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Post Literacy and Continuing Education for Vocational Training

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Post Literacy & Continuing Education
for
Vocational Training:

Administering Adult Education
Programs, Teaching Adults
&
Helping Them Learn

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How to Use
the Lecture as a
Learning / Teaching
Technique with
Adults

by John A. Henschke

INTRODUCTION

The most spontaneous response one might give upon seeing the above title may be "*DON'T!* DON'T use lecture as a learning/teaching technique with adults!" However, that may be an easy "dodge," a bit presumptuous, and unrealistic since it almost goes without saying that the lecture remains and, for sometime to come, probably will remain a most important learning/teaching technique in adult education (in the church as well as in other adult education programs). In fact, the lecture is one of the oldest and most direct learning/teaching techniques. Thus time has made it so hallowed that many people have confused the lecture and learning/teaching as being synonymous.

In the midst of its long-standing history and acceptance, as well as the mystique and confusion which surround it, *the lecture can be used to great advantage if:* (1) one has some grasp of what the learning/teaching process is; (2) it is clearly understood what the lecture can accomplish and what it cannot accomplish in the learning/teaching process; (3) the same guidelines are applied to the choice and

use of the lecture as are applied in choosing and using the wide variety of learning/teaching techniques (old and new) in the learning situation; and (4) strong consideration is given to using other techniques like audience participation, discussion, and simulations to enhance the use of the lecture.

This article *is not devoted* to the how of developing and giving a lecture. The public libraries, as well as two sources[1] listed here, abound with such discourses.

Most of these resources would agree with one writer[3] that a good lecture must: (1) motivate group interest; (2) be well organized and clear; (3) be developed well; and (4) be presented well.

In lecture preparation, the following steps would be suggested by that same writer: (1) analyze the learning group; (2) determine the exact purpose to be accomplished; (3) determine the main points and do necessary research; (4) organize the points and materials; and (5) develop and support the points. Good lecture presentation would be natural, conversational, direct, animated, enthusiastic, with sufficient voice projection and emphasis to be heard,

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[1] Paul Bergevin et al., *Adult Education Procedures* (Greenwich, Conn.: Seabury Press, 1963), pp. 137-166
[2] Harold P. Zelko, "The Lecture," Lester B. Bittel and Robert L. Craig, eds., *Training and Development Handbook* (New York: McGraw-Hill Book Company, 1967), pp. 141-152.
[3] Ibid., pp. 144-156.

supported by appropriate gestures and visual aids, and with constant awareness and concern for listener acceptance and understanding.

This article is devoted to considering in turn each of the four propositions mentioned above on how to improve the use of the lecture, with accompanying suggestions. Since volumes could be written elaborating on each proposition, it is obvious that only a "skimming of the surface" and not "coverage in depth" will be possible here. Thus, it is hoped that this article will help the reader think through and answer some questions in regard to improving his or her use of the lecture as a learning/teaching technique. It is further hoped that this article will also raise some questions and curiosities in the reader's mind that will stimulate further inquiry. It is not asked that the reader agree with what is said and defined in this article, but it is asked that the reader accept what is said and defined for purposes of understanding the author's line of thinking.

THE LEARNING/TEACHING PROCESS

This process is indeed complex. It is not for those who wish an easy "cut and dried" answer of one, two, three. Learning is a human process and accordingly does not attempt to explain that which is attributed to grace. It is an internal process with the person, controlled by the learner and engaging his whole being—intellectual, emotional, and physical. It is based on the growing body of research which suggests that *adults can learn*, contrary to the popular notion that "you can't teach an old dog new tricks."

Teaching formulates the other side of the learning/teaching process. Here is how one adult educator states the case:

> The truly artistic teacher of adults perceives the locus of responsibility for learning to be in the learner; he conscientiously suppresses his own compulsion to teach what he knows his students ought to learn in favor of helping his students learn for themselves what they want to learn. I have described this faith in the ability of the individual to learn for himself as the "theological foundation" of adult education and I believe that without this faith, a teacher of adults is more likely to hinder than to facilitate learning.[4]

DEFINITIONS

"Format" or "Method" is the organization of persons for purposes of a learning experience.

"Technique" involves the variety of ways that the learning experience is managed so as to facilitate learning.

[Malcolm S. Knowles, The Modern Practice of Adult Education (New York: Association Press, 1970), p. 54.]

"Lecture" is referred to here as a technique, not a format or a method. The lecture is a carefully prepared oral presentation of a subject, theme, or problem by a qualified person. It may also be labeled as a speech or sermon.

