The adult development of cognition and learning

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Abstract

Cognition in adult development arises out of the dynamic interplay of (1) gains in knowledge-based systems, expertise, and skill and (2) losses in speed of processing, working memory capacity, and attentional control processes. These changes have important effects on the nature of learning and entail that strategies in instruction be developmentally sensitive throughout the life span. At the same time, formal education early in, and educational experiences throughout, the life span shapes these lifelong trajectories and, therefore, is an essential element to successful aging. This article examines this bidirectional relationship between education and cognitive vitality through adulthood.

Fingerprint

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Adults are learning constantly, so long as they are experiencing their environments with some degree of consciousness. Irrespective of the common-place of informal adult learning, the practice of adult education focuses on several more-or-less institutional contexts for adult learning. Situated cognition and the culture of learning. Educational Researcher, 18:1, 32–42. Laird, D. (2003). Analysis of a global online debate and the development of an interaction analysis model for examining social construction of knowledge in computer conferencing. Journal of Educational Computing Research, 17, 397–431. Xiaojing L., Magjuka, R., Bonk, C. J., & Seung-hee L. (2007). The area of cognition is less well developed in adult learning research and theory. We are just beginning to get research within this area conducted with and among adult learners. Examples of this research are the work on situated cognition, cognitive apprenticeships, cognitive restructuring (very popular in prisons these days!), and postformal thinking. Studies of cognitive and epistemological development are more prevalent among studies of traditional college-aged students, representing a fairly extensive body of research and theory. ** This, then, concludes the first section of this module. Mature learners have unique learning needs and traits that should influence your eLearning course design. In this article, I share the 7 top facts about adult learning theory that every eLearning professional must know.

** This theory still holds water. It’s closely referenced in the development of eLearning material. Here are 7 notable facts and tips about adult learning theory that you may want to consider before creating your next eLearning course. The adult learning theory hinges on experiential learning. Which means that adults are encouraged to explore the subject matter firsthand and learn from their mistakes. For example, participate in branching scenarios that show them how their actions or behaviors lead to real consequences.