

Learning styles in adult education

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Abstract: In the best of all possible worlds, you would incorporate all three learning styles into each of your lessons. However, this is just not possible in the real world of teaching. In truth, it is often not hard to include both auditory and visual learning styles in your lessons. For example, you can have instructions written on the board and say them out loud. However, it is not always as easy to include the tactile/kinesthetic learning style into your lessons. The sad truth is that many students have this as their strongest learning style. It is best to not force the issue but instead find natural places to include kinesthetic learning. If your class warrants it, you could include simulations, role-playing, debates, or the use of manipulative.

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Introduction:

Adult who is able to recognize their needs. He is who knows what will. Refers to individual adults in their lives cross and understand their responsibilities and has accepted the role is social. Adult learners are often those that distinguish each other and have many different targets at the same time and will follow a common challenge to fulfill the goals of building self motivation vectors as educational materials to learn and use the forge. Several definitions of adult education has been done Community

- Adult Education is in the following examples are given of them. conscious effort by public institutions or voluntary organizations to promote community awareness comes action.
- adult education teaching is typically specific age group above the legal age] limits as formal and informal, voluntary and at different levels of time, place
- Adult Education is a process in which people who]and education is presented. somehow been cut course they consciously to change or advance their skills in information and do organized activities.
- Adult education includes all formal and informal training and volunteer after school, which by experienced educators and aware of the system.

Educational materials on adult education with daily life, needs, goals, aspirations and past experiences of adults and their relationship helps to results learned in life and career are used.

in developed countries, adult education is a form of informal education for people above 24 years is presented. In fact, a means of expanding knowledge, skills and abilities of adults. In these countries, adult education helps adults to variable conditions of political, social, economic and cultural adjustment, and pay to fix their shortcomings.

In developing countries and backward because the problems in primary education, lack of resources and facilities, poverty, social existence, economic and cultural concept of adult education is different. In such countries the concept of adult education, literacy education is.

Concept of adult education in revolutionary countries, is a combination of these two concepts. Changes in these countries due to social, political and cultural revolution, resulting from, literacy and continuing education necessary to find because of the revolution, there is cultural poverty on the other hand the implementation of development plans and the need for skilled personnel are expert. General adult education system based on economic conditions - social and cultural community is different and each specific goals will follow. General objectives of adult education and literacy in two categories is divided into professional education.

Literacy goals include:

- Providing primary education in childhood that adults were deprived
- raising awareness for adults;
- knowledge bases and adults about their cultural heritage;
- increase confidence in adults.

Professional education goals include:

- Equipped with the necessary skills to adults living;

- providing the necessary manpower for the country's goals;
- achieving social equality and equity and eliminate the existing differences between different classes.

Understanding and Using Learning Styles

Students, in fact all individuals, are most effective when they are taught in their personal learning style. In fact, there are three major types of learners: visual, auditory, and tactile/kinesthetic. While most individuals without disabilities can learn using any one of these styles, most people have one for which they show a stronger affinity.

Learning Styles:

1- Visual Learners - Visual learners are those who generally think in terms of pictures. They often prefer to see things written down in a handout, text or on the overhead. They find maps, graphs, charts, and other visual learning tools to be extremely effective. They remember things best by seeing something written.

2- Auditory Learners - Auditory learners are those who generally learn best by listening. They typically like to learn through lectures, discussions, and reading aloud. They remember best through hearing or saying items aloud.

3- Kinesthetic Learners- Kinesthetic, also called tactile, learners are those who learn best through touching, feeling, and experiencing that which they are trying to learn. They remember best by writing or physically manipulating the information.

Learning Style Assessments:

There are many tests available to help you and your students discover your best learning style. Generally speaking, however, if you are someone who is more likely to think in pictures, prefer to meet with someone in person, and are more likely to want visual diagrams when completing a project you have tendencies towards visual learning. Similarly, if you are more likely to think in terms of sounds, prefer to speak on the phone with someone, and want verbal instructions then you tend towards auditory learning. Finally, if you are more likely to think in terms of moving images like mini-movies in your mind, prefer

to participate in an activity when you meet to speak with someone, and tend to jump right into a project without reading directions you tend towards tactile/kinesthetic learning.

How to Effectively Use Learning Styles in Class:

In the best of all possible worlds, you would incorporate all three learning styles into each of your lessons. However, this is just not possible in the real world of teaching. In truth, it is often not hard to include both auditory and visual learning styles in your lessons. For example, you can have instructions written on the board and say them out loud. However, it is not always as easy to include the tactile/kinesthetic learning style into your lessons. The sad truth is that many students have this as their strongest learning style. It is best to not force the issue but instead find natural places to include kinesthetic learning. If your class warrants it, you could include simulations, role-playing, debates, or the use of manipulatives.

Concerns When Incorporating Learning Styles

Though rarer today than in the past, some teachers discount the importance of learning styles. They continue to teach in their one major method without trying to vary instructional methods. This is a mistake that will lead to less learning in the classroom.

