



PHILOSOPHY OF ADULT LEARNING

PHILOSOPHY OF ADULT LEARNING

At the Canadian College of Health Science & Technology we respect the unique qualities of an adult learner and pride ourselves in the fact that from our founding we have not only implemented and encouraged the following adult learning principles and recommended practices, but periodically evaluate their execution by our faculty in the Massage Therapy Program at the College to ensure our instructors understand and in fact capitalize on the rich prior experience of our adult learners have by incorporating those experiences into our learning environment sessions.

It has long been understood that adults learn differently from children, and from students of traditional university age. With the recent shift toward continuous education and adult learning, especially in the professional sphere, it has become necessary to quantify these differences more closely.

As a general rule, adults need to be involved in planning their instruction and evaluating their results. They should be provided with an environment in which mistakes are safe, expected, and form a basis for continued learning, in keeping with a problem-based approach to new ideas.

We understand for the most part, adults have little time to learn new content for its own sake. Furthermore, we realize adult learners are interested in approaching tasks directly related to their occupation—in our case Massage Therapy. To thrive in most learning environments, adult learners must be clear on how each lesson fits into their goals for self-advancement.

From an early age, children are conditioned to recognize educators as authority figures who have broad-based power to tell them what to do, when and how. By contrast, adults expect that even the most credentialed expert will behave as a partner to them in a participative learning journey. Our style of instruction completely embodies the concepts, ideas and theories of Experiential Learning. We are student-focused, ensuring our students are active participants in the generation of knowledge. We provide many experiences that are supplemented with reflection and critical analysis. Our experiences are designed to evoke decision-making, initiative, relationship building and accountability in participants. Our students are encouraged and expected to be inquisitive and ask questions, experiment and apply creativity, use problem solving skills and take responsibility, as we engage them on an emotional, intellectual, physical, social and spiritual level.

The skill set and experiences our students gain will form a foundation that can be applied and adapted to real-world scenarios and problems in the future.

