

Principles of Adult Learning Scale

Directions: The following survey contains several things that a facilitator of adults might do in a formal training situation. You may personally find some of them desirable and find others undesirable. For each item please respond to the way you most frequently practice the action described in the item. Your choices are Always, Almost Always, Often, Seldom, Almost Never, and Never. Circle 0 if you always do the event; circle number 1 if you almost always do the event; circle number 2 if you often do the event; circle number 3 if you seldom do the event; circle number 4 if you almost never do the event; and circle number 5 if you never do the event. If the item **does not apply** to you, circle number 5 for never. Complete all 44 items.

Always	Almost Always	Often	Seldom	Almost Never	Never
0	1	2	3	4	5

1. The trainer should allow trainees to participate in developing the criteria for evaluating their performance in a training session.	0 1 2 3 4 5
2. The trainer should use disciplinary action when it is needed.	0 1 2 3 4 5
3. The trainer should allow older trainees more time to complete assignments when they need it.	0 1 2 3 4 5
4. The trainer should encourage trainees to adopt middle-class values.	0 1 2 3 4 5
5. The trainer should help trainees diagnose the gaps between their learning goals and their present level of performance.	0 1 2 3 4 5
6. The trainer should provide knowledge rather than serve as a resource person.	0 1 2 3 4 5
7. The trainer should stick to the instructional objectives that were written at the beginning of a training session.	0 1 2 3 4 5
8. The trainer should participate in the informal counseling of trainees.	0 1 2 3 4 5
9. The trainer should use lecturing as the best method for presenting the subject material to adult trainees.	0 1 2 3 4 5
10. The training area should be arranged so that it is easy for trainees to interact.	0 1 2 3 4 5
11. The trainer should determine the learning objectives for each trainee.	0 1 2 3 4 5

12. The trainer should plan units which differ as widely as possible from the trainees' socio-economic backgrounds.	0	1	2	3	4	5
13. The trainer should motivate the trainees by confronting them in the presence of their coworkers.	0	1	2	3	4	5
14. The trainer should plan learning episodes to take into account the trainees' prior experiences.	0	1	2	3	4	5
15. The trainer should allow trainees to participate in making decisions about the topics that will be covered in the training session.	0	1	2	3	4	5
16. The trainer should use one basic teaching method because most adults have a similar style of learning.	0	1	2	3	4	5
17. The trainer should use different techniques depending on the trainees being trained.	0	1	2	3	4	5
18. The trainer should encourage dialogue among the trainees.	0	1	2	3	4	5
19. The trainer should use written formal evaluations to assess the degree of growth in learning for the trainee rather than to indicate new directions for future learning for the trainee.	0	1	2	3	4	5
20. The trainer should utilize the many competencies that most adults already possess to achieve their training objectives.	0	1	2	3	4	5
21. The trainer should use what history has proven that adults need to learn as the chief criteria for planning learning episodes.	0	1	2	3	4	5
22. The trainer should accept errors as a natural part of the learning process.	0	1	2	3	4	5
23. The trainer should have individual conferences to help trainees identify their educational needs.	0	1	2	3	4	5
24. The trainer should let each trainee work at the trainee's own rate regardless of the amount of time it takes the trainee to learn a new concept.	0	1	2	3	4	5
25. The trainer should help the trainees develop short-range as well as long-range learning objectives.	0	1	2	3	4	5
26. The trainer should maintain a well-disciplined learning environment to reduce interference's to learning.	0	1	2	3	4	5
27. The trainer should avoid discussion of controversial subjects that involve value judgements.	0	1	2	3	4	5
28. The trainer should allow the trainees to take periodic breaks during the training session.	0	1	2	3	4	5

29. The trainer should use methods that foster quiet, productive, desk work.	0	1	2	3	4	5
30. The trainer should use tests as the chief method of evaluating the trainees.	0	1	2	3	4	5
31. The trainer should plan activities that will encourage each trainee's growth from dependence on others to greater independence.	0	1	2	3	4	5
32. The trainer should gear the instructional objectives for the training session to match the individual abilities and needs of the trainees.	0	1	2	3	4	5
33. The trainer should avoid issues that relate to the trainee's self-concept.	0	1	2	3	4	5
34. The trainer should encourage trainees to ask questions about the nature of their society.	0	1	2	3	4	5
35. The trainer should allow trainees' motives for participating in continuing education to be a major determinant in the planning of learning objectives.	0	1	2	3	4	5
36. The trainer should have the trainees identify their own problems that need to be solved.	0	1	2	3	4	5
37. The trainer should give all trainees the same assignment on a given topic.	0	1	2	3	4	5
38. The trainer may use materials that were originally designed for students in elementary and secondary schools.	0	1	2	3	4	5
39. The trainer should organize adult learning episodes according to the problems that the trainees encounter in everyday life.	0	1	2	3	4	5
40. The trainer should measure a trainee's long-term learning by comparing the trainee's total achievement in the training session to that trainee's expected performance as measured by established standards.	0	1	2	3	4	5
41. The trainer should encourage competition among the trainees.	0	1	2	3	4	5
42. The trainer should use different materials with different trainees.	0	1	2	3	4	5
43. The trainer should help the trainees relate new learning to their prior experiences.	0	1	2	3	4	5
44. The trainer should include units about problems of everyday living.	0	1	2	3	4	5