



Young Adult Learning Resource Guide



Step 4

Principle	Description	Teaching Application
<p>1. <i>Young adults must want to learn. (Self- Direction)</i></p>	<p>Young adults learn effectively only when they have a strong inner motivation to develop a new skill or acquire a particular type of knowledge. They are accustomed to being autonomous and self-directed. They have expectations and desires that need to be met.</p>	<p>Make sure students are motivated to learn. Develop a “need to know” in your learners. Make a case for the value of learning in their lives. Help learners answer the question, “What’s in it for me?” Give them choices. Allow them to discover things on their own and even make mistakes.</p>
<p>2. <i>Young adults will learn only when they feel a need to learn. (Benefit)</i></p>	<p>Young adults are practical in their approach to learning. They see learning as a means to an end, rather than an end in itself. They must know what they have to gain and they must see the progress being made. Help them answer the question, “How is this going to help me right now?” Be practical, be direct.</p>	<p>Point out why it is important to learn the content. Focus on how they’ll benefit personally, such as getting ready for the HSED or learning to speak English.</p>
<p>3. <i>Young adults learn by doing. (Participation)</i></p>	<p>Young adults are used to being active. They learn and retain better if they are actively involved in the learning process. While children also learn by doing, active participation is more important for Young adults. They need to be able to use skills immediately in order to see their relevance.</p>	<p>Include practice sessions during the lesson, rather than just at the end. If working with a small group, provide opportunities for learners to express themselves, work together, and be active.</p>
<p>4. <i>Young adult learning focuses on problems and the problems must be realistic. (Relevance)</i></p>	<p>Unlike children, who like to learn skills sequentially, young adults start with a problem and then work to find a solution. They prefer real-life problems and tasks rather than academic material. Young adults enjoy a strong “how-to” focus.</p>	<p>Begin by identifying what the learner can do and what the learner wants to do. Then, armed with this knowledge, develop practical activities to teach specific skills. Teach tasks rather than topics. Maintain a brisk pace and schedule, focusing on what the learner needs to know.</p>



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<p>5. <i>Experience affects young adult learning. (Experience)</i></p>	<p>Young adults come with a wealth of experiences (positive and negative). Their experiences can serve as a resource for themselves and other learners, bringing richer meaning to new ideas and skills.</p>	<p>Encourage young adults to speak, participate, and contribute to the lesson. Be cognizant of learners' negative experiences to ensure they are not part of your lessons. Use their positive experiences to enrich the lesson. Respect and value both positive and negative experiences that young adults bring with them.</p>
<p>6. <i>Young adults learn best in an informal situation. (Time Orientation)</i></p>	<p>Unlike children, who follow a curriculum, young adults tend to learn only what they feel they need to know. Young adults don't want a lecture, but rather a facilitated session in which they can express themselves. They also want something they can start applying right away.</p>	<p>Involve young adults in the learning process. Let them discuss issues and decide on possible solutions. Make the environment relaxed, informal and inviting. Try to teach skills that students can use in the near future.</p>
<p>7. <i>Young adults want guidance. (Self- Esteem)</i></p>	<p>Young adults want information that will help them improve their situation. They do not want to be told what to do. Young adults want to choose options based on their individual needs. They want to feel heard.</p>	<p>Present options between which learners may choose as part of your instruction. Act as a facilitator for young adult learning. Make sure students feel safe, secure, and comfortable in the learning environment so you may have their full attention. Only make a subject more complex as students gain proficiency.</p>