

Backward Design Template - Define (Stage 1)/Ideate (Stages 2&3)

Topic: Designing for Adult Learners: Applying Andragogy in Practice

Audience: University Course - This course is designed for:

- **Adult Learners** seeking to enhance their ability to learn, apply, and facilitate knowledge effectively in diverse adult learning settings.
- **Graduate Students** pursuing advanced study in education, training, or instructional design, who want to build foundational and practical expertise in course design and delivery.
- **Educators** who aim to shift toward more learner-centered practices in adult education across academic, workplace, and community contexts.
- **Trainers** working in corporate, nonprofit, or professional development environments who wish to improve training effectiveness through adult learning principles.
- **Instructional Designers** responsible for creating engaging, inclusive, and outcomes-based learning experiences tailored to adult learners in both face-to-face and digital formats.

- come back and format more clearly

Digital Tool: Genially (interactive presentation) *blended course?*

Format: Blended learning (Asynchronous and Synchronous)

Stage 1 – Desired Results

Goals (Big Ideas):

(In a nutshell, what do you want your learners to learn by the end of your lesson?)

Goal: University Educators (Audience) will apply principles of adult learning theory (andragogy) to design and facilitate inclusive, learner-centered courses that promote engagement, autonomy, and meaningful learning.

Big Ideas:

1. By the end of this course, learners will be able to **define** andragogy.
2. By the end of this course, learners will be able to **apply** andragogical principles to make informed course design decisions *(within the course design cycle)*.

By the end of the lesson, students will understand, know, and be able to:

(What knowledge, understanding, and skills related to the Goal should the learners acquire when they complete the lesson?)

1. **By the end of this course, learners will be able to define andragogy.**
 - A. By the end of this lesson, learners will be able to **define** andragogy, including its origin.
 - B. By the end of this lesson, learners will be able to ***explain*** the six core principles of andragogy.

2. **By the end of this course, learners will be able to apply andragogical principles to make informed course design decisions *(within the course design cycle)*.**
 - A. By the end of this lesson, learners will be able to ***identify*** six andragogical principles used in a provided lesson plan case study.
 - B. By the end of this lesson, learners will be able to ***apply*** andragogical principles within a course design cycle.
 - C. By the end of this lesson, learners will be able to ***design*** a short lesson using the six andragogical principles.

Performance Tasks:

(What visible, concrete methods of assessment will the learners perform in order for you to know they successfully met the lesson Goals from Stage 1? This is how you will know they learned what you wanted them to learn.)

I will know my learners have successfully met the lesson goals when:

1. **(1A.1) Diagnostic:** Learners submit one-to-two sentences reflecting on what motivates them to learn as an adult learner. Learners can submit this activity as a text, audio, video, or visual collage to the course activity discussion board.
2. **(1A.2) Formative:** Learners complete a matching activity pairing key andragogical terms with their definitions.
3. **(1B) Formative:** Learners submit a two to three page essay summarizing the six principles of andragogy in their own words, using examples from personal experiences for each principle. Learners can submit this assignment as an essay, podcast or short video (max five minutes).
4. **(2A) Formative:** In groups of four, learners are given a case study in which they will identify which andragogical principles are being used and justify their answers. As a group, learners will submit a reflection of their findings. *(or this can be an observing assessment)*
5. **(2B) Formative:** In groups of three, learners select a topic *(or choose from a provided list)* and create an audience profile that integrates all six andragogical principles.
 - As a group, learners will submit a one to two page reflection explaining how the six andragogical principles were incorporated into their audience profile. The reflection can be submitted as a written reflection, audio, presentation, or short video.
6. **(2C) Summative:** In the same group, using their audience profile and chosen topic, learners will design a complete lesson plan that clearly applies the six andragogical principles integrated in their audience profile.
 - *Each group will submit their lesson plan to the assignment discussion board for peer feedback.*
 - *Each learner will provide peer feedback to a minimum of two other lesson plans, critiquing how well the six principles were integrated into that lesson plan (Using Kritik?)*

Other Evidence of Successfully Meeting the Goals:

(Assessment does not all need to be 'formal.' How else could you know students successfully meet the Goals from Stage 1?)

Stage 3 – Learning Plan

Learning Activities:

(What activities/steps will you implement/teach so that your learners will have the knowledge and skills to complete the Assessment Evidence and thus successfully meet the Desired Goals?)

