

<b>Professionals Learn Best When:</b>	
The learning task is <b>experiential</b> ; professionals are the ones “doing the work”.	
Learners solve new challenges by connecting to previous experiences ( <b>analogical reasoning</b> ) and are provided frameworks to construct new meaning from previous and similar experiences	
Adults have <b>agency</b> in both what and how they are learning (self-efficacy & choice)	
The learning context requires processing knowledge, <b>constructing meaning</b> , and considering implications (“learning is a byproduct of reasoning”)	
The context, pedagogy and conditions promote <b>shared meaning</b> making and collective problem solving (social nature of learning; communities of practice).	
The content addresses the concerns and issues professionals face on a daily basis ( <b>problems of practice</b> ).	
The experience helps professionals surface, scrutinize test and complexify their <b>mental models</b> .	
Learners create and examine <b>theories of action</b> .	
Learners debrief and receive <b>feedback</b> about both their practice and how they make meaning (content and process).	
Learners are provided time to consolidate their learning and generate theory ( <b>reflection</b> ).	
<b>Metacognition</b> (thinking about one’s thinking) and <b>self-regulation</b> (executive function) are promoted.	
Learning taps into multiple sources of <b>motivation</b> , primarily those that are intrinsic, especially <b>achievement motivation</b> .	