Promoting effective teaching and learning in adult education: a model-based approach

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ABSTRACT   This paper presents a model for promoting effective teaching and learning in adult education. The model, a combination of both teacher-centered and learner-centered approaches to teaching, is premised on the belief that adult learners are different in many respects from young learners. As such, the approaches, methods, and techniques employed in the teaching and learning encounter should differ significantly from those that have traditionally been used for young learners. The model gives a prescription of how the various aspects of the teaching and learning encounter should be undertaken. The thesis of this paper is that effective teaching and learning in adult education is a dialogic process where both the teacher and learners are equally involved in a series of decision-making and activities geared towards helping the latter to construct meaning for themselves.

Keywords   *Model, teaching, learning, assessment, feedback*

EXTENDED SUMMARY

Teaching adult learners is a difficult activity, especially because adult learners come to the learning situation with a myriad of characteristics, which set them apart from traditional (young) learners (Knowles, 1980). Adult learners, due to their chronological age, possess a considerable wealth of experiences, which when well harnessed can become an asset in the teaching and learning encounter. Again, adult learners are more likely to take responsibility for their own learning than young learners (Knowles, 1980). Given these assumptions, in teaching adult learners the educator is faced with many questions, paramount among them is how best to promote effective learning amongst adult learners. This is reechoed by Fry, Ketteridge and Marshall (2009:24) when they state that "what is important about teaching is what it helps the learner to do, know or understand". "From the literature on teachers of adults and their strategies, we know that it is not unusual to consider general pedagogical and didactical approaches for adult learners" (Larsen, 2012:2). As a result, many theories have been propounded to explain how best to promote learning amongst adults. For instance, Knowles' (1980) theory of andragogy focused on the various characteristics of adult learning and based on such characteristics deduced some principles for adult learning. However, the theory fails to give details on how to practically teach adult learners.

Also, other theories such as Brockett and Hiemstra's (1991) personal orientation model, McClusky's (1963) theory of margin, Illeris' (2002) three dimensions of learning model and Jarvis' (1987) learning process model have sought to shed light on adult learning. However, these theories have largely failed to explain how educators can effectively teach adult learners. İt can be argued that, adult learners require learning environments, which promote their active involvement in the entire teaching and learning the encounter. By encouraging dialogue, reflection, and learner autonomy in the classroom, the educator is able to help adult learners to construct meaning from a wide variety of events or information presented to them.

The purpose of this paper is to present a model-based approach to teaching adult learners. The model, a combination of both teacher-centered and learner-centered approaches to teaching, is premised on the belief that adult learners are different in many respects from young learners. As a result, the approaches, methods, and techniques employed in the teaching and learning encounter should differ significantly from those that are traditionally used for young learners. The proposed model, even though in its developmental stages, is seen by the author as an innovative approach to promoting effective teaching and learning amongst adult learners. It encourages the equal involvement of the educator and adult learner in the teaching and learning process. This ultimately serves as a motivation for adult learners in their learning. The model gives a prescription of how the various aspects of the teaching and learning encounter should be undertaken.

The thesis of this paper is that effective teaching and learning in adult education is a dialogic process where both the teacher and learners are equally involved in a series of decision-making and activities geared towards helping the latter to construct meaning for themselves. Several guidelines are provided to enable adult education practitioners in particular and teachers in general to understand the steps to take in the teaching and learning encounter. İt is the belief of the author that this model can be used not only in adult education programmes, but can also be employed in promoting effective learning for learners at all levels of the education sector. The model is divided into many sub-sections – assumptions, graphical representation, principles of the model and the guidelines for the effective implementation of the model. Based on the constructivist view of learning, the model posits that adult learning should empower adult learners to construct meaning for themselves from a wide range of information and events. The educator should serve as a guide in this process. Assessment, which is also discussed in this paper is a process employed by the educator to judge learners' comprehension of the subject matter and affords learners the opportunity to reflect on their learning. Therefore, assessment, as suggested in this paper, should be instructive and diagnostic in nature and must help the educator to identify aspects of the content that learners fail to understand and armed with such information revise teaching approaches, strategies, methods, and techniques to address such difficulties. The model also sheds light on feedback, which the author opines should be reflective and enable learners to engage in a dialogic encounter with the educator in order to come to terms with the assessment results and comments. Thus, learners are able to reflect meaningfully on their learning.

