

# Adult Learning Principles & Group Dynamics

# Regional Training Course on Abattoir Surveillance for Contagious Bovine Pleuropneumonia (CBPP)

24 – 27 March 2026, Nairobi, Kenya



# Contagious Bovine Pleuropneumonia

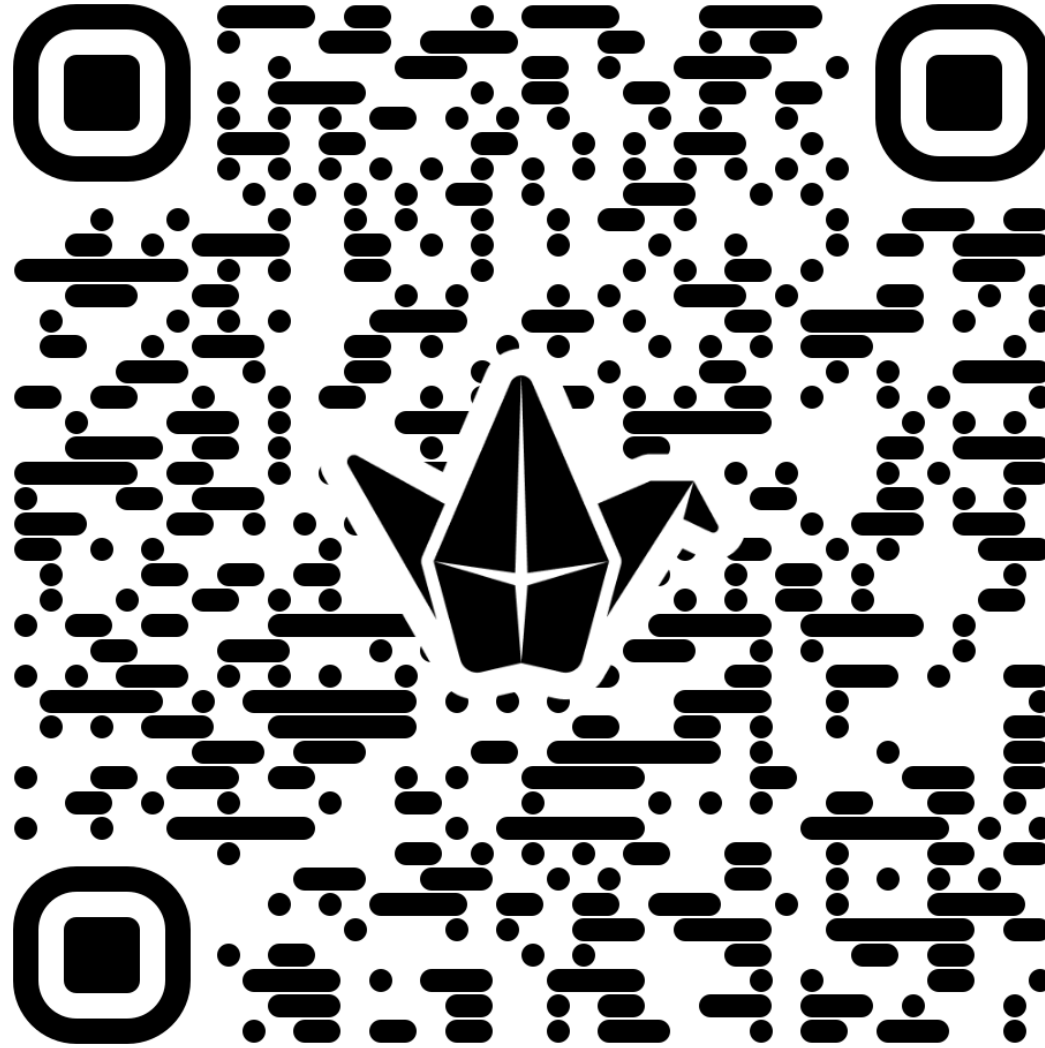
## Regional training course

### Topic: Abattoir surveillance

Venue: KCB Leadership Centre, Karen, Nairobi, Kenya

24 - 27 March 2026

Dr. Daniel Otieno



# ADULT LEARNING AND GROUP DYNAMICS



# *ADULT LEARNING*

- ❖ Different from Pedagogy, which is learning for children
- ❖ Andragogy is the concept of teaching or training adults
- ❖ Developed by Malcolm Knowles in 1968, Adult Learning Theory or andragogy, is the concept that deals with how adults learn.
- ❖ An effective trainer understands how adults learn best.





# *Principles of Adult Learning*

## *1. Adults are autonomous and self-directed.*

- ❖ They need to be free to direct themselves. Trainers must actively involve adult participants in the learning process and serve as facilitators for them.
- ❖ Specifically, they must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests.
- ❖ They should allow the participants to assume responsibility for presentations and group leadership.





## *Adults have accumulated a foundation of life experiences and knowledge :*

- ❖ These include work-related activities, family responsibilities, and previous education.
- ❖ They need to connect learning to this knowledge/experience base. Why I am I learning this?
- ❖ To help them do so, trainers should draw out participants' experience and knowledge that is relevant to the training content.
- ❖ They must relate theories and concepts to the participants and recognize the value of experience in learning.