ASSUMPTIONS

Assumptions about the characteristics of adult learners are also crucial components of the learning/teaching process. A growing body of knowledge indicates that adult learners are different from child learners. These are not so much real differences as they are differences in assumptions that are made in traditional education (Christian education as well as secular education).

The assumptions about the characteristics of adult learners are that, as a person matures: (1) his/her self-concept moves from being a dependent personality toward one of being a self-directing human being; (2) he/she accumulates a growing reservoir of experience that becomes an increasingly valuable resource for learning; (3) his/her readiness to learn becomes oriented increasingly to the developmental tasks of one's social roles; (4) his/her time perspective changes from one of postponed application of knowledge to immediacy of application; and accordingly (5) his/her orientation toward learning shifts from one of subject-centeredness to problem/situation-centeredness.[5]

IMPLICATIONS

Since "participation," "ego-involvement," and "interaction" are boldfaced words in the lexicon of the adult educator, the assumption is often made that the more active the learner's role is in the process, the more he/she is probably learning. It is acknowledged and accepted that some persons may wish not to be involved actively in the learning process. Thus, use of the lecture as a learning/teaching technique needs to be designed and implemented to not only maximize the opportunity for interaction, ego-involvement, and participation to the extent the participants desire it, but also to increase the adult learner's competence in self-direction and the other characteristics of adult learners mentioned above.

WHAT THE LECTURE CAN AND CANNOT ACCOMPLISH

In any educational experience, objectives serve to indicate what that particular activity is seeking to accomplish, including content components as well as behavioral aspects.

The lecture is suggested as one of the most appropriate learning/teaching techniques for the behavioral outcomes of knowledge and values. Other more appropriate techniques may need to be chosen for the

[Ibid., p. 39.]

behavioral outcomes of understanding, skill, attitude, and interest.

There is also some evidence in education that straight factual, descriptive, or explanatory material may be learned by direct absorption through the lecture, whereas principles and concepts may be best learned by group-participation learning/teaching techniques.

GUIDELINES FOR CHOOSING THE LECTURE AND OTHER LEARNING/TEACHING TECHNIQUES

QUESTIONS

Three guiding questions to be answered when choosing the lecture as a learning/teaching technique are: (1) How does your selection and use of the lecture fit into your understanding of the way people change and grow (learning theory)? (2) What position does this lecture hold in the context of the goals toward which you are working in the learning/teaching situation? (3) What immediate and observable needs, at this time, with these persons, does this lecture meet?

CRITERIA FOR DECIDING

Additional factors which influence the decision of whether or not to use the lecture include:

(1) The more the instructor knows about the subject at hand and the less the participants know about it, the more appropriate the lecture would be.

(2) The more knowledge and experience the group has with the subject, the more a group participation technique should be considered in place of the lecture.

(3) If the size of the group is over twenty persons for any one activity and no smaller groupings can be used, the lecture should be considered.

(4) The lecture can deal with more facts in a shorter time than any other technique.

PURPOSES

The lecture may include any or all of the following purposes:

(1) presenting information in an organized way;
(2) identifying or clarifying problems or issues;
(3) motivating, stimulating, persuading, and influencing attitudes of the listeners;
(4) analyzing a controversial issue;
(5) inspiring the audience;
(6) encouraging further study or inquiry.[4]

LECTURE ENHANCED BY OTHER TECHNIQUES

PROCESSING INFORMATION

One problem of today's world is that we have what University of Missouri Professor Daryl Hobbs called an "information overload." This means we have more information than we know how to handle and how to process. Some of the information overload comes from lectures.

One way to process some of our real concerns arising

out of the "overload" is to engage existing church and community groups in problem solving.[5] Here is one way the lecture can be used in combination with and enhanced by another technique—problem solving.

LECTURER CALLED A SYMBOLIC HEALER

Most people are involved in some aspect of the competitive business community.

It is suggested that a speaker may also serve as a "symbolic healer to reduce the tensions, frustration, and possible feelings of guilt arising inevitably from the structure of a highly organized, highly specialized and competitive business community."[6]

The suggestion that use of the lecture can be enhanced by using it with other techniques is based squarely on the notion that quality in adult education is in direct proportion to the quality and extent of interaction, ego-involvement, and participation of the persons involved.

If this author were charged with the practical responsibility for a one-hour educational meeting on any theme, subject, or problem which required use of the lecture, here are three ways he would consider designing the program.

A lecturer who is knowledgeable on the theme, subject, or problem to be considered would be invited. He should also be willing to "roll with the punches" or "freewheel."