Content Draft (Storyboard) - Prototype - Version 2

Section	Visuals	Text	Narration	Design Considerations
Title Page	<ul style="list-style-type: none">• https://sl.bing.net/ewdW3yj9YOG•	<p>- Designing for Adult Learners: Applying Andragogy in Practice</p> <p>- Presented by: Shay Chinambu, Lili Smith, Shelly Sonnilal, Shinell Mccalla</p>		

Overview

-This course is designed for adult learners, graduate students, educators, trainers, and instructional designers who are responsible for creating impactful learning experiences for adult audiences.

- Whether you're teaching adults in a classroom, training employees, or creating community programs, this course gives you the core knowledge and practical tools to design effective and engaging learning experiences.

Learning Outcomes			<p>By the end of this lesson/course, learners will be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Define andragogy and describe its origin. • List and explain the six core principles of andragogy. <p>Understanding:</p> <ul style="list-style-type: none"> • Explain how the six core principles of andragogy influence adult learning. • Identify the use of andragogical principles in a provided lesson plan case study. <p>Skills:</p> <ul style="list-style-type: none"> • Apply andragogical principles within the course design cycle to make informed design decisions. 	<p>Signaling</p> <ul style="list-style-type: none"> • Emphasize key points with arrows, callouts, highlights or bold text, Important information such as <i>ABC</i> will have a call-out box
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			<ul style="list-style-type: none"> • Design a short lesson that incorporates the six andragogical principles effectively. 		
Introduction	<ul style="list-style-type: none"> • Play before text • 5 Ways to Apply Adult Learning Principles That Actually Work • Play from the start until 25 seconds • 	<ul style="list-style-type: none"> • Think about your own learning journey, how your experiences, responsibilities, and goals shape the way you learn. By understanding what makes adult learning unique and applying andragogical principles, you can take control of your education and make it truly work for you. • Home work- Learners submit one-to-two sentences reflecting on what motivates them to learn as an adult learner. Learners can submit this 	<ul style="list-style-type: none"> • Think about your own learning journey, how your experiences, responsibilities, and goals shape the way you learn. By understanding what makes adult learning unique and applying andragogical principles, you can take control of your education 	<ul style="list-style-type: none"> • Accessibility: Closed captions, transcript available, high-contrast design how you experience, (sans serif), audio description, large fonts 	

			<p>activity as a text, audio, video, or visual collage to the course activity discussion board.</p> <ul style="list-style-type: none"> • 	<p>and make it truly work for you.</p>	
<p>Defining Adult Learners</p>	<p>clickable segments explaining each - or matching activity</p>	<ul style="list-style-type: none"> • <p>Self-Directed: Adults prefer to take responsibility for their learning. They value autonomy and want to make choices about what, how, and when they learn.</p> <ul style="list-style-type: none"> • <p>Experience-Based: They bring rich life and work experience to the learning environment, which influences how they interpret and apply new information.</p> <ul style="list-style-type: none"> • <p>Goal-Oriented: Adults usually participate in learning with specific goals—like career advancement, skill development, or</p>	<p>-Accessibility: Keyboard and screen reader accessible, High color contrast and descriptive hover text</p> <p>Segmenting</p> <ul style="list-style-type: none"> • Each slide has bite-sized chunks of learning <p>Personalization</p> <ul style="list-style-type: none"> • Each slide is narrated with a personal <i>maybe first person</i> tone. Use accessible, everyday language in the content. 		

