**Adult Learning Principles Quiz**

RATS/CNMC

2014

1. The teacher’s ultimate goal is to
2. Make certain learners learn the material at hand
3. Identify what learning needs to take place
4. Encourage self-directed learning instead of teacher-centered learning
5. Make sure the teacher has control of the learning environment
6. Provide clear lesson plans for learners to follow
7. The teacher has the responsibility to
8. motivate learners to master the information at hand
9. set a learning climate that enables the learner to maximally learn
10. tell learners upfront why they need to know specific information
11. protect the learner from failure
12. make certain trainees attend important conferences
13. The learner
14. often has life experiences to share with the teacher if asked
15. can seldom specify his/her objectives for a learning situation
16. has very similar learning needs/preferences to peers within a particular specialty
17. needs to have had significant life experiences to be a proactive, self-directed learner
18. tends to learn in breadth and depth based on the program’s expectations
19. Identify the incorrect statement below
20. Learners need to acquire a mature understanding of themselves
21. There is no evidence proactive learners learn more and better than passive learners
22. Being a self-directed learner is a characteristic of some pediatric residents early in training
23. Self-concept and how one matures is key to developing a more self-directed learning approach
24. Conveying the program’s overall goals and objectives helps learners understand where they need to be at the end of their training time
25. The teacher-learner relationship
26. needs to be hierarchical since the teacher must establish control and authority
27. is based on the knowledgeable teacher and the uninitiated learner
28. can be best summarized as the teacher is the senior learner and the resident is the junior learner
29. can never be significant because of schedule differences
30. is differentiated by roles; i.e., who is recognized as the teacher and who the learner
31. The teacher can activate learners by
32. using cases to illustrate teaching points
33. having students share their answers to a question with a peer during a lecture
34. using a video segment in a teaching scenario to illustrate a point, encouraging the student to analyze what is going on
35. all of the above
36. none of the above
37. The way learners effectively chunk information
38. is to link it with what they have previously learned
39. is to tie it with what they need to know to make decisions
40. is to memorize it so they can succeed on the evaluation; i.e., the test
41. is through cumulative knowledge and linear over time
42. only A & B
43. Adults learn
44. differently from children as a result of the experiences they bring to each situation
45. differently from children in that they often view learning for long-term benefits
46. differently from children in that they can contextually connect learning with what they need to apply in their work
47. none of the above
48. all of the above
49. ‘Adult’ learning principles include all but one of the following
50. modeling for the trainee
51. being clear about goals and objectives and having the learner’s input into those
52. making certain the learner learns the necessary material to be an excellent doctor
53. providing feedback
54. making learning applicable to the setting
55. All of the following improves the depth and breadth of learning except
56. encouraging learners to read on their patients
57. conveying to learners everything you know
58. developing a connect between teacher-learner
59. challenging learners to think at higher levels
60. peer teaching/learning