1. Record Nr. UNINA9910819076603321 Autore Fogarty Robin Titolo The adult learner: some things we know / / Robin J. Fogarty, Brian M. Pete Pubbl/distr/stampa Thousand Oaks, California:,: Corwin,, 2004 ©2004 **ISBN** 1-4833-6105-5 1-4833-6322-8 Descrizione fisica 1 online resource (113 p.) Collana In A Nutshell Series Disciplina 374.1102 Soggetti Adult education Adult learning Learning strategies Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Description based upon print version of record. Note generali Nota di bibliografia Includes bibliographical references. ""Cover""; ""Contents""; ""Acknowledgments""; ""Preface""; Nota di contenuto ""Introduction""; ""Chapter 1 - Some Things We Know about Adult Learners""; ""Telltale Comments""; ""Things We Know""; ""Adult Learning: The Research Base""; ""Five Assumptions about Adult Learners"; ""Supporting Assumptions about Adult Learners"; ""Kruppa €?s Work on Adult Learners""; ""Thirty Things We Know for Sure""; ""Chapter 2 - Some Things We Know about Change""; ""This Horse is Not Dead""; ""The Change Game""; ""Who Moved My Cheese?""; ""Group Process-Roles People Play""; ""The Three-Tiered Change Process"" ""Chapter 3 - Some Things We Know about Professional Development"""Evolution of Professional Development Models""; ""Learning Organizations""; ""Best Practices in Professional Development""; ""The Training Model""; ""Chapter 4 - Conclusion""; ""Concerns Based Adoption Model""; ""Situational Dispositions for Transfer""; ""Appendix: Discussion of Statements in Figure 1.1""; ""Bibliography"" Discover strategies that work with the adult learner! Based on the Sommario/riassunto authors' 20 years of combined experience, this illuminating text

examines the challenge of teaching adults and reveals what really

works when leading professional development training for educators. Ideal for new and aspiring staff developers, this resource presents research-based adult learner theory and reviews assumptions about adult learners, principles that guide adult learning practices, and adult responses to change. The authors discuss all aspects of adult training, including: Roles people play in group processesThe t