

vision for the future

TRAINING & STUDENT ENGAGEMENT 2

Principles of Adult Learning for the Future

Chemène Sinson



NATIONAL VET CONFERENCE
GOLD COAST 2021

#2021NVC



Chemène Sinson 

Principles of adult learning for the future

Welcome!

While waiting to begin



Prepare:

- A4 paper
- Pen

Think:

Why you came—
what would be useful?

We would like to acknowledge the Traditional Custodians of the lands in which we gather.

We would also like to pay respect to the Elders, both past and present, and extend that respect to other Indigenous Australians who may be present.

Please...


be purposeful


be curious


be generous

NEVER STOP LEARNING

Principles of adult learning

What we understand
about how adults learn best.

Chemène Sinson (just me)

We derive principles from...

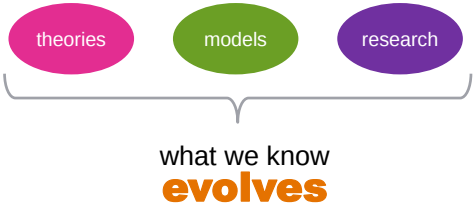
theories

models

research

what we know

We derive principles from...



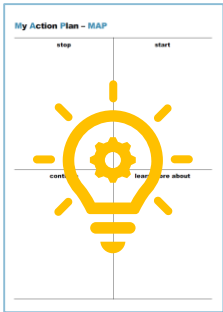
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Make a MAP



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One key insight or idea



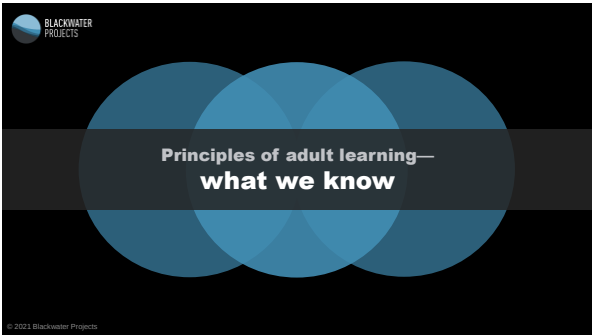
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Roadmap

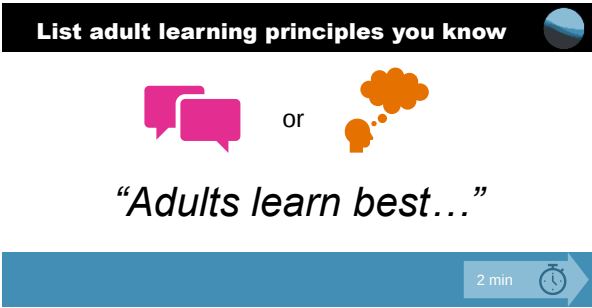
- Principles we already know
- 3 additions
- MAP next steps

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**Principles of adult learning—
what we know**

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List adult learning principles you know

or

“Adults learn best...”

2 min 

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Malcolm Knowles' assumptions about adult learners

Adults need to know **why** this is important

Adults are most **ready to learn** skills and knowledge that help them in their real-life roles

Adults are self-directed and **want to make choices** about their learning

Adults learn best when the focus is on **problem-solving**, not subject-centred

Adult learners have **experience** that should be acknowledged and built upon

Adults learn best when **motivated**



Based on information provided – well, everywhere – including: <https://ala.aom.au/adult-learning/the-principles-of-adult-learning/>
Image source: pixabay.com

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Principles of adult learning for 2021 and beyond...
some additions

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1

adults learn best when
we **focus on performance**

competence

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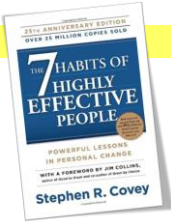


Who's this?

Stephen Covey

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Stephen Covey said...



