

University of Missouri, St. Louis

IRL @ UMSL

Adult Education Faculty Works

College of Education

January 2017

Involving the adult learner [Extension]

John Henschke
jahenschke@gmail.com

Follow this and additional works at: <https://irl.umsl.edu/adulteducation-faculty>



Part of the [Education Commons](#)

Recommended Citation

Henschke, John, "Involving the adult learner [Extension]" (2017). *Adult Education Faculty Works*. 130.
Available at: <https://irl.umsl.edu/adulteducation-faculty/130>

This Article is brought to you for free and open access by the College of Education at IRL @ UMSL. It has been accepted for inclusion in Adult Education Faculty Works by an authorized administrator of IRL @ UMSL. For more information, please contact marvinh@umsl.edu.

University of Missouri-St. Louis

From the Selected Works of John A. Henschke EdD

2017

Involving the adult learner [Extension]

John A. Henschke, EdD



Available at: https://works.bepress.com/john_henschke/98/

INVOLVING
THE
ADULT LEARNER

FOR

UNIVERSITY OUTREACH

AND

EXTENSION FACULTY

by

DR. JOHN A. HENSCHKE

CONTINUING EDUCATION SPECIALIST – UO/E

ASSOCIATE PROFESSOR OF

ADULT EDUCATION/ANDRAGOGY –

UM/ST. LOUIS

TABLE OF CONTENTS

<u>TOPIC</u>	<u>PAGE #s</u>
I. HOW ADULTS LEARN -----	1 - 4
A. Beliefs & Notions about Adult Learners -----	5
B. Learning Styles – Acquiring & Internalizing Information ---	6 - 11
II. HOW PEOPLE TEACH -----	12
A. Perceptions Concerning Qualities of Effective Teachers -----	12
B. Four Teaching Styles Providing and Engaging Information -----	13 -38
C. Turning Educational Needs into Objectives -----	39
III. THE PROCESS OF COMBINING TEACHING/LEARNING	
A. Phases of the Process -----	40
B. Sequential Steps in Moving the Process Forward -----	41
C. Designing a Pattern for Small Groups & Large Groups -----	42- 44
IV. TECHNIQUES, METHODS & MEDIA	
A. Teaching Tips -----	45
B. Learning Techniques -----	45
C. Small Groups & Large Groups -----	46 -50
D. Guidelines for Using Educational Techniques -----	47
V. HOW TO IMPLEMENT THE PREPARED PLAN -----	50 -57
A. Room Layout Considerations -----	58
B. Making the Learning Experience Live -----	55 -56
C. Action Plans for Participants -----	59 -60

Methods and Techniques for Teaching Adults

- ▶ Andragogy -- The Art and Science of Helping Adults Learn
- ▶ Pedagogy -- The Art and Science of Teaching Children
 - ▶ Assumptions - 6
 - ▶ Processes - 7

Assumptions & Processes -1

- ▶ Assumptions
 - ▶ self-concept
 - ▶ experience
 - ▶ social roles
 - ▶ time perspective
 - ▶ motivation
 - ▶ why important

As you are readying yourself to teach adults, what would/do you focus on regarding your:

3

1. Beliefs and notions about adult learners.
2. Perceptions concerning qualities of effective teachers.
3. Phases and sequences of the learning process.
4. Teaching tips and learning techniques.
5. Implementing the prepared plan.

As you are readying yourself to teach adults, what would/do you focus on regarding your:

1. Beliefs and Notions About Adult Learners

THE LEARNING STYLE INVENTORY

6

This survey is for describing how you learn--the way you find out about and deal with ideas and situations in your life. Different people learn best in different ways. The different ways of learning described in the survey are equally good. The aim is to describe how you learn, not to evaluate your learning ability. You might find it hard to choose the descriptions that best characterize your learning style. Keep in mind that there are no right or wrong answers--all the choices are equally acceptable.

Instructions:

There are nine sets of four descriptions listed in this inventory. Mark the words in each set that are most like you, second most like you, third most like you and least like you. Put a four (4) next to the description that is most like you, a three (3) next to the description that is second most like you, a two (2) next to the description that is third most like you and a one (1) next to the description that is least like you (4 = most like you; 1 = least like you). Be sure to assign a different rank number to each of the four words in each set; do not make ties.

Example:

A. 4 happy 3 fast 1 angry 2 careful

(Some people find it easiest to decide which word best describes them (4 happy) and then to decide the word that is least like them (1 angry). Then you can give a 3 to that word in the remaining pair that is most like you (3 fast) and a 2 to the word that is left over (2 careful).

- | | | | | |
|----|---|--------------------------------------|--|--|
| 1. | <input type="checkbox"/> discriminating | <input type="checkbox"/> tentative | <input type="checkbox"/> involved | <input type="checkbox"/> practical |
| 2. | <input type="checkbox"/> receptive | <input type="checkbox"/> relevant | <input type="checkbox"/> analytical | <input type="checkbox"/> impartial |
| 3. | <input type="checkbox"/> feeling | <input type="checkbox"/> watching | <input type="checkbox"/> thinking | <input type="checkbox"/> doing |
| 4. | <input type="checkbox"/> accepting | <input type="checkbox"/> risk taker | <input type="checkbox"/> evaluative | <input type="checkbox"/> aware |
| 5. | <input type="checkbox"/> intuitive | <input type="checkbox"/> productive | <input type="checkbox"/> logical | <input type="checkbox"/> questioning |
| 6. | <input type="checkbox"/> abstract | <input type="checkbox"/> observing | <input type="checkbox"/> concrete | <input type="checkbox"/> active |
| 7. | <input type="checkbox"/> present-oriented | <input type="checkbox"/> reflecting | <input type="checkbox"/> future-oriented | <input type="checkbox"/> pragmatic |
| 8. | <input type="checkbox"/> experience | <input type="checkbox"/> observation | <input type="checkbox"/> conceptualization | <input type="checkbox"/> experimentation |
| 9. | <input type="checkbox"/> intense | <input type="checkbox"/> reserved | <input type="checkbox"/> rational | <input type="checkbox"/> responsible |

Scoring Instructions:

The four columns of words correspond to the four learning style scales: CE, RO, AC and AE. To compute your scale scores, write your rank numbers in the boxes below only for the designated items. For example, in the third column (AC), you would fill in the rank numbers you have assigned to items 2, 3, 4, 5, 8 and 9. Compute your scale scores by adding the rank numbers for each set of boxes.

Score items: <u>2 3 4 5 7 8</u> 	Score items: <u>1 3 6 7 8 9</u> 	Score items: <u>2 3 4 5 8 9</u> 	Score items: <u>1 3 6 7 8 9</u>
CE = ____	RO = ____	AC = ____	AE = ____

To compute the two combination scores, subtract CE from AC and subtract RO from AE. Preserve negative signs if they appear.

