Adult Education Faculty Works   College of Education

February 1994

Faculty Development Conference University of Missouri Extension

John Henschke

jahenschke@gmail.com

February 15, 1994

Faculty Development Conference University of Missouri Extension

John A. Henschke, EdD
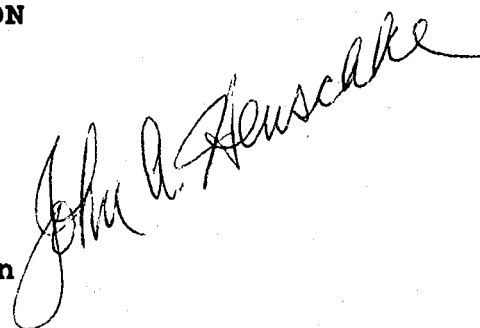
University Extension
UNIVERSITY OF MISSOURI
LINCOLN UNIVERSITY

"KNOWLEDGE WORKING
FOR MISSOURIANS"

FACULTY DEVELOPMENT CONFERENCE
UNIVERSITY OF MISSOURI EXTENSION
EAST-CENTRAL REGION

FEBRUARY 15, 1994

TEACHING ADULT LEARNERS
by: John A. Henschke
Continuing Education
Specialist

10:00 a.m. - 3:00 p.m. 2/15/94

CONTENTS

University of Missouri, Lincoln University, U.S. Department of Agriculture & Local University Extension Councils Cooperating

Rethinking Adult Education for Development
Premislek o izobraževanju odraslih in razvoju

RETHINKING ADULT EDUCATION FOR DEVELOPMENT

The material has its origines in the research project 'Outstanding Experts on Adult Education (Andragogy)' which was carried out by the Institute of Pedagogy, University of Ljubljana in the period from 1989 to 1992.

The project was financed from the funds of the 'Joint Programme' by the Ministry of Science and Technology formerly Republic Research Association.

Head of the project: Dr. Zoran Jelenc
Research team: Dr. Ana Krajnc, Metka Svetina

The compendium 'Rethinking Adult Education for Development' has been prepared by Metka Svetina (editor) and dr. Zoran Jelenc (co-editor).

Translators (into English): AMIDAS (translation agency), Jelka Arh B.A.,
                            Majda Ažman M.A., Irena Hoffman, Franc Slivnik M.A.,
                            Vida Mohorčič Špolar M.Ssc.
Lecturers (translations into English): AMIDAS (translation agency), Phil Burt.
Reviewers: dr. Franc Pediček, dr. Jost Reischmann.
Published by: Slovene Adult Education Centre, Šmartinska 134a,
                           Ljubljana.
Design: Damjan Uršič, Lina Design.
Text layout: Studio Vectra, Ljubljana.
Print: Birografika Bori, Ljubljana.
First Edition: 220 copies, September 1993.

According to the statement of the Ministry of Education and Sport No. 415-80/93 from September 8th, 1993 the publication has been enumerated among those articles requiring payment of 5% business produce tax.

Contents

Accompanying Letter

Dear colleague,

Within the research programme of the Educational Research Institute at the University of Ljubljana we deal, among other things concerning education, also with questions of reconception of adult education and with theoretical questions of adult education (andragoy). Although proceeding from our situation the world's dimension of the theme must be taken into account, the dimension which is connected with the assertion of the principle of permanence of education and with the vison of "learning society".

We see number of reasons for our engagement in this type of research, one of the most important being perhaps the fact that the last few decades have been marked by a rapid development of adult education worldwide, a process in which it has been confronted with the traditional concepts and models. As it has developed in different directions, a variety of attitudes, concepts and even terms defining adult educaton both as a whole and its constitutional parts and areas have emerged.

For this reason we have decided to make a request on the most distinguished professionals engaged in adult education worldwide to briefly outline their views and understanding of some questions concerning adult education. Thus we have designed a short questionnaire, which we hope you would care to answer as you have been included, due to the outstanding place you hold in adult education, into our representative sample.

The answers we hope to receive will enable us to make comparisons in which you may also be interested. We intend to publish them in a study under the title "Outstanding Professionals on Adult Education" so as to make them known to a wide circle of professionals and students, in this country and, hopefully, internationally as well. The information gathered in such a way cannot possibly be collected by any other method, not even through slow and meticulous study of written sources.

We hope will find our purpose worthwhile and will be willing to spend some of your valuable time and energy on answering our questions. We would greatly appreciate your cooperation as it is of great importance for the success of our research.

With best wishes,

Zoran Jelenc
Head of adult educational research
Educational Research Institute of
University of Ljubljana

31

Questionnaire

Outstanding Professionals on Adult Education

1. HOW DO YOU UNDERSTAND ADULT EDUCATION TODAY?

   What do you understand under the term adult education? Which areas does it comprise? Does adult educaton exist as a uniform system?

2. WHAT ARE YOUR VIEWS ON THE RELATIONSHIP BETWEEN ADULT EDUCATION ("ANDRAGOGICS" AND EDUCATION OF CHILDREN/ /YOUTH (PEDAGOGICS)?

   Is it possible to speak about a special philosopy and theory of adult education as compared to the philosophy and theory of education for children and youth? If yes, what factors constitute the basis for the autonomy of adult education and its theory (andragogics)? Are the two interlinked and complementary in your country? Are they rivals which diverge?

3. HAVE THE PHILOSOPHY AND PRACTICE OF CONTEMPORARY ADULT EDUCATION CHANGED SO SIGNIFICANTLY THAT ITS BASIC CON-CEPTS NEED REDEFINING?

   If yes, what are the reasons that call for this? What are the basic and propulsive elements of the new concept to emerge? How do you see the role fo adult school and out-of-school education or formal and non-formal education within the new concept of adult education?

4. WHAT PLACE DOES ADULT EDUCATION HAVE OR SHOULD HAVE IN THE SOCIETY?

   In your country? On the global scale?

5. TO WHAT EXTENT IS ADULT EDUCATION A MATTER OF AN INDIVIDUAL'S PERSONAL INTEREST? TO WHAT EXTENT IS IT A RESPONSIBILITY OF ENTERPRISES AND ORGANIZATIONS, COMMUNITIES OR THE STATE?

   What is your personal view? What is – if formulated – the official (education) policy of your country?

6. WHICH IDEA OR GOAL DO YOU FIND MOST WORTHWHILE PURSUING IN ADULT EDUCATION?

   What have you done professionally to realize this idea?

We are aware that the questions we have asked are very broad and of a general nature. What we are interested in is your personal attitude towards them. Please state it briefly and concisely; the answers should be contained on two to four typed pages. You can use English, French, Russian, German, Spanish or your mother tongue if this should be easier.

We are asking you for the following personal data (only to verify if our data is correct and for identification):

1. Name: _____

2. Institution where you are working: _____.
   Address: _____
   Phone: _____

3. Position at work: _____

4. Profession: _____
   The field of your study: _____.
   The present work area: _____
   Date: _____ Signature: _____

The research group:

Zoran Jelenc

Head of Research Project,
Educationl Research Institute at University of Ljubljana

prof.dr.Ana Krajnc

Professor of adult education,
Faculty of Philosophy, University of Ljubljana

Merka Svetina

researcher,
Educational Research Institute at University of Ljubljana

JOHN A. HENSCHKE

United States of America

1.

A. Adult education is an important worldwide movement that is gaining increasing momentum as the pace of change accelerates and human beings become more aware of their own need to keep abreast with change throughout their life. Adult education is an intentional effort made which engages an adult in a learning process which results in any change ranging from personal awareness or perception to professional skill, attitude or value.

B. Adult education is comprised of the flexible and dynamic interaction of the elements of a multidimensional social system including but not limited to: 1) Subject matter—content/program; 2) Personnel—planners/teachers/learners; 3) Geographical — international/national/regional/state/local; 4) Organizational —societal/institutional/individual; 5) Methodological — format/small and large group techniques/ /devices/media; 6) Contextual — Work/education/personal/professional/family/purpose/expectations/setting/motivations; and 7) Building Blocks — Beliefs and notions about adults, perceptions on qualities of effective teachers, phases and sequences of the learning process, teaching tips and learning techniques, implementing the prepared plan.

C. Adult education as a multidimensional social system is uniform only in its diversity, but not sameness.

2.

It is a changing relationship. During the first quarter of this century, the techniques used in the education of children and youth were looked to for clues as to the most appropriate techniques which needed to be used to conduct adult education. Then in 1926, Edward C. Lindeman published The Meaning of Adult Education, which started adult educators to thinking that adults should be taught differently than children, and that is still a very influential book. By 1950, Malcolm S. Knowles identified and articulated thirteen practical principles of adult teaching which, by the mid-1970's, grew from his own experimentation as well as Lindeman's and others' influence, into a popularization of andragogy/self-directed learning in the USA. Accompanying this movement has been the invention of new and uniquely adult learning techniques which take advantage of adults' experience as resources for their own and others' learning. These new techniques have also sparked the interest of children/youth educators into experimenting with using and adapting these techni-

ques to improve their teaching, as well as helping to improve the learning of the children and youth with whom they work.

A. Yes, in my opinion there is. However, adult educators in our country are divided on this issue.

B. The wide range of definitions of adulthood currently include: **Chronological age** – culturally determined variously by a particular group, nation, region or society; **Role Responsibilities** – such adult roles as spouse, parent, worker, wage earner, professional or other; **Psychological Maturity** – such as sustained attention on a given topic as well as autonomy in thought, spirit and action; **Exemplary Models** – of a personal integrity standard considered important by a culture or nation; A Complete Human Being--criteria as determined by some of the religions of the world; and A Process of **Striving Toward Growth and Fulfillment** – not a condition.

Some, if not all of these attempts at differentiating adults from children would stand up under scrutiny. Thus, even if it is assumed that the ability to learn is internal to each person, what is sought to be accomplished in adult education--as some means for helping the above take place--constitutes some basis for the autonomy of adult education and its theory (andragogics) because it is different from what is presently sought in the education of youth and children. Furthermore, adult education represents a universal need, not just a way to remove some deficiency. It is designed to meet the needs of all adult citizens, not just the illiterate or unfortunate, nor is it sort of a philanthropic benefit to be given to the underprivileged. It does not mean merely extending more of the same existing patterns of education to an older group that the privileged already enjoy, but it does mean designing some new patterns of learning experiences uniquely suited to meet the needs of this older group. The character of the ideas are consequently not quantitative and static, but rather qualitatively new, innovative and carries new dimensions in learning. Adult education insists on its being a right, a normal expectancy, not a charity thought of in naively instrumental terms of giving neglected learners something which other people have acquired in the normal course of experience. Adult education proposes to do something for and with adults which can not or has not to date been achieved by conventional education. It emphasizes acquired knowledge rather than the learning process, life coping skills instead of disciplinary content, learner-centered knowledge rather than socially- or institutionally-centered knowledge, learner relevant goals instead of abstract goals, and curriculum flexibility in response to changing environmental conditions rather than curriculum rigidity.