INTRODUCTION

Teaching adult learners is an arduous task. This is because adult learners by definition come to the learning situation with a myriad of characteristics that set them apart from traditional (young) learners (Knowles, 1980). Adult learners, due to their chronological age, possess a considerable wealth of experiences which when well harnessed can become an asset in the teaching and learning encounter. Again, adult learners are more likely to take responsibility for their own learning than young learners (Knowles, 1980). Given these assumptions, in teaching adult learners, the educator is faced with many questions paramount among them is how best to promote effective learning amongst adult learners. This is reechoed by Fry, Ketteridge and Marshall (2009) when they state that what is important about teaching is what it enables the learner to do, know or understand. "From the literature on teachers of adults and their strategies, we know that it is not unusual to consider general pedagogical and didactical approaches for adult learners" (Larsen, 2012:2). As a result, many theories have been propounded to explain how best to promote learning amongst adults. For instance, Knowles' (1980) theory of andragogy focused on the various characteristics of adult learning and based on such characteristics deduced some principles for adult learning. However, the theory fails to give details on the practicalities of teaching adult learners. Even though adult learners have a rich store of experiences and also can take responsibility for their learning does not relegate the essence of the teacher element in the teaching and learning encounter. Other theories such as Brockett and Hiemstra's (1991) personal orientation model, McClusky's (1963) theory of margin, Illeris' (2002) three dimensions of learning model and Jarvis' (1987) learning process model have also sought to shed light on adult learning. In the same vein, these theories have largely failed to explain how educators can promote effective teaching for adult learners. It is in this regard that this paper sought to propose a model for promoting effective teaching and learning among adult learners. The model discusses the roles of the educator and learner in the teaching and learning encounter. It also highlights how the various aspects of teaching adult learners should be conducted.

The need to propose this model stems from the desire of the author to suggest a new approach to teaching adult learners. Having facilitated many learning programs involving adult learners, the author is of the view that the conventional methods employed in teaching, assessing, and providing feedback to adult learners is flawed on many grounds. Paramount among them is that adult learners are seen and treated as child learners and as such similar approaches, strategies, methods, and techniques are used in promoting learning amongst the former. The findings of many studies conducted on instructional approaches, strategies and methods for adult learners seem to buttress this belief. Benseman (2013:2) contends that "these studies show that there are often discrepancies between teachers' espoused philosophies and their actual practice; for example, progressive teaching principles are (mis-) matched with traditional, teacher-dominated teaching practices". For instance, in their observation study of 20 adult literacy classrooms, Beder and Medina (2000) in Benseman (2013:2) found that:

Although teachers' responses in their interviews suggested they wanted to be learner-centered, our classroom observations quite clearly showed that instruction was highly teacher-directed. If teachers controlled the classroom, and they intended to be learner-centered, how could a teacher-directed system of instruction result? Our answer harks back to the concept of socialization. We concluded that teachers are so intensely socialized into a teacher-centered form of instructing that they teach in teacher-centered ways, despite intentions to be learner-centered (p. 110)

Ceprano's (1995) in Benseman (2013:3) study of 16 adult literacy teachers can also be cited. In that study, Ceprano concluded that by and large, the teachers in the study taught how they themselves were taught as learners, "with the assumption that what worked for them will work for anyone" (p.63). These studies seem to suggest the inappropriateness of the approaches, strategies, and methods employed in facilitating learning amongst adult learners. This model, therefore, reconceptualizes adult learning and provides specific guidelines on how to promote effective adult learning.

