



## Evidence-Based Education and Training Practices for Adult Learners with Application for Pre-Service and In-Service Learning

The Evidence Based Education and Training Practices for Adult Learners Rubric is a tool for use by higher education faculty and professional development providers when planning and implementing a topic/content/practice. These seven evidence-based adult learning practices derived from a metasynthesis of 15 research reviews of professional development which 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	Education/training practices for adult learning	Identify how you are going to teach adult learners
		<b>TOPIC: Using authentic child assessment practices</b>
Instructor/ Trainer	<b>Introduction:</b> <i>Explain</i> the practice/topic/concept	<i>Example:</i> Introduce and <i>explain</i> authentic child assessment practices by saying “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.” <i>Use the <a href="#">ECPC e-learning lesson</a>, practice guide, and checklist as learning resources for authentic child assessment practices.</i>
Instructor/ Trainer	<b>Illustration:</b> <i>Show</i> the practice/topic/concept	<i>Example:</i> Share the <a href="#">ECPC e-learning lesson</a> about authentic child assessment practices. <i>Show</i> students specific practices as they occur during each segment including the adult’s behaviors, child-lead activities, and

		materials the child interacts with during the activity that support child learning.
Learner	<b>Authentic learning: <i>Implement</i></b> the practice/topic/concept	<b>Example:</b> Using the ECPC e-learning authentic child assessment checklist, have students <i>implement</i> 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.
Learner	<b>Reflection: <i>Discuss</i></b> with others how the practice/topic/concept works	<b>Example:</b> In small groups, have students <i>discuss</i> the authentic child assessment practices observed and share what child learning may have occurred.
Instructor/ Trainer	<b>Guidance: <i>Prompt</i> and <i>guide</i></b> the implementation of the practice/topic/ concept	<b>Example:</b> During the observation, <i>prompt</i> students to notice the child’s strengths and interests when participating in an activity. <i>Guide</i> 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.
Instructor/ Trainer	<b>Performance feedback: Give <i>concrete</i></b> reinforcement or corrections	<b>Example:</b> Provide <i>concrete</i> feedback to the students during the discussion and when reviewing the completed assessment checklist.
Instructor/ Trainer Learner	<b>Follow-up activities</b> <b><i>Plan</i></b> for ongoing guidance and reflection for generalization and maintenance of the practice/topic/concept	<b>Example:</b> Provide follow-up activities to provide ongoing guidance to students such as using authentic child assessment practices and a completed checklist to <i>plan</i> for whether activities should be continued or changed to maximize child interests and learning opportunities both at home and in the classroom.

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## Reference

Dunst, C. J., Bruder, M. B., & Hamby, D. W. (2015). Metasynthesis of in-service professional development research: Features associated with positive educator and student outcomes. *Educational Research and Reviews, 10*(12), 1731-1744.  
<https://ecpcta.org/wp-content/uploads/sites/2810/2019/07/4-Metasyntheses-of-Inservice-Professional-Development-Research.pdf>

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