

Chapter 5

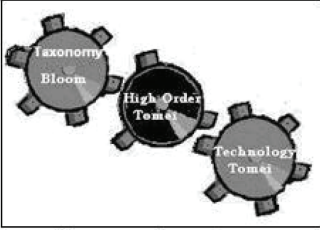
The Higher Order Learning Domain of the Adult Learner

Learning Objectives. The K-A-RPE Model serves to differentiate teaching and learning at three strategic levels of adult learning: (1) Knowledge, (2) Application, and (3) Research, Practice and Evaluation. This chapter offers the reader an archetype for developing instruction targeting the adult learner. Specifically, the reader will understand:

- The characteristics of the higher order learning domain.
- The stages of the K-A-RPE Model and its application to adult learning.
- Key instructional technologies supporting the K-A-RPE Model and the higher order learning domain of the adult learner.

Lesson Plan Template. Refer to **Appendix B, Adult Learner Lesson Plan Template** as the chapter discusses **Focus on Learning** as depicted in Figure 1.

Figure 1. Adult Lesson Plan Template (Focus on Learning)



Focus on Learning

Identify the primary **Pillar of Education** that provides the comprehensive conditions of teaching and learning addressed by this lesson:

<input type="checkbox"/> Philosophy (What are we teaching?)	<input type="checkbox"/> History (When are we teaching?)
<input type="checkbox"/> Psychology (How do we teach?)	<input type="checkbox"/> Leadership (Whom is responsible?)
<input type="checkbox"/> Sociology (Who are we teaching?)	

Objectives and Goals introduced in the following domains of traditional learning. Identify the level of the taxonomy addressed by the lesson.

<input type="checkbox"/> Knowledge <input type="checkbox"/> Application <input type="checkbox"/> Research	<input type="checkbox"/> Practice <input type="checkbox"/> Evaluation
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What "**essential**" and "**unit**" questions will become the focus this unit?

1. _____
2. _____
3. _____
4. _____

INTRODUCTION

Teaching the adult learner has dramatically changed over the years mostly in response to research and investigations that have come to define the term “andragogy.” Although he was not the first to use the term, Malcolm Knowles popularized the term andragogy that first appeared in the writing of Alexander Kapp. Since then, many citations have compared and contrasted andragogy with pedagogy in an attempt to distinguish what makes the teaching of adults different than teaching children. Much of the research focuses on several crucial assumptions about the characteristics of adult learners.

Adults are considered autonomous and self-directed learners. Active involvement by adult learners in the instructional process calls for them to serve as their own principal facilitators for learning. Instructors are advised to solicit participant perspectives about the topics presented and the strategies to be employed in teaching concepts; assessments that will ultimately evaluate their progress and performance and the responsibility for learning that will dictate the conduct of lesson delivery. Group participation and leadership are keys to successful learning. Teachers evolve into roles as guides to the knowledge

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