The Proposed Model of Teaching Adult Learners

The model, which the author labels the eclectic model of teaching adult learners, is informed by the works of many theorists. Notable amongst them is the work of Malcolm Knowles and Paulo Freire. Knowles' (1980) assumptions about the adult learner and principles of adult learning and Freire's (1970) idea of dialogue gave the researcher the impetus to propose a model for teaching adult learners. The

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model is comprised of four aspects – assumptions of the model, the principles of the model, the framework of the model, and the guidelines for use of the model. At this juncture, it is important to theorize about the nature of learning in order to get a basis for the proposed principles. Learning has the following characteristics:

1. Learning is a process, not a product. However, because this process takes place in the mind, we can only infer that it has occurred from students' products and performances.

2. Learning involves a change in knowledge, beliefs, behaviors, and attitudes. This change unfolds over time; it is not fleeting but rather has a lasting impact on how students think and act.

3. Learning is not something done to students, but rather something that students themselves do. It is the direct result of how students interpret and respond to their experiences-conscious and unconscious, past and present (Ambrose et al, 2010:1).

Learning should promote change in peoples' knowledge, skills, and attitudes. Change should be the ultimate objective of learning and for that matter the desired product of the entire learning process. Experience is also important in the learning process. It's centrality in learning and for that matter adult learning has been to some extent the basis upon which many learning programs are developed. It is true that learners' experiences can be crucial to the learning situation; however, in order for learners to be able to effectively make adequate meaning of their experiences depends on how best the teacher is able to help learners to connect their past experiences to new ones. The author opines that learning in adulthood comprises the acquisition of knowledge, skill(s), and attitude(s) that either challenges or affirms already existing ones and ultimately leads to a change in behavior.

Basic assumptions of the model

The eclectic model is premised on the following assumptions:

- Adult learning entails the acquisition of factual information, critical reflection on such information and then its practical use. The goal of adult education it must be emphasized is to provide knowledge, skills and attitudes to adult learners.

- Facilitating adult learning is a process of shared responsibility where the educator and learner play equal roles in the teaching and learning the encounter.

- Teaching methods employed in adult learning should promote, in the initial stages, the acquisition of facts, then a critical reflection on such facts, which should be in conjunction with learners' related experiences, and then finally a practical application of what has been learned. As a result, both teacher-centered and learner-centered approaches are appropriate for teaching adult learners. Therefore, the educator's role is not only to create a conducive environment for learning to occur, but also to use the appropriate combination of teaching methods in imparting knowledge, skills, and attitudes to learners.

- Learning in adulthood becomes effective if it is practical and real-life based which gives learners an opportunity to transfer their learning to real-life situations that they are confronted with.

These assumptions guided the author to establish some principles about how best to facilitate adult learning. The principles, even though designed for adult teaching and learning can be applied to other groups of learners. Such an idea is grounded in the belief that learning, whether in adulthood, youth or childhood involves some general processes as follows:

- Learning involves a transmitter (the one doing the impartation i.e. an individual or event) and a receiver (the one to whom the impartation is directed at either consciously or unconsciously)

- Learning involves the acquisition of desired knowledge, skills, and attitudes.

- Learning leads to a quantifiable change in the behavior even though the relative permanence of such change cannot be easily determined.

The model for facilitating adult learning is represented graphically as follows:
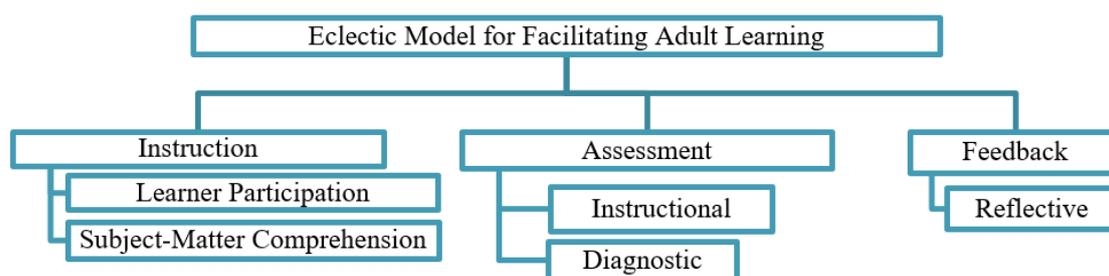

