SAINT LOUIS UNIVERSITY
SCHOOL OF MEDICINE
CENTER FOR EDUCATOR DEVELOPMENT, ADVANCEMENT AND RESEARCH

CEDAR Conclusion!
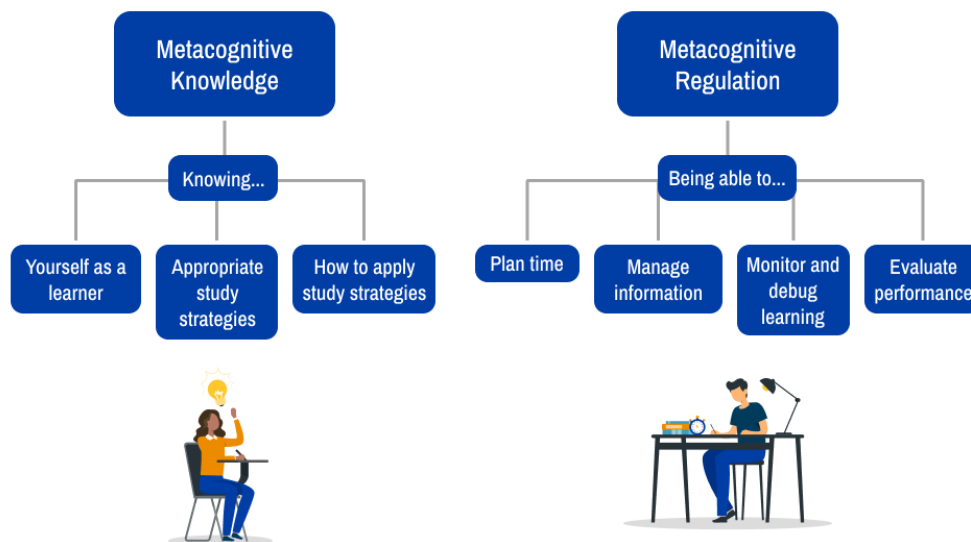### Evidence-Based Teaching and Learning Strategies for All

Adult Learning Theory – also referred to as Andragogy - outlines key assumptions about adult learners. It is important for educators to inspire these among our learners. The learner's need to know includes their desire to understand why they need to know something, whether they can apply it, and if they will benefit. New learning should also align with learner self-concept and feelings of efficacy, as well as draw upon prior experience. Learning experiences should inspire intrinsic motivation and drive future learning. Finally, the learning experience should be positive, yet challenging, as effortful learning is deep learning. Use these principles to guide your teaching, mentoring, or advising.

Psychological Safety involves having a safe learning environment that is free from the threat of emotional or psychological harm and allows trainees to risk exploring difficult issues and express their views honestly. The ways we question learners in our learning environments influence how psychologically safe they will feel to engage meaningfully. Be explicit about your purpose for questioning and your approach, utilize strategies such as "wait time" and "normalizing error" to offer safe space for thinking, and be mindful about your response to learners.

Metacognition is comprised of two domains: Metacognitive knowledge, and metacognitive regulation. Benefits of practicing metacognition include increased academic performance, increased ownership of one's learning, and reduction of medical errors. Being metacognitive is necessary for lifelong learning. We can instill metacognition in our learners through dedicated instruction, exam wrappers, and reflective writing and journaling. We can also model metacognition for our learners by demonstrating our own metacognitive processes in the learning environment.

This CEDAR Conclusion! was developed by Kristina Dzara, PhD, MMSc, Rachel Moquin, EdD, and Adian Ruth, PhD as a durable education resource for our CEDAR Community.

Have colleagues who would benefit from a session on Evidence-Based Teaching and Learning Strategies for All? Email CEDAR@health.slu.edu to request.