C. If they are linked, it is accidental rather than intentional.

D. The rivalry and divergence comes mostly at the points of: Some saying that adults learn no differently, and hence need to be taught no differently than children and youth; and, others who are unaware that they give only lip service to the idea that

adults do learn differently than children and youth, but teach them the same because they don't have the slightest notion of how to do it.

3.

It has been the continues changing, beginning about two decades ago. The major keystone has been focused on a shift from emphasis on teaching adults toward an emphasis on helping adults learn--from teaching to learning.

A. Two major publications in the early 1970's and their convergence made the impact which is still being felt: Allen Tough's The Adults' learning Projects and Malcolm S. Knowles' The Modern Practice of Adult Education: Andragogy vs. Pedagogy. Tough's emphasized adults spend much more time learning than we had thought; sixty-eight percent of adults' learning is self-planned; ninety-eight percent is not for credit. There are identifiable steps adults go through when learning without a teacher. Knowles emphasized: an articulation of contrasting the art and science of helping adults learn (andragogy) and the art and science of teaching children (pedagogy); major assumptions about adult learners, with the most important one being that as human beings mature their self-concept has the increasing capacity, desire, willingness, ability and motivation to be self-directing; to capitalize on that emerging self-direction means, and results in, maximizing the learning. Thus, teachers need be present and available to undergird, foster and help learners learn. Learning is always in the learner's control. Consequently, no one can teach anyone anything.

B. When people, (teachers and learners) began to become aware of the fact that in education it is the learner that acquires and internalizes the material and not that it is just "material which is covered", than learning had to be considered as a process for engaging the whole adult human being in a learning experience and not just as a truckload of information to be dumped which turned adults off by making them feel they were being treated as children or just things.

C. The role of both needs to be congruent with all the meaning of how adults learn, no matter the setting, even including the fact that we live in a world where there are givens (or laws, rules, restrictions) of one kind or another. let it not be said by word or deed: This is the way adults learn, but we cannot practice that here. Put adult education principles (andragogics) into practice wherever adult education is being conducted or forget it entirely.

4.

Adult education is and should be employed to accomplish something (growth, learning, development, goals) which can be reached in no other way. Its primary aim is to be goal striving for adult learning. Let the society benefit because adults have learned something of importance and value.

A. If we in the USA ever mustered the will to eliminate illiteracy in our country, adult education could well be used as the means to get this implemented. But it is difficult for a nation whose adult education movement grew up as individual episodic responses to learning needs which presented themselves in various ways, to shift into viewing adult education as a systematic instrument of social policy to be used by the government for the development of the nation.

B. Adult education could and should be used to help people all over the world to solve many of their problems. It is not being as beneficial presently because too many in national and leadership positions do not understand andragogics--treating adults as the adults they really are,, with all the accompanying richness of meaning. Thus, by treating adults as less than they are, many problems go unsolved, poverty is perpetuated, learning is trivialized, disrespect is laid upon people. Use andragogics in teaching (or helping maturing human beings learn), and one sees the blossoming forth of many possibilities in human beings.

5.

A. To a large extent adult education is dependent on this, but this interest must be nurtured and not just left to its own accidental devices.

B. Increasingly adult education is being viewed as a cooperative venture with all parties investing, cooperating and benefiting. With a shrinking workforce as well as one less competent in the basic employability skills needed for the nineties, it will take every sector of society and the individual to accomplish this formidable task. Andragogics must be used fully to reach the goal.

C. Commitment to pedagogics as the theory for teaching everybody--treat adults as children and thus keep them dependent. This is hardly a conscious position, bit it is present because most people in charge either are not connected with education or they do not understand the learning process for adults (andragogics). Most of them were raised educationally on pedagogics and thus that's the way they think--and naturally would think that way unless someone catches a vision and provides for their reorientation to andragogics.

6.

Developing within maturing human beings the capacity, desire motivation, and competence for carrying on their own self-directed, contractual, lifelong learning, to help them accomplish their life goals and professional goals.

A.

— Teach and practice andragogics in all my courses at the University of Missouri;
— Foundations of Adult Education;
— Foundations of Adult Basic Education;

108

- Improvement of Instruction in Adult Education;
- Leadership in Adult Education;
- Learning How to Learn: Adult Style;
- Staff development in Adult Education;
- Problems in Adult Education;
- Using Learning Contracts;
- Internship in Adult Education;
- Help my 100 active Masters' Degree students and my 30 active Doctoral students practice self-directed learning (andragogics) in their degree program.
- Teach courses in andragogics at:
- Kansas State University;
- Federal University at Belem, Para, Brazil;
- Research and publish articles in Adult Learning (Andragogics);
- Writing a book on andragogics;
- Conduct adult basic education workshop for certification in Missouri, USA;
- Work with State Department of Education on new adult basic education certification standards.
- Work with professors of adult education to improve the theory and practice of adult education.
- Present papers and workshop on andragogics at professional development conference in adult education.

THE ASSUMPTIONS AND PROCESS ELEMENTS OF THE
PEDAGOGICAL AND ANDRAGOGICAL MODELS OF LEARNING

By Malcolm S. Knowles

ASSUMPTIONS			PROCESS ELEMENTS		
About:	**Pedagogical**	**Andragogical**	**Elements**	**Pedagogical**	**Andragogical**
Concept of the learner	Dependent personality	Increasingly self-directing	Climate	Tense, low trust Formal, cold, aloof Authority-oriented Competitive, judgmental	Relaxed, trusting Mutually respectful Informal, warm Collaborative, supportive
Role of learner's experience	To be built on more than used as a resource	A rich resource for learning by self and others	Planning	Primarily by teacher	Mutually by learners and facilitator
Readiness to learn	Uniform by age-level & curriculum	Develops from life tasks & problems	Diagnosis of needs	Primarily by teacher	By mutual assessment
Orientation to learning	Subject-centered	Task- or problem-centered	Setting of objectives	Primarily by teacher	By mutual negotiation
Motivation	By external rewards and punishments	By internal incentives, curiosity	Designing learning plans	Teachers' content plans Course syllabus Logical sequence	Learning contracts Learning projects Sequenced by readiness
			Learning activities	Transmittal techniques Assigned readings	Inquiry projects Independent study Experiential techniques
			Evaluation	By teacher Norm-referenced (on a curve) With grades	By learner-collected evidence validated by peers, facilitators, experts Criterion-referenced

The body of theory and practice on which teacher-directed learning is based is often given the label "pedagogy," from the Greek words *paid* (meaning child) and *agogus* (meaning guide or leader)—thus being defined as the art and science of teaching children.

The body of theory and practice on which self-directed learning is based is coming to be labeled "andragogy," from the Greek word *aner* (meaning adult)—thus being defined as the art and science of helping adults (or, even better, maturing human beings) learn.

These two models do not represent bad/good or child/adult dichotomies, but rather a continuum of assumptions to be checked out in terms of their rightness for particular learners in particular situations. If a pedagogical assumption is realistic for a particular situation, then pedagogical strategies are appropriate. For example, if a learner is entering into a totally strange content area, he or she will be dependent on a teacher until enough content has been acquired to enable self-directed inquiry to begin.

Pedagogical | Andragogical Learning Cycle

ENTER

Climate

Evaluation

Planning

THE EXPERIENTIAL LEARNING CYCLE

Step 1. Experiencing
(Activity, doing)

Step 2. Publishing
(Sharing reactions
and observations)

Step 5. Applying
(Planning more
effective behavior)

THE ADULT LEARNING CYCLE

Experiencing

Processing

Applying

Generalizing

Step 3. Processing
(Discussing patterns
and dynamics)

Step 4. Generalizing
(Inferring principles
about the "real world")

**Learning
activities**

**Diagnosis of
needs**

**Designing
learning
plans**

**Setting of
objectives**

Figure 3 The Experiential Learning Cycle, The Adult Learning Cycle and the PEDAGOGICAL AND ANDRAGOGICAL Learning Cycle
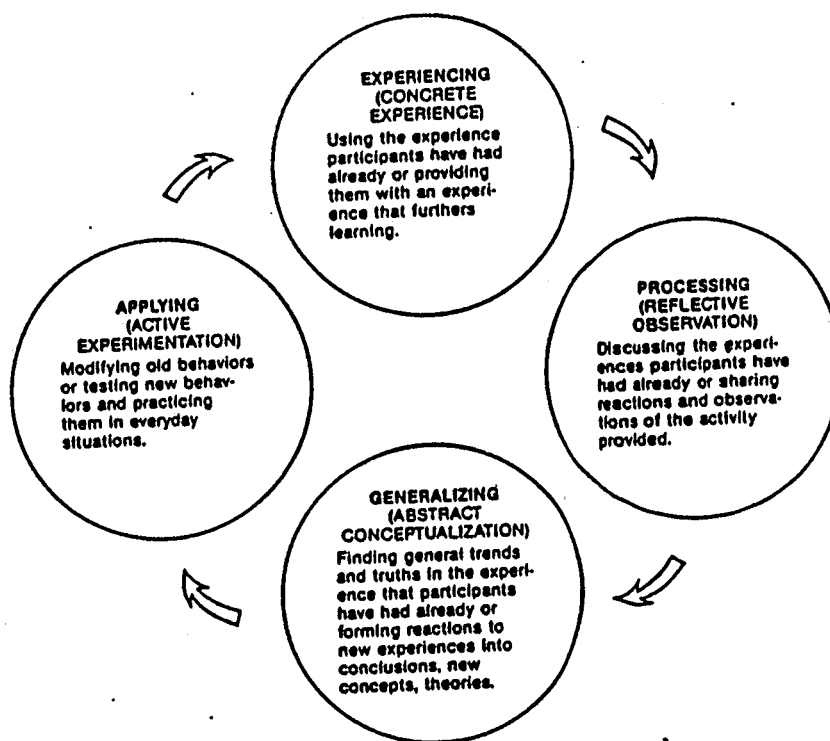
Figure 1. The Adult Learning Cycle

LEARNING CYCLE

- Cannot be Abridged (simply)

  ✓ because a person prefers
  ✓ one particular approach to learning

- Must be completed if

  ✓ effective
  ✓ lasting

    X learning is to occur.

