



Evidence-Based Education and Training Practices for Adult Learners

The Evidence Based Adult Learning Rubric is a tool for higher education faculty and professional development providers to use when planning and implementing pre-service or in-service. The six evidence-based adult learning practices on the rubric below were derived from a metasynthesis of 15 research reviews of professional development practices and included 550 studies and 50,000 teachers and practitioners (Dunst, Bruder, & Hamby, 2015).

Examples of how to use this tool:

- Develop an assignment/activity and purposefully embed the adult learning practices during development of the material.
- Review the adult learning practices embedded within an existing training/course and identify strengths and gaps.

Who	What	How
Instructor/Trainer/Coach	Introduction: <i>Explain the practice/topic/concept.</i>	<i>TOPIC: Using authentic child assessment practices</i> Example: <i>Introduce and explain authentic child assessment practices: “Authentic child assessment practices involve the purposeful gathering of information when observing the everyday activities of a child. This includes identifying child behavior during the activity and determining the adult behavior and/or materials that influence the child’s actions and behavior. Using this information, you can decide the activities, adult behaviors and materials that can be used as naturally occurring learning opportunities for the child and family.” Use the ECPC e-learning lesson, practice guide, and checklist as learning resources for authentic child assessment practices.</i>
Instructor/Trainer/Coach	Illustration: <i>Show practice/topic/concept.</i>	Example: <i>Share the ECPC e-learning lesson about authentic child assessment practices. Show students specific practices as they occur during each segment including the adult’s behaviors, child-lead activities, and</i>

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		<i>materials the child interacts with during the activity that support child learning.</i>
Learner	Active and authentic job embedded learning opportunities: <i>Implement the practice/topic/concept in settings in which it will be implemented.</i>	Example: <i>Using the ECPC e-learning authentic child assessment checklist, have students implement assessment practices by observing one child at the campus childcare facility. Have students identify the behaviors the child is learning during the activity, and the adult behaviors (interactions and instruction) that are helping to promote child learning.</i>
Instructor/Trainer/Coach	Guidance: <i>Prompt and guide the implementation of the practice/topic/concept.</i> Performance feedback: <i>Provide reinforcement or corrections.</i>	Example: <i>During the observation, prompt students to notice the child's strengths and interests when participating in an activity. Guide the students to ask the adults questions such as "what is the child's favorite activity and why" to learn more about the child's preferences. Provide concrete feedback to the students during the discussion and when reviewing the completed assessment checklist.</i>
Learner	Reflection, understanding and self-monitoring: <i>Practice and discuss with others how the practice/topic/concept works.</i>	Example: <i>In small groups, have students discuss the authentic child assessment practices observed and share what child learning may have occurred.</i>
Instructor/Trainer/Coach/ Learner	Duration, Intensity and Follow-up: <i>Plan for ongoing guidance and reflection for generalization and maintenance of the practice/topic/concept.</i>	Example: <i>Provide follow-up activities to provide ongoing guidance to students such as using authentic child assessment practices and a completed checklist to plan for whether activities should be continued or changed to maximize child interests and learning opportunities both at home and in the classroom.</i>

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