**STUDY GUIDE:**

**Principles of Adult Learning**

**Instructions:** The questions below can be used to guide further individual self-study, or group discussion, after watching **Principles of Adult Learning.** If you are leading a group learning experience using this module, you may wish to review the questions with participants in advance of the session and again afterwards to gauge their learning.

1. Based on your personal experiences, what qualities make someone an effective teacher or facilitator? Do these qualities align with the adult learning principles discussed in this module?
2. Adults learn differently from children. Select a topic appropriate for teaching children or adults. Provide an example of one method you might use to teach the topic to children, and a different way you might teach adult learners.
3. Four learning “styles” were described: visual (seeing), auditory (hearing), read/write, and kinesthetic (touch it, do it). Of these, which do you feel is your preferred learning style and why? How do you think this influences how you teach or lead a group?
4. Some aspects of teaching adult learners may be challenging, whether you are a youth or adult facilitator. List two challenging aspects and your concerns about addressing in the learning environment. How can you use the principles of adult learning to address these concerns?

**Additional Resources**

Digital Promise (n.d*.). Designing Technology for Adult Learners: Applying Adult Learning Theory*. Access at: <https://digitalpromise.org/wp-content/uploads/2016/03/designing-for-adult-learners.pdf>

Dvorak, T. (2014). *Adults as Learners: Teaching Adults in Extension*. Community and Economic Development Publications, University of Kentucky Agriculture Commons, 13 (CLD4-2). Access at: <https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1020&context=ced_reports>

Harkins, D. (n.d.). *Adult Learning*. Access at: <https://extension.ucdavis.edu/sites/default/files/Adult%20Learning.pdf>

Kansas State University Research and Extension (2018). “A Word about Adult Learning Theory”. *Master Community Facilitator Notebook*. Access at: <https://www.ksre.k-state.edu/community/leadership/facilitation/mcfv/materials/notebook/MCF%20-%20Ch%206.pdf>

Smith, S. (n.d.). *Andragogy: Adult Learning Theory.* University of New Hampshire Cooperative Extension. Access at: <https://extension.unh.edu/resources/files/Resource004496_Rep6406.pdf>

Teaching Excellence in Adult Literacy (2011). *Adult Learning Theories*. TEAL Center Fact Sheet No. 11. Access at: <https://lincs.ed.gov/sites/default/files/11_%20TEAL_Adult_Learning_Theory.pdf>

University of Maine Cooperative Extension: Community Development (n.d.). *Adult Learning Principles Checklist*. Access at: <https://extension.umaine.edu/community/hed-598-facilitation-skills/adult-learning-principles-checklist/>

What Makes for Effective Adult Learning: A Wisconsin Union Mini Course Instructor Resource. Access at <https://union.wisc.edu/assets/Uploads/Events-Activities/Wheelhouse-Studios/MiniCourses-EffectiveLearning.pdf>

Daugherty, R.A. (2017). *The Volunteer Teacher Series: Teaching Adults*. Oklahoma Cooperative Extension Service, T-8202. Access at <http://pods.dasnr.okstate.edu/docushare/dsweb/Get/Document-2371/T-8202web.pdf>