- For the learning to "Jell"

- For the participant/trainee to "own" whatever is learned

  ✓ the learner must move
  ✓ through and be involved the entire cycle

    X concrete experience/activity ⟶
    X publishing/impartial reflective observation/processing ⟶
    X abstract conceptualization/generalizing ⟶
    X active experimentation/applying ⟶

- Therefore, it is necessary that a trainer be able

  ✓ to lead participants/trainees skillfully
  ✓ through all aspects of the learning cycle.

Assumptions of Pedagogy and Andragogy

Exhibit 4 portrays how I see the difference in assumptions between the two models:

Exhibit 4

A COMPARISON OF THE ASSUMPTIONS OF PEDAGOGY AND ANDRAGOGY

Regarding:	Pedagogy	Andragogy
Concept of the learner	The role of the learner is, by definition, a dependent one. The teacher is expected by society to take full responsibility for determining what is to be learned, when it is to be learned, how it is to be learned, and if it has been learned.	It is a normal aspect of the process of maturation for a person to move from dependency toward increasing self-directedness, but at different rates for different people and in different dimensions of life. Teachers have a responsibility to encourage and nurture this movement. Adults have a deep psychological need to be generally self-directing, although they may be dependent in particular temporary situations.
Role of learners' experience	The experience learners bring to a learning situation is of little worth. It may be used as a starting point, but the experience from which learners will gain the most is that of the teacher, the textbook writer, the audiovisual aid producer, and other experts. Accordingly, the primary techniques in education are transmittal techniques—lecture, assigned reading, AV presentations.	As people grow and develop they accumulate an increasing reservoir of experience that becomes an increasingly rich resource for learning—for themselves and for others. Furthermore, people attach more meaning to learnings they gain from experience than those they acquire passively. Accordingly, the primary techniques in education are experiential techniques—laboratory experiments, discussion, problem-solving cases, simulation exercises, field experience, and the like.
Readiness to learn	People are ready to learn whatever society (especially the school) says they ought to learn, provided the pressures on them (like fear of failure) are great enough. Most people of the same age are ready to learn the same things. Therefore, learning should be organized into a fairly standardized curriculum, with a uniform step-by-step progression for all learners.	People become ready to learn something when they experience a need to learn it in order to cope more satisfyingly with real-life tasks or problems. The educator has a responsibility to create conditions and provide tools and procedures for helping learners discover their "needs to know." And learning programs should be organized around life-application categories and sequenced according to the learners' readiness to learn.
Orientation to learning	Learners see education as a process of acquiring subject-matter content, most of which they understand will be useful only at a later time in life. Accordingly, the curriculum should be organized into subject-matter units (e.g., courses) which follow the logic of the subject (e.g., from ancient to modern history, from simple to complex mathematics or science). People are subject-centered in their orientation to learning.	Learners see education as a process of developing increased competence to achieve their full potential in life. They want to be able to apply whatever knowledge and skill they gain today to living more effectively tomorrow. Accordingly, learning experiences should be organized around competency-development categories. People are performance-centered in their orientation to learning.

THE RELATIONSHIP OF THE TIME-SPAN OF SOCIAL CHANGE TO INDIVIDUAL LIFE-SPAN

Years of individual longevity

25   30   40   50   70

Time-span of social change

Ancient Rome   Renaissance   18th–19th Centuries   20th Century
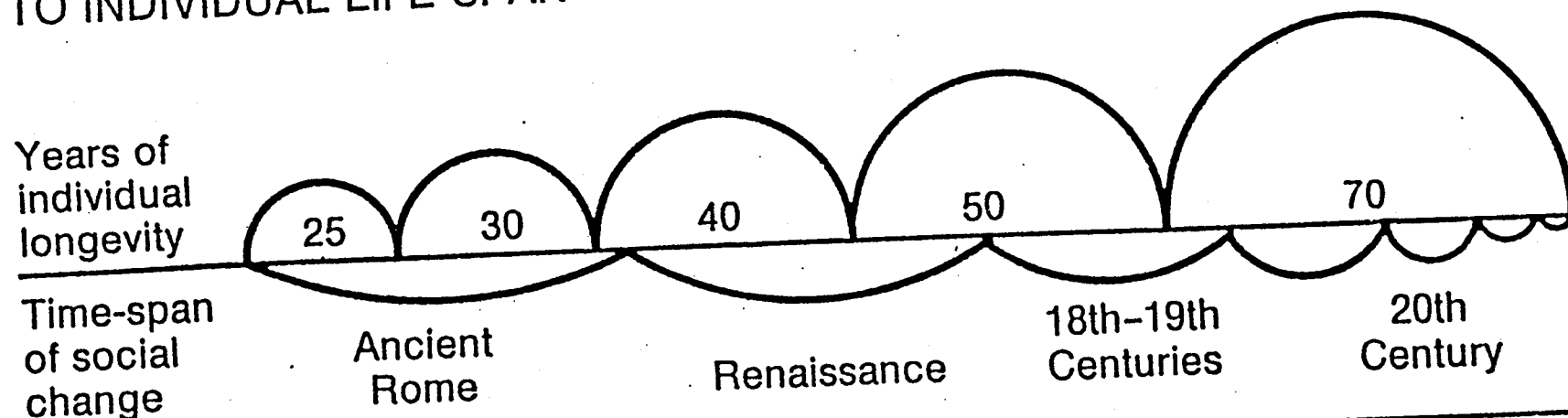
DOUBLING OF INFORMATION

BASELINE - DAWN OF RECORDED HISTORY

A.D. 1850
    1925 - 75 YRS
    1962 - 37 ''
    1975 - 13 ''
    1982 - 7 ''
    1986 - 4 ''

WHY IS ACTIVE PARTICIPATION
IN A LEARNING EXPERIENCE IMPORTANT?

When adult education began to be organized systematically during the 1920s, teachers of adults began experiencing several problems with the pedagogical model.

One problem was that pedagogy was premised on a conception of the purpose of education--namely, the transmittal of knowledge and skills that had stood the test of time--that adult learners seemed to sense was insufficient. Accordingly, their teachers found them to be resistant frequently to the strategies that pedagogy prescribed, including fact-laden lectures, assigned readings, drill, quizzes, rote memorizing, and examinations. Adults appeared to want something more that this, and drop-out rates were high.

Although the teachers were not aware of it, one of the great philosophers of this century, Alfred North Whitehead, was suggesting what was wrong. In an obscure footnote he pointed out that it was appropriate to define education as a process of transmittal of what is known only when the time-span of major cultural change was greater than the life-span of individuals. Under this condition, what people learn in their youth will remain valid and useful for the rest of their lives. But, Whitehead empahasized, "We are living in the first period in human history for which this assumption is false...today this time-span is considerably shorter than that of human life, and accordingly our training must prepare individuals to face a novelty of conditions."

So it is no longer functional to define education as a process of transmitting what is known; it must now be defined as a lifelong process of continuing inquiry. And so the most important learning of all--for both children and adults--is learning how to learn, the skills of self-directed inquiry.

A. As I reflect on my most successful teaching experience as a University Extension educator, I remember

_____

_____

_____

_____

_____

B. What I like most about teaching in a University Extension program is _____

_____

_____

_____

_____

_____

C. My favorite instructional technique is

_____

_____

_____

_____

_____

D. What I find most difficult about teaching in a University Extension program is

_____

_____

_____

_____

_____

EXTENSION EDUCATOR TYPE INVENTORY

Instructions: There are twelve sets of four words or phrases listed below. Rank in order the words or phrases in each set by assigning a **4** to the word or phrase that most closely applies to or reflects your personal teaching style, a **3** to the word or phrase that next best applies to your teaching style, a **2** to the one that next applies to your teaching style, and a **1** to the word or phrase that is least descriptive of your teaching style. Be sure to assign a different ranking number to each of the four choices in each set.

You may find it to difficult to rank the items. Be assured that there are no right or wrong answers; the purpose of the inventory is to describe the style in which you teach most often, not how effectively you teach.

1.
a_____ Subgroups
b_____ Lectures
c_____ Readings
d_____ Lecture-discussions

2.
a_____ Showing
b_____ Perceiving
c_____ Helping
d_____ Hearing

3.
a_____ Symbols
b_____ Actions
c_____ People
d_____ Instruc-tions

4.
a_____ Small-group discussions
b_____ Free expression
c_____ Little participation
d_____ Time to think

5.
a_____ Immediate personal feedback
b_____ Objective tests
c_____ Subjective tests
d_____ Personal evaluation

6.
a_____ Expert
b_____ Scholar
c_____ Advisor
d_____ Friend

7.
a_____ Theory
b_____ Practical skills
c_____ Application to real life
d_____ New ways of seeing things

8.
a_____ Coach
b_____ Listener
c_____ Director
d_____ Interpreter

9.
a_____ Seeing "who"
b_____ Telling "how"
c_____ Finding "why"
d_____ Asking "what"

10.
a_____ Processing
b_____ Generalizing
c_____ Doing
d_____ Publishing

11.
a_____ Lead them to understand it
b_____ Leave them to do it
c_____ Let them enjoy it
d_____ Get them to think about it

12.
a_____ It's yours
b_____ It's ours
c_____ It's mine
d_____ It's theirs

EXTENSION EDUCATOR TYPE
INVENTORY SCORING SHEET

Instructions: Each word or phrase in each of the twelve sets on the inventory corresponds to one of the four teaching styles, which will be described on the Interpretation Sheet. To compute your scale scores for each type, transfer your numerical ranking for each item on the inventory to the appropriate space in the columns below. Then add up the numbers in each column and enter the totals in the spaces below the columns. The totals are your scores for the four teaching types.

L:		D:		I:		C:	
1a___		1b___		1c___		1d___	
2d___		2a___		2b___		2c___	
3c___		3d___		3a___		3b___	
4b___		4c___		4d___		4a___	
5a___		5b___		5c___		5d___	
6d___		6a___		6b___		6c___	
7c___		7d___		7a___		7b___	
8b___		8c___		8d___		8a___	
9a___		9b___		9c___		9d___	
10d___		10a___		10b___		10c___	
11c___		11d___		11a___		11b___	
12b___		12c___		12d___		12a___	

TOTAL_____   TOTAL_____   TOTAL_____   TOTAL_____

EXTENSION EDUCATOR TYPE
INVENTORY INTERPRETATION SHEET

Each of the four teaching styles identified by the inventory is characterized by a certain teaching approach, way of presenting content, and relationship between the educator and the participants. The following are the primary characteristics of the educator, for each of the teaching types.

