

Adult Learning Theory Reviews

The purpose of this document is to help course reviewers check for adult learning theory concepts. Keep in mind that a course should have a good mix of these concepts overall, not necessarily have all concepts in one activity. This page contains a chart of key concepts along with their definitions. The following pages contain a list of questions the reviewer can use to help identify if the concepts are included in the course.

Concept	Definition
90/20/10(5) Rule	The training includes a physical break every 90 minutes, a mental break every 20 minutes, and some sort of engagement every 10 minutes (5 minutes for virtual learning)
All Learning Processing Styles	Visual = see it Auditory = hear it Kinesthetic = do/touch/move it <i>*Looking for a good balance throughout the course, but all three do not need to be in each activity</i>
Considers Experience	Learners bring experience from the field and want to draw connections to real life examples or job skills.
Being Right	Adult learners like to be right.
Rule of 7	Most learners need to be exposed to new information 6-8 times, and in different processing styles, before they can retain the information and use it effectively.
Choice and Control	Give learners choice and control of their learning whenever possible. This could be as simple as letting them choose colored name tents or more advanced such as letting them choose which type of activity.
All Learning Domains	Cognitive (Knowledge) = content/data/information (WHAT) Affective (Emotion) = values and feelings (SO WHAT) Psychomotor (Skills) = skills and performance (NOW WHAT)
Whole Brain Training	The course bridges the gap between left and right brain functions.

Questions to Ask – Does the course...	90/20/10	Learning Styles	Experience	Being Right	Rule of 7	Choice Control	Learning Domains	Whole Brain
Contain a balanced mix of my turn/your turn?	X		X					X
Give learners a job to do, such as highlighting or fill in the blanks?	X	X						
Have chunks of lecture that are 20 minutes or less, keeping the volume of information presented at one time manageable?	X						X	X
Contain energizers/periodic pauses/stretchers after long sections or periods of sitting?	X	X						
Include prompts as to what learners should look for when asked to watch, listen, or read?		X		X	X			
Make simultaneous use of spoken words and pictures (illustrations, graphs, photos, video, etc.) to convey meaning?		X						X
Provide activity instructions orally and visually (written in the PG or displayed on a screen, etc.)?		X						
Provide opportunities for learners to be the expert, to facilitate or summarize a concept, or be involved in experiential learning?			X	X		X	X	X
Include many realistic, effective examples?			X		X			X
Provide opportunities for learners to determine how they will apply information throughout the day?			X	X	X	X	X	

Questions to Ask – Does the course...	90/20/10	Learning Styles	Experience	Being Right	Rule of 7	Choice Control	Learning Domains	Whole Brain
Word questions in a way that ensures learners can answer correctly or can't be wrong?				X				
Ensure participants have the necessary knowledge, information, materials, and or preliminary skills to do the activity (either as a result of a pre-req or other portions of the course)?				X				
Provide an example that illustrates the desired process or outcome prior to starting an activity, when appropriate?		X		X				X
Prompt the trainers to check individual or group work for potential incorrect answers prior to full class sharing?				X				
Have an appropriate number of learning objectives that cover multiple learning domains and can be covered effectively?					X		X	
Reinforce key concepts multiple times and in multiple ways?		X			X			X
Provide opportunities for learners to choose their learning such as ability to pick which scenario to work on, what or how to summarize something, cafeteria style learning, etc.?		X				X		

Questions to Ask – Does the course...	90/20/10	Learning Styles	Experience	Being Right	Rule of 7	Choice Control	Learning Domains	Whole Brain
Include feedback, discussion, or debriefing following an activity?							X	
Provide space in the PG for note taking and considers both sides of the brain (linear vs. mind map concept)?								X
Contains a mix of content verbal information (lecture, text, handout) and context visual information (images, stories, examples) on the same topic?								X