## TYPES of ADULT LEARNERS

| Professors  
(What?) | Scientists  
(Why?) |
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<tbody>
<tr>
<td><strong>ENGAGEMENT TIPS</strong></td>
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<tr>
<td>Facts, lecture, citations, quotes, examples, demonstrations, practice, feedback, drill, sequence, bibliography, overt organization, connect learning to practicality</td>
<td>Concepts, ideas, data analysis, formulate explanations, make judgments &amp; inquire, give structure &amp; organization, questioning, connect learning to standards of logic &amp; evidence</td>
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### Professors

Attract them with FACTS

### Scientists

Involve them in FORMULATING IDEAS

| Friends  
(Who?) | Inventors  
(What if...?) |
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<td>Emotional hooks, personal stories, metaphors, inventories, sharing opportunities, hands-on, group work, choosing &amp; relating topic to self, connect learning to helping others</td>
<td>Creative self-expression, arts, competition, new connections, original creations, movement, provide learning that is original, aesthetic, surprising &amp; fun!</td>
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### Friends

Attend to their FEELINGS

### Inventors

Take them on FLIGHTS OF FANTASY

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Four Audience Types from [www.thinkingcollaborative.com](http://www.thinkingcollaborative.com) based on research by Silver, Strong and Perini (2008)
Four Types of Adult Learners
AND YOU!

Re-read carefully the description of the learner type LEAST like you. What stands out to you about this type?

Describe one action you might take during your next professional development or meeting to attract people in your LEAST preferred learner type.

How might this information be useful to you in your role as a school or central services leader?