AC - CE: AC - CE = _____

AE - RO: AE - RO = _____

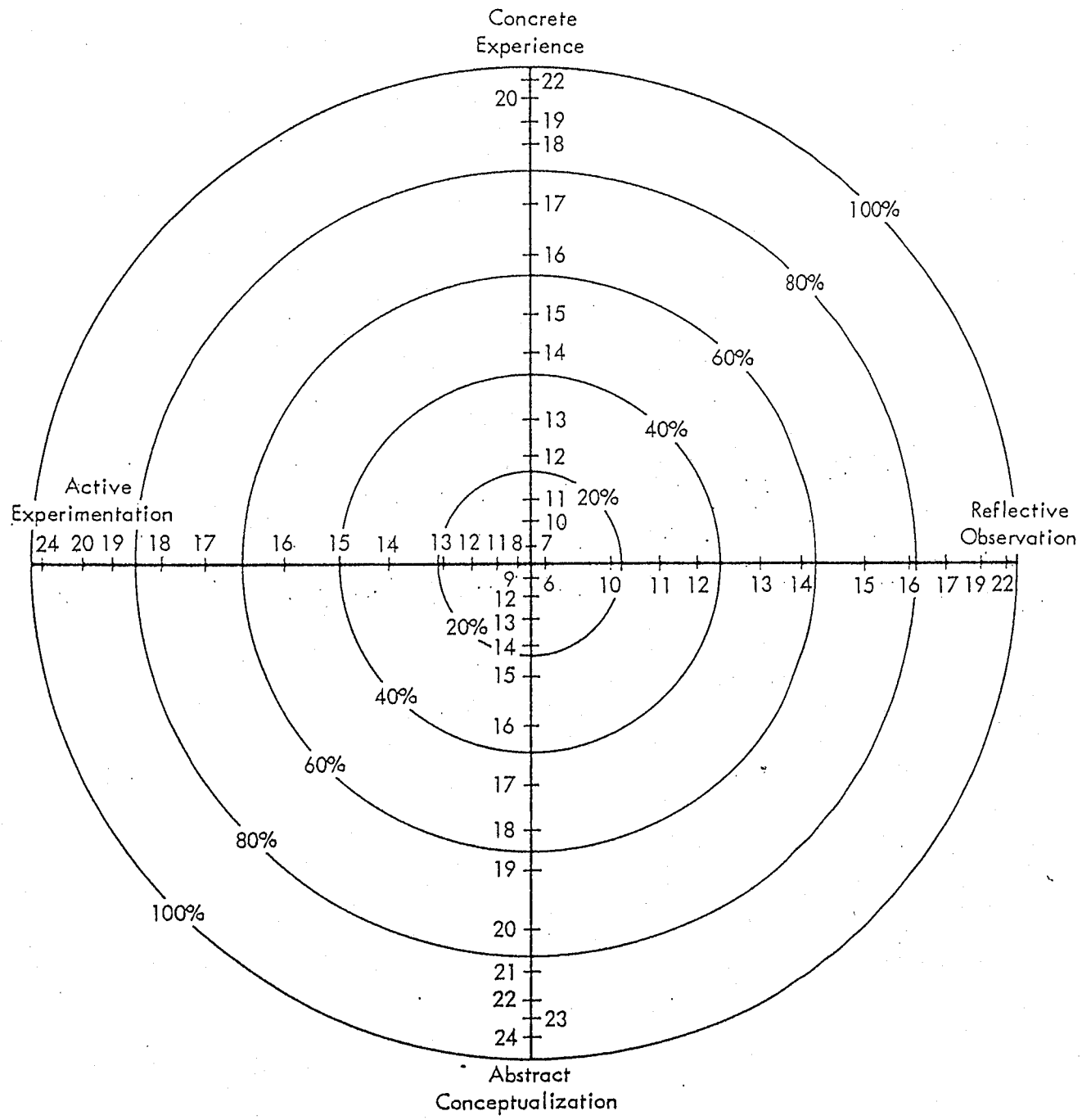


FIGURE 2-1 The Learning Style Profile Norms for the Learning Style Inventory (Copyright 1976 by David A. Kolb)

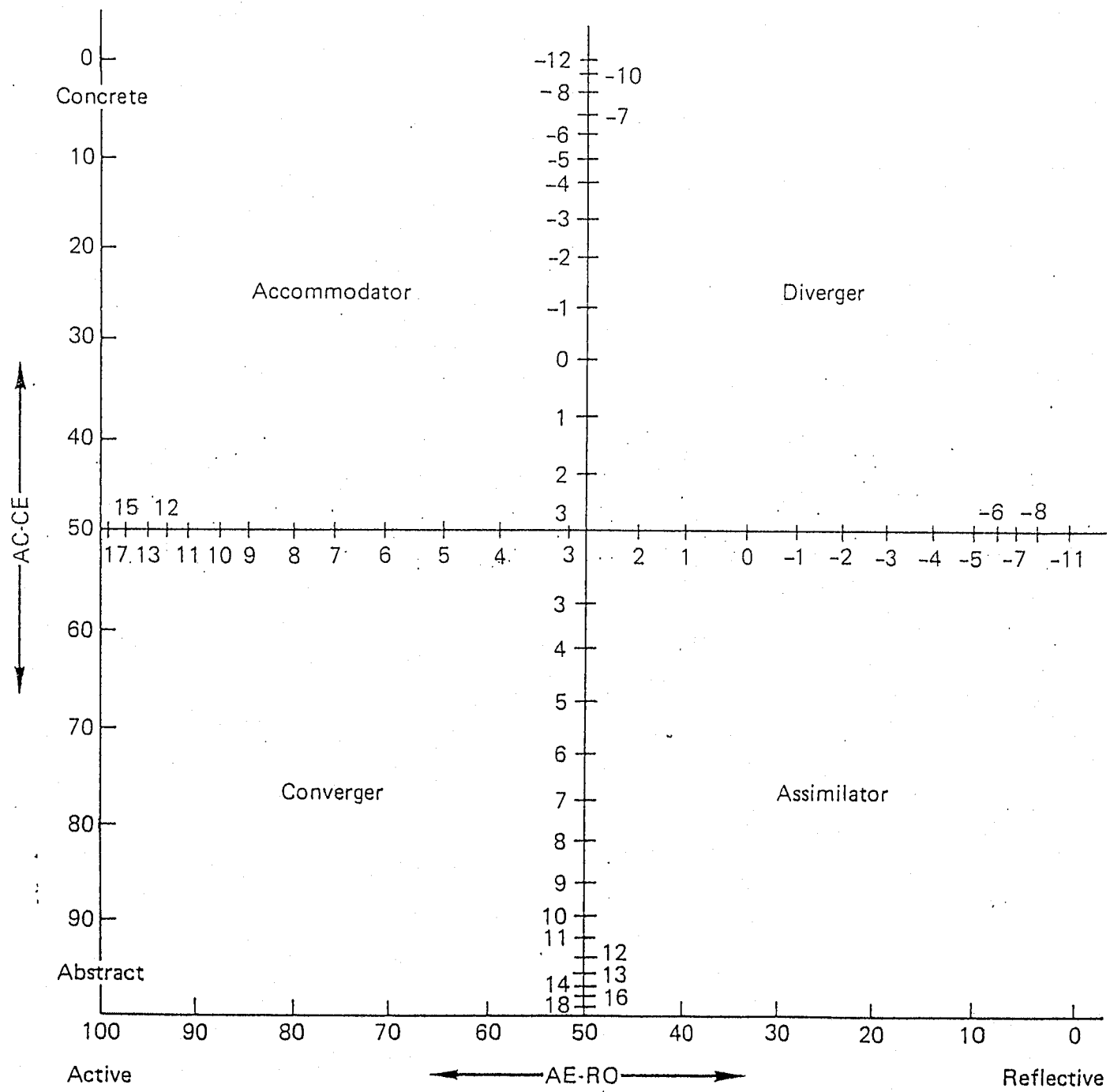


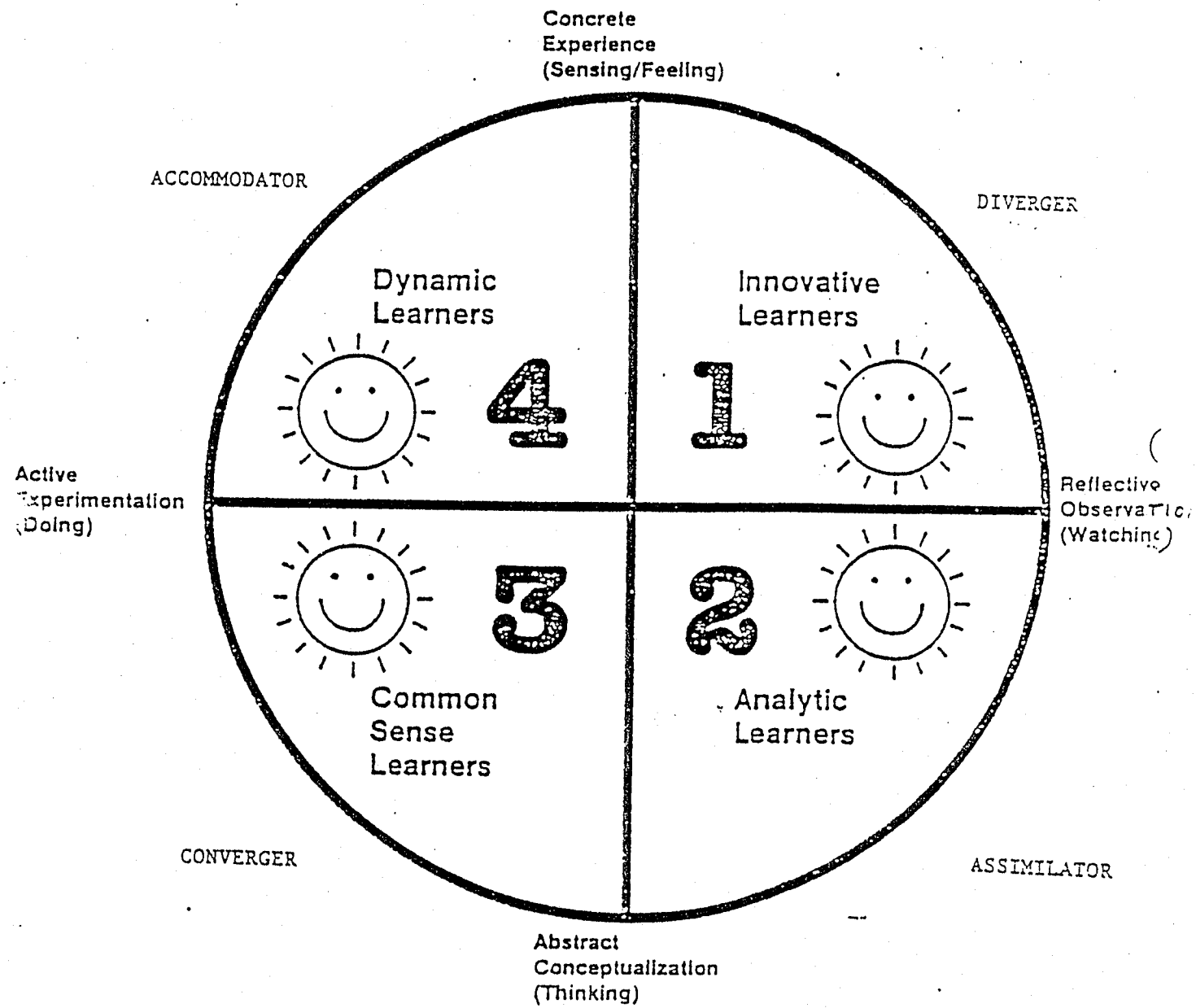
FIGURE 2-2 Learning Style Type Grid (Copyright 1976 by David A. Kolb)

16

9

LEARNING STYLE CHARACTERISTICS

The following descriptions were formed by combining the major findings of the learning style researchers.