Figure 1. The eclectic model for facilitating adult learning

Explanation of the Components of the Model
The model provided gives a three-tier representation of the teaching process. The model is based on three main components (instruction, assessment, and feedback).

Instruction
Instruction constitutes one of the main components of the eclectic model of teaching. It is premised on the belief that instruction provides the opportunity for the educator to present a wide variety of information/stimuli to learners, which hitherto was largely unknown to them. Such information/stimuli then helps to evoke certain thought processes in the learners, which may ultimately lead to a change in behavior or in perspective. Teaching in the light of the model refers to a transaction between individuals whereby one party called the educator creates the conditions necessary for knowledge, skills, and attitudes to be transmitted to the other party referred to as the learner. Again, teaching is defined by the author as a transaction between two parties whereby one party known as the teacher presents a variety of stimuli with the intention of bringing about a change in the knowledge, skills, and attitudes of the other party known as the learner. Ideally, teaching should provide an opportunity for factual information (content) to be presented to the learner. However, teaching is incomplete when the presentation of such information fails to arouse thought processes that enable learners to examine such information and construct their own meaning guided by the teacher from it. Effective teaching seeks to achieve two main goals – subject-matter comprehension and learner participation. These goals, it is opined, would eventually promote effective learning.

Subject-matter comprehension
Every subject/course/discipline is guided by specific content that sets it apart from others. The content of a subject can also be referred to as the syllabus. Content or syllabus is defined by the author as a structured arrangement of activities designed to equip learners with desired knowledge, skills, and attitudes in a particular subject. In adult education, it is important to design subject content around the needs of the learners. This is because adult learners come to the learning situation with a myriad of expectations and needs which must be met. Subject-matter comprehension, therefore, refers to an in-depth understanding of the content of a subject. It represents one of the most important elements for determining whether or not teaching was effective. Therefore, in order for a learner to be considered proficient in a given subject/course/discipline, that learner should have acquired the desired knowledge, skills, and attitudes. It is important at this point to concede that adult learning is premised on the belief that adults by virtue of their lived experiences come to the learning situation with a vast reserve of knowledge, skills, and attitudes, which can be harnessed by the educator to promote effective learning. Therefore, the teaching of the subject content by the educator should take into account the lived experiences of the learners. This would help learners to relate theoretical knowledge to their real-life experiences which would, in turn, lead to a better understanding of the subject-matter. In helping adults to learn, the educator must not be seen as a transmitter of information; rather the role of the educator must be that of a facilitator. As a facilitator, the educator is tasked with the responsibility of guiding the entire adult learning process. The educator must provide a variety of information about a given topic for adult learners to construct meaning for themselves. This means that the educator is not necessarily a repository of information. In this situation, dialogue and mutual respect between the educator and learners are necessary in the adult teaching and learning encounter. The educator should constantly strive to strike a balance between what he/she knows or is contained in the syllabus and what individual learners know. As a result, the attention moves away from the educator to the learners.