1. Be proactive

2. Begin with the end in mind

3. Put first things first

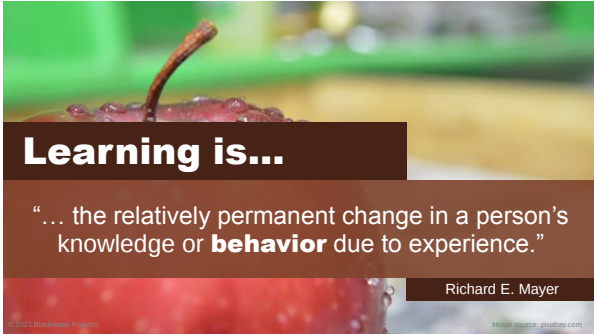
4. Think win-win

5. Seek first to understand, then to be understood

6. Synergise

7. Sharpen the saw

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Learning is...

“... the relatively permanent change in a person’s knowledge or **behavior** due to experience.”

Richard E. Mayer

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Learning is...

“...a process that leads to change, which occurs as a result of experience and increases the potential of **improved performance** and future learning.”

Susan Ambrose et al

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Competence is about performance



'Competence' means...

... the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Standards for Registered Training Organisations (RTOs) 2015, Glossary

Be a 'performance concierge'



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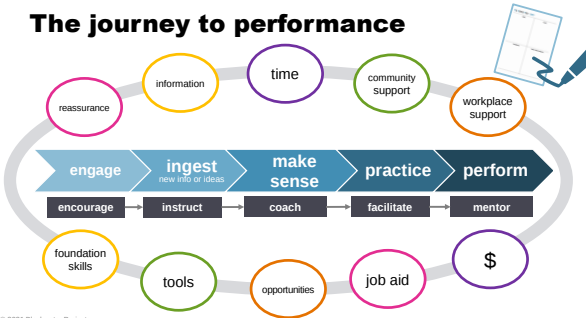
Be a 'performance concierge'



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Connect

The journey to performance



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2

Adults learn best when
they feel safe

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LEARNING

"All learning
has an emotional base."
Plato, 427 BC to 347 BC

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Image source: pixabay.com

Domains of learning

Cognitive



Knowledge

Psychomotor



Skills

Affective



Attitudes

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Source: Bloom et al, Taxonomy of Educational Objectives: the classification of educational goals (1956)
Definition of the affective domain sourced from: https://link.springer.com/chapter/10.1007/978-3-319-67625-9_3

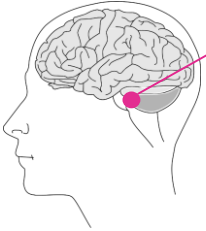
Psychological safety

A belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns or mistakes.

Amy Edmondson

Project Aristotle

By default, we feel unsafe



Amygdala

Helps us survive

- Fight flight freeze
- Instant binary classification—Good or bad
- We default to 'bad'

A simple example - it's 11:00am

I have some feedback for you. Can we meet at 2pm to discuss?

I have some **great** feedback for you. Can we meet at 2pm to discuss?



How might—or do—you **establish** and **maintain** a psychologically safe learning environment?

 or 



2 min 

Psychological safety

- Answer questions
- Set—then enforce—ground rules
- Learn from failure



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And now for something completely memorable!



Image source: pixabay.com

3

Adults learn best when
they remember

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Learning vs memory



“

Learning is the process by which we acquire knowledge about the world while **memory** is the process by which that knowledge of the world is **encoded, stored,** and later **retrieved.**

Dr. Eric Kandel, Principles of Neuroscience, cited in Andrietta, Wired to Grow: Harness the Power of Brain Science to Learn and Master Any Skill, v2.0, 7th Mind Publishing, Inc.
Image source: pixabay.com

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Encode

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12

Focus

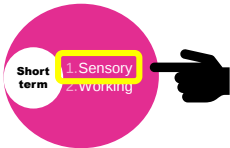
Learning requires our attention



- **Primary distraction**
e.g. you use the phone
- **"Second-hand distraction"¹**
e.g. you notice someone else using the phone

