Principles of Adult Learning

Adult learners are capable of defining, planning and assessing their own learning throughout their lifetime.

They are individuals who:
- Have a particular problem of interest in mind.
- Draw heavily on their existing knowledge and previous experiences.
- Want to acquire knowledge and skills that are relevant to their education needs.

From a cognitive perspective, effective adult learning occurs when new learning is:
- Connected to prior knowledge and elaborated through discussion, review, questioning and reflective exercises.
- Situated in a context as close as possible to the potential situation(s) in which it will be applied. This facilitates storage in memory in a way that can be readily retrieved and applied.

From a social perspective, the following implications for adult learning should be considered:
- Learners are continuously and dynamically interacting with the environment. Both learners and those with whom they interact are affected by those exchanges so that the learning environment is continually changing.
- Learners perceive and react to less obvious influences in the environment, such as the hidden curriculum. They see incentives and rewards in the environment, which gives powerful messages about which actions and outcomes are valued and which are not.
- Learners observe the actions of others as well as the effects of those actions. This emphasizes the importance of role modeling and its powerful effects on how learners think and act.
- Learner’s perceptions of self-efficacy affect the development of competency and autonomy.
- Learners should be motivated to continually assess their needs and set new goals based on

Reference
Active Learning Strategies
TUSM OCE encourages faculty to use active learning strategies in their presentations.

**Interactive** presentations are beneficial in the following ways:
- Fun (engaging and stimulating)
- Audience involvement
- Drives critical thinking
- Invites interaction with peers
- Content is relatable to goals of presentation and to what participants “do” (profession)
- Involves the transference of knowledge (within the learning venue); application of knowledge
- Results in an increased retention rate

**Examples of Interactive Learning Strategies**
Using cell phones with internet access
- PollEverywhere.com
- Twitter.com

Game-based methods (Jeopardy, Who Wants to be a Millionaire, Family Feud)
Dramatic presentation
Role Playing
Roundtable discussion with facilitators (to keep learners on track)
Ask for submission on topics to be discussed when participants register.
Audio Response System (ARS)
Answer cards provided to participants for audience feedback on questions.