



Cognitive status and social participation as predictors of learning and emotional experience in older science museum visitors



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INTRODUCTION	METHODS	RESULTS	CONCLUSIONS	FIGURE
Cultural and educational activities positively support older adults’ physical, emotional, cognitive, and social well-being. Museums, in particular, can contribute meaningfully to health-related interventions for older adults. This study examines how older adults’ prior social participation and cognitive status relate to their emotional experience and learning during a science museum visit.	A trail analysis was carried out, using the structural equations procedure (SEM) in 231 older adults (Mean age = 74.26 years, SD = 7.11) independent in ADL. Evaluated with: Sociodemographic Questionnaire, Montreal Cognitive Assessment (MoCA), Leisure Activities Inventory, Multiple-Choice Learning Questionnaire, Positive and Negative Affect Schedule (PANAS)	Total activities and cognitive status significantly predicted affect measures: total activities were associated with higher positive affect ($\beta = .22, p < .001$) and lower negative affect ($\beta = -.14, p = .034$), while cognitive status predicted higher positive affect ($\beta = .23, p < .001$) and lower negative affect ($\beta = -.20, p = .002$). For learning, cognitive status had a strong positive effect ($\beta = .46, p < .001$), and total activities showed no significant effect ($\beta = .01, p = .81$). Figure 1	The findings suggest that both activity engagement and cognitive status contribute to emotional well-being, while learning outcomes depend mainly on cognitive functioning. Overall, cognitive status emerges as a key factor for both emotional and learning processes in older adults. This highlights the importance of activities that promote stimulation and training of the cognitive system.	Regression weights of the proposed model Note * $p < .05$ ** $p < .01$ *** $p < .001$
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