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| |  | | --- | | **Principles of Adult Learning**  Adapted from John Goodlad's writing  ***ADULTS PREFER LEARNING SITUATIONS WHICH:***  **1. ARE PRACTICAL AND PROBLEM-CENTERED.**   * Give overviews, summaries, examples, and use stories to link theory to practice. * Discuss and help them plan for direct application of the new information. * Use collaborative, authentic problem-solving activities. * Anticipate problems applying the new ideas to their setting, therefore, suggestions should be offered.   ***CAUTION***- Guard against becoming too theoretical.    **2. PROMOTE THEIR POSITIVE SELF ESTEEM.**   * Provide low-risk activities in small group settings. * Plan for building individual success incrementally. * Help them become more effective and confident through guided practice and establishing routines.     ***CAUTION***- Readiness to learn depends on self-esteem.    **3. INTEGRATE NEW IDEAS WITH EXISTING KNOWLEDGE.**   * Help them recall what they already know from prior experience that relates to the topic of learning. * Share your agenda and assumptions and ask for input. Adjust time for topics to fit their needs. * Use a continuum that describes a range of skill & knowledge. * Ask what they would like to know about the topic. * Build in options within your plan so you can easily shift to address needs. * Suggest follow up ideas and next steps for support and implementation after the session.     ***CAUTION***- Collect needs data and match the degree of choice to their  level of development.  **4. SHOW RESPECT FOR THE INDIVIDUAL LEARNER.**   * Provide for their physical needs through breaks, snacks, coffee, and comfort. * Provide a quality, well organized, differentiated experience that uses time effectively and efficiently. * Avoid jargon and don't "talk down" to participants. * Validate and affirm their knowledge, contributions and successes. * Ask for feedback on your work or ideas, provide input opportunities.   ***CAUTION-*** Watch your choice of words to avoid creating negative  ***p***erceptions.    **5. CAPITALIZE ON THEIR EXPERIENCE.**   * Don't ignore what they already know; it's a resource for you. * Plan alternate activities and choice so they can adjust the process to fit their experience level. * Create activities that use their experience and knowledge. * Listen and collect data about participant needs before, during and after the event.   ***CAUTION***- Provide for the possibility of a need to unlearn old habits or  confront inaccurate beliefs.    **6. ALLOW CHOICE AND SELF-DIRECTION.**   * Build your plans around their needs; compare desired behaviors (goals) & actual behaviors. * Share your agenda and assumptions and ask for input from them. * Ask what they know already about the topic (their perception). * Ask what they would like to know about the topic. * Build in options within your plan so you can easily shift if needed. * Allow time for planning their next steps.     ***CAUTIONS***- Match the degree of choice to their level of development.    . | | | |

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630-669-2605, web site at www.teachermentors.com