1. Before the speaker gave his lecture, the participants would be divided into pairs, threes, or groups of four to six. They would be asked to generate questions or identify problems they would like the lecturer to talk about, thus outlining his speech—an "inductive lecture."

2. Before a lecture, the audience could be divided into four sections to serve as "listening teams." One section could listen to the lecture for points requiring clarification, one for points of disagreement, another for points for elaboration, and another for problems of practical application. After the lecture, sections would "buzz" for a short time to pool their thinking about points they want raised and to select a spokesperson to present the issues to the speaker.

3. Following a lecture, the members of the audience could be asked to form buzz groups to discuss how they plan to apply the information to their own situations. Then a spokesperson would be asked to report from each group.[7]

CONCLUSION

If this article has offered one or more usable ideas and/or has stimulated the reader's curiosity to conduct a personal continuing inquiry on the use of the lecture as a learning/teaching technique with adults, it will have accomplished the author's avowed purpose.

[references, illegible]

LARGE GROUP
MEETINGS

ENHANCING INTERACTION

WITH

LISTENING TEAMS

CLARIFICATION

REBUTTAL

ELABORATION

PRACTICAL APPLICATION

24. LISTENING TEAMS

(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;

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 and better 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 a single speaker or film. The amount of interaction can be moved up a notch by adding a chalkboard, flip chart, filmstrip, 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 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 obstacles and resistances. During the last five minutes or so I add my own ideas about strategies for bringing about change.

THE ADULT LEARNER

A Neglected Species

FOURTH EDITION

MALCOLM KNOWLES

Change Theory

Another system of thought that has great implications for educational practice has to do with influencing the educative quality of total environments. Concepts and strategies in this system are drawn from field theory, systems theory, organizational development and consultation theories, and ecological psychology.

The systems theorists have provided conceptual frameworks for analyzing organizations of all types as complex social systems with interacting subsystems [Cleland, 1969; Kast and Rosenzweig, 1970; Parsons, 1951; Seiler, 1967; Von Bertalanffy, 1968; Zadeh, 1969]. My own interpretation of some of the applications of their work for human resources development was presented in one of my previous books. [Knowles, 1980, pp. 66-68]

> One of the misconceptions in our cultural heritage is the notion that organizations exist purely to get things done. This is only one of their purposes; it is their *work* purpose. But every organization is also a social system that serves as an instrumentality for helping people meet human needs and achieve human goals. In fact, this is the primary purpose for which people take part in organizations—to meet their needs and achieve their goals—and when an organization does not serve this purpose for them they tend to withdraw from it. So organizations also have a human purpose.

> Adult education is a means available to organizations for furthering both purposes. Their work purpose is furthered to the extent that they

use adult education to develop the competencies of their personnel to do the work required to accomplish the goals of the organizations. Their human purpose is furthered to the extent that they use adult education to help their personnel develop the competencies that will enable them to work up the ladder of Maslow's hierarchy of needs for survival through safety, affection, and esteem to self-actualization.

As if by some law of reciprocity, therefore, organization provides an environment for adult education. In the spirit of Marshall McLuhan's *The Medium Is the Message,* the quality of learning that takes place in an organization is affected by the kind of organization it is. This is to say that an organization is not simply an instrumentality for providing organized learning activities to adults; it also provides an environment that either facilitates or inhibits learning.

For example, if a young executive is being taught in his corporation's management-development program to involve his subordinates in decision-making within his department, but his own superiors never involve him in making decisions, which management practice is he likely to adopt? Or if an adult church member is being taught to "love thy neighbor," but the total church life is characterized by discrimination, jealousy, and intolerance, which value is more likely to be learned? Or if an adult student in a course on "The Meaning of Democratic Behavior" is taught that the clearest point of differentiation between democracy and other forms of government is the citizen's sharing in the process of public policy formulation, but the teacher has never given him a chance to share responsibility for conducting the course and the institution has never asked his advice on what courses should be offered, what is he likely to learn about the meaning of democracy?

No educational institution teaches just through its courses, workshops, and institutes; no corporation teaches just through its in-service education programs; and no voluntary organization teaches just through its meetings and study groups. They all teach by everything they do, and often they teach opposite lessons in their organizational operation from what they teach in their educational program.

This line of reasoning has led modern adult-education theorists to place increasing emphasis on the importance of building an educative environment in all institutions and organizations that undertake to help people learn. What are the characteristics of an educative environment? They are essentially the manifestations of the conditions of learning listed at the end of the last chapter. But they can probably

be boiled down to four basic characteristics: 1.) respect for personality; 2.) participation in decision making; 3.) freedom of expression and availability of information; and 4.) mutuality of responsibility in defining goals, planning and conducting activities, and evaluating.