			<p>personal growth.</p> <ul style="list-style-type: none">● Relevance-Focused: They need to see the immediate relevance of the content. If learning isn't applicable to real life, it's unlikely to engage them.● Problem-Centered: Adults are more interested in learning that helps them solve practical, real-world problems rather than absorb abstract theories.● Internally Motivated: Motivation is often driven by internal factors such as the desire for self-improvement, achievement, or making a meaningful impact.● Time-Conscious & Balancing Multiple Roles:		
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			<p>Adult learners often juggle responsibilities like work, family, and education. They need flexible, efficient, and accessible learning options.</p>	
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<p>Real-World Implication</p>	<ul style="list-style-type: none"> infographic 	<p>How Adults Learn</p> <p>Real-World Example</p> <p>Self-Directed Fatima skips basic modules in a project management course to focus on agile methods needed for her job. -Learners' real-world experience helps them focus on what and how to learn.</p> <p>Experience-Based James shares a real dilemma from work during an ethics class, deepening the discussion. -Learners' real-world experience helps them focus on what and how to learn.</p> <p>Career-Oriented An instructor shows how nurses use data in practice, immediately engaging students. -Learners pay attention to content that connects to real-world outcomes.</p> <p>Relevance-Focused An instructor shows how nurses use data in practice, immediately engaging students. -Learners pay attention to content that connects to real-world outcomes.</p> <p>Problem-Centered Students solve work issues during a course. They engage like professionals in conflict resolution. -Learners are most engaged when they solve real, immediate problems.</p> <p>Time-Conscious Balancing Multiple Roles Maria, a nurse and mom, studies during night shifts and values offline learning. -Education must fit into their lives, not compete with them.</p>	<p>Coherence Principle</p> <ul style="list-style-type: none"> Only include graphics, text or narratives if they are on point and support the learning goals. Avoid using background music. Use simple diagrams and infographics. Accessibility: Text-to-speech enabled, handout, Multiple
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					<p>formats: PDF, large text, and audio</p>
<p>Defining Andragogy</p>	<p>https://youtu.be/Mx1uOCsy72k?feature=shared - start to 1.59 clickable segments explaining each</p>	<p>What is Andragogy? Andragogy is the art and science of helping adults learn. It focuses on designing learning experiences that respect adults' unique needs, motivations, and life experiences.</p> <p>Who coined Andragogy? The term <i>Andragogy</i> was popularized by Malcolm Knowles, who is considered the father of adult learning theory.</p> <p>Andragogy vs Pedagogy While <i>pedagogy</i> centers on teaching children with a teacher-directed approach, <i>andragogy</i> emphasizes adult learners' self-direction, experience, and goal-oriented motivation.</p> <p>Why does it matter?</p>			<ul style="list-style-type: none"> • Accessibility: Alt text for images, captions, tabbed navigation • Multimedia Principle: Use a mix of text and images. Incorporate visuals to illustrate key points in the eLearning program. Instead of using images for the sake of it, double-check that the visuals clarify meaning or enhance comprehension. • Modality Principle: Try to limit your use of

		<p>Understanding and applying andragogical principles helps L&D professionals create training that truly engages adults, making learning relevant, practical, and more likely to be applied.</p> <p>- mini quiz</p>			<p>text. Instead, rely on visuals, images and voice overs. During a narrated presentation with visuals, only use text to list steps or provide directions</p>
<p>Mini-Activity: Reflect + Discuss</p>	<p>Interactive prompt in LMS (or Padlet)</p>	<p>Think about a learning experience you had as an adult.</p> <p>-What made it effective or ineffective?</p> <p>-How did it respect (or ignore) your needs, motivations, and experience?</p>			<p>Accessibility: Multiple response options (voice, text, video), Captioning and audio transcription tools enabled</p>

<p>Core Principles of Andragogy</p>	<p>Interactive visual map or accordion menu with each principle</p>	<ul style="list-style-type: none"> • Need to Know: Adults need to understand the purpose and value of learning before engaging. • Self-Concept: Adults prefer to take responsibility for their own learning and want autonomy. • Experience: Learners' prior knowledge and life experiences are valuable resources for new learning. • Readiness to Learn: Adults are ready to learn when content relates directly to their current life roles or challenges. • Orientation to Learn: Learning is most effective when focused on solving real-world problems, not just theory. • Motivation: Internal drivers such as personal growth and career advancement are key motivators. • Home work: Learners submit a 	<p>Spatial Contiguity Principle</p> <ul style="list-style-type: none"> • Keep text and visuals close to each other in the frame. Place any feedback next to the relevant questions or answers. Ensure directions are presented on the same screen as an activity. <p>Voice Principle</p> <ul style="list-style-type: none"> • This one is simple. Narrate your own audio content or use a voiceover professional. If doing it yourself, ensure you have a high-
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			<p>two to three page essay summarizing the six principles of andragogy in their own words, using examples from personal experiences for each principle. Learners can submit this assignment as an essay, podcast or short video (max five minutes).</p> <ul style="list-style-type: none"> • 	<p>quality microphone and use audio editing software.</p> <ul style="list-style-type: none"> • Accessibility: Keyboard navigation, image descriptions, multiple formats (slide deck, plain text)
<p>Mini-Activity: Match-Up</p>	<p>Drag-and-drop and text-click options</p>		<ul style="list-style-type: none"> • Need to Know: Adults need to understand the purpose and value of learning before engaging. • Self-Concept: Adults prefer to take responsibility for their own learning and want autonomy. • Experience: Learners' prior knowledge and life experiences are valuable resources for new learning. • Readiness to Learn: Adults are ready to learn when content 	<p>Accessibility: Alt-mode for screen readers, Drag-and-drop and text-click options</p>

