<table>
<thead>
<tr>
<th>Principles</th>
<th>Questions</th>
<th>Approach</th>
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</thead>
<tbody>
<tr>
<td>Adult learners are <strong>self-directing</strong>. They learn best when they have some <strong>responsibility</strong> for what and how they will learn.</td>
<td>• What are ways you can incorporate opportunities for learners to make decisions about their own learning? (i.e. the type of task, order of activities, what learning goal to focus on)</td>
<td></td>
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| **Prior experience** shapes who the adult learner is and how he/she approaches problems. | • What are ways you can “tap in” to learners’ experiences? How can you use their experiences as a resource for learning?  
• What are ways you can connect prior experiences and learning with new knowledge? |          |
| Adults are motivated to learn if it is **relevant**, **practical**, and will help them to deal with **real-world situations** | • What will the activity enable your learners to do in their regular practice?  
• How will the learning benefit them and help them achieve their goals? |          |
| Adult learners are **goal-oriented** and interested in using learning to **solve problems**, rather than memorizing content | • What are ways you can make the activity applicable to challenges faced by the learner?  
• How can you present new knowledge and skills in the context of real-world problems? |          |

Resources: