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COURSE BROCHURE

Andragogy and Adult Learner Motivation Training Course

5 – 9 September 2027
Istanbul

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Registered in the United Kingdom and Saudi Arabia

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Ref: 1175_44169 **Date:** 5 – 9 September 2027 **Location:** Istanbul **Fees:** 4900 GBP

Andragogy and Adult Learner Motivation is a 1-week training course for trainers, instructional designers and educators of adults, and each participant leaves with an engagement redesign plan for one existing session or module. As workforces juggle heavy workloads and constant digital distraction, learning that ignores how adults choose to invest attention is quickly forgotten. The course reflects how Jupiter Prime Training approaches Andragogy and Adult Learner Motivation.

Why Andragogy and Adult Learner Motivation Matters Now

Three forces shape the subject today: employees who must justify every hour away from their work, multi-generational cohorts with very different expectations of learning, and screens that compete for attention in every session. Organisations that design for adult motivation see participants apply what they learn; those that treat adults like schoolchildren see disengagement, low completion and wasted budgets. The course links adult learning principles to the ADDIE instructional design model for design choices and to the Kirkpatrick four-level evaluation model for checking whether engagement turns into application.

Who Gains Most from Andragogy and Adult Learner Motivation

- Classroom and virtual trainers responsible for sustaining participation
- Instructional designers shaping activities and learner journeys
- Educators in continuing professional development and academies
- Subject specialists teaching colleagues with little formal preparation
- Learning coordinators reviewing feedback and completion trends

A learning unit that sends trainers and designers together gains most, because both return applying the same principles to design and to live sessions.

Andragogy and Adult Learner Motivation Capabilities

Participants practise reading why adults engage or withdraw and adjusting design and delivery to match.

- Apply the core assumptions of andragogy to a real session design — learners who expect relevance and autonomy
- Assess learner motivation drivers such as relevance, confidence and value — the course sponsor
- Design experiential activities that move from experience to reflection to application — line managers awaiting transfer
- Build attention resets and participation structures into long sessions — trainers facing fatigue
- Specify retention techniques such as retrieval practice and spaced follow-up — learners after the session

- Test engagement changes with learner feedback and application data — learning coordinators

Key Andragogy and Adult Learner Motivation Terms

- Andragogy — the theory and practice of helping adults learn, stressing self-direction, experience, relevance and problem-centred learning.
- Intrinsic motivation — the drive to learn because the task itself is interesting, meaningful or satisfying.
- Experiential learning — learning built from concrete experience, reflection on it, drawing conclusions and trying them out.
- Cognitive load — the mental effort a learner spends at once; too much blocks understanding and memory.
- Retrieval practice — recalling information from memory through questions or tasks, which strengthens long-term retention.
- Psychological safety — a climate where adults feel able to ask, admit gaps and try without fear of embarrassment.

Andragogy and Adult Learner Motivation Day by Day

Day 1: How Adults Choose to Learn

- Core Assumptions of Andragogy — Contrasting Adult and Child Learning Needs
- Learner Experience as a Resource — Drawing on What Adults Already Know
- Readiness and Problem-Centred Orientation — Framing Content Around Real Tasks
- Multi-Generational Cohort Profiles — Adjusting to Varied Expectations
- Myths About Learning Styles — Replacing Them With Evidence-Based Choices

Day 2: Motivation Drivers

- Intrinsic and Extrinsic Motivation — Balancing Interest With Incentives
- Relevance, Confidence and Value Checks — Diagnosing Low Motivation
- Autonomy and Choice in Activities — Increasing Ownership of Learning
- Psychological Safety Practices — Encouraging Questions and Admitting Gaps
- Cases From Banking Compliance and Hospital Induction — Testing Motivation Fixes

Day 3: Experiential and Active Methods

- Experience-Reflection-Application Cycle — Structuring Activities That Stick
- Case, Simulation and Role-Play Selection — Matching Methods to Goals
- Debrief Questioning Sequences — Turning Activity Into Insight
- ADDIE Instructional Design Model — Embedding Engagement From Analysis Onwards
- Cognitive Load Management — Chunking Content for Adult Working Memory

Day 4: Attention, Participation and Retention

- Attention Resets Every Segment — Countering Fatigue and Digital Distraction
- Participation Structures for Quiet Learners — Widening Contribution
- Retrieval Practice and Spaced Follow-Up — Strengthening Long-Term Memory
- Virtual Engagement Techniques — Using Polls, Breakouts and Chat Purposefully
- Kirkpatrick Four-Level Evaluation Model — Linking Engagement to Application

Day 5: Practising the Engagement Redesign Plan

- Andragogy Audit of a Participant Session — Spotting Mismatches With Adult Needs
- Motivation Diagnosis Applied to Real Learner Feedback — Choosing Priority Fixes
- Experiential Activity Redesign With Peer Critique — Strengthening Reflection Steps
- Retention and Follow-Up Schedule Drafting — Extending Learning Beyond the Room
- Engagement Redesign Plan Completion — Ready for the Next Cohort

Applying Andragogy and Adult Learner Motivation After the Course

- Audit one current session against the core assumptions of andragogy and replace one lecture segment with an experiential activity and debrief.
- Add retrieval practice questions and a spaced follow-up message to one course, then compare application feedback with the previous cohort.

Andragogy and Adult Learner Motivation Questions FAQ

What are andragogy and adult learner motivation, and why do they matter now?

They describe how adults learn and what makes them invest effort in learning. They matter now because busy, distracted employees disengage quickly from sessions that ignore their experience and needs.

Which roles gain most from andragogy and adult learner motivation?

Trainers, instructional designers and educators who teach or design for adults gain most.

How do andragogy and adult learner motivation differ from a train the trainer course?

They focus on the learner's mind and motivation rather than on the trainer's delivery techniques. The emphasis is on why adults engage and how design choices respond.

What do you bring back from andragogy and adult learner motivation?

You bring back a redesign plan for one real session, with motivation fixes, experiential activities and a retention schedule.

Andragogy and Adult Learner Motivation: The Way Forward

The engagement redesign plan first informs which session is rebuilt before its next cohort. Trainers, designers and learning coordinators use it to agree priority changes. After its first use, revisit application feedback to see which motivation fixes changed behaviour and which need a different approach.