LEARNING STYLES

What are they?

- People Learn in Different Ways
- 1. Perceive - How We Take It In
 - Sense and Feel: Concrete Reality
 - Think: Abstract Reasoning
- 2. Process - How We Make It Part Of Ourselves
 - Active: Jump In and Try It
 - Reflective: Watch What's Happening, Reflect On It

LEARNING STYLE CHARACTERISTICS

	STYLE ONE "Innovative Learners" Diverger	STYLE TWO "Analytic Learners" Assimilator	STYLE THREE "Common Sense Learners" Converger	STYLE FOUR "Dynamic Learners" Accommodator
Seek	Meaning	Facts	Usability	Hidden Possibilities
Need to	Be involved personally	Know what the experts think	Know how things work	Know what can be done with things
Learn by	Listening and sharing ideas	Thinking through ideas	Testing theories in ways that seem sensible	Trial and error, self-discovery
Reality	Absorb	Form	Edit	Enrich
Perceive information	Concretely	Abstractly	Abstractly	Concretely
Process information	Reflectively	Reflectively	Actively	Actively
They	<p>Are interested in people and culture</p> <p>Are divergent thinkers</p> <p>Believe in their own experience</p> <p>Excel in viewing concrete situations from many perspectives</p> <p>Model themselves on those they respect</p>	<p>Are less interested in people than ideas and concepts</p> <p>Critique information and are data collectors</p> <p>Are thorough and industrious</p> <p>Will re-examine facts if situations perplex them</p> <p>Enjoy traditional classrooms</p> <p>Schools are designed for them</p>	<p>Use factual data to build designed concepts</p> <p>Need hands-on experiences</p> <p>Enjoy solving problems</p> <p>Resent being given answers</p> <p>Restrict judgement to concrete things</p> <p>Have tolerance for "fuzzy" ideas</p> <p>Need to know how things are asked to do will help in "real life"</p>	<p>Are adaptable to change and relish it</p> <p>Like variety</p> <p>Excel in situations calling for flexibility</p> <p>Tend to take risks</p> <p>Are at ease with people</p> <p>Sometimes are seen as pushy</p> <p>Often reach accurate conclusions in absence of logical justification</p>
8. Function	Through social interaction	By adapting to experts	Through inferences drawn from sensory experience	By acting and testing experience
9. Strength	Innovation and imagination	Creating concepts and models	Practical application and ideas	Action, carrying out plans
10. Goals	Self-involvement in important issues, bringing unity to diversity	Self-satisfaction and intellectual recognition	To bring their view of present into line with future security	To make things happen, to bring action to concepts
11. Favorite Question	Why or why not?	What?	How does this work?	What can this become?
12. Careers	Counseling, Personnel, Humanities, Organizational Development	Basic Sciences, Math, Research, Planning Departments	Engineering, Physical Sciences, Nursing, Technicians	Marketing, Sales, Action-Oriented Managerial Jobs



As you are readying yourself to teach adults, what would/do you focus on regarding your:

2. Perceptions Concerning Qualities of Effective Teachers

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
--	---	--

37
14

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:	1a_____	D:	1b_____	I:	1c_____	C:	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_____

(15)

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 than 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

(16) (33)

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

Educator Type Inventory (Interpretation Sheet)

- Each of the four (4) styles identified by the Educator Type Inventory (ETI) is characterized by a:
 - certain teaching approach
 - way of presenting content
 - relationship between
 - teacher &
 - learners

Listener

18

Director

Interpreter

Coach

Listener (L)

- Creates and affective learning environment
- Teaches Concrete Experienter most effectively
- Encourages learners to express personal needs freely

Listener (cont'd-2)

- Assures that everyone is heard
- Shows awareness of individual group members
- Reads nonverbal behavior
- Prefers that learners talk more than the facilitator

Listener (cont'd-3)

- Wants learners to be self-directed and autonomous
- Exposes own emotions and experiences
- Shows empathy
- Stays in the “here-and-now”

Listener (cont'd-4)

- Feels comfortable with all types of expression
- Does not seem to “worry” about the learning
- Is practical (“goes with the flow”)
- Appears relaxed and unhurried

Director (D)

- Creates a perceptual learning environment
- Teaches Reflective Observer most effectively
- Takes charge

Director (cont'd-2)

- Gives directions
- Prepares notes and outlines
- Appears self-confident
- Is well organized
- Evaluates with objective criteria

Director (cont'd-3)

- Is the final judge of what is learned
- Uses lectures
- Is conscientious (sticks to the announced agenda)
- Tells participants what to do

Director (cont'd-4)

- Concentrates on a single item at a time
- Is conscious of time
- Develops contingency plans
- Provides examples
- Limits & controls participation

Interpreter (I)

- Creates a symbolic learning environment
- Teaches Abstract Conceptualizer most effectively
- Encourages learners to memorize & master
< terms & < rules

Interpreter (cont'd-2)

- Makes connections
(past/present & design flow)
- Integrates theories and events
- Separates self from learners,
observes
- Shares ideas but not feelings

Interpreter (cont'd-3)

- Acknowledges others' interpretations as well as own
- Uses theory as a foundation
- Encourages generalizations
- Presents well-constructed interpretations

Interpreter (cont'd-4)

- Listens for thoughts: often overlooks emotions
- Wants learners to have a thorough understanding of facts, terminology

Interpreter (cont'd-5)

- Uses case studies, lectures, readings
- Encourages learners to think independently
- Provides information based on objective data

Coach (C)

- Creates a behavioral learning environment
- Teaches Active Experimenter most effectively
- Allows learners to evaluate their own progress

Coach (cont'd-2)

- Involves learners in activities, discussion
- Encourages experimentation with practical application
- Put learners in touch with one another

Coach (cont'd-3)

- Uses learners as resources
- Helps learners to verbalize what they already know
- Acts as facilitator to make the experience more comfortable and meaningful

Coach (cont'd-4)

- Draws on strengths of the group
- Is clearly in charge
- Uses activities, projects, and problems based on real life
- Encourages active participation

WORKSHEET FOR STATING LEARNING OBJECTIVES*

One of the outcomes of this program I would like to see is:

BEHAVIORAL ASPECT	CONTENT AREAS
To develop KNOWLEDGE about <u>Knowledge-</u> generalizations about experience; internalization of information	
To develop UNDERSTANDING of <u>Understanding-</u> Application of information and generalizations	
To develop SKILL in <u>Skills-</u> Incorporation of new ways of performing through practice	
To develop ATTITUDES toward <u>Attitudes-</u> Adoption of new feelings through experiencing greater success with them than with old feelings	
To develop VALUES of <u>Values-</u> The adoption and priority arrangements of beliefs	
To develop INTEREST in <u>Interest-</u> Satisfying exposure to new activities/experiences	

*Knowles, Malcolm S. (1980). The modern practice of adult education. (2nd. ed.). New York: Cambridge Book Co.

As you are readying yourself to teach adults, what would/do you focus on regarding your:

3. Phases and Sequences of the Learning Process

49

Assumptions & Processes -2

- ▶ Processes
 - ▶ Learning Climate
 - ▶ Mutual Planning
 - ▶ Diagnose Needs
 - ▶ Setting Objectives
 - ▶ Design Pattern
 - ▶ Conduct Activities
 - ▶ Evaluation & Rediagnose

APPLICATION WORKSHEET

Choosing the Design

"An Introduction to Helping Adults Learn and Change" by Russell D. Robinson, PhD

42

What is the primary focus of the program?

- _____ to solve individual needs or problems
- _____ to solve group needs or problems
- _____ to solve community needs or problems

How many learners will be involved? _____

What is the setting or format in which the learning will take place?

