Handout 2.1

Training Strategies for Adult Learners

<table>
<thead>
<tr>
<th>Principles</th>
<th>Training Strategies</th>
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| Adults need to feel self-directed | • Engage participants in designing some parts of the learning process.  
• Expect participants to want more than one medium for learning and to want control over the learning pace and break times.  
• Acknowledge contributions participants make to the group.  
• Do not expect participants to necessarily agree with the curriculum or even the content of the training. |
| Adults need to have a reason for learning. | • Take time to clarify participant expectations of the training.  
• Establish the need for training.  
• Permit debate and the challenge of ideas.  
• Link learning to motivational factors. |
| Adults want to use their experience and background. | • Use your adult participants as resources for yourself and for others.  
• Use open-ended questions to draw out participant’s knowledge and experiences.  
• Provide many opportunities for dialogue among participants. |
| Adults prefer a hands-on problem solving approach. | - Focus on theories and concepts within the context of their applications to relevant problems.  
- Orient the course content toward direct applications rather than toward theory.  
- Throw questions back to the participants; e.g. How would you handle this? or What would you do next? |
| Adults want to apply new knowledge and skills immediately. | - Show immediately how new knowledge or skills can be applied to current problems or situations, or conduct activities that help participants discover new concepts and applications.  
- Reinforce learning and ensure understanding and retention.  
- Use participatory techniques such as case studies and problem-solving groups. |