



Adult Learning Theory in Action

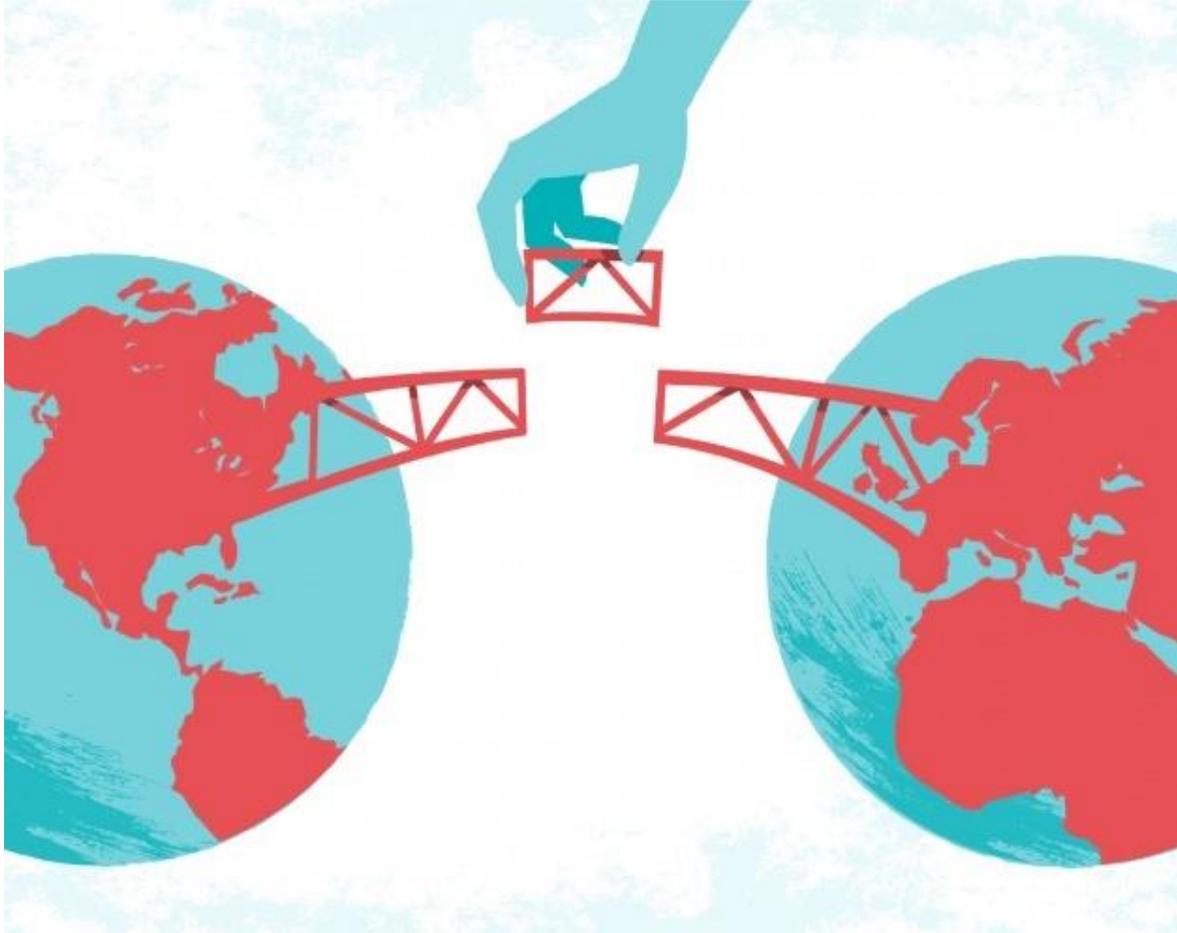
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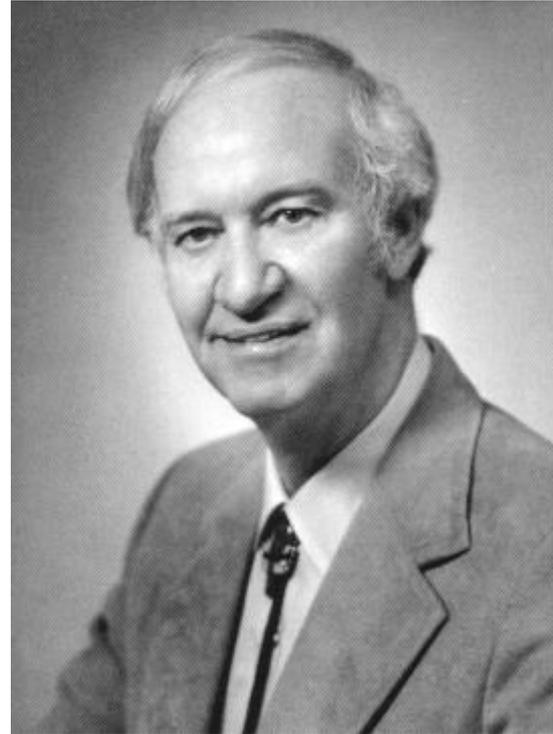
Objectives

- Describe two major differences between pedagogy and andragogy
- Identify which adult learning theory principle could be approached differently and/or better in your NRP
- Formulate one action item to better incorporate adult learning theory principles into your NRP



Knowles' Adult Learning Theory

- **Malcolm Knowles**
(1913-1997)
 - American educator
 - Central figure in adult education theory
 - Popularized the term “andragogy”