- _____ individual setting
- _____ group setting
- _____ community setting

What resources will be available?

Time: _____

Place and facilities: _____

Leadership and resource people: _____

Materials and devices: _____

What will be the primary instructional goals?

_____ to inform, disseminate knowledge, develop understanding

Example(s): _____

_____ to teach skills, new behaviors

Example(s): _____

_____ to change attitudes, values, opinions, feelings

Example(s): _____

_____ to encourage creativity

Example(s): _____

I have a deep commitment to applying principles of adult learning in everything I do—even in one-hour keynote speeches. Indeed, one of the most frequent (and gratifying) comments I get on evaluation sheets of my sessions is, "Malcolm practices what he preaches!" This makes me both happy and sad—sad that it should be such a noteworthy behavior.

My foundational principle of adult learning in making presentations is that the learners be active participants in a process of inquiry; rather than passively receive transmitted content. A second principle is that the process should start with and build on the backgrounds, needs, interests, problems, and concerns of the participants. My experience is that when people have the opportunity to learn by taking some initiative and perceiving the learning in the context of their own life situations, they will internalize more quickly, retain more permanently, and apply more confidently. And I am convinced that every learning experience should result in both some acquisition of content and some enhancement of their self-directed learning competencies.

Theory of Large Meetings

These principles also provide the foundation of my special theory of large meetings, which are a prominent mode in conferences. The additional basic premise of this special theory is that the educative quality of a large meeting is directly a function of the quantity and quality of interaction in the meeting. This is to say that the more the interaction within and among the various elements of a large meeting, the greater the learning is likely to be. A second premise of the theory is that there are three areas in which interaction can be influenced: (1) the platform itself, (2) the audience, and (3) the relationship between the platform and the audience. Let us examine the possibilities of each in turn.

Interaction on the platform is at its lowest point with single speaker or film. The amount of interaction can be moved up a notch by adding a chalkboard, flip chart, Instrip, or some other visual aid for the speaker to use. Interaction can be increased another notch by adding one other person, so that two people are interacting in debate, dialogue, or interview. Maximum interaction can be achieved by introducing two or more people to the platform for a symposium, panel discussion, group interview, dramatic skit, or demonstration.

Interaction between the platform and the audience is at its first level up from passive with an invitation to the audience to ask questions of the speaker following the presentation. A still-higher level of interaction can be achieved by bringing representatives of the audience on to the platform to serve as "reaction" or "watchdog" teams. A reaction team is asked simply to listen to the presentation and then to give its reactions in a series of statements or through a panel discussion. A watchdog team is asked to listen for terminology or concepts it thinks members of the audience may not fully comprehend and to interrupt the presentation at any time to ask for clarification. To the extent that the people selected to serve on the teams are truly representative of the main characteristics of the audience (in terms of age, gender, special interests, occupations, and geography), to that extent will the audience psychologically identify with the interaction on the platform.

Interaction among members of the audience can be promoted in several ways. The audience can be asked to meet in small groups of from two to five or six without moving from their seats and perform several functions: (1) Before a presentation, they can be asked to take a few minutes to pool the questions or issues they would like the speaker to address and have one member summarize the result—thus, in effect, outlining the speech for the presenter; (2) before a presentation the audience can be asked to serve as "listening teams" according to the section of the room they are sitting in—one section to listen to the presentation for points requiring clarification (the clarification team), another for points with which they disagree (the rebuttal team), another for points they wish to have elaborated on (the elaboration team), and a fourth for problems of practical application they wish the speaker to address (the application team). After the presentation the teams are asked to "buzz" in groups of four or five to pool their thinking about the points they want raised, following which one member of each group gives a summary of its deliberations and the

speaker responds to each item in turn, until time runs out or all items are discussed; (3) following a presentation, the audience can be asked to form buzz groups to discuss for a few minutes how they plan to apply one or more of the ideas contained in the presentation, with the results being summarized by one member of each group.

Occasionally ~~on a half-hour~~ I ~~add a~~ component in the design, which I think of as "back-home application," but which in the literature is usually referred to as "transfer of training." I ask the participants to reflect for five minutes on their experience so far and to select one or two ideas they have picked up that they think they would like to try out in their back-home situations. After five minutes I ask them to form groups of four or five and take turns describing to other members of their group (1) the idea they would like to experiment with; (2) the steps they would take in applying it; and (3) any obstacles or resistances they anticipate encountering in putting it into effect. After a reasonable amount of time (depending upon the time available), I call them back to order and invite volunteers to present their plans to the total audience. After each presentation, I invite members of the audience to react to the plan and, particularly, to suggest strategies for dealing with the obstacle and resistances. During the last five minutes or so I add my own ideas about strategies for bringing about change.

- I.
- II.
- III.
- IV.
- V.

ADULT LEARNING

EXERPTS FROM
Applying Principles of Adult Learning in Conference Presentations

A learning design model is shaped by the arrangement of various types of activity units—the building blocks of educational architecture—in a pattern prescribed by the theme or process of the model. In keeping with the architectural analogy, this approach to the designing of learning is akin to the architectural doctrine that “form follows function.”

The following six types of activity units are available to model designers:

- 1.) *General sessions*: meetings of all participants as a whole, with a variety of patterns of platform presentation and audience participation as described under “Large Meetings” in Chapter 7.
- 2.) *Small groups* of various sizes and for a variety of purposes, including
 - Topical discussion groups*: groups organized for the purpose of reacting to, testing the meaning of, or sharing ideas about informational inputs from reading or speakers on given topics;
 - Laboratory groups*: groups organized for the purpose of analyzing group behavior, experimenting with new behavior, and sharing feedback regarding the effects of various behaviors;
 - Special interest groups*: groups organized according to categories of interests of participants for the purpose of sharing experiences and exploring common concerns;
 - Problem-solving groups*: groups organized to develop solutions to procedural or substantive problems of concern to the total assembly;
 - Planning groups*: groups organized to develop plans for activities within the design for back-home application;
 - Instructional groups*: groups organized to receive instruction through the services of resource experts in specialized areas of knowledge, understanding, or skill;
 - Inquiry groups*: groups organized to search out information and report their findings to the total assembly;
 - Evaluation groups*: groups organized for the purpose of developing proposals for evaluating the results of the activity for the approval of the total assembly and perhaps executing the approved plans;
 - Skill practice groups*: groups organized for the purpose of practicing specified categories of skills;
 - Consultative groups*: groups organized for the purpose of giving consultative help to one another;
 - Operational groups*: groups organized for the purpose of carrying responsibilities for the operation of the activity, such as regards room arrangements, refreshments, materials preparation, equipment operation, etc.;
 - Learning-teaching teams*: groups which take responsibility for learning all they can about a content unit and sharing what they have learned with the total assembly;
 - Dyads*: two-person groups organized to share experiences, coach each other, plan strategies, or help each other in any other way;
 - Triads*: three-person groups organized for mutually helpful purposes;
 - Buzz groups*: randomly organized groups that meet in a general assembly to pool problems, ideas, or reactions and report them through a spokesman to the assembly.
- 3.) *Individual consultation, counseling, or directed study*: in which the services of resource persons are made available to individual participants for personalized help.
- 4.) *Reading*: the scheduling of special times (between meetings) for reading hand-out materials or a selection of references.
- 5.) *Recreation, worship, or meditation*: periods of time set aside for socialization, religious activity, or creative solitude.
- 6.) *Preparatory activity*: things the participants are invited to do before the learning activity starts, such as reading, self-analysis, data collection, etc.

As you are readying yourself to teach adults, what would/do you focus on regarding your:

4. Teaching Tips and Learning Techniques

GUIDELINES FOR USING EDUCATIONAL TECHNIQUES

85
47

1. How does your selection and use of a particular educational technique fit into your understanding of the way people learn or change (learning theory)?
2. What position does this educational technique hold in the context of learning objectives toward which you are working in this educational experience (learning design)?
3. What immediate and observable needs does this educational technique meet at this time with these participants (specific relevance)?