			<p>relates directly to their current life roles or challenges</p> <ul style="list-style-type: none"> ● Orientation to Learn: Learning is most effective when focused on solving real-world problems, not just theory. ● Motivation: Internal drivers such as personal growth and career advancement are key motivators. 		
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Applying Andragogy Principles to Adult Learning_	Scenario Carousel	<p>-Need to Know What does it mean for L&D: designing direct and relevant content, clearly stating learning programs benefits upfront, using real- world examples and case studies,</p> <p>For example:</p> <p>Online Continuing Education Course</p> <p>Before starting, learners are given a preview video explaining how the course will directly help</p>	<p>Voice Principle-This one is simple. Narrate your own audio content or use a voiceover professional. If doing it yourself, ensure you have a high-quality microphone and use audio editing software.</p> <p>Accessibility: Audio-narrated scenarios,</p>
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			<p>them meet a certification requirement or transition to a new role</p> <p>-Self-Concept:What does it mean for L&D: giving learners access to a library of resources, providing personalized learning paths, offering flexible learning formats, encouraging peer-to-peer learning</p> <p>For example: Blended Learning in a University Adult Degree Program A university offers a hybrid bachelor's degree program designed for working adults. Students can:</p> <ul style="list-style-type: none"> • Choose between in-person, online, or recorded lectures • Access a digital library of readings and tutorials • Build their own schedule around job and family responsibilities • Join peer discussion groups in an online forum • • Experience: What does it mean for L&D: acknowledging learner's prior experience, connecting new 		<p>subtitles, Descriptive transcripts and image tags</p>
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information to what learners already know, using analogies, real-world examples, and case studies, allowing space for critical thinking and debate

For example:

Community College Health Sciences Program

In a course on patient communication, students—many of whom are already working in healthcare—are asked to share challenging interactions they've had with patients.

The instructor uses these examples to:

- Introduce communication models (e.g., motivational interviewing)
- Relate theories to real-life experiences
- Encourage critical discussion and peer feedback

This approach helps learners see how their past experiences can be refined and reinterpreted through new frameworks, making learning relevant and reflective.

Readiness to Learn: What does it mean for L&D: aligning learning with real needs, offering accessible resources, designing learning experiences that are

goal-focused

For example: **Teacher Professional Development Workshop**

A school district offers a summer workshop for K–12 teachers on integrating AI tools in the classroom. The program is:

- Timed just before the school year begins
- Customized to grade levels and subjects
- Focused on practical applications—like using ChatGPT for lesson planning or automating feedback
- Structured around real classroom scenarios teachers will face in the coming months
- **Orientation to Learn:** What does it mean for L&D: structuring learning around real-world challenges instead of abstract topics, using a problem-solving approach, making learning instantly applicable.

For example:

Adult ESL (English as a Second Language) Job Skills Course

In an adult ESL program focused on workplace communication, learners don't just memorize grammar rules. Instead, they:

Practice writing a professional email to a supervisor, role-play job interviews, and read workplace safety signs.

- **Motivation:** What does it mean for L&D: framing learning opportunities in terms of tangible outcomes, such as career growth, increased efficiency, or problem-solving

For example: Graduate Certificate in Educational Leadership

An experienced teacher enrolls in a graduate certificate program because she wants to move into a school leadership role. The program is:

- Flexible and online, allowing her to study while teaching
- Focused on practical

leadership tools (e.g., budgeting, staff development)

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- Tied to **real career advancement**, helping her qualify for an assistant principal role

ADD ANOTHER SLIDE FOR A MINI ACTIVITY:

Group in class Activity:

In groups of four, learners are given a case study in which they will identify which andragogical principles are being used and justify their answers. As a group, learners will submit a reflection of their findings. *(or this can be an observing assessment)*

Homework: In groups of three, learners select a topic *(or choose from a provided list)* and create an audience profile that integrates all six andragogical principles.

- **Group work before the recap:** As a group, learners will submit a one to two page reflection explaining how the six andragogical principles

			<p>were incorporated into their audience profile. The reflection can be submitted as a written reflection, audio, presentation, or short video.</p> <ul style="list-style-type: none"> • 		
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Recap	<p>Checklist, Link to downloadable recap PDF or interactive summary</p>	<ul style="list-style-type: none"> • Learning Outcomes: By the end of this lesson/course, learners will be able to: <p>Knowledge:</p> <ul style="list-style-type: none"> • Define andragogy and describe its origin. • List and explain the six core principles of andragogy. <p>Understanding:</p> <ul style="list-style-type: none"> • Explain how the six core principles of andragogy influence adult learning. • Identify the use of andragogical principles in a provided lesson plan case study. 	<ul style="list-style-type: none"> • Signaling Principle: Emphasise key points with arrows, callouts, highlights or bold text • Redundancy Principle: Use either graphics or text to complement spoken presentations. Never use both at the same time. Minimise the use of on-screen text in narrated presentations. Instead, focus on images or graphics. • Accessibility: WCAG-compliant design, Clear headings, easy navigation,
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			<p>Skills:</p> <ul style="list-style-type: none">● Apply andragogical principles within the course design cycle to make informed design decisions.● Design a short lesson that incorporates the six andragogical principles effectively. <p>Characteristics of Adult Learners:</p> <ul style="list-style-type: none">● Self-Directed – Prefer control over what, how, and when they learn.● Experience-Based – Use prior life and work experience to connect with new learning.● Goal-Oriented – Learn with clear objectives like career or personal growth.● Relevance-Focused – Engage best when learning is immediately applicable.● Problem-Centered – Prefer practical learning that solves		summary in plain language
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real-world challenges.