In effect, an educative environment—at least in a democratic culture—is one that exemplifies democratic values, that practices a democratic philosophy.

A democratic philosophy is characterized by a concern for the development of persons, a deep conviction as to the worth of every individual, and faith that people will make the right decisions for themselves if given the necessary information and support. It gives precedence to the growth of *people* over the accomplishment of *things* when these two values are in conflict. It emphasizes the release of human potential over the control of human behavior. In a truly democratic organization there is a spirit of mutual trust, an openness of communications, a general attitude of helpfulness and cooperation, and a willingness to accept responsibility, in contrast to paternalism, regimentation, restriction of information, suspicion, and enforced dependency on authority.

When applied to the organization of adult education, a democratic philosophy means that the learning activities will be based on the real needs and interests of the participants; that the policies will be determined by a group that is representative of all participants; and that there will be a maximum of participation by all members of the organization in sharing responsibility for making and carrying out decisions. The intimate relationship between democratic philosophy and adult education is eloquently expressed in these words of Eduard Lindeman:

One of the chief distinctions between conventional and adult education is to be found in the learning process itself. None but the humble become good teachers of adults. In an adult class the student's experience counts for as much as the teacher's knowledge. Both are exchangeable at par. Indeed, in some of the best adult classes it is sometimes difficult to discover who is learning most, the teacher or the students. This two-way learning is also reflected in the management of adult-education enterprises. Shared learning is duplicated by shared authority. In conventional education the pupils adapt themselves to the curriculum offered, but in adult education the pupils aid in formulating the curricula . . . Under democratic conditions authority is of the group. This is not an easy lesson to learn, but until it is learned democracy cannot succeed. [Gessner, 1956, p. 166]

I have a suspicion that for an organization to foster adult learning to the fullest possible degree it must go even farther than merely practicing a democratic philosophy, that it will really stimulate individual self-renewal to the extent that it consciously engages in continuous self-renewal for itself. Just as a teacher's most potent tool is the example of his own behavior, so I believe an organization's most effective instrument of influence is its own behavior.

This proposition is based on the premise that an organization tends to serve as a role model for those it influences. So if its purpose is to encourage its personnel, members, or constituents to engage in a process of continuous change and growth, it is likely to succeed to the extent that it models the role of organizational change and growth. This proposition suggests, therefore, that an organization must be innovative as well as democratic if it is to provide an environment conducive to learning. Table 4-2 provides some illustrative characteristics that seem to distinguish innovative from static organizations, as I interpret the insights from recent research on this fascinating subject. The right-hand column might well serve as a beginning check list of desirable organizational goals in the dimensions of structure, atmosphere, management philosophy, decision making, and communication.

An expanding group of applicators of systems theory are developing sophisticated procedures and tools for assessing organizational health, diagnosing needs for change, feeding data back into the system for continued renewal and using the data for precision in planning. [Baughart, 1969; Bushnell and Rappaport, 1972; Davis, 1966; Handy and Hussain, 1969; Hare, 1967; Hartley, 1968; Kaufman, 1972; Optner, 1965; Rudwick, 1969; Schuttenberg, 1972]

The change theorists, building largely on the field-theoretical concepts of Kurt Lewin, have been concerned with the planning of change, the choice and use of strategies of change, organizational development, the role of the consultant and change agent, management of conflict, intervention theory, resistance to change, human relations training and the ethics of change agentry. [Argyris, 1962, 1970; Bennis, 1966; Bennis, Benne, and Chin, 1968; Blake and Mouton, 1964; Eiben and Milliren, 1976; Greiner, 1971; Lewin, 1951; Lippitt, 1969; Schein, 1969; Watson, 1967; Zurcher, 1977]