Figure 13-2: Appropriate Teaching Techniques for Defined Objectives

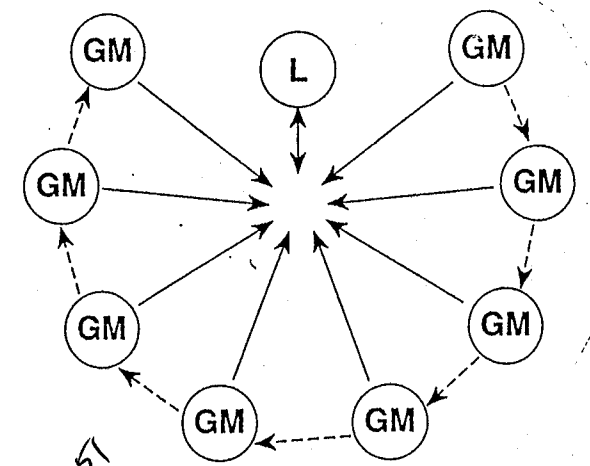
48

Teaching Techniques	Knowledge/Awareness	Understanding	Skills/Behaviour	Values/Priorities	Attitudes
Assigned Reading	X	X			
Brainstorming	X				
Buzz Groups	X	X		X	
Case Studies		X		X	X
Circle Responses	X	X		X	X
Contracts			X		
Demonstration/Practice		X	X		
Discussion	X	X		X	X
Experiments	X	X	X		
Field Trips	X	X			
Field Projects	X	X	X		
Games/Simulations		X	X		
Learning Log		X	X		X
Lecture	X	X		X	
Media	X				
Panel	X	X			
Programed Instruction	X	X			
Role Play	X	X			X
Student Teaching	X	X	X	X	X
Values Clarification					X
Workshop	X	X	X	X	

P.122

CH.13

Source: Renner, 1980a; McLagan, 1978a; Frewin, 1976a



P. 49-51

Circle Response (or Small Circles of Knowledge)

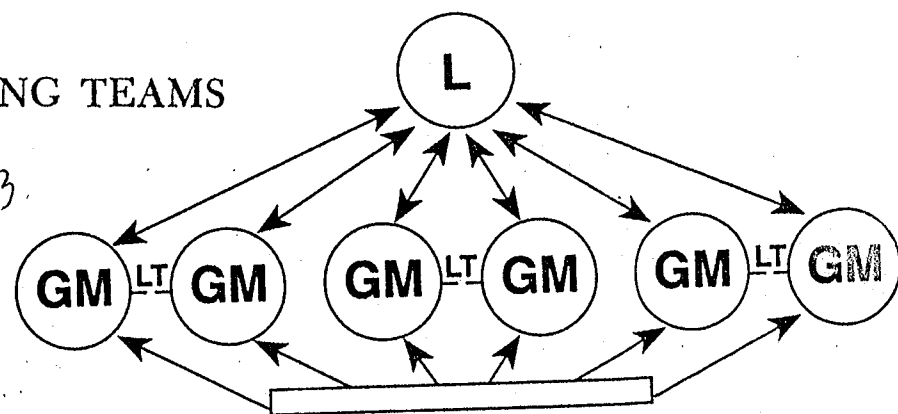
P.130 CH.13

This technique is useful with a 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." Each person then briefly states his or her 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, participants may not skip their turn or contribute until it is their turn. No one is allowed to criticize anyone's contribution.

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

24. LISTENING TEAMS

PP-82-83



49

(2) before a presentation the audience can be asked to serve as "listening teams" according to the section of the room they are sitting in—one section to listen to the presentation for points requiring clarification (the clarification team), another for points with which they disagree (the rebuttal team), another for points they wish to have elaborated on (the elaboration team), and a fourth for problems of practical application they wish the speaker to address (the application team). After the presentation the teams are asked to "buzz" in groups of four or five to pool their thinking about the points they want raised, following which one member of each group gives a summary of its deliberations and the

FROM
P. 43

speaker responds to each item in turn, until time runs out or all items are discussed;

QUESTIONS FOR INQUIRY

50

1. What technique(s) would you use for teaching about learning styles to

- Each kind of learner, or

- To complete the learning cycle?

A. The Innovative Learner - Diverger?

B. The Analytic Learner - Assimilator?

C. The Common Sense Learner - Converger?

D. The Dynamic Learner - Accomodator?

As you are readying yourself to teach adults, what would/do you focus on regarding your:

5. Implementing the Prepared Plan

(51)

MATERIALS & METHODS

In Adult
and Continuing Education

INTERNATIONAL — ILLITERACY

Editor

CHESTER KLEVINS

TRAINING TEACHERS OF ADULTS414
John A. Henschke

KLEVINS PUBLICATIONS Inc.
Los Angeles

52
816

Training Teachers of Adults

John A. Henschke

Associate Professor Adult Education
University of Missouri-St. Louis

The adult continuing education literature and popular belief suggest that competence in subject matter has traditionally served as a sufficient qualification for individuals who teach adults. For most educators and trainers in programs serving adults, neither adult teaching experience nor formal preparation for teaching the adult learner is a requirement for obtaining a position. Many of the institutions conducting adult education programs have no requirement for teachers other than knowledge of the content of the subject to be taught. It is assumed by many that if one knows the content or subject matter, competence in teaching it to other adults is automatically included in that knowing.

Results of this process of teacher assignment has often led to dropouts in a wide variety of programs. While it cannot be assumed that everything lacking in a learning experience points to the teacher, teacher performance obviously has some responsibility.

The number of adults involved in learning experiences of one kind or another has recently risen exponentially: currently, 23 million Americans — 10 million more than 15 years ago. It is also known that adults as consumers of education or learning have become increasingly sophisticated in their knowledge of what constitutes good teachers. Furthermore, adults are for the most part voluntary learners and will disappear if their needs as determined by themselves, are not met in that educational or training program. In addition, even those adults who are required by some boss or employer to remain for whatever reason, will have psychologically "checked out" of the learning experience if their perceived learning needs are not met. Today's rapidly changing, technologically oriented society has created a need for teachers and trainers whose outlook reflects understanding and concern for the unique needs of the adult learner.

Many institutions have not been willing to insist that a teacher must become equipped for teaching adults by participating in a systematic training program; nor have they provided the opportunity for those teachers who would become involved willingly. This chapter is designed primarily to assist the non-experienced teacher of adults and, also, will be useful to those who have some experience and training in the field.

There are five important building blocks of a systematic training program for non-experienced teachers of adults:

1. Beliefs and notions about adult learners.
2. Perceptions concerning qualities of effective teachers.
3. Phases and sequences of the learning process.
4. Teaching tips and learning techniques.
5. Implementing the prepared plan.

The best results will be attained by making improvements on each building block as it applies to a specific teaching situation. Each step taken will lead to some improvement. The more steps that are taken, the more improvement will result.

I. BELIEFS AND NOTIONS ABOUT ADULT LEARNERS

The first building block seems to be a reflective starting point for the teacher. Who is this learner we call an adult? Many definitions are in current usage. The following descriptors adapted from the works of Malcolm S. Knowles⁶ and Frank Hoffman⁷ would seem to characterize the notion of the adult as a learner.

First, the adult learner has a concept of self that has the potential and desire for increasing self-directiveness which is interdependent and not in isolation. This means that in the learning situation the adult:

1. Accepts and loves responsibility.
2. Orients toward the future.
3. Values initiative.
4. Opens to opportunities.
5. Solves problems
6. Is creative.
7. Ideology

The key for the teacher is to design programs to take advantage of the learner's potential and desire for increasing interdependent self-direction.

Second, as an adult learns, grows, and develops, he or she builds an increasing reservoir of experience. This experience becomes a vast resource to draw on for helping others to learn as well as advancing one's own learning. Thus, structuring the learning situation to take advantage of those resources should at least help to:

1. Create positive attitudes in the learner toward the instructor, one's self as a learner, the subject and learning situation, expectancy for success.
2. Relate the instruction to the learner's needs.
3. Increase stimulation of the learner's attention, awakens, awareness, interest, involvement, and interaction.
4. Encourage, optimize and integrate learner emotion.
5. Achieve the learner's progress toward self-chosen goals.
6. Reinforce learner participation, positive changes and continuous learning.

II. PERCEPTIONS CONCERNING QUALITIES OF EFFECTIVE TEACHERS

The second building block focuses upon the teacher. It is self-diagnostic. What are qualities of effective teachers? How do I measure up? Where do I need improvement? How will I accomplish that improvement? From David W. Cochran¹ and many other sources comes an overall picture of the abilities and qualities teachers need to help assure satisfactory learning by the learners.

5

QUALITIES OF AN EFFECTIVE TEACHER

- Interest in the Students and the Subject Being Studied.** Students are quick at determining how interested teachers are in them and the subject being taught. You can't have one to the exclusion of the other. Effective teachers demonstrate sincere concern and interest in their students' progress and well-being.
- Ability to Communicate Well.** Communication is the act of helping others learn concepts, skills and attitudes. Teachers communicate by speaking, listening and writing. Communication includes presenting material in a clear and straightforward manner using language and written materials geared to learners' comprehension levels. Since learning is an active process, communication methods used must actively engage students.
- Good Knowledge of the Subject.** Successful teachers and trainers have a thorough and comprehensive knowledge of the subject they are teaching. The expectation of students is that the teacher will be able to respond to their questions and help them develop their areas of interest. However, when challenged by a question, the teacher of adults needs to admit to not knowing the answer as well as expressing willingness to work with the student to find the answer.
- Prepared to Teach the Lesson.** Good teaching and good planning go hand in hand. Planning requires an investment of time. It should be a joint venture done with students so that their needs are addressed. The basic ingredients of planning are establishing goals, selecting techniques and materials to achieve these goals, and evaluating to see if the goals have been met.
- Enthusiastic.** Enthusiasm is catching. If one is deeply interested in a group of ideas, a set of facts, or a type of work, one is also more likely to get others interested. Enthusiasm is the natural celebration of the joy of learning a new bit of knowledge or a new skill. Students love enthusiastic teachers, and will as a result get "steamed up" about learning. It affords them the opportunity to explore new ideas and expand themselves in new directions with the support of a knowledgeable and exciting teacher.