On the other hand, many students and to a lesser degree some teachers make the mistake of thinking that they cannot learn using methods that are not focused on their learning style. This is also a huge mistake that in the end will result in less learning. If teachers do not help their students find ways to be successful learning information presented in any style, they are not helping them succeed in the future. The fact is that students will be faced with many different styles of teaching during the educational career. Only by finding ways to adapt and learn using other styles, will students end up succeeding.

Examples of ways that students can adapt:

- Kinesthetic learners would include writing down information that they are to learn.
- Visual learners could create word webs, venn diagrams, or other visual presentations of information.

- Auditory learners could read a passage out loud from their textbook or from handouts

1- Kinesthetic Learners:

A Look at Kinesthetic Learners:

Kinesthetic learners typically learn best by doing. They are naturally good at physical activities like sports and dance. They enjoy learning through hands-on methods. They typically like how-to guides and action-adventure stories. They might pace while on the phone or take breaks from studying to get up and move around. Some kinesthetic learners seem fidgety, having a hard time sitting still in class.

Key Learning Methods for Kinesthetic Learners:

Kinesthetic learners learn best through doing including manipulating items, simulations and role plays, and other methods that physically involve them in the learning process. They enjoy and learn well from experimenting and first hand experience. Further, they learn best when activities are varied during a class period.

Ways to Adapt Lessons for Kinesthetic Learners:

Vary instruction not only from day-to-day but also within a single class period. Provide students with as many opportunities as your curriculum warrants to complete hands-on work. Allow students to role-play to gain further understanding of key concepts. Provide students with the opportunity to work in small discussion groups as they study materials. If possible, plan a field trip that can help reinforce key concepts. Allow students to stretch partially through the class if they seem to become restless.

2- Auditory Learners

A Look at Auditory Learners:

Auditory learners learn best by listening and talking aloud. They typically notice and remember sounds. They are good at remembering things that they hear. They are also good with words and language. They often read to themselves as they study. They are also often distracted by noise and sounds.

Key Learning Methods for Auditory Learners:

Auditory learners learn best through hearing the information. They often need to read the written word aloud to help them remember key points. Verbal repetition is an effective means of study for auditory learners.

Ways to Adapt Lessons for Auditory Learners:

Provide students with oral along with written instructions for assignments. Include whole group discussion in your class. Provide students with videos to complement the written text. Allow time for students to read out loud or talk through problems they might be having. Provide breaks from silent reading periods. Also, realize that those who are strong in auditory learning typically take longer to read a passage.

3- Visual Learners

A Look at Visual Learners:

A typical visual learner uses visualization techniques to remember things. They often have a good sense of direction because they visualize maps and directions in their mind. Many prefer to read information in a textbook or on the whiteboard rather than listen to the teacher lecture. They also enjoy doodling and drawing. Visual learners typically use sight words in their everyday terminology. For example, they might say "Let's take a look at this." or "Let's look at this from a different perspective." They remember details including colors and spatial arrangements.

Key Learning Methods for Visual Learners:

Visual learners learn best by seeing what they are being taught. Visual learners typically prefer images, maps, graphs, and other visual representations over other forms of instruction. They will find that if they include images, mind maps, lists, and other visual techniques in their notes then they will have a better chance of remembering key information.

Ways to Adapt Lessons for Visual Learners:

Including diagrams, mind maps, word webs, visuals, and other forms of graphic organizers will help visual

learners get the most from your instruction. Teach students to use highlighters when going through their notes and to create flashcards when studying for tests and learning information. Try not to give only oral instructions before requiring students to complete an assignment. Further, stay away from lecture without accompanying notes and/or visuals.

Conclusion:

To ensure that science curriculum and educational aspects, according to community needs and audiences, application form is provided or not, the content selection criteria should be considered. These criteria include knowledge, effectiveness, flexibility, diversity, relevance and practical learning

Some research findings that can be a learning process for the Guidelines for training operations are applied, is given below:

1- Preparation for adults to learn how much he depends on previous learning. Knowledge that has accumulated because of an ability to absorb new information more person is. Past educational experience features a diverse group of adult learners, the starting point of any activity on the diversity training is emphasized.

2- intrinsic motivation, learning a deeper and make them sustainable. When the need is met directly by the learning itself, what is learned, but is complementary learning. Creating a training activity in adult learning needs, learning ensures stable

3- Positive reinforcement (reward) learning to reinforce the negative (punishment) is more effective. Many adults because of negative experiences at the beginning of schooling, are weak and afraid. Feeling of success in adult learning for continuous learning and adult participation is essential.

4- To maximize learning, information must be provided an organized manner. Entries can be simple or complex can be arranged around related concepts are organized. Starting point for organizing content knowledge for adults and adults is linked to past experiences

5- Learning, especially regarding skills development, will be added frequently.

6 - Duties and meaningful content than meaningless subjects are learned more easily and are later forgotten. This issue, especially for older adult learners is true. Challenges of adult learning facilitators by the way that content was significantly associated with the experiences and needs of learners is.

7- Passive than active participation in learning activities, learning increases. Adult educators are allowed to participate actively in India, a stable and meaningful learning to help

8- Environmental factors affect the learning. Tangible things such as noise, crowded places, temperature, light and ... Learning process can be prevented. Other factors such as stress, ridicule, pressure, fatigue and low health can also reduce learning.

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