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Wired to Grow: Harness the Power of Brain Science to Learn and Master Any Skill, v2.0, 7th Mind Publishing, Inc., p.114.
¹ Britt Andreatta, 2019, Source: Britt Andreatta, 2019,

Leverage short-term memory



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Wired to Grow: Harness the Power of Brain Science to Learn and Master Any Skill, v2.0, 7th Mind Publishing, Inc.
Source: Britt Andreatta, 2019,

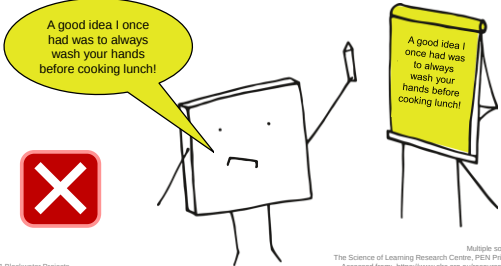
Use multi-sense learning (in the right way)

Use the senses appropriate to the task



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Avoid spoken text + written text





A good idea I once had was to always wash your hands before cooking lunch!

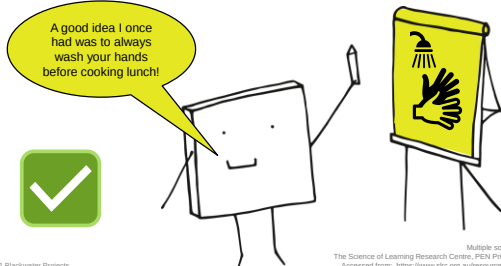
A good idea I once had was to always wash your hands before cooking lunch!



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Multiple sources, including
The Science of Learning Research Centre, PEN Principles 1 and 2.
Accessed from: <https://www.slc.org.au/resources/pen-principles>

Use spoken text + image





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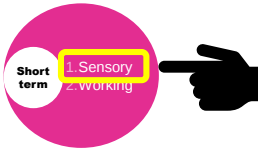
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Leverage short-term memory



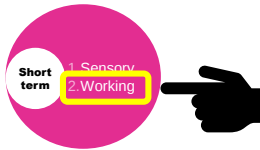
Short term

1. Sensory

2. Working

14

Leverage short-term memory



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Source: Britt Andreatta, 2019, *Wired to Grow: Harness the Power of Brain Science to Learn and Master Any Skill*, v2.0, 7th Mind Publishing, Inc.

Small chunks of essential 'stuff'



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Small chunks of essential 'stuff'



© 2021 Blackwater Projects

Small chunks of essential ‘stuff’



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Small chunks of essential ‘stuff’



20 min

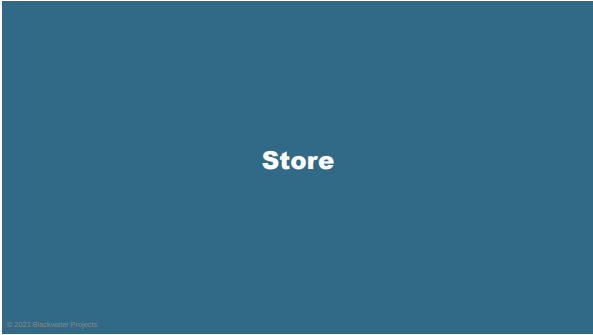
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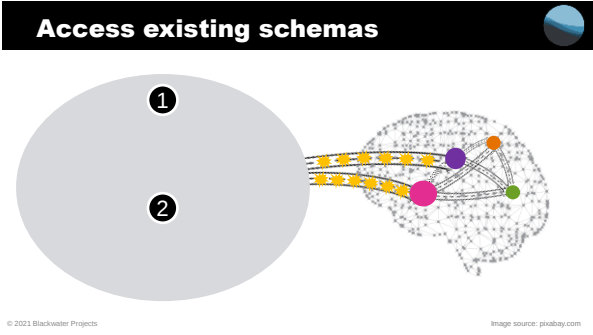
A close-up photograph of a hand holding a pencil, with the pencil tip pointing towards the right. The background is blurred.