Other qualities of an effective teacher would certainly include: **Desire to Instruct, A Sense of Humor, Being Flexible, Tact, Patience, Using a Variety of Teaching Techniques, Sensitivity and Courtesy.**

Using Figure 1, "map out" plans to make the improvements needed in your teaching practice.

III. PHASES AND SEQUENCES OF THE LEARNING PROCESS.

The third building block for equipping non-experienced teachers of adults is to focus on the various phases and sequential steps in the learning process. When learning is viewed as a learner merely absorbing a body of information, then teaching becomes the vehicle for "throwing" or "spraying" as much information as possible at the learner. However, when learning is understood as a process which has a number of manageable steps in which the learner becomes deeply involved, then teaching becomes the vehicle and road map for helping the

To What Extent, in my teaching, do I:						What Will I Do To Make the Improvements I Want?
Scale	0	1	2	3	4	
Show interest	_____					
	Lo				Hi	
Communicate well	_____					
	Lo				Hi	
Possess Knowledge	_____					
	Lo				Hi	
Prepare Plans	_____					
	Lo				Hi	
Exhibit Enthusiasm	_____					
	Lo				Hi	

	Lo				Hi	

1. Place a "P" indicating present level on each item;
 2. Place a "D" indicating desired level of performance on each item; and,
 3. Develop a professional development plan on what you will do to move yourself from present level to desired level on each item. (List in space provided at right above.)

FIGURE 1

learner internalize, develop, practice, and refine proficiency in the application and use of that knowledge.

An interesting model which Cochran¹ has suggested is that the teacher keep the learners yearning, learning, earning, and returning. This means that the teacher needs to be a guide and:

- Provide that for which the learner's **Yearn**, such as: new and advanced parts of the subject; developing a spirit of inquiry; another expert resource on the topic; reading and studying outside; being helped to find out answers to their questions.
- Provide that which will help the learner's **Learn**, such as: incremental parts of the subject; using time well; classroom group involvement; being well prepared.
- Provide that which will help the learners **Earn**.

Success Confidence
 Praise Interest.

(5)

4. Provide that which will cause the learners to **Return**.
 For enthusiasm. For finding sincere teacher interest.
 For moving forward. For experiencing affirmation.
 For sharing their learnings and progress.

Another way to look at the *learning process* may be portrayed through an adaptation of Gene Custer.²

1. Determine the content to be included.
 - Identify specific knowledge and skills to be taught.
 - Know who will be in the program.
 - Determine present level of performance.
 - Establish objectives.
 - Design performance test.
 - Determine learning points.
2. Determine learning techniques to be used.
 - Look at the task and the way results are achieved.
 - Determine learner's orientation — visual, auditory/verbal or physical.
 - Determine whether information is processed, learned, and applied, systematically or intuitively.
 - Determine whether learner motivation is low or high.
 - Select media and techniques.
 - Determine how to use the media and techniques.
3. Organize and develop the training presentation.
 - Organize and sequence content.
 - Design and develop handouts.
 - Develop plan for delivery.
4. Deliver the presentation.
 - Practice and time your presentation.
 - Do a pilot presentation.
 - Evaluate outcomes.
 - Save final materials for later use.

IV. TEACHING TIPS AND LEARNING TECHNIQUES.

The fourth building block for equipping non-experienced teachers is to make them aware that there are a multiplicity of teaching techniques and tips that will breathe life into a learning experience for participants. Some of the more familiar presentation techniques would be the lecture, reading, slides, audiocassette, motion picture, and demonstration. Certainly each of these approaches could be enhanced given a little thought. The **lecture** is the most frequently used technique for disseminating knowledge. It is a one-way organized communication of information by a resource person. To increase the interaction and enrich the internalizing of the information presented, **Listening groups** could be formed before the lecture. Their purpose would be to listen to the lecture for things: (1) they wish clarified, (2) they want to take issue with, (3) they want to have elaborated, and (4) problems of practical application. After the lecture each group gets together to develop their questions. Then the lecturer responds to each question raised. **Buzz groups** of four to six people could also be formed to discuss particular issues

or ideas raised in a lecture by a resource person. Lectures could also be accompanied by overhead visuals, flip charts, filmstrips or newsprint to help learners grasp the information.

A **motion picture** and **slides** present information to participants through the ear and eye. Its message and purpose can be advanced by discussing in small groups of four or five people the meaning, application, and use in various situations and then sharing insights with the larger group. Another approach would be for the teacher to prepare specific questions to be discussed in small groups following the film.

Assigned or suggested **reading** material that is essential to developing understanding of an idea must be accessible and at a reading level the learner is able to comprehend. It is unrealistic to expect that the material will be read outside of class. Hence, a crisp printed outline of the main ideas or a series of questions, for which this material may provide answers, could improve the process of learning.

Audiocassettes have the advantage of being able to be listened to many times for a lecture message. If one has a cassette player, time that is otherwise spent listening to the radio or just in silence could be used to listen. As with the reading material suggestions above, a copy of the outline or appropriate probing questions should be advantageous to the learner.

A **demonstration** has the instructor verbally explaining and performing step-by-step, an act, procedure or process. One caution is that the instructor should make sure the participants can see as well as hear all that goes on.

Other techniques are **group discussion** which would have ten to twenty people discussing a problem for a fifteen to twenty minute period. **Huddle groups** of two or three people could discuss for a few minutes an issue raised.

A **case study** brings a small group of people together to analyze and solve a problem or a case situation. A **simulation** has the learners acquire skills in a setting that simulates the real setting where skills are required. A **role play** becomes an impromptu dramatization of a problem or a situation, followed by discussion. A **teaching/learning team** is a group of three to six people working cooperatively to teach and help others develop knowledge and skills.

Many more techniques are available and explained in the expanding adult education literature. In designing a learning experience, a variety of techniques need to be included that will enhance the interest and excitement of the adult learners as well as improve their knowledge, skill and attitude.

A quick way to determine the usefulness of any techniques for use in one's teaching practice would be to use Figure 2.

V. IMPLEMENTING THE PREPARED PLAN

The fifth building block for equipping non-experienced teachers of adults is the final step of conducting a program.

This is a most crucial part of the process. It seems that this step cannot be directly taught. It is not readily articulated, openly expressed or stated. It is unspecifiable. It is what Dirk³ refers to as "The Tacit Dimension of Practical Knowledge."

(5)

Techniques I Would Like to Use	Purpose For Which I Would Use This Technique	
	Yes	No
1. Lecture		
2. Listening Groups		
3. Buzz Groups		
4. Motion Picture and Slides		
5. Reading		
6. Audiocassettes		
7. Demonstration		
8. Group Discussion		
9. Huddle Group		
0. Case Study		
1. Simulation		
2. Teaching/Learning Team		

FIGURE 2

This is like an integration of the explicit and objective subject matter knowledge of one's practice into the personal constructions and performances of one's work. It is the developing of an intuition of what needs to be done in this specific situation to take the next step which will carry the learning forward. It is as though attitude is of utmost importance — attitude toward one's self, toward the great potential of adults as learners, the opportunity of being involved in turning the light on in their eyes:

- An attitude of being open to ideas that are different from those in the design.
- An attitude of caring and showing it.
- An attitude of treating adults as individual adults who are unique.
- An attitude of supportiveness toward learners.
- An attitude of considering the learning process as important.

Implementation is the creation of a climate which nurtures the seeds of adult learning into a glorious flower that flourishes. It is practical intelligence, practical reasoning, practice of the art of teaching adults which is different from talking about the rules of adult education. It is not just talking about adult education. It is doing adult education and doing it well. This comes from following one's inner sense, honing the skill, and practice, practice, practice, until it is refined to a costly and precious gem.