## *Adults are goal-oriented.*

- ❖ Learning for a purpose
- ❖ Upon enrolling in a course, they usually know what goal they want to attain.
- ❖ They will appreciate an educational program that is organized and has clearly defined elements.
- ❖ Trainers must show participants how training will help them attain their goals.
- ❖ This clarification of goals and course objectives must be done early in the course





## *Adults are practical and focused*

- ❖ Focusing on the aspects of training most useful to them in their work.
- ❖ They may not be interested in knowledge for its own sake.
- ❖ Instructors must tell participants explicitly how the lesson will be useful to them on the job.
- ❖ Package materials that will help achieve a specific objective or goal among the trainees





## *Need Respect..*

- ❖ As do all learners, adults need to be shown respect.
- ❖ Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom.
- ❖ These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.



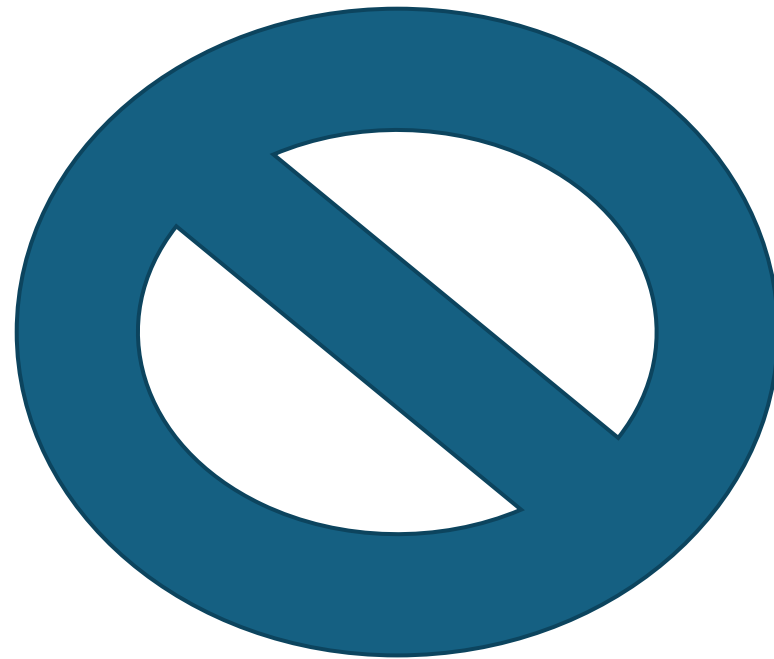
# *FOUR CRITICAL ELEMENTS FOR TRAINERS*

- ❖ People learn at different speeds, so it is natural for them to be anxious or nervous when faced with a learning situation.
- ❖ Positive reinforcement by the instructor can enhance learning, as can proper timing of the instruction.
- ❖ Learning results from stimulation of the senses.
- ❖ In some people, one sense is used more than others to learn or recall information.
- ❖ Trainers should present materials that stimulates as many senses as possible in order to increase their chances of teaching success.

- ❖ The VARK model, developed by Neil Fleming in 1992, is a framework for understanding how individuals prefer to receive and process information.
- ❖ **Visual (V)**: Learners who prefer diagrams, charts, graphs, maps, and other visual aids to understand and retain information. Benefit from color-coded notes, illustrations, and spatial organization of content.
- ❖ **Auditory (A)**: Learn best through listening, discussions, lectures, and verbal explanations. Retain information better when they talk through ideas or hear them repeated.
- ❖ **Read/Write (R)**: prefer written words, including reading texts, taking notes. Use reading and writing as primary tools for processing and remembering information.
- ❖ **Kinesthetic (K)**: Learners who learn through hands-on experiences, practical exercises, simulations, and real-life examples. They benefit from trial-and-error learning and engaging multiple senses

# *LEARNING STYLES*

## ❖ Learning Style Self-Assessment Activity





# MOTIVATION

- ✓ The instructor must establish rapport with participants and prepare them for learning
- ✓ Instructors can motivate learners through:
  - ✓ Set a feeling or tone for the lesson.
  - ✓ Instructors should try to establish a friendly, open atmosphere that shows the participants they will be helped to learn.
  - ✓ Set an appropriate level of concern. The level of difficulty must be adjusted to match the importance of the objective.
- ✓ People learn best under low to moderate stress; if the stress is too high, it becomes a barrier to learning. • Establish an appropriate level of difficulty.
- ✓ The degree of difficulty should be set high enough to challenge participants but not so high that they become frustrated by information overload. The instruction should predict and reward participation, culminating in success.





# RETENTION

## ∴ BRIDGE

“A study of images shows that memory is impacted by image size and learners remember large visuals 1.5x better than smaller images. When it comes to training, it’s likely that learners will remember more by using larger screens and bigger, bolder images.”

## ∴ BRIDGE

“Training delivered through hands-on activities, gamification, and group discussion can result in greater knowledge retention, as active learners retained 93.5% of previously learned information compared to only 79% for passive learners after one month.”



# RETENTION

- ❖ Trainees must retain information from classes to benefit from the learning.
- ❖ The trainer's job is not finished until they have assisted the learner in retaining the information.
- ❖ For participants to retain the information taught, they must see a meaning or purpose for that information.
- ❖ They must also understand and be able to interpret and apply the information.
- ❖ This understanding includes their ability to assign the correct degree of importance to the material.
- ❖ The amount of retention will be directly affected by the degree of original learning.
- ❖ If the participants did not learn the material well initially, they will not retain it well either.



# *TRANSFERENCE*

- Transfer of learning is the result of training
- It is the ability to use the information taught in the course but in a new setting.
- As with reinforcement, there are two types of transfer:

positive and negative