Learner participation
The participation of learners in class activities is at the heart of any adult education program. The adult educator must seek to promote a participative classroom environment where all learners are actively involved in all activities geared towards promoting learning. This requires the educator to create a conducive environment for all learners in the class to contribute to the lesson. The educator can employ a variety of strategies to create such an environment. One strategy would be to employ teaching methods which promote learners' active participation in the lesson. Methods such as discussion, peer teaching, group work and questioning (from the educator to learners and vice versa) could be used to solicit the involvement of learners in the lesson. Informing these methods is the belief that democratization of the class is crucial to achieving learners' participation in lessons. By democratization, the author means that all learners must have equal rights and must be treated equally in the classroom. Freedom of speech

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should be a norm in the class where learners have no fear of expression. This implies that all learners' views must be equally accepted and respected. In this regard, learners must be helped to assume much greater responsibility for their learning. The onus for learning in any adult education program should be on the learner and not the educator. The role of the educator in such an instance should be to guide the learning process. This does not relegate the role of the educator in the classroom. Assuming the role of a guide means that the role of the educator as an expert and transmitter of information changes to that of a conductor. In this sense adult, learning is likened to a musical orchestra where the conductor pieces together many talents and harmonies into a musical masterpiece. In the same vein, the adult educator should piece together various experiences and views of learners into a meaningful discourse. This ultimately implies that learners should be actively involved in all class activities.

Instructional guidelines

The following guidelines are suggested on how to promote effective instruction for adult learners:

- The educator should plan the learning outcomes with the learners. The learning outcomes should be designed keeping in mind the learning needs of adult learners. Learning needs are crucial because adult learners require immediate application of the knowledge and skills acquired from education and training programs.

- The educator should create a conducive environment for learning. By conducive environment, the author opines that the classroom environment should be less formalized. In the author's view, a less formalized classroom environment promotes ease amongst learners and encourages a sense of personal responsibility for their actions in the teaching and learning encounter. As such, the seating arrangement in the classroom and the relationship between the educator and learners and amongst learners must be taken into account. Firstly, seating arrangement in the classroom should be such that the educator can freely move around and have easy access to all the learners. In this regard, the horseshoe and the informal seating arrangements are suggested. Such seating arrangements increase the attention span for all learners since they all have an equal access to the educator and the information thereof. With regards the educator – learner and learner – learner relationship, it is the belief of the author that a cordial relationship between the educator – learner and learner – learner would encourage participation of the learners in the classroom.

- The educator should introduce learners to the topic of the lesson by providing some factual information about the topic.

- The educator should then create a situation where adult learners reflect on such information provided. By reflection, the author suggests that learners must be given the opportunity to take the given information into serious thought in order to affirm or refute aspects of/entire information provided.

- After learners have reflected on the information provided by the educator, the educator should create the environment where learners engage in dialogue on the topic. In this situation, the educator acts as a guide or mediator in the entire process. Where necessary the educator can chip in to provide additional information on the topic in order to enhance the discussion amongst the learners.

- The educator should then help the learners to reach meaningful conclusions from the discussions made. Such conclusions should not be imposed on learners, but the educator should allow learners to reach their own conclusions based on the information provided, their reflection on such information, and finally the dialogic encounter with other learners. Consequently, adult learners are able to construct meaning for themselves.

Assessment

Assessment constitutes another major component of the eclectic model of teaching adult learners. The author contends that assessment of learning should form an integral part of any adult education program. This is because assessment affords the educator the opportunity to assess his/her teaching approaches, strategies, and methods in the light of learners' performance while enabling the learner to judge his/her progress towards meeting the desired learning outcomes. The author defines assessment as any activity intended to measure the extent to which the desired knowledge, skills, and attitudes has been acquired by learners. Assessment provides an avenue for both the educator and learners to determine the achievement of stated learning outcomes. Therefore, assessment should be regarded as *sine qua non* in any educational program. In adult education programs which are designed to equip adult learners with certain desired knowledge, skills, and attitudes for immediate application requires that mechanisms be put in place to determine whether or not the intended learning outcomes have been achieved. In order

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to achieve this, the educator must ensure that there are standardization and regularity in assessment. Regularity means that assessment should be on-going, in that, it must take place as many times as possible to help both the learner and educator to enhance the chances of achieving the stated learning outcomes. For instance, in an adult learning class, the educator can assess learners during and after lessons which would help learners to easily make sense of what they have learned. On the other hand, by standardization, the author means that the same assessment criteria and assessment tools should be applied to all learners. Standardization and regularity would help to promote reliability of the assessment results. Reliability of assessment means the consistency of assessment results. As such, assessment in adult learning must ultimately serve two purposes – instructional and diagnostic.