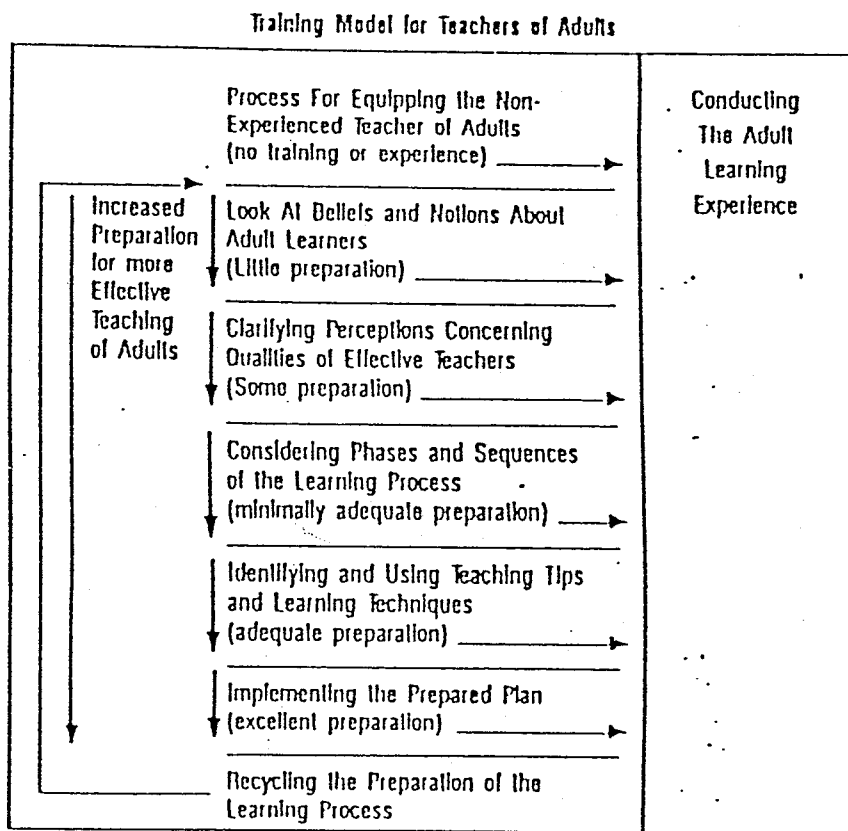


FIGURE 3

SUMMARY

The expansive growth of adult and continuing education has brought with it many teachers who have subject matter expertise but have no background, training or experience in teaching adults. While there are many of these people who are naturally successful in teaching adults, others may need assistance in becoming equipped for effective teaching in an adult learning setting. Five important building blocks for beginning to equip non-experienced teachers of adults: (1) looking at beliefs and notions about adult learners; (2) clarifying perceptions concerning qualities of effective teachers; (3) considering phases and sequences of the learning process; (4) identifying and using good teaching tips and learning techniques; and, (5) implementing the prepared plan. Certainly there is not only one way to accomplish this task, this is an outline of one way to begin this important work.

52
56

QUESTIONS AND EXERCISES

1. When you begin your next adult education class what procedures will you use to establish a climate of mutual respect, cooperation rather than competition, informality, supportiveness, warmth of relationship with you, etc.?
2. Prepare for your next adult learning program an outline of how you will:
 - Engage students in examining, clarifying, and influencing the objectives of the course.
 - Acquaint them with your plan of work for the course and their responsibilities in it. Help them prepare to carry the responsibilities you expect of them.
 - Make them aware of the material and human resources available for accomplishing their objectives.
3. It has been suggested that ninety-five percent of the teacher's preparation for teaching a course should be devoted to the procedures and only five percent on the content of the course. Do you agree or disagree? Explain why you agree or disagree. Refer to Figure 3.

REFERENCES

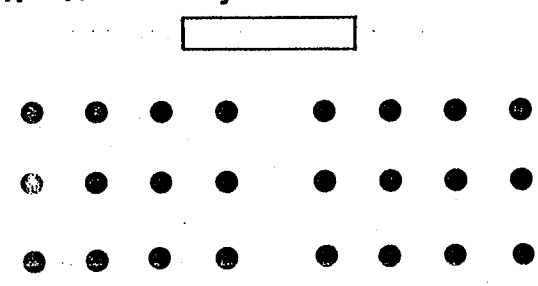
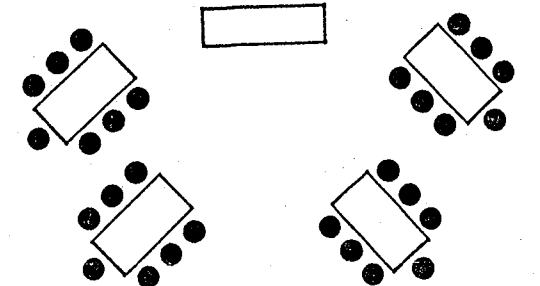
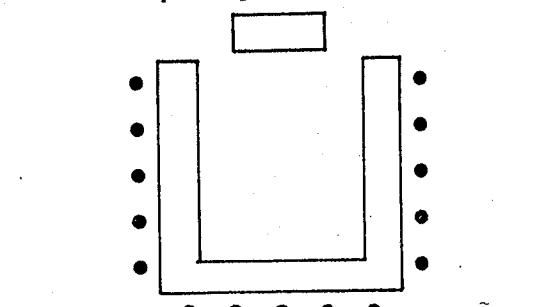
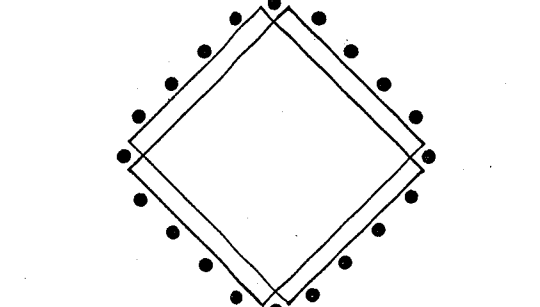
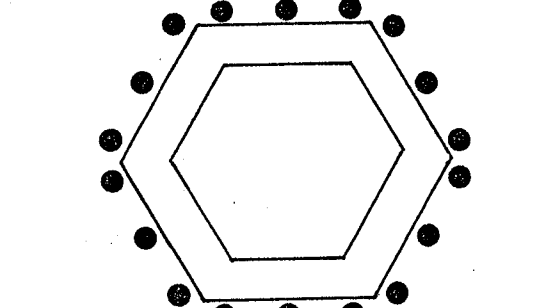
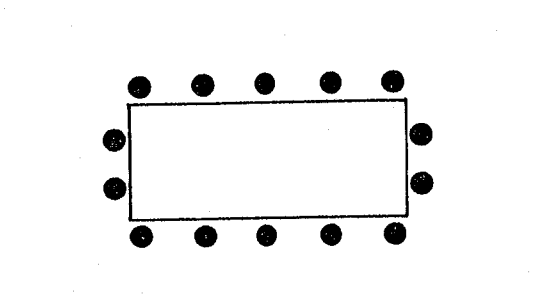
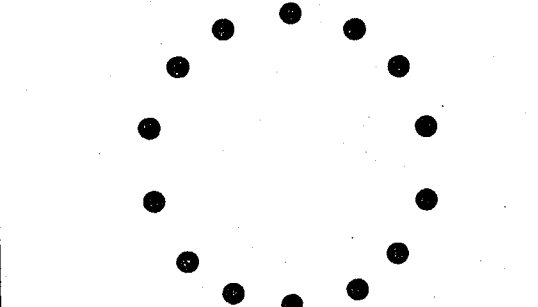
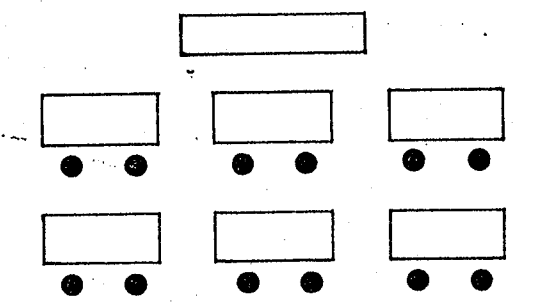
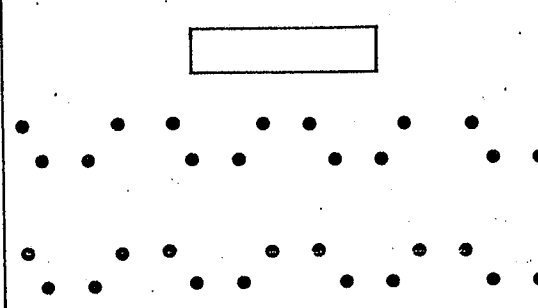
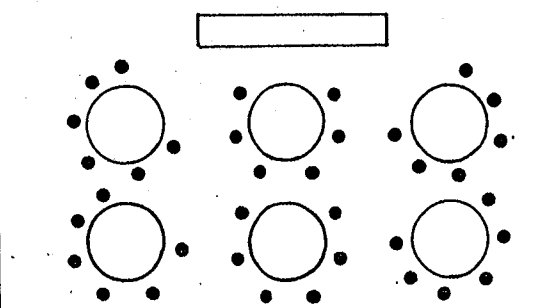
- Cochran, David W. *Yearning, Learning, Earning, and Returning*, A Community/Adult Teacher's Handbook. Blawenber, NJ: Fruition Publications, 1981.
- Custer, Gene E. *Planning, Packaging, and Presenting Training*, San Diego, CA: University Ass., Inc., 1986.
- Dirk, John M. "The Tacit Dimension of Practical Knowledge and the Utilization of Research in Adult Education." In Proceedings — 1986 Midwest Research-to-Practice Conference in Adult, Com., and Con. Ed. Muncie, IN: Ball State U, Oct. 3-4, 1986.
- Ellington, Julius E. *The Winning Trainer, Instructor, Facilitator, Teacher, Conference Leader, etc.* Houston: Gulf Pub. Co., 1984.
- Hoffman, Frank. *How To Teach Grown-ups*, Calabasas, CA: Practical Management Ass., Inc., 1980.
- Knowles, Malcolm S. *The Modern Practice of Adult Education: From Pedagogy to Andragogy*. New York: Cambridge Book Co., 1980-revised edition.
- Knowles, Malcolm, and Nichols, Robert E. "The Adult Learner Video Workshop." Houston, TX: Gulf Pub. Co. Video, 1985.