Table 4-2.
Some Characteristics of
Static Versus Innovative Organizations

DIMENSIONS	CHARACTERISTICS	
	Static Organizations	Innovative Organizations
Structure	Rigid—much energy given to maintaining permanent departments, committees; reverence for tradition, constitution & by-laws.	Flexible—much use of temporary task forces; easy shifting of departmental lines; readiness to change constitution, depart from tradition.
	Hierarchical—adherence to chain of command. Roles defined narrowly property-bound.	Multiple linkages based on functional collaboration. Roles defined broadly Property-mobile.
Atmosphere	Task-centered, impersonal Cold, formal, reserved. Suspicious.	People-centered, caring. Warm, informal, intimate. Trusting.
Management Philosophy and Attitudes	Function of management is to control personnel through coercive power.	Function of management is to release the energy of personnel; power is used supportively.
	Cautious—low risk-taking. Attitude toward errors: to be avoided.	Experimental—high risk-taking. Attitude toward errors: to be learned from.
	Emphasis on personnel selection. Self-sufficiency—closed system regarding sharing resources. Emphasis on conserving resources.	Emphasis on personnel development. Interdependency—open system regarding sharing resources. Emphasis on developing and using resources.
	Low tolerance for ambiguity.	High tolerance for ambiguity.
Decision-making and Policy-making	High participation at top, low at bottom. Clear distinction between policy-making and policy-execution. Decision-making by legal mechanisms. Decisions treated as final.	Relevant participation by all those affected. Collaborative policy-making and policy-execution. Decision-making by problem-solving. Decisions treated as hypotheses to be tested.
Communication	Restricted flow—constipated. One-way—downward. Feelings repressed or hidden.	Open flow—easy access. Multidirectional—up, down, sideways Feelings expressed.

[Knowles, 1980, p. 69]

A special focus of interest of a number of the researchers and practitioners in this field has been the use of groups as instruments in individual and organizational change. [Bradford, Benne, and Gibb, 1964; Hare, 1962 and 1969; Jaques, 1984; Knowles and Knowles, 1972; Schein and Bennis, 1965; Solomon and Berzon, 1972; Zander, 1982] It is probably a defensible generalization that one of the most pronounced trends in educational practice in schools, universities, industrial and governmental training, and adult education programs in community and voluntary agencies in the past two decades has been the increasing use of small groups.

The study of group dynamics has begun to produce some generalizations about the factors which affect the value of groups as instruments of change.

1. A group tends to be attractive to an individual and to command his loyalty to the extent that:
   a. It satisfies his needs and helps him achieve goals that are compelling to him.
   b. It provides him with a feeling of acceptance and security.
   c. Its membership is congenial to him.
   d. It is highly valued by outsiders.
2. Each person tends to feel committed to a decision or goal to the extent that he has participated in determining it.
3. A group is an effective instrument for change and growth in individuals to the extent that:
   a. Those who are to be changed and those who are to exert influence for change have a strong sense of belonging to the same group.
   b. The attraction of the group is greater than the discomfort of the change.
   c. The members of the group share the perception that change is needed.
   d. Information relating to the need for change, plans for change, and consequences of change is shared by all relevant people.
   e. The group provides an opportunity for the individual to practice changed behavior without threat or punishment.
   f. The individual is provided a means for measuring progress toward the change goals.

4. Every force tends to induce an equal and opposite counterforce. (Thus, the preferred strategy for change, other things being equal, is the weakening of forces resisting change rather than the addition of new positive forces toward change. For instance, if a group in a factory is resisting a new work procedure, it may be because they don't understand how it will work, in which case a demonstration or trial experience will be superior to exhortation or pressure.)
5. Every group is able to improve its ability to operate as a group to the extent that it consciously examines its processes and their consequences and experiments with improved processes. (In the literature this is referred to as the "feedback mechanism," a concept similar to that used in guided missiles, which correct any deviations from their course while in flight on the basis of data collected by sensitive instruments and fed back into their control mechanism.)
6. The better an individual understands the forces influencing his own behavior and that of a group, the better he will be able to contribute constructively to the group and at the same time to preserve his own integrity against subtle pressures toward conformity and alienation.
7. The strength of pressure to conform is determined by the following factors:
   a. The strength of the attraction a group has for the individual.
   b. The importance to the individual of the issue on which conformity is being requested.
   c. The degree of unanimity of the group toward requiring conformity.
8. The determinants of group effectiveness include:
   a. The extent to which a clear goal is present.
   b. The degree to which the group goal mobilizes energies of group members behind group activities.
   c. The degree to which there is agreement or conflict among members concerning means that the group should use to reach its goal.
   d. The degree to which the activities of different members are coordinated in a manner required by the group's tasks.
   e. The availability to the group of needed resources, whether they be economic, material, legal, intellectual, or other.

    f. The degree to which the group is organized appropriately for its task.

    g. The degree to which the processes it uses are appropriate to its task and stage of development. [Knowles and Knowles, 1972, pp. 60–64]

