Assignment 3

Adult learners are people over the age of eighteen in an instructional situation, whether formal or informal. Lifelong learning is now a common expectation of society, but in the field of educational technology most adult learners undertake their studies in employee education and training programs.

Eg. In Myanmar engineering education, the teachers have not teaching training so we need to fill the gap, giving the training ‘teaching method and student evaluation course’ in service teacher. Then teacher must have knowledge for the use of Modern equipment that is used in professional field as lifelong learning.

This stems from the fact the preponderance of instructional design practice has occurred within the private sector, primarily in business and industrial settings. This coincides with the steady growth of employee training as an integral part of most organizations. This growth reflects the emphasis on producing a more knowledgeable workforce and, increasingly, on improving employee on the job performance and solving organizational problems.

Eg. Mechanic can install the whole car in his workshop. He haven’t theory base but he is a skillful person for his job. So he wants to get a certificate from University. We can training him for theory knowledge and modern equipment (Computer).

The term “adult learner” is too comprehensive. Unlike children, adults span a wide range of ages and developmental phases. Adult learners in terms of age groupings with characteristic physical changes, others in terms of a person’s social and psychological history, and others in terms of typical life events. It is common to assume that life changes have implications for adult learning in terms of learning style, the motivation to learn, and the capacity to learn.

Eg. Adult learner are unlike children because their age and experience. They are no need to train practical work, train to theory knowledge that join to their experience in applicable their job. If we need knowledge in practice for professional field, we start to study that practice for our organization and take training that practice. So the employee needs to go training, when they need study as adult learner (lifelong learning).Many scholars recommend distinguishing younger adult learners from older adult learners.

Theories of adult learning encompass a range of topics, many of which are unlike those

addressed in generic learning theory.

Most adult-oriented theories speak to issues such as

1. how adults learn
2. what they learn,
3. why they learn.

Such learning theory has implications for a variety of instructional design factors, including how to encourage participation in learning activities, adult motivation and persistence, how to promote using information learned in one’s job, and how to modify adult attitudes.

Eg. The skill man work in biological work in laboratory but have not theories. So they are trained for theories by organization. We speak them how they need to train, they are work professionally .If they are more learn theory for their work .they will be a perfect person and future prospect. Then they learn one field according to their work such as microbiology or molecular biology .They want to learn because their future position.

Popular views of adult learners present them as being more self-directed, autonomous, and problem-oriented. The characteristics of adults that seem to most influence learning pertain to demographic and experiential backgrounds, capacity and competence, and attitudes. One of the most important demographic questions is whether age influences one’s ability to learn.

In employee training situations, experiences that are more likely to be associated with effective learning relate to the nature and extent of a person’s previous education and training as well as her work, professional, and cultural and language backgrounds.

In employee training, learners’ attitudes toward their jobs, the company, their supervisors, and even their coworkers can influence the learning process. These attitudes influence not only how much learning occurs but also whether the information learned will be used on the job. Attitudes are an element effecting motivation in the classroom and in the workplace.

There are many advantages of such training methods. Many adult learners and instructors alike have had little experience with computers as a learning tool. Some persons not only don’t like learning with computers, they also feel a sense of computer anxiety. These feelings can constrain the learning process.

Furthermore, there should be an immediate opportunity for trainees to use the knowledge and skills learned back on the job. If the ultimate goal is to change the employee’s work habits, training programs must also include tactics for continuing on-the job support such as refresher experiences or using job aids and tools. Often supervisors are also trained in an effort to ensure daily support.