

Enable learners to:

1. ENGAGE

Promote future learning by stimulating curiosity and drawing on and building upon past experience

2. DEVELOP

Explore themes by linking knowledge to purpose. Find strategies that will help the learners' experience.

3. INNOVATE

Apply past experience to new knowledge and find different ways to apply new knowledge.

4. EXPRESS

Opportunity for adult learners to 'reflect on experience, test their knowledge and celebrate their achievement'

(Caminotti and Gray, 2012; Brown et al 2011)



Ethical Storytelling

Storytelling

In adult learning



Adult learners bring a wealth of knowledge and experience to their new learning journey.

(Caminotti and Gray, 2012)

Storytelling can offer the learner experience to emotional connect through creativity and a safe environment to express themselves and their beliefs.

(Bird, 2007)

Adult Learning Theory - ANDRAGOGY

Andragogy is a transactional model that helps adults learn
(Caminotti and Gray, 2012)

5 KEY UNDERSTANDINGS

1. Prefer to learn in a more self-directed approach
2. Have experience upon which knowledge can be extracted
3. Readiness to learn for a purpose
4. Prefer practical skills that can be applicable to daily life
5. Motivation to learn is self directed

(Knud, 2018; Birzer, 2004)



It is important to understand how adults learn

Learner Centred Teaching

'Facilitate new knowledge and development by allowing the student to use their own creative abilities within certain parameters'

(Birzer, 2004, p.398)

'Emphasize engendering safe, fair, and respectful learning communities from which thinking can flourish'

(Ironside, 2003, pg. 509)

'THE RICHEST RESOURCES FOR LEARNING RESIDE IN THE ADULT LEARNER'S THEMSELVES' (Holton et al, 2005, p.66)



Why is it effective?

Storytelling is considered a teaching and learning communication tool used to engage and stimulate the interest of students.

(Caminotti and Gray, 2012)

Storytelling promotes social interaction, gives the learner an opportunity to transfer existing knowledge and fosters an open community where meaning is constructed.

(Mitchell and Egudo, 2003)

Rationale

This leaflet is designed to explain the importance of using stories and storytelling in adult learning. As a communication tool, stories can be used to develop the meaning of things, link ideas and knowledge, contributing to sense making and can contribute to shaping identities (Benhabib, 1999; Bird, 2007). Brown *et al* (2011) describe how storytelling can transmit values, can encourage teamwork and can prepare individuals with skills for the future.

Learning can be understood as a natural process that happens across time, formally and informally, helping to understand the world around. Future desires and ambitions are therefore pursued by building upon past experiences and will inform the way forward (Wenger, 2018). Teachers for adult learning understand that their students have experiential knowledge and that drawing upon this knowledge will be useful for the learner's experience in class (Forrest and Peterson, 2006).

A learner's experience can be enhanced by that of storytelling, including that of adults, as storytelling encourages the brain to associate and understand (Davidson, 2003). This narrative pedagogy fosters an experience of openness and community. This is often an experience that new language learners benefit from to enhance connections within their learning experience. Storytelling combines components of conventional, phenomenological, critical, and feminist pedagogies which serve to enhance the learning experience (Diekelmann, 2001). Storytelling is placed within the postmodernist paradigm as it 'emphasises that knowledge is value-laden, and reality is based on multiple perspectives with truth grounded in everyday life involving social interactions' (Mitchell and Egudo, 2003, p.3).

'Narrative has a crucial function in our adaptation to and interpretation of the world in which we live' (Bird, 2007, p.313). 'We learn about others through what they say and they say it; we learn about ourselves through how others react to what we say' (Liu, Volcic and Gallois, 2019, pg. 162). Cooley's looking-glass self theory highlights how one's identity and notion of self is transformed through social interaction (Bilton *et al*, 2002). Therefore, it is important to be aware how the use of different stories may affect students within the group. 'Exchange is the purest and most concentrated form of all human interaction' (Dillon, 2014, p. 246). As adults, it is possible to control personal learning and it is also possible to react more easily with resistance (Knud, 2018). If students feel uncomfortable or threatened by a story this may have a negative effect upon their learning experience, identity, and fostered sense of community.

Therefore it is vital that one strives to share stories that will benefit transformative learning and ‘foster membership in communities of practice’ (Wenger, 2018 p.212).

Storytelling is considered a teaching and communication tool used to engage and stimulate interest of students (Davidson, 2003).

‘The use of storytelling can engage students in reflective thinking, writing, and learning activities and, in addition, provide students with an opportunity to explore personal roles and make sense of their lives’ (Davidson, 2003, pg.185).

Knowles incorporates how adults must know why they need or want to learn and this would in turn become a motivator throughout the learning experience (Birzer, 2004). Adult learning is most effective then when learning a subject of interest, however the experience this offers to the adult plays a much significant part (Caminotti and Gray, 2012). Thus, teaching adults is more about being a facilitator to learning than being a transmitter of knowledge (Birzer, 2004). This will enable students to pursue Maslow’s theory self-actualization while fostering personal learning strategies (Davidson, 2003).

George Homans focusses on micro structure to explain and link how the motive of a person can influences behaviour, thus taking an opposing view to Durkheim and Weber (Dillon, 2014).

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