The constructivist view of learning as meaning making is very pertinent to this model. Roblyer (2006) contends that knowledge is not transmitted but constructed through hands-on activities or personal experience, which generates knowledge. In support of this view, Young (1993:45) states that "to meet the test of authenticity, situations must at least have some of the important attributes of real-life problem solving, including ill-structured complex goals, an opportunity for the detection of relevant versus irrelevant information, active/generative engagement in finding and defining problems as well as in solving them, involvement in the student's beliefs and values, and an opportunity to engage in collaborative interpersonal activities". As such, assessment of adult learning should seek to unearth learners' ability to properly construct meaning from a variety of given situations. The focus of assessment should not be judge learners' performance but to enable learners to adequately reflect on their previous knowledge and beliefs in the light of the content of the subject.

Instructional assessment

As the name implies, instructional assessment takes place during instruction and helps the educator to reflect on and modify instruction to meet the learners' needs. Caffrey (2009) provides a more detailed explanation of instructional assessment. According to Caffrey, "instructional assessments are used to modify and adapt instruction to meet students' needs. These assessments can be informal or formal and usually take place within the context of a classroom. Informal instructional assessments can include teacher questioning strategies or review classroom work. A more formal instructional assessment could be a written pre-test in which a teacher uses the results to analyze what the students already know before determining what to teach" (p. 2). Taking the view of Caffrey into perspective, instructional assessment in adult learning must entail both informal and formal assessment where various methods are employed to make judgements about the learners' work. Teaching in adult education contexts should be a reflective process whereby the educator assesses his teaching methodology from time to time. Instructional assessment, therefore, offers the educator an opportunity to properly examine his teaching approach in the light of learners' performances. This is because when teaching fails to yield the desired learning objectives in a lesson, the educator can move swiftly to amend his teaching approach to meet the needs of the learners.

Diagnostic assessment

The goal of any learning program is to achieve stated learning outcomes. This implies that the desired knowledge, skills, and attitudes should be adequately acquired by the learners. However, there are instances where learners fail to make such acquisition. In order to arrest this problem, educators must put in place mechanisms to establish areas of the course/subject where learners experience difficulty. This brings diagnostic assessment in the domain of teaching and learning. The term diagnostic assessment refers to any assessment that seeks to identify areas of the subject or course that learners have difficulties. By so doing, the educator can devise ways to address such difficulties. In adult education, the immediacy of application of learning by the learners makes diagnostic assessment very crucial to the attainment of learning outcomes. This is because through diagnostic assessment, the educator is able to gather enough information about learners' difficulties with the content of the course and as such be in a better position to address them. In order to succeed in properly diagnosing areas of the course where learners have difficulties, it is imperative for assessment to be on-going. This means that assessment should form part of teaching and learning. In the end, assessment would not be used for progression purposes, but for detecting learning difficulties with regards the curriculum.

Assessment guidelines

When conducting assessment for adult learners, the following guidelines should be followed:
- The educator is responsible for initiating the assessment process. However, adult learners should be involved in the planning of the assessment process. The process of assessment begins with the need to

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judge learners' internalization of the content of the subject being taught. The educator then designs assessment tools to make such judgements.

- The assessment must essentially be conducted during teaching and learning. This is because the educator is able to identify areas of the content of the topic where learners find it difficult to comprehend.
- Questioning should be an integral part of the assessment process. Questioning is seen as an informal method of assessing learners' comprehension of the subject-matter. Questions that promote learners' ability to reflect meaningfully on what has been taught by educator should essentially be used. The author suggests that questions that begin with 'why' should dominate the questioning aspect of the assessment. This enables learners to critically reflect on the topic(s) of the lesson and/or their views on the matter.
- During the dialogue stage of the instruction process, the educator can observe and assess learners' ability to articulate their viewpoints.
- Formal assessment should take the form of projects where learners work in groups to solve a given problem. The educator is able to identify whether or not learners understood the subject-matter and as a consequence is able to revise his/her teaching approaches.