LISTENER (L)

* Creates an affective learning environment
* Teaches the Concrete Experience most effectively
* Encourages learners to express personal needs freely
* Assures that everyone is heard
* Shows awareness of individual group members
* Reads nonverbal behavior
* Prefers that participants talk more then the educator
* Wants learners to be self-directed and autonomous
* Exposes own emotions and experiences
* Shows empathy
* Feels comfortable with all types of expression (words, gestures, hugs, music, art, etc.)
* Does not seem to "worry" about the program
* Stays in the "here and now"
* Is practical ("goes with the flow")
* Appears relaxed and unhurried

DIRECTOR (D)

* Creates a perceptual learning environment
* Teaches the Reflective Observer most effectively
* Takes charge
* Gives directions
* Prepares notes and outlines
* Appears self-confident
* Is well organized
* Evaluates with objective criteria
* Is the final judge of what is learned
* Uses lectures
* Is conscientious (sticks to the announced agenda)
* Concentrates on a single item at a time
* Tells participants what to do
* Is conscious of time
* Develops contingency plans
* Provides examples
* Limits and controls participation

EXTENSION EDUCATOR TYPE
INVENTORY INTERPRETATION SHEET

INTERPRETER (I)

* Creates a symbolic learning environment
* Teaches the Abstract Conceptualizer most effectively
* Encourages learners to memorize and master terms and rules
* Makes connections (ties with the past to the present, is concerned with the flow of the program design)
* Integrates theories and events
* Separates self from learners, observes
* Shares ideas but not feelings
* Acknowledges others' interpretations as well as own
* Uses theory as a foundation
* Encourages generalizations
* Presents well-constructed interpretations
* Listens for thoughts; often overlooks emotions
* Wants learners to have a thorough understanding of facts, terminology
* Uses case studies, lectures, readings
* Encourages learners to think independently
* Provides information based upon objective data

COACH (C)

* Creates a behavioral learning environment
* Teaches the Active Experimenter most effectively
* Allows learners to evaluate their own progress
* Involves learners in activities, discussions
* Encourages experimentation with practical application
* Put learners in touch with one another
* Draws on the strengths of the group
* Uses learners as resources
* Helps learners to verbalize what they already know
* Acts as facilitator to make the experience more comfortable and meaningful
* Is clearly in charge
* Uses activities, projects, and problems based on real life
* Encourages active participation

ASSIGNED READING

BRAINSTORMING

BUZZ GROUPS

CASE STUDIES

CIRCLE RESPONSES

CONTRACTS

DEMONSTRATION/PRACTICE

DISCUSSION

EXPERIMENTS

FIELD PROJECTS

FIELD TRIPS

GAMES/SIMULATIONS

LEARNING LOG

LECTURE

MEDIA

PANEL

PROGRAMMED INSTRUCTION

ROLE PLAY

STUDENT TEACH

VALUES CLARIFICATION

WORKSHOP

The Trainer Type Inventory describes four training approaches, categorized as "Listener," "Director," "Interpreter," or "Coach." The Listener trains the Concrete Experiencer most effectively and is very comfortable in the activity and publishing steps of the Experiential Learning Cycle. The Director obtains the best results from the Reflective Observer and usually is very comfortable during step 3, processing (particularly in helping trainees to make the transition from "How do I feel about this?" to "Now what?"). The Interpreter trains in the style favored by the Abstract Conceptualizer (step 4, generalizing), and the Coach trains in the style favored by the Active Experimenter (step 5, applying). These relationships are indicated in Table 1.

Table 1. A Comparison of Trainer Types

	L Listener	D Director	I Interpreter	C Coach
Learning Environment	Affective	Perceptual	Symbolic	Behavioral
Dominant Learning Style	Concrete Experiencer	Reflective Observer	Abstract Conceptualizer	Active Experimenter
Means of Evaluation	Immediate personal feedback	Discipline based; External criteria	Objective criteria	Learner's own judgment
Means of Learning	Free expression of personal needs	New ways of seeing things	Memorization; knowing terms and rules	Discussion with peers
Instructional Techniques	Real-life applications	Lectures	Case studies, theory, reading	Activities, homework, problems
Contact with Learners	Self-directed; Autonomous	Little participation	Opportunity to think alone	Active participation
Focus	"Here and now"	"How and why"	"There and then"	"What and how"
Transfer of Learning	People	Images	Symbols	Actions
Sensory Perception	Touching	Seeing and hearing	Perceiving	Motor skills

EXTENSION HANDBOOK

Donald J. Blackburn, Editor

University of Guelph

1984

TABLE OF CONTENTS

79

CHAPTER 8

TEACHING TECHNIQUES

Hazel Mitchell and Lynda Corby

The nature of the job of an extension educator puts you in a very unique, exciting, but challenging position — that of influencing change in people's knowledge, attitudes, skills and practices. How successfully you bring about change will be, to a large extent, dependent upon how effective you are as a change agent.

In choosing instructors for adult learners, a basic error in assumptions is frequently made — someone who possesses a great deal of knowledge in a subject area will be able to teach it to others. In reality, the attempt to teach does not constitute teaching. The effective teacher or change agent must not only know his subject but must also consider and utilize the factors that will promote change in individuals.

People Need Time to Change

Stop and think for a moment about a recent learning event in which you participated that caused you to change your behaviour. Was the change something that happened overnight? Not likely! You probably went through a relatively slow process, moving at your own speed, with nobody pressuring you. When you received new information you took time to mull it over in your mind, evaluate it, then work towards a decision on whether or not you even wanted to change.

Most people go through a similar process before they change, too. As an educator, if you don't recognize this fact and allow sufficient time for change to occur, this

may be one of the reasons why your program is (occasionally) less than effective.

Patrick Borich, an extension expert at the University of Minnesota, has called the step-by-step process that people go through in making decisions to change "the natural inquiry process." The process is summarized in Figure 1.

On the left side of the chart, Borich has identified three levels of inquiry that he suggests people go through when they receive new information. The first step is to answer the question "Is this applicable to me?" If the answer is "No," the person will tune out the message, no matter how relevant the educator may perceive it to be.

Secondly, Borich proposes that once a person feels the new information is applicable, he is likely to seek out more knowledge on the topic from what he considers to be reliable sources. He will find out what other people are practising.

Finally, the individual will assess what this information means to himself in terms of changing.

In moving through these levels of inquiry, people tend to go through nine steps before they actually make a change in behaviour. The discovery process comes with new knowledge, and discussion and dialogue with others will strengthen or weaken the desire to change. Finally, personal reflection will result in rejection or acceptance of the information at each of the inquiry levels.

Let's look at this process as it applies to a real example — that of educating women about breastfeeding. Perhaps a young woman has always thought that when she has children she will bottle feed her babies. She has always thought that bottle feeding is just as nutritious as breastfeeding, that it is convenient and that it would be best for her. When she becomes pregnant, she is immediately in a different knowledge sphere. She listens to more information; she hears more things about babies; she is more open to the baby's immediate future. Perhaps in discussion with a co-worker or friend she finds that the individual breastfed all her children, found it convenient not to have to prepare formula, and found it a pleasurable closeness with the baby. In fact her doctor had recommended it as best for the baby. Our young

Fig. 1 — The Natural Inquiry Process

Levels of Inquiry	Inquiry Functions		
	Discovery (Well, I'll Be Darned!)	Interpersonal Dialogue (What Do You Think?)	Reflection and Assessment (Let Me See!)
Personal Knowledge About Self in the Situation (Does This Apply To Me?)	1 Confirmation →	2 Verbalization of Thoughts →	3 Identify Problems
General Principles From External Knowledge (Others Have Walked This Path Before)	4 Explore Established Knowledge →	5 Verbalize and Reflect Against Problem →	6 Identify Purposes or Aspirations (Re-Appraise Problem)
Relationship Between Way of Life and Environment (I've Got to Change)	7 Set Individual Growth Task (Objectives) →	8 Verbalize Growth Tasks For Appraisal and Revision →	9 Accomplish Changed Behaviour

woman has obtained new information. She is at inquiry level one. She will now likely discuss this with her husband and perhaps her mother, to get the opinions of significant others. Will her husband feel left out? Would he consider it convenient or acceptable in public? How did her mother find the experience?

Once she has this information, step three becomes introspective. She will think specifically about how breastfeeding will affect her. Perhaps she wants to go on working — will it be easy to go home to feed the baby? Can she bring the infant to work? Then she may remember friends who had trouble breastfeeding and who quit. She needs more information on their experiences so she is ready to move to level two in the inquiry process — that of exploring more established knowledge. She may read books, talk more to her doctor, the public health nurse, or home economist. She will seek out those whom she perceives as valid sources of knowledge. Armed with factual inputs she will now talk this over with her husband again and finally assess it as it applies to herself.

At this point she may be convinced that she will give breastfeeding a try, and she moves to inquiry level three. She now asks "what do I need to do to prepare for breastfeeding?" She will set the objectives or tasks that will prepare her to breastfeed, and she actually begins to breastfeed once the infant is born. At this point she will reappraise her decision as she may encounter problems, but if there is sufficient support to get her through the time when her breasts are sore or until the time when she establishes sufficient milk supply for the baby, she will continue to breastfeed, thus adopting it as a behavior change.

What is the Educational Objective?

Once the educator has accepted and allowed for the time required to bring about change, he or she can utilize the natural inquiry process to establish educational objectives based on the level of inquiry of the learners. The educator must establish whether the learning experience should develop new knowledge, understanding, awareness — provide for the acquisition of new skills or behaviour — or change attitudes, values, or priorities.

Whatever the objective, it is good strategy to utilize a combination of presentation methods to achieve the objective, as this will have a greater impact in bringing about change in people (Alberta Agriculture, 1981a). Use Figure 2 to determine which techniques are most suitable for your objectives. Some of the ideas listed will already be part of your repertoire — we all have old standby techniques with which we are most comfortable — like our favourite slippers that are well worn. It's easy to continue to use these strategies to the exclusion of ones that might do a better job at achieving objectives. New techniques are part of the growing process of an educator.

81

Fig. 2 — **Appropriate Teaching Techniques for Defined Objectives** (Renner, 1980a; McLagan, 1978a; Frewin, 1976a)

Teaching Techniques	Knowledge/ Awareness	Understanding	Skills/ Behavior	Values/ Priorities	Attitudes
			Levels of Educational Objectives		
Assigned Reading	X	X			
Brainstorming	X				
Buzz Groups	X	X		X	
Case Studies		X		X	X
Circle Response	X	X		X	X
Contracts			X		
Demonstration/Practice		X	X		
Discussion	X	X		X	X
Experiments	X	X	X		
Field Projects	X	X	X		
Field Trips	X	X			
Games/Simulations		X	X		
Learning Log		X	X	X	X
Lecture	X	X			
Media	X				
Panel	X	X			
Programmed Instruction	X	X			
Role Play	X	X		X	X
Student Teach	X	X	X		X
Values Clarification				X	X
Workshop	X	X	X		

How do your Participants prefer to learn?

