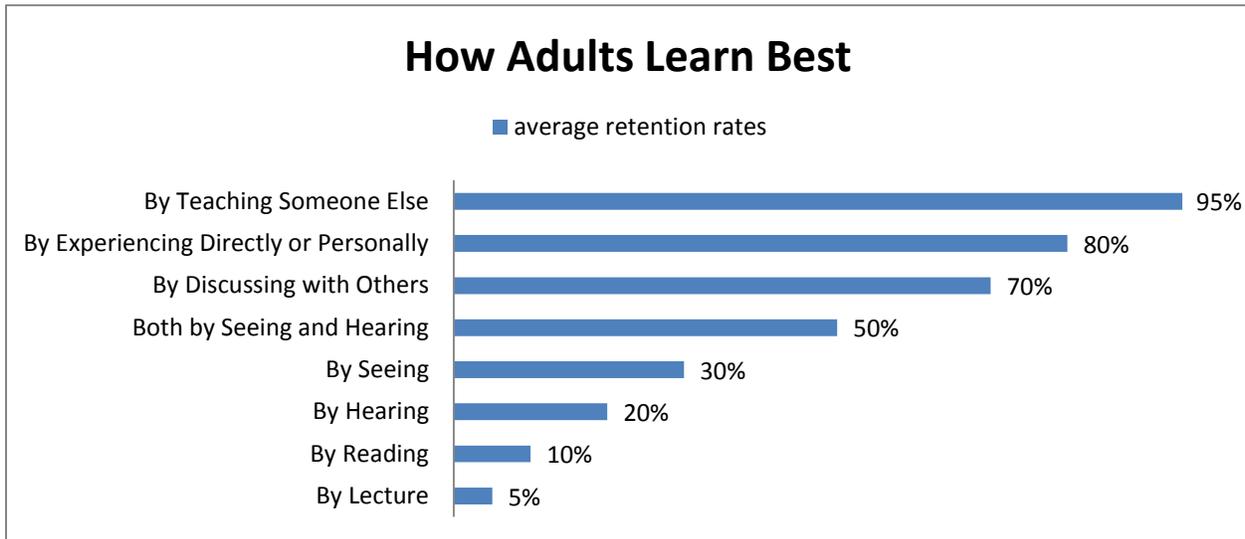


Adult Learning Principles

Learning effectiveness and retention is a source of competitive advantage for an association. Various studies show that within one hour, people forget 50% of new information presented; within 24hrs, 70%; within a week, 90%.

Making Learning Stick

Presentation of information is just as important as the content of a learning experience.



Adapted from the National Training Laboratories (NTL) for Applied Behavioral Science

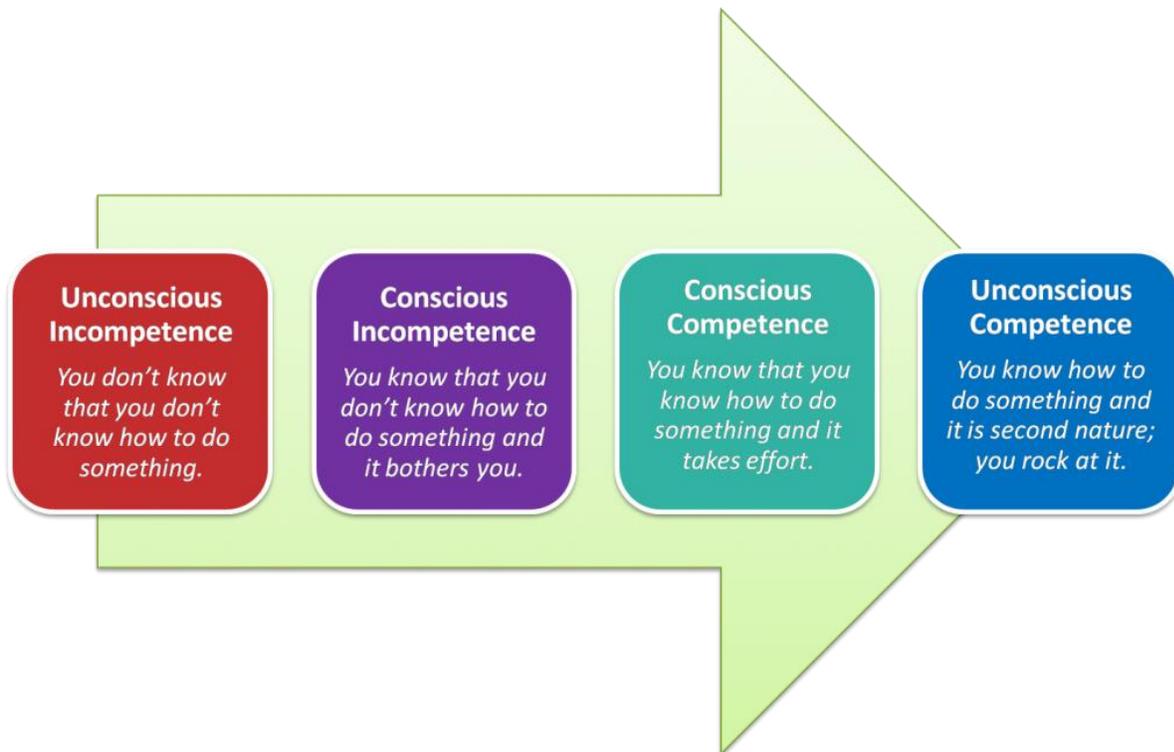
Key Adult Learning Theories

- **Adults are voluntary learners.**
 - Their willingness to learn is in direct correlation to the ROI or relative importance/applicability of the learning. Relevance to real-life and “what’s in it for me” play a very important part in cognition and engagement.
 - Clear learning outcomes, real life applicability, examples, and connections to existing knowledge help define relevance for the learner.
- **Adults like to know the plan.**
 - Clear and articulated learning outcomes help set a road map for success. Having each new piece of information build logically on the last allows for learners to understand where the learning is going.
- **Adults learn best by being “active” in learning.**
 - A typical lecture where attendees sit passively can produce cognitive overload. Adults will retain more information when they have opportunities to actively practice their knowledge and skills.
 - Stories, case studies, and real-life scenarios connect the learner to the lessons. Asking the learner to actually DO something (analyze, share, discuss, reflect, demonstrate, or present) allows for active processing and better learning.
- **Adults come to a learning session with prior knowledge and life experience.**
 - They should be encouraged to reflect, share, and discuss their knowledge and experience during the learning process.

Adult Learning Principles

- **Adults learn best by repetition and reinforcement.**
 - Creating associations between concepts can increase our ability to remember details by as much as 40%. Caine and Caine (1991) explained it as, “the greater the extent to which what we learn is tied to personal, meaningful experiences, the greater and deeper our learning will be.”
- **Adults like variety in information presentation.**
 - Research shows attention is at its highest when something unexpected (humor, activity, visual aid, interaction, engagement, etc.) is introduced into a learning activity.
- **Adults like digestible content.**
 - Less is more when it comes to learning— a focus on key elements and a few strategic learning outcomes is better for learning transfer and helps to avoid cognitive overload.

Four Stages of Learning



<http://www.womenembracingbrilliance.com/the-four-stages-of-learning-module-1/>