Another source of knowledge potentially valuable to educational practice is the emerging field of ecological psychology. Researchers in this field are studying the effects of environmental settings on human behavior and constructing a *theory of behavior settings*. The particular attributes of over- or understaffed settings have been the subject of most of their theoretical work to date. For example, in understaffed settings more people participate in more events and take more responsibility and are less evaluative of one another. Another proposition is that settings in which the participants have a heterogeneity of motives tend to be more stable than those in which there is a homogeneity of motives. [Barker, 1963, 1968, 1978; Barker and Gump, 1964; Bronfenbrenner, 1979; Ickes and Knowles, 1982; Moos, 1974, 1976, 1979; Schlossberg, 1989; Willems and Raush, 1969]

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Atmosphere	Task-centered, impersonal Cold, formal, reserved. Suspicious.	People-centered, caring. Warm, informal, intimate. Trusting.
Management Philosophy and Attitudes	Function of management is to control personnel through coercive power. Cautious—low risk-taking. Attitude toward errors: to be avoided. Emphasis on personnel selection. Self-sufficiency—closed system regarding sharing resources. Emphasis on conserving resources. Low tolerance for ambiguity.	Function of management is to release the energy of personnel: power is used supportively. Experimental—high risk-taking. Attitude toward errors: to be learned from. Emphasis on personnel development. Interdependency—open system regarding sharing resources. Emphasis on developing and using resources. High tolerance for ambiguity.
Decision-making and Policy-making	High participation at top, low at bottom. Clear distinction between policy-making and policy-execution. Decision-making by legal mechanisms. Decisions treated as final.	Relevant participation by all those affected. Collaborative policy-making and policy-execution. Decision-making by problem-solving. Decisions treated as hypotheses to be tested.
Communication	Restricted flow—constipated. One-way—downward. Feelings repressed or hidden.	Open flow—easy access. Multidirectional—up, down, sideways Feelings expressed.

[Knowles, 1980, p. 69]

MATERIALS
& METHODS

In Adult
and Continuing Education

INTERNATIONAL — ILLITERACY

Editor

CHESTER KLEVINS

Training Teachers of Adults

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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. Knowles[6] and Frank Hoffman[5] 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 7. Context
6. Is creative. 8. 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, awakeness, 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. Cochran[1] and many other sources comes an overall picture of the abilities and qualities teachers need to help assure satisfactory learning by the learners.

QUALITIES OF AN EFFECTIVE TEACHER

1. **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.

2. **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.

3. **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.

3. **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.

4. **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

FIGURE 1

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

An interesting model which Cochran[1] 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:

1. 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.

2. 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.

3. Provide that which will help the learners Earn.

      Success   Confidence

      Praise   Interest.

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 Dirk[3] refers to as "The Tacit Dimension of Practical Knowledge."

Techniques I Would Like to Use	Yes	No	Purpose For Which I Would Use This Technique
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			
10. Case Study			
11. Simulation			
12. 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 our inner sense, honing the skill, and practice, practice, practice, until it is refined like a costly and precious gem.
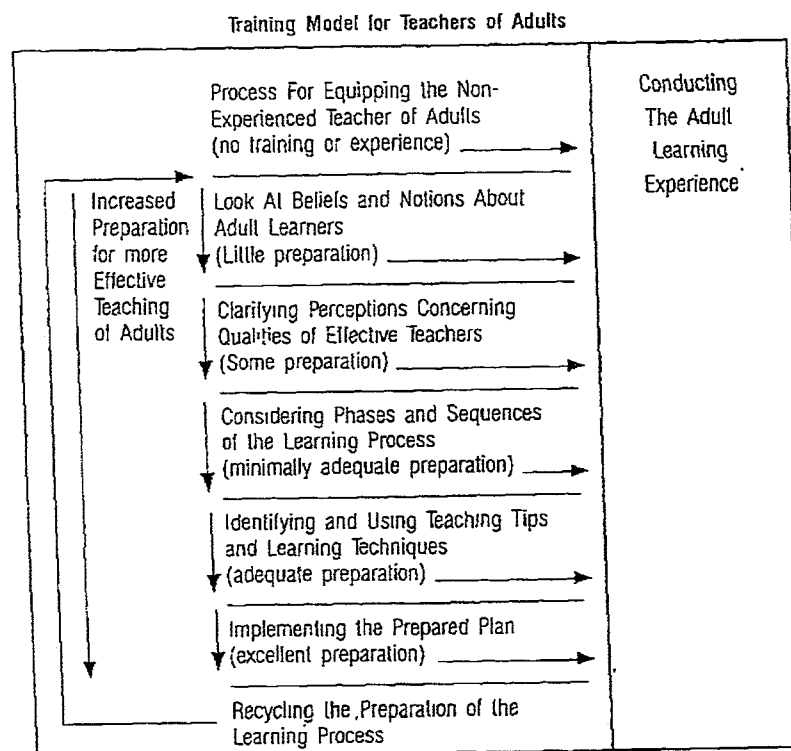
Training Model for Teachers of Adults

FIGURE 3

SUMMARY

    The expansive growth of adult and continuing education has brought with it many teachers who have subject matter expertise but have not background, training or experience in teaching adults. Although 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, however, this is an outline of one way to begin this important work.