Just as teaching techniques need to match the educational objective, so should they be chosen with the learner in mind. Adults have definite preferences for learning methods and may be more motivated to participate in learning experiences when given the opportunity to learn in their preferred style. Some would rather learn through abstract thinking — by discussions, lectures, or by the use of audio tapes or books. Others prefer an observed experience such as a demonstration, a film, or a field trip. For those who would rather be involved in active experimentation, the use of games, role play exercises, case studies, and tests may be more appropriate. Application in a real-life setting can be done through applied projects, self-analysis, and checklists. The more methods that can be incorporated into a presentation, the more likely participants will experience some of their preferred learning styles. McLagan (1978b) recommends using symbols to designate each method used in a lesson plan as a quick check to see that a variety of methods have been included. The following symbols have been incorporated into the lesson plan in Figure 5 for this purpose:

● abstract thinking

▲ observed experience

■ active experimentation

◆ application to real life

The conditions under which adults learn will also have an influence on their satisfaction in the experience. Some learners like a very structured environment. They want everything "laid on," that is, they prefer the instructor to make the decisions about what is to be learned and how it will be presented rather than to participate in the development of the objectives and the learning techniques. Some like to work closely with people while others prefer to learn alone. Some want a lot of interaction with the subject matter specialist while others don't care about direct contact. Feedback via tests and checklists may motivate some, while others are rewarded by the learning itself (McLagan, 1978c).

To assist you in planning a program that will most closely meet student objectives and learning preferences, you might circulate a questionnaire to registrants. This questionnaire could address the topics, issues and skills that will be used in the class. People can then choose the topics they prefer by using a check, to rate or rank them in order of the significance to them. This approach gives the instructor a quick feel for his audience but does not require the learner to identify what he feels he needs to know.

82

If this cannot be done in advance, you might collect this information at the first meeting with a group through a similar questionnaire or by simply having participants put their expectations down on a blank piece of paper. If you wish more structured responses, use questions such as:

What would you like to learn during this course in terms of skills and information?
What kinds of activities would make this course most enjoyable for you?
What kinds of activities would you prefer not to get involved in?
How can the instructor be most useful to you in your learning?
What contributions do you think you can make to the learning of others in the class (Renner, 1980b)?

When such feedback is requested at your first class, be prepared to be flexible in your plans — a true test of an extension agent!

Evaluations from past courses that you or your colleagues have taught are also valuable inputs for planning. With this information about your audience you can select strategies that would most likely move the learners toward their goals. You can individualize instruction if needed and assist each person to assess his learning during the course.

With the participants identifying their interests and needs, they can watch for their problems and issues during the course. They can see how an otherwise impersonal course becomes a learning project specifically tailored to meet their needs.

How many people will attend the Learning Event?

The number of participants involved in a program will be another determining factor in your selection of teaching techniques. It would be very difficult to demonstrate sewing techniques to a group of fifty; on the other hand, you likely would not show a slide set to an individual — the use of hand cards or a pamphlet might be more appropriate.

There will be times when the instructor does not know how many participants may attend. However, the teaching techniques selected may be adapted appropriately, as long as the instructor is flexible. For example, if you intend to use brainstorming at the beginning of your session and you have too many people to get active participation, break the large group into smaller groups and use a report back system.

What will the Facilities be like?

Communities in which you teach offer a wide variety of facilities for group presentations — some excellent, others considerably lacking. Your job will be to make the best of the situation confronting you. Prior to your

session, find out as much as you can about the facility so you won't be surprised.

Is the room comfortable? Are the chairs large enough for adults? Are the temperature and ventilation satisfactory? Is the lighting adequate? Is it neither too crowded nor too spacious for the number of participants? Are you able to move the furniture around so as to achieve the greatest interaction between the participants and/or the instructor? Is your room suited to the teaching technique you plan to use?

It would be very difficult to use group discussion in a room with chairs secured in rows, but your participants could discuss with the person beside them in a buzz group.

Finalizing your Choice of Techniques

Once you have answered the above questions to your satisfaction, you will have a good profile of the learning event from which you can make decisions on the most effective teaching techniques to use. Each of the techniques outlined in Figure 2 should be assessed for its advantages and disadvantages in light of this profile.

Assigned Reading

Adult learners have a wide variety of educational backgrounds, experience, current situations and aspirations. One way of accommodating these variations is to suggest or assign reading to be completed on an individual basis to supplement what the instructor can cover with the group. This allows those with greater interest in a subject the flexibility to pursue further reading whereas others may choose to opt out of such outside work. Current news articles or research material interject current happenings into a subject, making the material more relevant to the group.

Reading material that is essential to developing understanding of a concept must be chosen at an appropriate reading level and must also be readily accessible to participants. The purpose of the assignment should be clearly outlined then followed up with the group through discussion. Clarification of issues and implications is also essential.

A disadvantage of assigning reading outside of class is that many adults do not have, or are unwilling to commit, additional personal time to do extra reading. Consequently, as the instructor you cannot rely on this form of instruction when the information is a prerequisite to what will be covered with the total group.

Brainstorming

The goal of brainstorming is to generate as many ideas or solutions to a problem as possible within a given time frame (Leypoldt, 1976a). Generally, as the group offers ideas they are recorded on a flipchart or blackboard as one idea may spark another. Initially, no criticism of anyone's idea is allowed. Sometimes an idea may

sound crazy but it could be the beginning of a practical solution. The emphasis is on creativity and quantity. Once several solutions or ideas have been put forward, they can be analyzed critically by the total group or a smaller committee, and a practical solution can be determined.

Another version of this activity is "idea charting" where group members individually record their ideas onto small cards or pieces of paper — with each thought on a separate card. The leader then categorizes the cards and places them on a wall or bulletin board for group review. This is a good technique for obtaining group input into planning course content as it is readily apparent when several participants are interested in similar subject matter. Whereas verbal brainstorming often inhibits less vocal group members, idea charting discourages a monopoly on the idea exchange and each individual has the opportunity to contribute. Both brainstorming and idea charting are excellent techniques for bringing out creativity in both large and small groups.

Buzz Groups

Buzz groups are useful in facilitating discussion in large groups. The main group is divided into subgroups consisting of three to six people for a brief period to discuss a topic or solve a problem. An individual may be selected to record the discussion and report back to the main group. People often participate more readily in small groups allowing participants to relate their own experiences to classroom theory. In utilizing this technique, the leader should make the purpose of the buzz group clear, preferably by writing down the problem or issue to be solved. As instructor, you are then free to float between groups to determine progress or assist if needed. This technique can be useful as a warm-up activity to get people acquainted with each other in smaller groups and to list expectations of a session. It can also be a valuable evaluation tool if buzz groups are asked to identify strengths and weaknesses of a presentation or course. While individuals may be reluctant to offer honest criticism directly to the instructor, a spokesperson for each group may be more at ease in reporting comments if he speaks on behalf of a group (Renner, 1980c).

The buzz group is most useful for situations which call for quick reaction to a simple assignment. It is also much better for raising problems than for solving them (Potter and Anderson, 1966a).

Case Studies

Through case studies, information regarding a real-life situation can be presented in written form to group members, who in turn can analyze various aspects of the problem and offer solutions. This approach is useful on an individual or group basis in that each group

83

member can analyze the case study, followed by group discussion. The case can also be dealt with in small groups, with the solutions recorded and reported back to the main group.

Case studies are of value in developing critical thinking on the part of participants. They learn how to analyze a situation, prescribe a sound and workable solution, and understand the basic problems involved. This is also a useful evaluation technique for the instructor to assess how well students can apply new information. However, a drawback to the approach is that people often have difficulty transferring this approach to their own real-life situation because such decision-making is not usually based on a carefully designed case nor is the input of other "critical minds" available to assist in the solution (Potter and Anderson, 1965b).

Circle Response (or Small Circles of Knowledge)

This technique is useful with a small group of twelve or fewer participants, giving all people in the group an opportunity to contribute thoughts and ideas to a subject that has been previously presented, or to obtain input on a new issue (Renner, 1980d). Participants should sit in a circle facing each other so that all can be heard. The leader should state a question or issue to the group, and pose it in such a way that it cannot be answered "Yes" or "No." Ask each person to then briefly give their position, feelings, or opinions. With larger groups, this same technique can be used by dividing the main group into subgroups. A recorder should be appointed in the latter case and should report back to the main group. With this technique, no person may skip his turn or contribute until it is his turn. No one is allowed to criticize anyone's contribution.

For this technique to be successful, all group members must feel comfortable contributing.

Contracts

A learning contract is a simple but explicit agreement specifying and ratifying mutual expectations between two people (or one person and a group of learners) (Renner, 1980c). Its value lies in its formality, in that contracted learning or behaviour is then considered important, fair, and possible. Behaviour change required in weight loss programs or money management are areas where contracts can be particularly useful. The contract must specify:

1. The goals to be accomplished.
2. Agreed-upon steps to reach the goals.
3. The time frame in which the goal will be achieved.
4. Mutually agreed-upon consequences or penalty of not achieving the goal.

Both parties between whom the contract is made must sign and date the contract.

A contract places a great deal of responsibility on the learner but has the advantage of clearly defined expectations.

Demonstration/Practice

For learning that involves skill development, demonstration and practice are essential. A good step-by-step demonstration gives participants first hand observational experience in how to carry out a new skill. Demonstrations can enhance learning since two senses are involved as observers watch and listen.

To enhance the effectiveness of a demonstration, careful planning will ensure that all needed materials are on hand, that sufficient time, space, and equipment are available, and that physical arrangements permit all group members to see and hear well.

For the demonstration to be effective, participants must have the opportunity to practice the new skill and receive feedback on their performance very soon after a demonstration. Key steps should also be provided in written form to aid the learner in following the new procedure on his own.

Discussion

Discussion is a technique to cooperatively pool knowledge, ideas, and opinions about a subject in order to learn new information or to solve a problem (Stephens and Roderick, 1971a). For best results, discussant groups should be limited to no more than six people. This allows for maximum participation — in groups larger than this some people will not participate (Reeder, 1963). Similar to the buzz group, discussion groups need a leader, a recorder, a well-phrased question or problem to tackle, and a report back to the main group. Unlike the buzz group, more in-depth response is expected; consequently a longer period of time is generally required.

In deciding whether to utilize discussion as a teaching strategy, consider these points (Potter and Anderson, 1966c):

1. Is the problem or issue of real significance to the group and controversial? Problems that relate to health, interpersonal relationship, farming practices, and social issues materially affect people's lives and are therefore meaningful subjects for discussion.

