

# research in brief

## **Psychological Factors in Adult Learning**

This is a well-organized report of earlier research findings, theory, and observations. The learning and instructional processes related to adult education are discussed.

The writers also direct attention to the nature of learning and of instruction, and the stages and conditions of learning and instruction. They relate this to internal conditions that they believe to be prerequisite to learning. These internal conditions include motivation, attentional sets, and readiness. The learning sequences discussed include stimuli, attention, perception, coding, acquisition, and storage. The instructor's role in evoking learner performance and the progression of learning are also presented.

Other topics discussed include the process of remembering and forgetting, along with instructional factors affecting retention. Finally, the designing and managing of instructional factors are presented in a number of interrelated steps.

*Psychological Factors in Adult Learning and Instruction.* Research to Practice Series. Coolie Verner and Catherine V. Davison. Tallahassee: Florida State University, 1971. [Available from: The Florida State University, Research-Information Processing Center, Department of Adult Education, 920 W. College Ave., Tallahassee, Florida 32306.]

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