Hand-write notes

Cathy May, A Learning Secret: Don't Take Notes with a Laptop, in Scientific American, 2014, about the work of Pam Mueller and Daniel Oppenheimer. Source: <https://www.scientificamerican.com/article/learning-secret-don-take-notes-with-a-laptop/>

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Retrieve

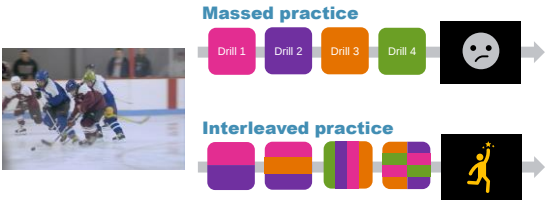
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Practice and retrieve (often)!

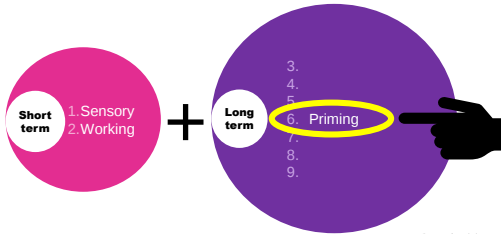
TEST

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Use interleaved practice

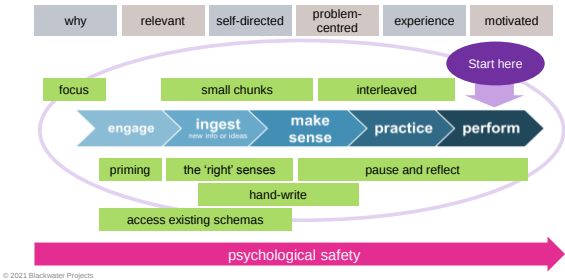


9 types of memory



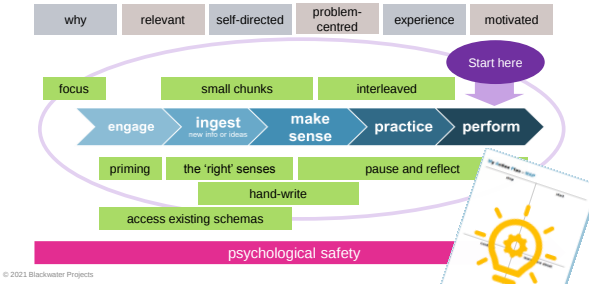
© 2021 Blackwater Projects
1) Billi Andreatta, 2019, Wired to Grow: Harness the Power of Brain Science to Learn and Master Any Skill, v2.0, 7th Mind Publishing, Inc.
2) PEN Principles, Principle 12 - <https://www.pcn.org.au/pen-principles-12>

Recap: principles of adult learning (2021 version)



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Recap: principles of adult learning (2021 version)



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Thank you!





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Some good reads...



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PEN Principles

Psychology
Education
Neuroscience



Source: <https://www.slc.org.au/resources/pen-principles/>
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Acknowledgements and references

- Images
Unless otherwise indicated, all images are sourced from pixabay.com
- Useful links
See slides

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COMING UP NEXT:
3.30 - 5.00PM

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TRAINING

vision for the future

VET IN SCHOOLS	TRAINING & STUDENT ENGAGEMENT	MANAGEMENT	EXPLORATION	DEEP DIVE
Trainer & Assessor Compliance and Effective Industry Engagement Melanie Alexandra	Permission to Play Jason Ash	Building a Kick Ass Strategy for the New Decade Jason Blinman	Tips and Tricks for DIY Digital Learning Resources Kerri Buttery	Compliance: The annual approach Angela McGregor