- **Internally Motivated**
– Driven by personal fulfillment and achievement.
- **Time-Conscious** –
Balance multiple roles;
need flexible, efficient
learning options.

Defining Andragogy

- What is Andragogy?
The art and science of
adult learning, tailored
to adults' unique
needs.
- Who coined it?
Malcolm Knowles,
father of adult learning
theory.
- Andragogy vs
Pedagogy: Pedagogy
is teacher-directed for
children; andragogy is
self-directed and
experience-based for
adults.
- Why does it matter? It
helps L&D
professionals create
engaging, relevant,
and effective adult
learning experiences.

Core Principles of Andragogy

- Need to Know: Adults want to understand why learning is important.
- Self-Concept: They prefer to take responsibility for their learning.
- Experience: Prior knowledge is a key resource.
- Readiness to Learn: Learning readiness is tied to current life roles.
- Orientation to Learn: Adults learn best when solving real-life problems.
- Motivation: Internal factors like growth and career drive learning.

Group Activity : In the same group, using their audience profile and chosen topic, learners will design a complete lesson plan that clearly applies the six andragogical principles integrated in their audience profile.

- *Each group will submit their lesson plan to the assignment discussion board for peer*

			<p><i>feedback.</i></p> <ul style="list-style-type: none"> • <i>Each learner will provide peer feedback to a minimum of two other lesson plans, critiquing how well the six principles were integrated into that lesson plan (Using Kritik?)</i> 		
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feedback	Feedback form, ratings 1-10 Feedback Form)	Thank you for your time and attention. Your input helps us improve future sessions and better support adult learners like you.		
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Overall Design Considerations (applied to all slides)

Design Type	Application/Consideration?
Design Thinking	Define <ul style="list-style-type: none"> • Used the Backward Design Template to define our audience, course goal and learning outcomes Ideate:

	<ul style="list-style-type: none"> • Used Backward Design Template to brainstorm assessments and learning activities <p>Prototype</p> <ul style="list-style-type: none"> • Developed a storyboard as a sample prior to developing a genially prototype <p>Test</p> <ul style="list-style-type: none"> • Each member ran through the course to ensure its effectiveness, clarity...maybe gave it to sample participants for feedback
<p>Mayer's Multimedia Principles</p>	<p>Signaling</p> <ul style="list-style-type: none"> • Important information such as <i>ABC</i> will have a call-out box <p>Segmenting</p> <ul style="list-style-type: none"> • Each slide has bite-sized chunks of learning <p>Personalization</p> <ul style="list-style-type: none"> • Each slide is narrated with a personal <i>maybe first person</i> tone. Use accessible, everyday language in the content. <p>Coherence Principle</p> <ul style="list-style-type: none"> • Only include graphics, text or narratives if they are on point and support the learning goals. Avoid using background music. Use simple diagrams and infographics. <p>Spatial Contiguity Principle</p> <ul style="list-style-type: none"> • Keep text and visuals close to each other in the frame. Place any feedback next to the relevant questions or answers. Ensure directions are presented on the same screen as an activity. <p>Voice Principle</p> <ul style="list-style-type: none"> • This one is simple. Narrate your own audio content or

	<p>use a voiceover professional. If doing it yourself, ensure you have a high-quality microphone and use audio editing software.</p> <p>Multimedia Principle</p> <ul style="list-style-type: none"> ● Use a mix of text and images. Incorporate visuals to illustrate key points in the eLearning program. Instead of using images for the sake of it, double-check that the visuals clarify meaning or enhance comprehension. <p>Modality Principle</p> <ul style="list-style-type: none"> ● Try to limit your use of text. Instead, rely on visuals, images and voice overs. During a narrated presentation with visuals, only use text to list steps or provide directions <p>Redundancy Principle</p> <ul style="list-style-type: none"> ● Use either graphics or text to complement spoken presentations. Never use both at the same time. Minimise the use of on-screen text in narrated presentations. Instead, focus on images or graphics.
<p>Designing with Intent</p>	<ul style="list-style-type: none"> ● Accessibility: Closed captions, transcript available, high-contrast design Voiceover + readable fonts (sans serif), audio description, large fonts ● Accessibility: Keyboard and screen reader accessible, High color contrast and descriptive hover text ● Accessibility: Text-to-speech enabled handout, Multiple formats: PDF, large text, and audio ● Accessibility: Keyboard navigation, image descriptions, multiple formats (slide deck, plain text)

