

Adult Learning Principles	Strategies	Methods/Tools
Learners need to know What, How, Why	<p>Make sure learners know what will be covered in your module (objectives and module LOs); how it will be covered (is there a choice of ways?); why is the topic important (genomics) and why it is covered in that way (training).</p>	<p>Use first few minutes of your module to make clear What, How and Why. In particular:</p> <ul style="list-style-type: none"> - connect your module with previous units taught and the ones coming - give clear objectives and LOs for the module - explain what methods of teaching/facilitating you will use. <p>Say why your module is relevant. For example: How it solves/avoids learners' problems at work or study or leads to professional or personal growth. Point to some benefits for learners</p>
Adults are self-directed learners	<p>Be facilitator rather than fact generator</p> <p>Encourage share of perspectives on the topic to be covered</p> <p>Let learners choose what they would like to do (is of their interest)</p> <p>Provide opportunities for responsibilities, group leadership and allow helping to co-learners (peer learning)</p>	<p>Use discussions, live opinion polls, small group work on different aspects of the topic covered (groups formed by learners interest)</p>
Adults have a variety of experiences to draw upon	<p>Create opportunities for them to: validate personal expertise, share their experience with others, <u>use each other's experience as a learning resource</u></p> <p>Challenge learner's thinking and encourage testing ideas against</p>	<p>Debating opposing ideas</p> <p>Group work on (real or scenario based) problem solving tasks</p> <p>Include reflection on both the learning and the process of learning</p> <p>Use self-assessing exercise, quiz, poll</p>

	alternative views and alternative context	
Adults are ready to learn	Provide clear and specific objectives Ground learning in practical application	Use case studies, real life examples in small group analysis (group formed by relevance of the example) Use reporting and feedback
Problem solving orientation to learning	Present information in real life or as close to real life context as possible	For experience, use simulations, case study, lab demonstrations, any real experience relevant to the topic Use decision making scenario based exercises Have learners train not only be trainees (project, but also occasions during the course when they can teach, present and explain to others) Practice new skills during the course Use small group discussions, buzz groups for reflection Test concepts in new situations skill practice and problem solving sessions Share resources and let learners share theirs Use peer and instructor feedback as formative assessment Practice meta skills such as interpersonal and team work skills
Motivation	Will be supported by all the other principles if they are applied well	Train with enthusiasm; have material presented in a clear way Use UDL principles to be inclusive and motivate all learners Exercise empathy and try to see from learner's point of view Share your knowledge but also learn from your learners Provide motivational examples from your own career (both from the domain specific and the training areas)