2. Is the problem suited to the group? Age, sex, educational level, experience, and training are a few factors to consider here.

3. Is the problem adaptive to reflective thinking? If there is no need to explore possible solutions or if everyone agrees on the information, there is little need to discuss it. Likewise, if students possess no previous knowledge of the subject matter, it is pointless to

84

expect them to learn from each other by pooling their knowledge and ideas.

4. Is there sufficient time to effectively handle the issue? If inadequate time is available, no real solutions can be put forward and the group will develop a sense of frustration at not accomplishing anything.

Effective discussion requires adequate preparation, perhaps even more than other teaching strategies. The physical set-up in the room must be considered as well as the group interaction and its effect on learning (Stephens and Roderick, 1971b). By considering the possible points of view that might be raised during discussion, the effective leader can decide in advance how to best get fair consideration of each point, perhaps by posing appropriate questions.

Experiments

Experimentation is useful as a follow-up for demonstrations or as a method to discover a solution to a problem (Spitze, 1970a).

Depending on the nature of the experiment, a wide variety of equipment may be necessary and a great deal of time needed in order to obtain results. Experimentation should always be followed by discussion, interpretation of results and correction of any misconceptions developed.

Field Project

When a class is too large to participate in a field trip or when time is a constraint, field projects may be more appropriate. This allows for a number of places to be visited by various class members who report back on their experiences, thus increasing the opportunity to learn from others in the class. Group members may also choose their own site to visit, providing more flexibility in the learning experience. They can also visit the site at their own leisure, thus saving on class time.

Field Trips

A useful technique to enable learners to observe firsthand a process, procedure, or event is the field trip.

In making advance preparation for the field trip, the leader should clearly describe the purpose to the tour guide to ensure that observations provided are appropriate.

The group should be given a clear understanding in advance of what they are to observe. Advance reading may be appropriate and aid in preparation of potential questions. Each participant should be encouraged to jot down pertinent facts about the trip for later discussion and interpretation. Use of cameras and tape recorders should be encouraged too.

The limitation of field trips is often group size; too many people in a group make observations difficult, and explanations unwieldly. The additional time and expense incurred for field trips may also make it an impractical teaching strategy.

Games and Simulations

One of the most successful, action-oriented teaching techniques is the use of simulations and games (NAPCAE, 1972a). Simulations and games are experiential exercises — their use is based on the theory that we learn differently (and perhaps more) from doing than from being told (Zilmer and Zilmer, 1982a). When we also have fun in an educational setting, learning is enhanced even more. Games can be used to stimulate interest, to evaluate application of knowledge, to gain information, to analyze situations and to make judgments, depending on the way the games are structured (Spitze, 1969). Games are self-judging; a player can gauge his own success and the teacher is no longer the critic (NAPCAE, 1972b).

The success of simulations and games depends upon a determination of educational goals, careful introduction to the activity, the experience of the activity, and a discussion of the experience and its application to real life (Zilmer and Zilmer, 1982b; Boocock and Schild, 1968). In judging games as a teaching technique, one might consider the following questions (Spitze, 1970b):

1. How will an adult learner respond to learning through games? Will he perceive this as a valid way to learn? Introduction of the game objectives must be very clearly outlined.

2. How much time is available to play the game? Does it take a great deal of explanation of rules and procedures of play or can players get into the game quickly? Is the amount of time needed to play reasonable, given the amount of learning that will take place?

3. Is the subject matter preserved? In other words, is there any misinformation portrayed?

4. Is the game flexible enough to be adaptable to different learning abilities and situations?

5. Does winning require knowledge rather than luck?

6. Is competition friendly and does it foster good relationships among learners?

7. Does the game aid in skill devlopment, knowledge, improved attitudes to learning, help in clarifying values? In other words, does it fit in with your objectives?

A newer educational strategy, computer assisted learning, is actually a form of simulation that is proving to

85

be fascinating to the public. "Budgeting classes sound pretty dull to the general public... computers sound exciting. When you decide to use computers to teach, the news media quickly pick up on the idea, special interest features appear in the lifestyle section of the newspaper and local television talk show hosts and hostesses rush to book you for an early morning program. Publicity is easy to get and audiences come to see what the computer can do for them." (Carmack, 1979).

Computers are useful as a teaching strategy in three main areas. They can help people make decisions by providing a wide variety of possible alternatives for productive planning in agriculture or family living. They are extremely useful in information storage and retrieval, and if properly utilized they can help people learn new things at their own pace in a classroom setting, at home or in the regional Extension Office (Douce, 1979). Currently their disadvantage lies in their cost and in the equipment needed. Depending on the program, Canadian-oriented software may not be available and personnel may not be adequately trained.

Adults often have difficulty seeing the educational usefulness of a simulation or game. Your ability to plan for their use and to carry out an activity whereby the student has more control over his own learning will determine whether you will use this type of teaching strategy (Zilmer and Zilmer, 1982c).

Learning Log

A learning log can be utilized to help learners keep track of experiences through a course or workshop or to collect information on themselves in order to apply course-related information to their personal lives (Renner, 1980f). Material recorded in the log can be kept private or individuals may be encouraged to share their comments with the entire group. Entries may include impressions, experiences, discoveries, and questions that arise as the course progresses.

Lecture

The lecture is likely the teaching technique with which adults are most familiar. Unfortunately, it can be one of the least effective ways of providing information. Material may lend itself to a lecture format if your main concern is to provide information that is for short retention only or where the group is too large to utilize other techniques.

Fortunately, there are ways of making lecture material more meaningful and involving to the learner other than as passive note-takers (Renner, 1980g).

Provide a road map or outline to indicate to your listeners where you are going, how you are going to get there, and how long it will take. The listener can then anticipate events and prepare for a change in pace or techniques.

Follow a logical sequence, relating familiar information to new material. Include examples from students' personal experiences, readings, or previous discussion.

Provide well-organized handouts or structured notes consisting of the key points you will cover. Leave space on the notes for participants to add their own details.

Use other techniques along with the lecture to maintain interest and attention: change pace, move about the room, use gestures to emphasize important points, change your style from questioning to problem solving tasks, from discussions in buzz groups to demonstrations.

Utilize appropriate visual aids such as overhead transparencies, slides, films.

Train yourself to speak from key points rather than reading verbatim from a prepared text. If you are simply going to read to the class what you have written in front of you, perhaps it would be just as well to hand out your lecture notes and cancel the class!

Media

News articles, radio spots, television programs and quarterly magazines are often not viewed as teaching strategies in the same way as lectures, discussions and so on. Yet they are techniques for reaching a large number of people in their homes so that they can learn on their own time. Their use often means reaching people who never attend extension courses or meetings, such as young homemakers with children who cannot make babysitting arrangements, the elderly or handicapped who may be homebound, or individuals with lack of transportation.

Two recent evaluation studies conducted in Manitoba illustrated the effectiveness of a weekly television program and of a quarterly news bulletin at providing new knowledge to homemakers.

In a telephone survey, of the 294 respondents who had seen the television program "Take Time," 192 (65%) said they had learned from the program. Of the 192 people who felt they had learned something, 134 (70%) were able to state 1-4 examples of what they had learned. Forty-four people (23%) who said they learned from the program were able to cite 1-3 examples of practice change.

Surveyed readers of the quarterly news bulletin "Around Home in Ten" are learning new information. Ninety-five percent (211) stated that they learned new information from reading the quarterly. Seventy-three percent (154) of those who learned new information gave 1-4 examples of what they had learned. Eighty-one percent (159) of those who learned new information stated they had changed some of their homemaking practices. Sixty-one percent (102) of those were able to cite 1-3 examples of practice change. (Manitoba Department of Agriculture evaluations, unpublished, 1982.)

When television or radio media are utilized as an extension teaching technique, adequate publicity is

86

important to ensure that the intended viewing or listening audience is informed of the timing. Often the educator does not have a say on the playing time which is one of the disadvantages of this technique.

Combining home study courses with television media is a practical adaptation of this teaching approach.

Panel

Panel discussions have the advantage of bringing several "experts" to a group to present a variety of viewpoints on a selected issue. It is necessary to meet with panel members in advance to discuss the topic and the types of information that you want discussed. Audience involvement can also be brought in by providing for buzz groups to generate questions of the panelists or to direct audience-to-panel interaction. If this latter step is not taken, panels can be very dry events.

Programmed Instruction

The idea of programmed instruction may summon up in one's mind a picture of salivating dogs or pecking pigeons responding to repetitive learning tasks stimulated by a ringing bell or flashing light. However, programmed instruction does have many plusses to add to the adult teaching environment.

Material designed in programmed format is organized into short progressive steps graded in difficulty so that the learner is motivated to continue because of success gained in each step. Confidence is a most important aspect of learning. The reinforcement and encouragement provided through programmed learning makes the student eager to continue (Stephens and Roderick, 1971c).

Because each learner works at the material on his own, he can begin at a place suited to his knowledge and skills and proceed through it at his own pace. He not only determines the speed of progression but is also actively involved in recording answers or checking from a group of possible answers. Ample evidence is available on the value of such active involvement in learning.

Immediate feedback afforded by this technique has the positive benefit of correcting wrong concepts and reinforcing accuracy.

On the negative side, some learners find this technique boring. There are also limited materials available in programmed instruction format and these may be designed at an inappropriate reading level.

Role Play

Role playing is a variation on simulation. It is a dramatization of a situation to show reactions and behaviour. Generally there is no rehearsing and all lines are composed on the spot. It is especially useful in examining attitudes and interpersonal relationships. It encourages active involvement of participants and its novelty often draws comments from those who are less vocal in the group. It is best used in situations where a problem is clear-cut rather than complex.

The major steps involved in staging a role-play situation are defining the problem and establishing the situation, determining the roles to be played, casting the characters, briefing participants, acting out the scene and discussing and analyzing the outcome (Stephens and Roderick, 1971d).

Poor role playing and unsuitable players can actually destroy the learning intent. Role playing should never be used where anxiety or fear would develop in the group.

Student Teach

As mentioned previously, adult learners bring a wide range of knowledge and expertise to the classroom which can be utilized to teach others in the group. This is particularly useful in a skill development program where more advanced learners can be teamed with the less experienced, on a one-to-one or small group basis. This also serves to strengthen the self-concept of the student teacher by giving recognition to his skills and knowledge.

Values Clarification

The technique of values clarification deals with making choices, weighing the consequences, experimenting, and perhaps making new choices (Engs and Wantz, 1978). As an example, couples who share in the allocation of their financial resources must be able to verbalize and discuss life choices of value to them and then come to a compatible decision. Otherwise, little satisfaction will be obtained from their money. An educator can facilitate in the identification of values and goals and can also provide the factual information from which sound decisions can be made. Critical to the success of a values clarification exercise is a non-judgmental, psychologically safe environment.