	<ul style="list-style-type: none"> ● Accessibility: Keyboard and screen reader accessible, High color contrast and descriptive hover text ● Accessibility: Alt text for images, captions, tabbed navigation ● Accessibility: Multiple response options (voice, text, video), Captioning and audio transcription tools enabled ● Accessibility: Alt-mode for screen readers, Drag-and-drop and text-click options ● Accessibility: Audio-narrated scenarios, subtitles, Descriptive transcripts and image tags ● Accessibility: optional formats (digital, printable, mobile-friendly), Inclusive design prompt examples ● Accessibility: WCAG-compliant design, Clear headings, easy navigation, summary in plain language
<p>Design Fundamentals</p>	<ul style="list-style-type: none"> ● Contrast: White background, bold header ● Hierarchy: Title <i>18x font</i>, Body <i>14x font</i> ●
<p>Elements of Art and Design</p>	<p>Line – Guides the eye, defines shapes, creates textures or movement</p> <p>Shape – 2D areas defined by boundaries (e.g., circles, squares)</p> <p>Color – Impacts mood, attention, hierarchy, and meaning</p> <p>Texture – The surface quality (real or implied); adds depth and realism</p> <p>Space – Use of positive and negative space to avoid clutter and improve focus</p> <p>Form – 3D objects or illusions of depth; creates realism and perspective</p>

	<p>Value – Lightness or darkness of tones; creates contrast and depth</p>
<p>Principles of Art and Design</p>	<ol style="list-style-type: none"> 1. Balance – Distribution of visual weight (symmetrical or asymmetrical) 2. Contrast – Differences in elements that create visual interest 3. Emphasis – Drawing attention to the most important parts 4. Movement – Guiding the viewer’s eye in a specific direction 5. Pattern – Repetition of elements to create rhythm or structure 6. Rhythm – Visual tempo or flow created by repeating elements 7. Unity – A sense of harmony and cohesion in the overall design

Content Draft - Version One

Slide 1:

Title Page

- Title: Designing for Adult Learners: Applying Andragogy in Practice
- Presented by:

Slide 2:

Learning Outcomes (Pre-training principles):

- By the end of this lesson, learners will be able to... the unique characteristics of adult learners
- By the end of this lesson, learners will be able to... Define the concept of andragogy
- By the end of this lesson, learners will be able to... Apply andragogical principles to enhance adult learning experiences

Design Cycle: Define: Establish what learners will know/do by the end

Accessibility: Screen-reader compatibility, keyboard navigation, Outcomes read aloud in voiceover with descriptive alt text

Mayer's Principles:

Coherence Principle: Only include graphics, text or narratives if they are on point and support the learning goals. Avoid using background music. Use simple diagrams and infographics.

Signaling Principle: Emphasise key points with arrows, callouts, highlights or bold text

Slide 3:

Introduction

- Hook (*short scenario or question related to adult learning*): Think about your own learning journey—how your experiences, responsibilities, and goals shape the way you learn. By understanding what makes adult learning unique and applying andragogical principles, you can take control of your education and make it truly work for you.
- [5 Ways to Apply Adult Learning Principles That Actually Work](#) (starting to 25 seconds) you can use this for the intro.

Design Cycle: Empathize: Prompt learners to reflect on their prior experiences teaching adults

Accessibility: Closed captions, transcript available, high-contrast design

Voiceover + readable fonts (sans serif), audio description, large fonts

Slide 4:

Understanding Defining Adult Learners

Characteristics of Adult Learners (clickable segments explaining each)

- **Self-Directed:** Adults prefer to take responsibility for their learning. They value autonomy and want to make choices about what, how, and when they learn.
- **Experience-Based:** They bring rich life and work experience to the learning environment, which influences how they interpret and apply new information.
- **Goal-Oriented:** Adults usually participate in learning with specific goals—like career advancement, skill development, or personal growth.
- **Relevance-Focused:** They need to see the immediate relevance of the content. If learning isn't applicable to real life, it's unlikely to engage them.
- **Problem-Centered:** Adults are more interested in learning that helps them solve practical, real-world problems rather than absorb abstract theories.
- **Internally Motivated:** Motivation is often driven by internal factors such as the desire for self-improvement, achievement, or making a meaningful impact.
- **Time-Conscious & Balancing Multiple Roles:** Adult learners often juggle responsibilities like work, family, and education. They need flexible, efficient, and accessible learning options.

