tells to her peer student Etienne: “ I am not able to remember all the thing which are told in the course!”;

Advantages of KAG approach

- Learn to cooperate in a team
- Learn to use knowledge as a tool: apply and integrate -> critical analysis of case on basis of scientific literature and develop interventions
- Scientific writing
- Communication skills: Learn to give and receive feedback
- Presentation skills

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Illustration 2: teaching approach

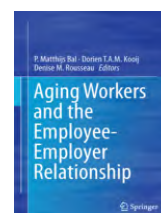
 UCLouvain

LFOPA2810 Analyse de l'activité d'apprentissage
des adultes

Old and Out?

Age, Future time perspective, Goal orientation and
Training participation

Isabel Raemdonck



 UCLouvain

Learning approach

Research cap



7 teams



Research theme

The relation between age and occupational future time perspective and goals orientation

The relation between future time perspective, goal orientation and participation in formal learning activities



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Dear Students,

I am writing to thank you for cooperating with us on this exciting project on learning in adulthood. In the School of Psychology at Georgia Tech we are setting up the same research with a group of students. As you probably know from your own experiences, learning is a lifelong process. As we grow older and take on job responsibilities, the nature of learning our learning goals, and our strategies for learning effectively change. For adults, new learning can occur in many different ways. Although there has been a great deal of knowledge accumulated on learning among children and adolescents, we know far less about learning among adults. Yet the future of work science on behalf of workers critically depends on understanding more about how adults can continue to learn through their lives. This project seeks to understand the role of learning and learning processes among adults with different work histories, learning orientations, and future expectations about their job and career. I hope that you will find this project interesting and enjoy contributing to our learning about adult learning!

Sincerely,
Ruth Kanfer
Professor of Work and Organizational Psychology
Director, Work Science Center
Georgia Institute of Technology

Prof. Dr. Ruth Kanfer

Georgia Tech
University
School of Psychology



Content courses

- 12/2 - Course 1: Theoretical introduction
- 12/3 - Course 2: Study design
- 2/4 - Course 3: Analyses in SPSS
- 30/4 – Course 4: Poster presentations

Thank YOU
for your attention

Questions?