Workshop

The goal of a workshop approach to learning is to gain information through experience and sharing. It usually consists of common interest groups who, under direction of a leader, participate in learning activities such as demonstration, problem-solving, discussion and experimentation. In short, it combines many of the previously discussed teaching strategies to meet the needs of the interest group.

Teaching Aids

Factors which affect the selection of teaching aids are very similar to those which affect the choice of teaching strategies. Appropriate aids enrich the learning experience immensely, but remember that they are aids —

87

they do not teach on their own. Always provide a clear introduction to aids such as films, slides, or audiotape, and outline the objective for their use and what the learner should watch for. Follow-up discussion will also reinforce the learning.

Experiment with a variety of aids to increase your skill in their use. When making selections, be sure to preview materials well in advance to determine their suitability for achieving your objectives or supplementing other materials. In determining its appropriateness, consider the type of equipment necessary for the facility in which you will be using the aid. Advantages and disadvantages to various teaching aids are outlined in Figure 3.

Fig. 3 — Some Characteristics of Successful Aids (adapted from Frewin, 1976b)

	Advantages	Disadvantages		Advantages	Disadvantages
Clippings (i.e. newspaper, magazines, ads)	1. Timeliness – can be applied to a specific situation 2. Readily available and inexpensive. 3. Easy to update material.	1. Takes time to find appropriate examples.	Overhead Presentations	1. Permit instructor to face learners. 2. Permit before-hand preparation of diagrams, notes, etc. 3. Very flexible. 4. Can be used without darkening a room. 5. Can be used to show sequences and relationships. 6. Equipment easy to use especially with large groups. 7. Large number of transparencies easy to carry and maintain.	1. Complex or multicolor transparencies require special preparation, skills and equipment.
Comic books/ cartoons	1. Highly visual content. 2. Can add humor and fun to learning, particularly when using an identifiable character.	1. The stigma attached to reading comics may have an adverse effect on its value as an educational tool (i.e. "comics are for kids") 2. Requires time to find cartoons that illustrate points. 3. Comics can be costly to develop.	Pamphlets	1. Provide a comprehensive reference on a specific topic at an appropriate reading level. 2. Lends itself to one to one, small group or large group instruction.	1. When handed out at a class without support teaching, participants often do not read the material. 2. May be costly to produce.
Filmstrips	1. Are easy to store and always in proper sequence. 2. Can be used in conjunction with other aids. 3. Can be reproduced in quantity. 4. Presentation rate can be controlled by user. 5. Can be used individually or in groups.	1. Require semi-darkened room. 2. Very difficult for teacher to prepare himself. 3. Difficult to repair if broken or damaged. 4. Sequence or content cannot be changed for varying uses.	Photographs	1. Permit detailed study at the learner's own pace. 2. Require no equipment for use. 3. Can be used for display, individual or group work.	1. Not adaptable to large groups. 2. Preparation requires skill and equipment.
Games (examples – puzzles, crosswords)	1. Can be used individually in a self-teaching situation or with large groups to reinforce learning. 2. Can readily be adapted to the teaching situation. 3. Generally inexpensive to produce.	1. Takes time to develop or modify for use with appropriate group.	Puppets	1. Puppetry can be used in place of role play where adults may be reluctant to assume a role. 2. Technique is non-threatening – the puppet can take on certain characteristics that may be typical of group members.	1. Stigma of being a child-like technique may have an adverse effect on learning. 2. Takes time to create the puppets. 3. Works best in small groups particularly when you know the participants well.
Handcards	1. Good for one to one or small group teaching. 2. Illustrative material can be presented on the front for participants, and key notes outlined on the back of the card for the instructor.	1. Limitation in size of group that they can be used with.	Recordings	1. Easy to prepare with regular tape recorders. 2. Wide variety of applications in most subject areas. 3. Equipment easy to use and to operate. 4. Can be used by individuals, groups, or in conjunction with other aids. 5. Can be used almost everywhere with battery equipment.	1. Danger in overuse if used as alternative to live speech or lecture. 2. Some learners may find it boring or of limited use. 3. Special equipment needed for amplification with large groups.
Motion Pictures	1. Excellent for describing motion, growth, showing relationships, and giving impact to topic. 2. Can be used individually or with any size group. 3. Can have a wide variation in length and subject matter. 4. Extensive film libraries are accessible to most instructors.	1. Can have a moderate lending cost. 2. Must usually be ordered well in advance of showing. 3. Requires some skill in operating equipment. 4. Wide variation in quality and usefulness. 5. Can be expensive to produce locally.	Samples (weed identification, sewing samples, food products)	1. Direct application and readily observable. 2. Can be tailored to specific teaching point. 3. The "real thing" – not relying on pictures or descriptions. 4. Lends itself to display for a larger audience.	1. Time consuming to find, prepare or produce. 2. Time frame often requires far-in-advance preparation.
Multi-media Presentations	1. Can provide variety of viewpoints, show relationships and have great impact. 2. Can involve all the learner's senses. 3. Can be used by individuals or small groups in rotation.	1. Require careful planning, coordination, preparation, use and follow-up. 2. Can be used as a gimmick rather than an aid. 3. Skill usually involved in equipment use.	Slides	1. Can result in large, colorful reproductions. 2. Easily revised and up-dated. 3. Easily handled, stored and altered for various uses. 4. Can be combined with other aids for more effectiveness. 5. Adaptable for group or individual use. 6. Presentation rate can be varied.	1. Requires semi-darkened room. 2. Requires some skill in photography for preparation. 3. Requires some type of equipment for use. 4. Can get out of sequence, be damaged, or shown incorrectly if handled by individual learners.
			Tearsheets	1. Inexpensive method of providing summary information on a specific topic. 2. Good for individuals not geared to reading; often pictorial. 3. Lends itself to one to one, small group or large group instruction.	1. Limited in amount of information that can be provided.

88

Putting It all Together

Once you have identified the audience, prepared instructional objectives, and selected the techniques and aids that will be used, you are ready to pull the learning experience together.

It is time to develop a plan to guide you in presenting your material.

The order in which you utilize the selected teaching techniques is important to ensure that the learning experience has continuity, appropriate sequence, and integration of the course content (Alberta Agriculture 1981b).

Knowles (1980) describes four organizing principles that help educators develop course plans to ensure a logical progression for learning.

The first takes the participant from the simple to the complex, the second from the known to the unknown, the third from the whole to the partand the fourth considers the chronological sequence.

These principles have been applied in the lesson plan on meeting management outlined in Figure 5.

The Simple to the Complex: Working with a simple point form agenda and then progressing to an agenda that employs the use of objectives — defining the discussion and decisions to be made.

The Known to the Unknown: Identifying the reasons that you dislike attending meetings can provide solutions for the identified problems.

The Whole to the Part: Viewing the discussion of the film "How to Conduct More Innovative Meetings" takes the participants from the whole to specific parts, letting you look in detail at particular concerns.

Chronological Sequence: Planning the agenda so that important items are discussed when participants are fresh, or planning items in a logical order so that decisions that must be made at the beginning of the meeting will not be dependent upon items later in the agenda.

A Suggested Lesson Plan

Although you may have a plan for presentation of a topic clearly in mind, take the important step of writing it down. A lesson plan is a checklist for you. Have you put all the pieces in place? Consider using a lesson plan format similar to that outlined in Figure 4.

Fig. 4 — Lesson Plan   89

Teaching Objectives: (written in behavioral terms of the learner).

1

2

3

4

| Timing | | Obj. | | | Activity | | Resources |
Time	Mins	#	Format	Content	Instructor	Participant	Needed

Fig. 5 — Example use of Lesson Plan

Teaching Objectives: Following participation in a 3 hour workshop on conducting effective meetings the participants will:

1. provide solutions to common meeting problems
2. write agendas using objectives

Obj.#	Format	Content	Activity Instructor	Activity Participant	Resources Needed
1	◆	Introduction: *idea charting: 5 things you dislike about meetings	explain "idea charting"	write down one idea on each index card	5 index cards per person pencils
1	▲	film – How to conduct innovative meetings – look for key ideas – areas of concern – how to solve problems	introduce film and points to look for in film	watch film	film projector screen
	●	discuss film – answer questions	lead discussions		
2	◆ ● ■	Agendas – evaluate 3 agendas – Lecture – prepared agenda by using objectives case study – prepare an agenda for a meeting described in the case study.	lecture	evaluate agendas/ report back work on case study – prepare an agenda – discuss	3 prepared agendas case study – describe meeting, but no agenda
2	■	Meeting problems – role play various problems and solutions	describe situation to be role played	role play	role play situation written on sheets of paper

Once the lesson is completed, you may wish to write a few notes on the reverse side of the lesson plan. You might define the audience and how they reacted to the techniques you used. What are your overall impressions of the session? These notes may be very helpful when you later present a similar program.

90

What Skills Do You Bring to the Learning Situation?

So far we have concentrated on participant and environmental factors. But what about your particular skills as a learning facilitator? Your expertise in the subject, your attitude toward learning, your ability to interact with the learners, and your personality are all contributing factors to the learning process. By identifying your strengths and building on them, you will enhance the experience for your group.

The next time you are presenting to a group, ask a colleague to come along to observe. Choose someone for whom you have respect as an educator, from whom you would feel comfortable taking some constructive comments. Ask him to objectively evaluate the way you use teaching aids, the variety of teaching techniques employed, your voice inflection, facial expression, and the clarity of your speech. How did the observer feel about the climate developed between you and the audience? What could you have done to encourage more group interaction and participation? The checklist in Figure 6 will help to get you started on a self evaluation. Add any other points that you feel would be helpful to you.