Design Cycle: Ideate: Learners brainstorm additional traits in a discussion prompt

Accessibility: Keyboard and screen reader accessible, High color contrast and descriptive hover text

Mayer's Principles

Segmenting: Organise content in manageable, coherent bite-sized chunks. Ensure no one lesson, module, or slide has too much information packed in. Allow users to control the pace of instruction with next buttons or speed controls.

Personalization: Use accessible, everyday language in your content. Consider the demographics of your target audience and tailor your language accordingly.

Slide 5:

Real-World Implications

Design for Flexibility

Use self-paced modules, mobile-friendly formats, and asynchronous options to respect busy schedules.

Incorporate Experience

Use reflective activities, discussions, and case studies that allow learners to connect new content to their backgrounds.

Make It Immediately Useful

Focus on practical applications, job-related scenarios, and real-world challenges.

Foster Autonomy

Allow learners to set personal goals, choose learning paths, or engage with optional content.

Motivate Internally

Highlight how learning helps with long-term goals, confidence, and competence—not just grades or certificates.

Accessibility: Text-to-speech enabled handout, Multiple formats: PDF, large text, and audio

Slide 6:

Defining Andragogy (Quick comprehension quiz at end of this slide)

- What is Andragogy?
Andragogy is the art and science of helping adults learn. It focuses on designing learning experiences that respect adults' unique needs, motivations, and life experiences.
- Who coined Andragogy?
The term *Andragogy* was popularized by Malcolm Knowles, who is considered the father of adult learning theory.
- Andragogy vs Pedagogy
While *pedagogy* centers on teaching children with a teacher-directed approach, *andragogy* emphasizes adult learners' self-direction, experience, and goal-oriented motivation.
- Why does it matter?
Understanding and applying andragogical principles helps L&D professionals create training that truly engages adults, making learning relevant, practical, and more likely to be applied.
- [INTRODUCTION TO ANDRAGOGY | Genially](#)

- [What is Andragogy and How to use it in L&D?](#)

Design Cycle:Test: Quick comprehension quiz at end of this slide

Accessibility:Alt text for images, captions, tabbed navigation

Mayer's Principles:

Multimedia Principle: Use a mix of text and images. Incorporate visuals to illustrate key points in the eLearning program. Instead of using images for the sake of it, double-check that the visuals clarify meaning or enhance comprehension.

Modality Principle: Try to limit your use of text. Instead, rely on visuals, images and voice overs. During a narrated presentation with visuals, only use text to list steps or provide directions

Slide 7:

Mini-Activity: Reflect + Discuss

Artifact: Interactive prompt in LMS (or Padlet)

Think about a learning experience you had as an adult.

- What made it effective or ineffective?
- How did it respect (or ignore) your needs, motivations, and experience?

Design Cycle: Empathize: Learners connect with their own practice. Define: Identify gaps or opportunities

Accessibility: Multiple response options (voice, text, video), Captioning and audio transcription tools enabled

Slide 8:

Core Principles of Andragogy (Interactive visual map or accordion menu with each principle ([What is Andragogy and How to use it in L&D?](#)):

- Need to Know: Adults need to understand the purpose and value of learning before engaging.

- Self-Concept: Adults prefer to take responsibility for their own learning and want autonomy.
- Experience: Learners' prior knowledge and life experiences are valuable resources for new learning.
- Readiness to Learn: Adults are ready to learn when content relates directly to their current life roles or challenges
- Orientation to Learn: Learning is most effective when focused on solving real-world problems, not just theory.
- Motivation: Internal drivers such as personal growth and career advancement are key motivators.

Each principle includes:

A short description, a real-life example, optional audio explanation

Mayer's Principles:

Spatial Contiguity Principle: Keep text and visuals close to each other in the frame. Place any feedback next to the relevant questions or answers. Ensure directions are presented on the same screen as an activity.

Voice Principle: This one is simple. Narrate your own audio content or use a voiceover professional. If doing it yourself, ensure you have a high-quality microphone and use audio editing software.

Design Cycle: Prototype: Offer live preview of future lesson plan template using these principles

Accessibility: Keyboard navigation, image descriptions, multiple formats (slide deck, plain text)

Mini-Activity: Match-Up

Artifact: Drag-and-drop quiz or text-based alternative, match each andragogical principle to a teaching scenario

Design Cycle: Test: Use to gauge understanding and inform pacing

Ideate: Provide feedback and retries

Accessibility: Alt-mode for screen readers, Drag-and-drop and text-click options

Slide 9:

Applying Andragogy Principles to Adult Learning (Scenario Carousel)

- **Design for Flexibility:** Learners complete self-paced modules via mobile-friendly LMS in online certification courses.
- **Incorporate Experience:** Students reflect on past jobs or personal challenges in community college classes.
- **Make It Immediately Useful:** Staff practice new CRM skills through real customer interaction simulations in workplace training.
- **Foster Autonomy:** Participants choose project formats—video, report, or presentation—in professional development.
- **Motivate Internally:** Leadership programs highlight learning's impact on promotions, confidence, and team success—not just certificates.

Mayer's Principles:

Voice Principle: This one is simple. Narrate your own audio content or use a voiceover professional. If doing it yourself, ensure you have a high-quality microphone and use audio editing software.

Design Cycle: Prototype → Test: Allow learners to identify andragogical elements in the examples

Accessibility: Audio-narrated scenarios, subtitles, Descriptive transcripts and image tags

Slide 10:

Mini-Activity:

Artifact: Fill-in design (downloadable or LMS-based) Plan a short learning activity for adults using the information from the scenario carousel

Design Cycle: Ideate, Prototype, Test

Accessibility: optional formats (digital, printable, mobile-friendly), Inclusive design prompt examples

Slide 11:

Recap: (Checklist, Link to downloadable recap PDF or interactive summary)

Learning Outcomes

- Understand the unique characteristics of adult learners
- Define the concept of andragogy
- Apply andragogical principles to enhance adult learning experiences

Characteristics of Adult Learners

- Self-Directed: Adults prefer autonomy and want to control their learning journey.
- Experience-Based: Life and work experiences shape how they learn and apply knowledge.
- Goal-Oriented: Learning is driven by specific objectives like career growth or skill-building.
- Relevance-Focused: Adults engage when content has clear, immediate value.
- Problem-Centered: Practical problem-solving is prioritized over abstract theory.
- Internally Motivated: Personal growth and achievement drive motivation
- Time-Conscious: Adults balance multiple roles and need flexible learning options.

Real-World Implications

- Design for Flexibility: Use self-paced, mobile-friendly, asynchronous modules.
- Incorporate Experience: Include reflective activities, discussions, and case studies.
- Make It Immediately Useful: Focus on practical, job-related scenarios and challenges.
- Foster Autonomy: Allow learners to set goals and choose their learning paths.
- Motivate Internally: Emphasize long-term benefits like confidence and competence.

Defining Andragogy

- What is Andragogy? The art and science of adult learning, tailored to adults' unique needs.
- Who coined it? Malcolm Knowles, father of adult learning theory.
- Andragogy vs Pedagogy: Pedagogy is teacher-directed for children; andragogy is self-directed and experience-based for adults.
- Why does it matter? It helps L&D professionals create engaging, relevant, and effective adult learning experiences.

Core Principles of Andragogy

- Need to Know: Adults want to understand why learning is important.
- Self-Concept: They prefer to take responsibility for their learning.
- Experience: Prior knowledge is a key resource.
- Readiness to Learn: Learning readiness is tied to current life roles.
- Orientation to Learn: Adults learn best when solving real-life problems.
- Motivation: Internal factors like growth and career drive learning.

Applying Andragogy in Practice: Examples

- Design for Flexibility: Self-paced modules accessible via mobile in online courses.
- Incorporate Experience: Reflective discussions on past jobs in community college.
- Make It Immediately Useful: CRM system simulations in workplace training.
- Foster Autonomy: Allow choice of project types in professional development
- Motivate Internally: Highlight career advancement and confidence building in leadership programs.

Mayer's Principles:

Signaling Principle: Emphasise key points with arrows, callouts, highlights or bold text

Redundancy Principle: Use either graphics or text to complement spoken presentations. Never use both at the same time. Minimise the use of on-screen text in narrated presentations. Instead, focus on images or graphics.

Design Cycle:

Test: Use to gauge understanding and inform pacing

Accessibility: WCAG-compliant design, Clear headings, easy navigation, summary in plain language

Slide 12:

Feedback

Artifact: Feedback form, ratings 1-10 ([Feedback Form](#))

Design Cycle: evaluate involves collecting feedback and data on your design/artifact to understand what works, what doesn't, and what can be improved.

Ideate: Provide feedback