Pedagogy

“child led”, art/science of educating children

- Direction
- Exposition
- Inviting imitation
- Feedback

Andragogy

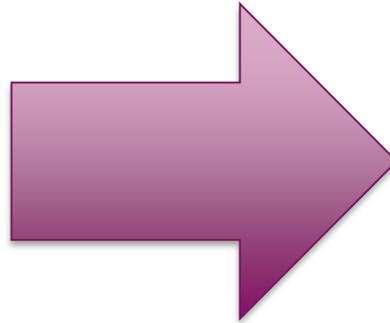
“man led”, art/science of adult learning

- Motivation to learn
- Self concept
- Adult learner experience
- Readiness to learn
- Orientation to learning

Self Concept

Assumption:

- The adult learner should not be fully dependent on the instructor. They need to feel like they have the ability to question and challenge concepts.



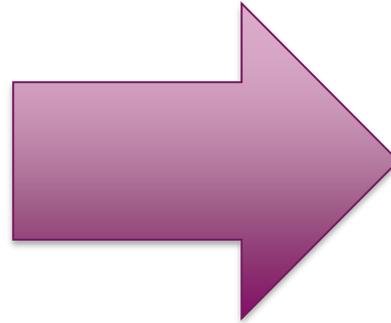
Application:

- Encourage independent thinking and expression of opinions
- Allow time for discussion
- Build in opportunities for self reflection and self assessment
- Plan for break out sessions

Adult Learner Experience

Assumption:

- Adult learners bring their life experience with them, and in order to connect with the concepts they need to be able to use this experience in the classroom



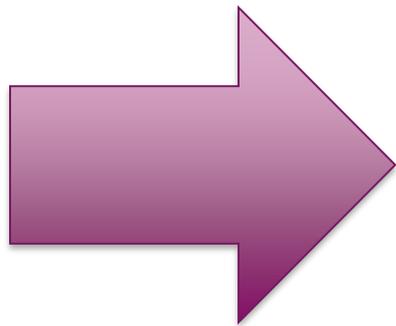
Application:

- Use case studies and clinical examples to connect concepts to their practice

Readiness to Learn

Assumption:

- An adult learner desires to learn what is relevant to their current role, whatever that might be



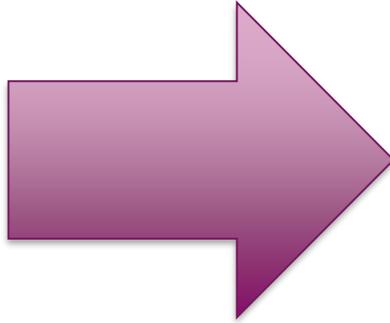
Application:

- Provide brief, direct learning objectives at the beginning of the day and summarize at the end
- Prepare to prompt residents with questions that connect session content with their roles

Orientation to Learning

Assumption:

- As adult learners shift from subject based learning to problem based learning, they find value in practical knowledge that is relevant to their lives



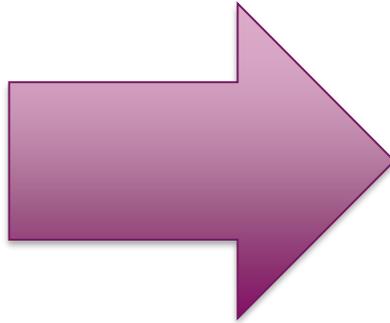
Application:

- Be honest and transparent about challenges that nurses face
- Approach classroom content from a perspective of solving these problems or offsetting uncomfortable challenges

Motivation to Learn

Assumption:

- If adult learners are not motivated, they will not participate. Motivation is influenced by the learner's perception of belonging.



Application:

- Build an environment where the learner feels like they belong- allow them to connect on a personal and professional level with peers

Other Things to Consider- Physical Space

- Do you have enough seats/space?
- Privacy considerations
- Noise level



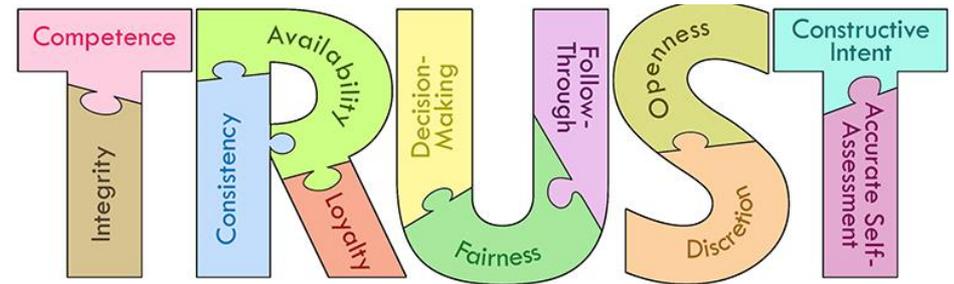
Other Things to Consider- Structure and Consistency

- Consistency in class structure from month to month
- Communicating the plan and any unexpected changes



Other Things to Consider- Building Trust

- Starting and remaining on time throughout the day
- Leading by example



Other Things to Consider- Generational Differences

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References

Knowles, M. S. “Andragogy, Not Pedagogy.” *Adult Leadership*, 1968, 16(10), 350–352, 386.

Zuniga, L. M., Dewey, C. M., & Turner, T. L. (2019). Reshaping the residency environment to enhance education and mitigate burnout. *Medical Teacher*, 41(11), 1323–1326. <https://doi.org/10.1080/0142159X.2019.1638501>