Fig. 6 — Self Evaluation of Presentation

	Check	Comments
1. The method of INTRODUCING THE CLASS stimulated group interest in the rest of the class.	☐	
2. The AUDIO-VISUAL aids used helped clarify and emphasize the lecture.	☐	
3. The AUDIO-VISUAL aid(s) used were: – introduced – discussed later	☐☐	
4. Throughout the class the speaker varied the stimulus situation. – gestures (expressive, dramatic) – pausing techniques – movement (left to right in room) – focusing (drawing particular attention) – shifting sensory channels (listening, seeing, touching) – repetition	☐ ☐ ☐ ☐ ☐ ☐	
5. Materials and ideas presented in language understandable to the participants.	☐	
6. Organization: Explanations given for: – purpose of lecture – main content – summary of main points	☐ ☐ ☐	
7. Speaker's response to questions and comments was ENTHUSIASTIC.	☐	
8. Speaker's response to participation was POSITIVE in comments and gestures. Speaker was confident in their presentation.	☐	
9. Good use of EXAMPLES – start simple – relevant to participants – relate to principle or idea – asked group to give example	☐ ☐ ☐ ☐	
10. The group had ample time to ask QUESTIONS.	☐	
11. Speaker asked QUESTIONS requiring more than a superficial answer to assess whether the participants had the same understanding as intended. – cause and effect (what would be the result . . .) IMPACT – solution (how would you solve . . .) APPLICATION – inference (why does this happen . . .) – comparison (is fruit juice the same as fruit drink . . .) – evaluation (which insecticide is better . . .)	☐ ☐ ☐ ☐ ☐	
12. Good EYE-CONTACT with total group.	☐	
13. The speaker established a good RAPPORT with the group . . . – early in class – maintained throughout	☐ ☐	
14. The speaker was sensitive to class interest level and modified presentation if appropriate.	☐	
15. Speaker helped participants apply the information to their own situation.	☐	
16. Speaker REVIEWED major points and ideas throughout lesson.	☐	
17. Summary and conclusion of class handled smoothly.	☐	
18. Used techniques appropriate for assessing whether educational objectives were met.	☐	

91

In summary, adults enjoy and benefit from a variety of teaching techniques. Your effectiveness as an educator will be enhanced if, when choosing teaching strategies, you consider the following points (Spitze, 1970c):

1. Involve your learners in choosing the techniques; they will be more accepting of the situation.

2. Choose real life or simulated learning experiences; learners will see them as being more relevant and be more eager to learn.

3. Involve your learners mentally, emotionally, and physically; interest will be greater, learning more long-term.

4. Use "ego involvement"; if participants have a felt need or interest in the information, motivation and learning are increased.

5. Help learners to experience success; their self-esteem and motivation will be enhanced.

6. Provide pleasure in the learning situation; learners will then be more likely to continue study on their own.

7. Develop skills for independent learning.

References

Alberta Agriculture (1981). *Planning Extension Education Programs: A Guide for Participants of Program Planning and Evaluation Workshop*. Edmonton.

Boocock, Sarane S. and Schild, E.O., eds. (1969). *Simulation Games in Learning*. Sage Publications, New York.

Carmack, Veronica (1970). "Add Sparkle to Your Programs," *Journal of Extension*, p.8, Vol. XVII, May/June.

Douce, Keith G. (1979). "A Blue-Sky Perspective," *Journal of Extension*, p.11, Vol. XVII, May/June.

Engs, Ruth C., and Wantz, Molly (1978). *Teaching Health Education in the Elementary School*. Houghton Mifflin, Boston.

Frewin, Carlos C. (1976). "Selecting and Using Techniques and Aids," *The Teaching of Adults Series*, pub. no. 282.

Knowles, Malcolm S. (1982). *The Modern Practice of Adult Education*. Follett Publishing Co., Chicago.

Leypoldt, Martha M. (1976). *40 Ways to Teach in Groups*. Judson Press, Valley Forge, Pa.

Manitoba Department of Agriculture (1982). *Television Survey and Quarterly News Bulletin Survey*, unpublished.

McLagan, Patricia A. (1978). *Helping Others Learn: Designing Programs for Adults*. Addison-Wesley, Don Mills, Ontario.

National Association for Public Continuing and Adult Education (1972). *Tested Techniques for Teachers of Adults*, Washington.

Potter, David and Anderson, Martin P. (1966). *Discussion — A Guide to Effective Practice*, Wadsworth Publishing Company, Belmont, Ca.

Reeder, William W. (1963). *Methods and Tools for Effective Teaching*, New York State College of Agriculture, Cornell Extension Bulletin 907.

Renner, Peter Franz (1978). *The Instructor's Survival Kit: A Practical Handbook for Sixty Strategies for Classroom Learning*. Training Associates Ltd., Vancouver.

Spitze, Hazel Taylor (1970). *Choosing Techniques for Teaching and Learning*. Home Economics Association, National Education Association, Washington, D.C.

Spitze, Hazel Taylor (1969). "Relevance In Consumer Education: Games as a Teaching Technique for Contemporary Roles," *Illinois Teacher*, Vol. XIII, No. 2, Nov./Dec.

Stephens, Michael D. and Roderick, Gordon W. eds. (1971). *Teaching Techniques in Adult Education*. David and Charles, Newton Abbot, Devon.

Zilmer, Amy E. and Zilmer, Lynn A.C. (1982). *Simulation/Gaming for Health Teaching*, Canadian Health Education Society, No.3, Winter.

92

AN ASSESSMENT and FEEDBACK FORM EXTENSION EDUCATOR TYPE INVENTORY

Each of the four teaching styles identified by the inventory is characterized by a teaching approach, way to present content, and relationship between the educator and the participants. Balance of all four types is necessary for educators to be able to lead participants skillfully through all aspects of the learning cycle. Please mark each of the following items where appropriate and cite instances on the blank spaces provided which illustrate your assessment of each item.

TO WHAT EXTENT DID THIS DESIGN DEPICT THE EXTENSION EDUCATOR:

I. LISTENER - Educates the Concrete Experiencer most effectively.

	LO	**HI**	**CITE**
1. Creating an affective learning environment	0 1 2 3	4 5	_____
2. Encouraging learners to express personal needs freely	0 1 2 3	4 5	_____
3. Assuring that everyone is heard	0 1 2 3	4 5	_____
4. Showing awareness of individual group members	0 1 2 3	4 5	_____
5. Reading non-verbal behavior	0 1 2 3	4 5	_____
6. Preferring that participants talk more than the educator	0 1 2 3	4 5	_____
7. Wanting learners to be self-directed and autonomous	0 1 2 3	4 5	_____
8. Exposing his/her own emotions and experiences	0 1 2 3	4 5	_____
9. Showing empathy	0 1 2 3	4 5	_____
10. Feeling comfortable with all types of expressions (words, gestures, hugs, music, art, etc.)	0 1 2 3	4 5	_____
11. Not worrying about the program	0 1 2 3	4 5	_____
12. Staying in the "Here-and-Now"	0 1 2 3	4 5	_____
13. Being practical ("Going with the flow")	0 1 2 3	4 5	_____
14. Appearing relaxed and unhurried	0 1 2 3	4 5	_____

(45)

TO WHAT EXTENT DID THE DESIGN DEPICT THE EXTENSION EDUCATOR:

II. **DIRECTOR:** Educates the Reflective Observer most effectively

		LO					HI	CITE

1. Creating a perceptual learning environment   0 1 2 3 4 5 _____

2. Taking charge   0 1 2 3 4 5 _____

3. Giving directions   0 1 2 3 4 5 _____

4. Preparing notes and outlines   0 1 2 3 4 5 _____

5. Appearing self-confident   0 1 2 3 4 5 _____

6. Being well organized   0 1 2 3 4 5 _____

7. Evaluating with objective criteria   0 1 2 3 4 5 _____

8. Being the final judge of what is being learned   0 1 2 3 4 5 _____

9. Using lectures   0 1 2 3 4 5 _____

10. Being conscientious (sticking to the announced agenda)   0 1 2 3 4 5 _____

11. Concentrating on a single item at a time   0 1 2 3 4 5 _____

12. Telling participants what to do   0 1 2 3 4 5 _____

13. Being conscious of the time   0 1 2 3 4 5 _____

14. Developing contingency plans   0 1 2 3 4 5 _____

15. Providing examples   0 1 2 3 4 5 _____

16. Limiting and controlling participation   0 1 2 3 4 5 _____

TO WHAT EXTENT DID THE DESIGN DEPICT THE EXTENSION EDUCATION:

III. INTERPRETER: Educates the Abstract Conceptualizer most effectively.

	LO HI	CITE
1. Creating a symbolic learning environment	0 1 2 3 4 5	_____
2. Encouraging learners to memorize and master terms and rules	0 1 2 3 4 5	_____
3. Making connections (ties the past to the present, is concerned with the flow of the teaching design)	0 1 2 3 4 5	_____
4. Integrating theories and events	0 1 2 3 4 5	_____
5. Separating self from learners, observes	0 1 2 3 4 5	_____
6. Sharing ideas, but not feelings	0 1 2 3 4 5	_____
7. Acknowledging others' interpretations as well as own	0 1 2 3 4 5	_____
8. Using theory as a foundation	0 1 2 3 4 5	_____
9. Encouraging generalizations	0 1 2 3 4 5	_____
10. Presenting well-constructed interpretations	0 1 2 3 4 5	_____
11. Listening for thoughts, often overlooking emotions	0 1 2 3 4 5	_____
12. Wanting participant to have a thorough understanding of facts, terminology	0 1 2 3 4 5	_____
13. Using case studies, lectures, readings	0 1 2 3 4 5	_____
14. Encouraging learners to think independently	0 1 2 3 4 5	_____
15. Providing information based on objective data	0 1 2 3 4 5	_____

(47)

TO WHAT EXTENT DID THE DESIGN DEPICT THE EXTENSION EDUCATOR:

III. COACH: Educates the Active Experimenter most effectively.

	LO	HI	CITE

1. Creating a behavioral learning environment   0 1 2 3 4 5 _____

2. Allowing learners to evaluate their own progress   0 1 2 3 4 5 _____

3. Involving participants in activities, discussions   0 1 2 3 4 5 _____

4. Encouraging experimentation with practical application   0 1 2 3 4 5 _____

5. Putting participants in touch with one another   0 1 2 3 4 5 _____

6. Drawing on the strengths of the group   0 1 2 3 4 5 _____

7. Using participants as resources   0 1 2 3 4 5 _____

8. Helping participants to verbalize what they already know   0 1 2 3 4 5 _____

9. Acting as facilitator to make the experience more comfortable and meaningful   0 1 2 3 4 5 _____

10. Being clearly in charge   0 1 2 3 4 5 _____

11. Using activities, projects, and problems based on real life   0 1 2 3 4 5 _____

12. Encouraging active participation   0 1 2 3 4 5 _____

TEACHING TECHNIQUES

ASSIGNED READING

BRAINSTORMING

BUZZ GROUPS

CASE STUDIES

CIRCLE RESPONSES

CONTRACTS

DEMONSTRATION/PRACTICE

MEDIA

PANEL

PROGRAMMED INSTRUCTION

ROLE PLAY

DISCUSSION

STUDENT TEACH

EXPERIMENTS

VALUES CLARIFICATION

FIELD PROJECTS

WORKSHOP

FIELD TRIPS

GAMES/SIMULATIONS

LEARNING LOG

LECTURE