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**Check with your director for specific instructions before completing this workbook.**

## Checklist of Activities



Keep track of your progress by checking off activities as you complete them.

- Overview & Instructions** (Slides 1-6)
- Reflection 1: Opening Thoughts** (Slide 7)
- Andragogy vs. Pedagogy** (Slides 8-9)
- Andragogy: Adult Learning** (Slides 10-16)
- Reflection 2: Adult Learning Principles** (Slide 17)
- Motivations & Barriers in Adult Learning** (Slide 18)
- Cognitive Load Theory** (Slides 19-20)
- Adult Learning Theory** (Slides 21-30)
- Supporting & Retaining Adult Learners** (Slide 31)
- Quiz** (Slides 32-38)
- Reflection 3: Closing Thoughts** (Slide 39)
- Conclusion, References & Additional Resources** (Slides 40-48)
- Signature of Completion** (turn in to your director or supervisor)



## Reflection 2: Adult Learning Principles

The principles of Malcolm Knowles form an important basis for adult learning theory; reflecting on them may help you to consider what inspires and what challenges your students.

Consider your thoughts and briefly record your answers to the questions below. Feel free to use additional paper as necessary.

**1. Which of Knowles' principles guide, or could guide, your own teaching?**

**2. What motivates adult learners, and what might be some barriers to learning for adult students?**

## Quiz Answer Sheet

Record your quiz answers here. As you work through the quiz, you may want to record additional insights or make notes about any points you particularly hope to remember.

Question	Your Answer	Insights/Notes
1		
2		
3		
4		
5		

## Quiz Answers and Explanations

### Question 1 - Correct answer: B

Malcolm Knowles' research indicates that adults are primarily motivated by intrinsic factors. Adult learners tend to be self-directed and they bring life experiences and knowledge to learning experiences. They are goal directed (as opposed to being directed by grades or other outward factors) and are relevancy oriented and practical.

### Question 2 - Correct answer: C

Knowles recommends a learning setting where instructors set a cooperative climate for learning in the classroom, design sequential activities to achieve the objectives (of the learner), and that instructors work collaboratively with the learners to select methods, materials and resources for instruction. In such classrooms, instructional decisions are not driven by available texts or needs of any given program.

### Question 3 - Correct answer: E

According to most researchers, there are two main barriers to adult learning: external or situational, and internal or dispositional. External/situational barriers are typically defined as influences more or less external to the individual or at least beyond the individual's control (e.g., time, money, childcare, and transportation). Internal/dispositional barriers tend to be associated with those which reflect personal attitudes, such as lack of confidence or interest, and fear of failure. Additional barriers may be related to adverse childhood experiences, generational poverty, ongoing trauma, etc.

### Question 4 - Correct Answer: A

According to the "See, Do, Teach" model, students retain the most from what they do. Lecture-based learning is the oldest and most commonly used method of teaching, yet it is usually the least effective. Studies show that students only retain about 5% of a lecture. Instructors who follow the "see, do, teach" model during class first let students see how a certain skill or concept works. They then give

learners a chance to do it all by themselves and finally have them teach someone else what they just learned. A study done by the University of Texas found that people only remember 10% of what they read and remember only 50% of what they see and hear, yet people can remember 90% of what they say and do. Having students teach each other promotes up to 100% retention of information.

**Question 5 - Correct Answer: C**

According to cognitive load theory, reducing extraneous cognitive load frees up memory space, allowing learners to retain information more easily. Extraneous cognitive load is generated by the manner in which information is presented to learners and is largely under the control of the instructor.



**Oregon Adult Basic Skills  
WIOA Title II Adult Education and Family Literacy Grant  
OACCRS Foundation Training  
Adult Education Module**

*To be completed within one year of date hired for full time instructors,  
or within 2 years for part-time instructors*

I, \_\_\_\_\_, have completed the OACCRS  
Foundation Training, Adult Education Module, as required per the Oregon ABS  
Policy Manual.

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

\_\_\_\_\_

ABS Program Director

\_\_\_\_\_

Date

For local program records only. DO NOT send to the State ABS Team.