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.

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As You Are Readying Yourself to Teach Adults, What Would / Do You Focus on Regarding Your:

- **Beliefs and notions about adult learners**
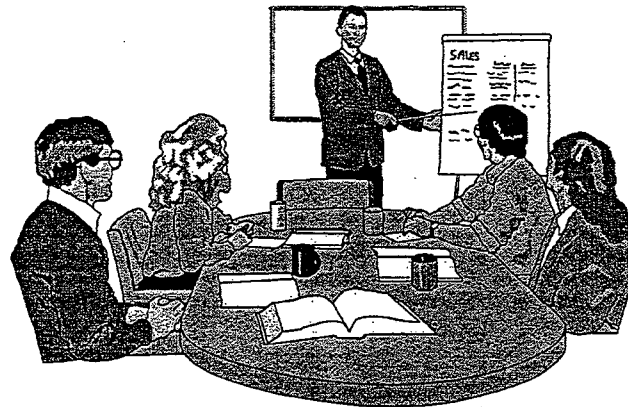
Conversations in Teaching and Technology
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TEACHING ADULTS AND NON-TRADITIONAL STUDENTS
Dr. Mary K. Cooper; Dr. John A. Henschke; Dr. E. Paulette Isaac

Adult Education
Conceptual Framework
ANDRAGOGY: The Art and Science of Helping Adults Learn

Assumptions:

Concept of the learner – As adults, we have a deep psychological need to be self-directing—to be perceived by others and treated by others as able to take responsibility for ourselves. When we find ourselves in situations where we feel others imposing their wills on us without our participation in making decisions that affect us, we feel resentment and resistance. Educators of adult learners need to know and use the strategies that have been developed for helping adults to make a quick transition from seeing themselves as being dependent learners to becoming self-directed learners.

Role of the learner's experience – Adults enter into an educational activity with a greater volume and a different quality of experience than youths. The greater volume is obvious—the longer we live, the more experience we accumulate. The difference in quality of experience arises from the different roles adults and young people perform.
This difference in experience affects the planning and conducting of an educational activity. It means that adults are themselves the richest learning resource for one another for many kinds of learning. Hence, the greater emphasis in adult education is on such techniques as group discussion, simulation exercises, laboratory experiences, field experiences, problem-solving projects, and interactive media.
The differences in experience also assume greater heterogeneity in groups of adults. The range of experience in a group of adults of various ages will be greater than with a group of same-aged youths. Consequently, adult education emphasizes individualized learning plans, such as learning contracts.

Readiness to learn – Adults become ready to learn when they experience a need to know or be able to do something to perform more effectively in some aspect of their lives. Among the chief sources of readiness are the developmental tasks associated with moving from one stage of development to another. Any change—marriage, the birth of children, the loss of a job, divorce, the death of a friend or relative, or a change of residence—can trigger a readiness to learn. But we don't need to wait for readiness to develop naturally. We can induce readiness by exposing learners to more effective role models, engaging them in career planning, and providing them with diagnostic experiences to assess the gaps between where they are now and where they want and need to be in terms of their personal competencies.

Orientation to learning – Because adults are motivated to learn after they experience a need, they enter an educational activity with a life-, task-, or problem-centered orientation to learning. The chief implication of this assumption is the importance of organizing learning experiences (i.e., the curriculum) around life situations, rather than according to subject-matter units. For example, instead of calling courses Composition I, II, III, they might be labeled as Writing Better Business Letters, Writing for Pleasure and Profit, and Improving Your Professional Communications in an adult education program.

Motivation to learn – Although the andragogical model acknowledges that adults will respond to some external motivators—for example, a chance for promotion, a change of jobs, or a change in technology—it proposes that the more potent motivators are internal—such benefits as self-esteem, recognition by peers, better quality of life, greater self-confidence, self-actualization, and so on. Adults may not be motivated to learn what
we have to teach them. Consequently, educators of adults need to focus their efforts around how their subject matter relates to the internal motivators of adult learners that we just mentioned.