References

1. Cochran, David W. *Yearning, Learning, Earning, and Returning*, A Community/Adult Teacher's Handbook. Blawenber, NJ: Fruition Publications, 1981. Qualities effective adult teachers possess: Rapport builders and ice breakers, teaching methods and good ideas for the teacher are hallmarks of this book.
2. Custer, Gene E. *Planning, Packaging, and Presenting Training*, A guide for subject-matter experts. San Diego, CA: University Associates, Inc., 1986. This material presents four phases of training, twenty-five steps to success within those phases and a primer on media and methods.
3. Dirkx, John M. "The Tacit Dimension of Practical Knowledge and the Utilization of Research in Adult Education." In A Proceedings - 1986 Midwest Research-To-Practice Conference in Adult, Community, and Continuing Education. Muncie, IN: Ball State University, October 3-4, 1986. The tacit dimension of practical knowledge is knowledge that cannot be openly expressed or stated, but is used in the performance of procedures. It is like developing a "knowing" of exactly what is the next step is to be taken in a given situation.
4. Ellington, Julius E. *The Winning Trainer, Instructor, Facilitator, Teacher, Conference Leader, Etc.* Houston: Gulf Publishing Company, 1984. Winning trainers are not only "on the ball" they get it rolling. Winning instructors, facilitators, teachers get results in the form and groups with whom they work - greater retention, better on-the-job application, and increased learner interest. They also have this in common: They have mastered the use, and they know the importance, of participative learning techniques.
5. Hoffman, Frank. *How To Teach Grown-ups*, Calabasas, CA: Practical Management Associates, Inc., 1980. An 8-workbook/audio-cassette course for trainees, instructors, teachers, facilitators and discussion leaders who conduct classroom sessions attended by adults in adult life circumstances.
6. Knowles, Malcolm S. *The Modern Practice of Adult Education: From Pedagogy to Andragogy*. New York: Cambridge Book Company, 1980-revised edition. A comprehensive volume of various practices and a coherent congruent theory, assumptions and processes underlying the conduct and administration of adult learning.
7. Knowles, Malcolm, and Nichols, Robert E. "The Adult Learner Video Workshop." Houston TX: Gulf Publishing Company Video, 1985. A nine segment day-long video workshop with facilitator's guide, handouts and resource manual on modern concepts of competency in adult learning, designing, adult learning experiences and performing the facilitator role in self-directed adult learning.

Room Arrangements

(58)

<p>1. Theater Style</p> 	<p>2. Herringbone Style</p> 
<p>3. U-shape Style</p> 	<p>4. Diamond Style</p> 
<p>5. Hexagon Style</p> 	<p>6. Conference Style</p> 
<p>7. Chairs in Circle</p> 	<p>8. Classroom Style</p> 
<p>9. Chairs in Small Semicircles</p> 	<p>10. Banquet Style</p> 

Flow
pp 43

Occasionally

~~Occasionally~~ ~~add a half hour in~~ ~~the design~~ ~~which I think of as~~ ~~"back-home application,"~~ but which in the literature is usually referred to as "transfer of training." I ask the participants to reflect for five minutes on their experience so far and to select one or two ideas they have picked up that they think they would like to try out in their back-home situations. After five minutes I ask them to form groups of four or five and take turns describing to other members of their group (1) the idea they would like to experiment with; (2) the steps they would take in applying it; and (3) any obstacles or resistances they anticipate encountering in putting it into effect. After a reasonable amount of time (depending upon the time available), I call them back to order and invite volunteers to present their plans to the total audience. After each presentation, I invite members of the audience to react to the plan and, particularly, to suggest strategies for dealing with the obstacle and resistances. During the last five minutes or so I add my own ideas about strategies for bringing about change.

I.

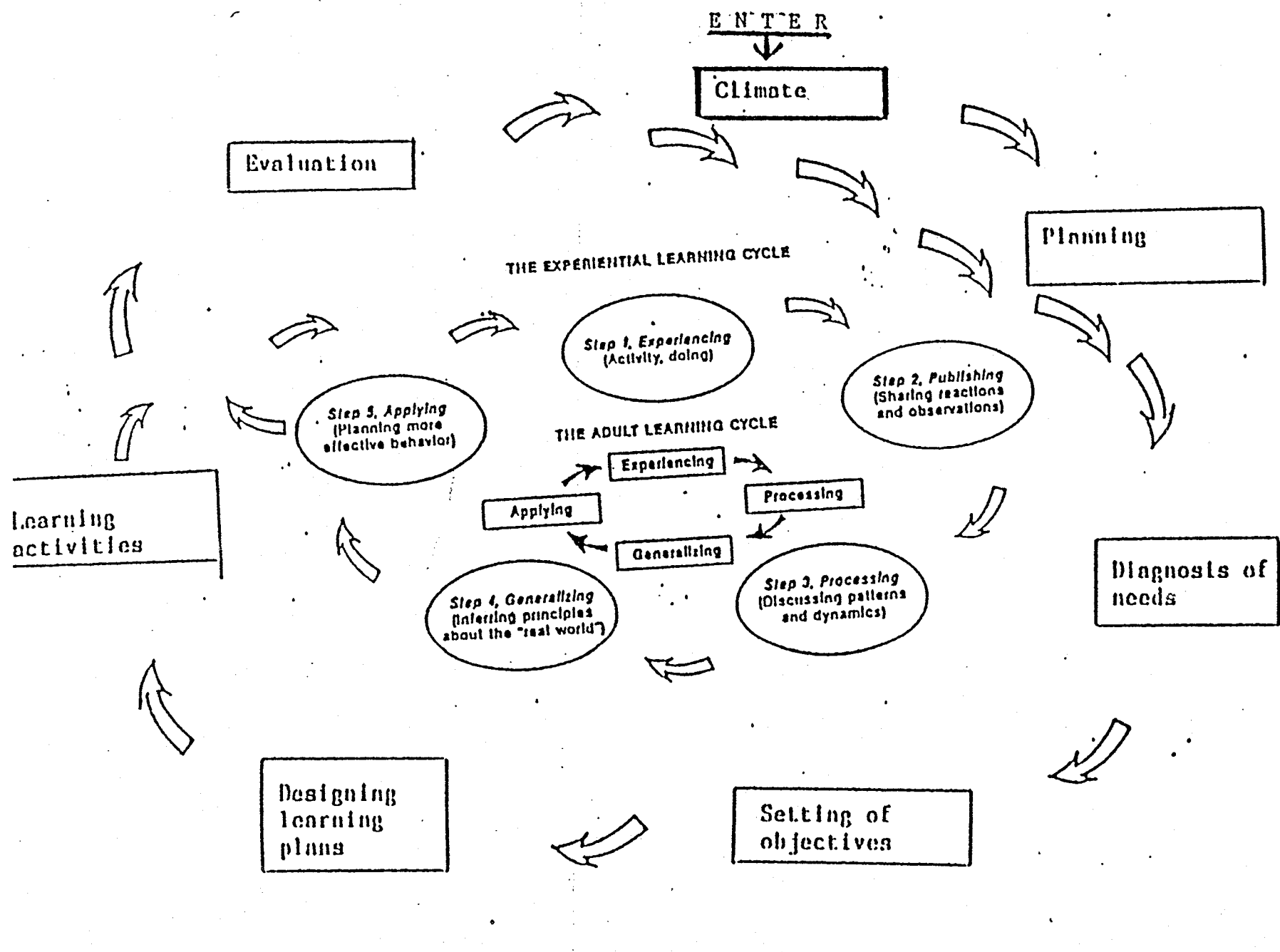
II.

III.

IV.

V.

Pedagogical | Andragogical Learning Cycle



09

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