

# PAFP Principles of Adult Learning Theory

*Best Practices for Presenters*

## **PAFP Presenter Commitment**

Educational philosophy and learning theory provide the conceptual frameworks to achieve changes in behavior, performance, or potential. The PAFP develops CME programming that incorporates multiple learning theories to make sure we address the full diversity of the ways that our members learn best. All presenters for PAFP's live and online educational activities are asked to keep the following guidelines in mind:

### **Adult learners learn best when:**

- Learners are active contributors to their learning.
- Content relates to a learner's current work or life experience.
  - Use real-life examples from Pennsylvania health care landscape.
- The educational setting allows learners to practice what they learn.
- The faculty and peers provide feedback during the active learning.
- The educational setting allows learners to reflect on their learning.
  - Save time at the end of activity for questions and open discussion.
- The educational setting provides learning from multiple sensory channels.
  - Use video, audio, hands-on demonstrations whenever possible.

### **When developing the activity, include one or more of these techniques:**

- Solve genuine problems with real-world implications: Prompt participants to think of examples from their own practices.
- Reflect using analogy/comparison: Include cases, comparison of cases and prompts to compare what they are experiencing within their practice.
- Practice: Offer time to practice, interact and discuss new application/strategy/knowledge.
- Develop framework for application of knowledge:
  - Use commitment to change contracts.
  - Create a diagnosis and treatment plan.
- Link new knowledge to achievable, significant outcomes: Too large feels not achievable, and too small feels not worth it.
- Involve learner in the learning process: To assure engagement, involve learners in tasks that require application of knowledge in patient care.
- Avoid authority position: Move from unequal status of teacher and student to collaborative sharing.