



## Exercise: Incorporating Adult Learning Principles

### Directions:

In the space provided for Part 1 fill in a concept or skill you recently learned. Now for Part 2 imagine you were teaching that concept or skill to a group of adults. In the spaces provided, describe how you will incorporate each principle into your instruction.

### Part 1

<b>Recently learned concept or skill:</b>
I recently learned how to use the scheduling assistant in Microsoft Outlook to create a new meeting.

### Part 2

Adult Learning Principle	How I could incorporate the principle into my instruction
Self-Directed	Have students create a meeting request using the scheduling assistant.
Life Experiences	Have students share stories of experiences with trying to organize meetings where there are scheduling conflicts with people who need to be in the meeting.
Goal-oriented	Have students share goals for learning this skill, such as seeing availability of attendees, and relate instruction to the goals.
Relevancy-oriented	Relate my experience of wasted time attending meetings where the key players are not available and how using the scheduling assistant helped change wasted time into productive time.
Practical	Initiate discussion with the students about the scheduling assistant can help them have more productive meetings.
Respect	If any students have had a negative experience with the scheduling assistant, acknowledge issue and then open the discussion to the class to problem solve how to turn a negative into a positive.

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For Training Purposes Only

