

| <b>Translating Theory Into Practice</b>   |   |
|---|---|
| <b>Theory</b>   | <b>Practice</b>   |
| Adults remember 10% of what they hear, 65% of what they hear and see, and 80% of what they hear, see and do.                      | To increase retention, provide both auditory and visual stimulation and allow for practice.   |
| Adults bring a great deal of life experiences and knowledge into to training.   | Connect life experiences and prior learning to new information. Capitalize on the experiences by facilitating discussions.                                      |
| Adults are autonomous and self-directed.  | Involve participants in the learning process, serving as facilitator rather than as supplier of facts.  |
| Adults learn best when they are active participants in the learning process.  | Limit lecturing and provide opportunities for sharing of experiences, questions and exercises that require participants to practice a skill or apply knowledge. |
| The greater the degree of concrete relevance to the individual, the greater is the degree of learning.                            | Help learners see a reason for learning something by making it applicable to their work or other responsibilities of value to them.                             |
| Adults need to be able to integrate new ideas into what they already know if they are going to be able to retain the information. | Capitalize on the experiences of the audience to build new concepts; structure lessons to move from the known to the unknown.                                   |
| Adults prefer self- directed and self- paced instruction to group learning led by an instructor.                                  | If the training is done in a group led by the instructor, build in independent activities; consider trainee-focused approaches to training.                     |
| Adults learn more effectively when given timely and appropriate feedback and reinforcement of learning.                           | Provide opportunity for feedback from self, peers and trainer.  |
| Adults learn better in an environment that is informal and personal.  | Promote open group interaction.   |
| Not all adults learn the same way.  | Accommodate different learning styles by offering a variety of training methods and by using visual, auditory and kinesthetic techniques.                       |

(Source: adapted from Penny Littner & Alex F. Douds (1988): Train the Trainer. Practical Skills that Work; Janet Collins (2004): Education Techniques for Lifelong Learning)