Feedback

Teaching and learning are incomplete if learners are not provided with information about their progress in achieving the stated learning outcomes. In adult education, it is imperative for learners to know how they are progressing with their learning. However, the educator must take great caution when providing adults with feedback on their learning. This is because inappropriate feedback could adversely affect the learner's motivation which may lead to his/her subsequent withdrawal from the program. According to Rogers (2001) "giving feedback and criticism, praising and commenting, these are all so important in learning that the topic deserves a whole chapter to itself. Teaching adults are enormously complicated by the difficulty of 'criticizing' an equal. Not giving the right quantity or quality of feedback is one of the main reasons why adult learning fails…" Adult learners, therefore, require feedback that motivates them in their learning. Therefore, feedback provided to adult learners should provide them with information, which helps them to address any learning difficulties they might have with regard to the content of the course. This model proposes that feedback provided to adult learners should help them to adequately reflect on their meaning-making processes.

Reflective feedback

Feedback provided to learners in adult education programs should be reflective and not corrective as is the case in other learning programs. Since the same information or event presented to different learners is likely to yield different meanings, feedback provided to students should be based on their meaning-making processes. Arguing from a constructivist point of view, Taber's (2006) contends that:

Knowledge is actively constructed by the learner, not passively received from the outside. Learning is something done by the learner, not something that is imposed on the learner. Knowledge can only become true when learners reflect meaningfully on it. By reflection, it is meant that learners compare what they already know and the new knowledge presented to them. The same situation will emit different meanings to different learners.

Feedback, in essence, should enable learners to challenge their meaning-making processes. Knowles (1980) contends that adult learners come to the learning situation with a rich store of experiences as well as entrenched beliefs, values, and perspectives. Therefore, when teaching adult learners the educator should create an environment where learners reflect on new information presented to them in the light of their lived experiences. As a result, in providing feedback the educator should be more concerned about how well learners make meaning of a given situation and how such meaning-making fits into the general worldview. When providing reflective feedback, the educator should ask learners questions which help them to put their meaning-making structures into perspective. By so doing, the educator does not provide corrective information on learners' work but seek to help learners reflect on the answers they have provided and as such their thought processes.

Guidelines for providing feedback to adult learners

The following guidelines should be followed when providing feedback:
- Feedback should be provided immediately after assessment. Such celerity would help learners to easily connect the educator's comments with their work, which in turn enhances their future performance.

- Feedback should ideally be both written and oral in nature and should provide details about the learners' work. Oral feedback should be provided during question and answer sessions in the instructional process while written feedback should be given on the written work of learners. Both kinds of feedback should ideally entail a detailed diagnosis of the learners' difficulties with the content and should highlight areas for redress.

- Feedback should provide the opportunity for the learners to reflect on their work and in-turn for the educator to reflect on his teaching approach. Learners should take the educators comments into perspective and draw their own conclusions from their work and the comments provided.

- Feedback should be dialogic in nature and should encourage learners to raise question or concerns about their assessment results. The educator should be in a position to address the various concerns of the learners about the assessment results.

CONCLUSION

Adult learners require learning environments, which promote their active involvement in the entire teaching and learning the encounter. By encouraging dialogue, reflection, and learner autonomy in the classroom, the educator is able to help adult learners to construct meaning from a wide variety of events or information presented to them. The proposed model even though in its developmental stages is seen by the author as an innovative approach to promoting effective teaching and learning amongst adult learners. It encourages the equal involvement of the educator and adult learner in the teaching and learning process. This ultimately serves as a motivation for adult learners in their learning.

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