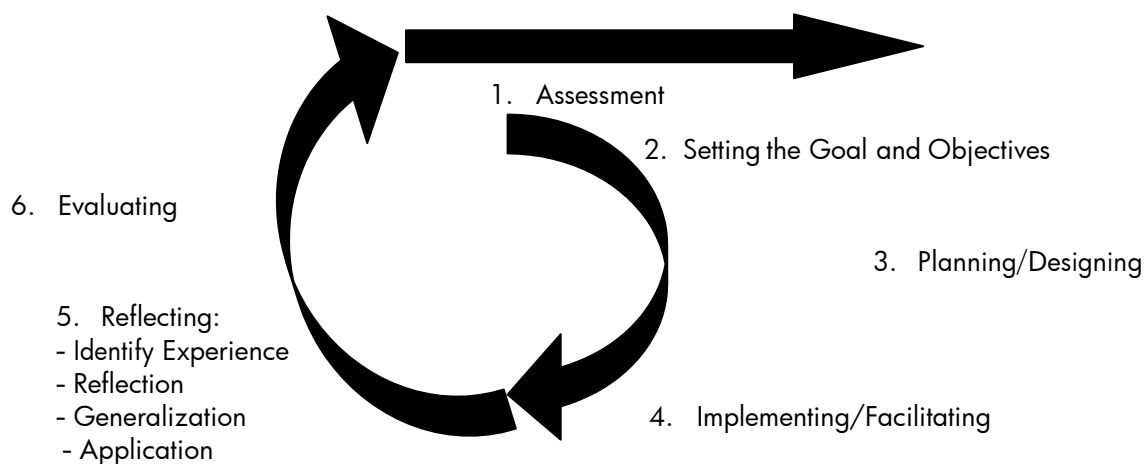


The Adult Learning Process and the Adult Education and Design Model (AEDM)

The Adult Education and Design Model applies the principles of Adult Learning to both the content and process in a learning program. The primary role of the facilitator in the Adult Learning Process is to guide (not control) the learning process as well as manage the educational design or learning plan. The content of learning using this process can be highly varied. Participants generate much of the learning material from their experience. This content is as varied as the interests, resources and unique experience of each participant, and of the organizations and cultural groups of which they are part. The sequential steps in managing and guiding the Adult Learning Process are what we call the AEDM. It has 6 steps outlined below:



1. Assessment:
Gather and analyze data on needs, strengths, capacities, resources, opportunities, skills, interests, and values of participants and others concerned with the current situation of the learner.
2. Setting the Goal and Objectives:
Based on data and information gathered, identify the broad purpose and desired outcome of your session or program (the goal). Then determine the necessary and specific learning objectives for each learning experience toward the goal.
3. Planning/Designing:
Design a plan that will provide participants with an experience which will enable them to meet a specific learning objective. The plan includes an opportunity for reflection and for planning to apply the learning to their own situation.
4. Implementing/Facilitating:
Carry out the planned learning intervention. Facilitate a learning event using learner-centered methods.

5. Reflecting:

Facilitate the identification of significant experience, analysis of that experience –both content and process, have the participants generalize what the learning means to them and plan how they will apply and adapt the learning to their reality.

6. Evaluating:

- Get participants' reactions to the learning session and feedback on the extent to which their needs were met and the learning objectives of the intervention attained.
- Re-assess needs and identify follow-up activities.

Adult learning is a cyclical process; once a new level of mastery or competence has been achieved, new needs arise out of the desire for ongoing learning and improvement and the cycle begins again.