Why learn something – Adults have a need to know a reason that makes sense to them, as to why they should learn some particular thing—why they need to learn the subject matter the teacher has to teach them. Adults will expend considerable time and energy exploring what the benefits may be of their learning something, and what the costs may be of their not learning it before they are willing to invest time and energy in learning it. Therefore one of the first tasks of the educator of adults is to develop a "need to know" in the learners—to make a case for the value *in their life performance* of their learning what we have to offer. At the minimum, this case should be made through testimony from the experience of the teacher [who needs to become increasingly a facilitator of learning] or a successful practitioner; at the maximum, by providing real or simulated experiences through which the learners experience the benefits of knowing and the costs of not knowing. It is seldom convincing for them to be told by someone [like the professor] that it would be good for them.

There is a growing body of knowledge about how adults learn and a body of technology for facilitating learning, and this is changing the role of teacher/professor and requiring that he or she know things few professors/teachers know and probably none of his or her associates knows. In working with adult learners in educational contexts the professor must know, believe in and be skillful with *andragogy*—the art and science of helping adults learn—and how it differs from *pedagogy*—the art and science of teaching youth…This is the mark of a professional.

Teaching Technologies

Preparing the learners for the program/course – A most common introduction to the participants is sharing the purpose, objectives, meeting time and place, potential benefits, the participatory nature of the learning design so the adult learners develop some realistic expectations about how they will be involved, and things to think about such as what special needs, questions, topics, and problems they hope will be dealt with.

> The first question an andragog asks in constructing a process design, therefore, is "What procedures should I use to help prepare the adult learners to become actively involved in this course and to meet their expectations?"

Setting the climate – A climate conducive to learning is a prerequisite for effective learning. Two aspects of climate are important: physical and psychological.

Physical climate – The typical classroom setup, with chairs in rows and a lectern in front, is probably the one least conducive to learning that the fertile human brain could invent. It announces to anyone entering the room that the name of the game here is one-way transmission—the proper role for the students is to sit and listen to the professor. The effective educator of adults makes a point of getting to the classroom well before the learners arrive. If it is set up like a traditional classroom, consider moving the lectern to a corner and rearrange the chairs in one large circle or several small circles. If tables are available, place five or six at a table. A bright and cheerful classroom is a must.

Psychological climate – Important as physical climate is, psychological climate is even more important. The following characteristics create a psychological climate conducive to learning:

- **A climate of mutual respect.** Adults are more open to learning when they feel respected. If they feel that they are being talked down to, ignored, or regarded as incapable, or that their experience is not being valued, then their energy is spent dealing with these feelings at the expense of learning.
- **A climate of collaboration.** Because of their earlier school experiences where competition for grades and the professor's / teacher's favor was the norm, adults tend to enter into any educational activity with rivalry toward fellow learners. Because peers are often the richest resources for learning, this competitiveness makes these resources inaccessible. There are climate-setting exercises that cam be used to open courses which put the learners in to a sharing relationship from the beginning for this reason.
- **A climate of mutual trust.** People learn more from those they trust than from those they aren't sure they can trust. And here educators of adults [ones who seek to help adults learn] put in a position of teacher of adults, are at a disadvantage. Students in schools learn at an early age to regard teachers [and professors] with suspicion until teachers / professors prove themselves to be trustworthy. Why? For one thing, they have power over students; they are authorized to give grades, to determine who passes or fails, and they hand out punishments and rewards. For another thing, the institutions in which they work present them as authority figures. Professors will do well to present themselves as a human being rather than as an authority figure, to trust the people they work with and to gain their trust.
- **A climate of support.** People learn better when they feel supported rather than judged or threatened. Teachers of adult learners try to convey their desire to be supportive by demonstrating their acceptance of them with an unqualified positive regard, empathizing with their problems or worries, and defining their role as that of helper. It will help for professors to organize the learners into peer-support groups and coach them on how to support one another.
- **A climate of openness and authenticity.** When people feel free to say what they really think and feel, they are more willing to examine new ideas and risk new behaviors than when they feel defensive. If professors demonstrate openness and authenticity in their own behavior, this will be a model that the adult learner will want to adopt.
- **A climate of pleasure / fun.** Learning should be one of the most pleasant and gratifying experiences in life; it is, after all, the way people can achieve their full potential. Learning should be an adventure, spiced with the excitement of discovery. It should be fun. Dullness is the unacceptable part of the adult learners' previous educational experience, and the professor will improve the learning climate by making a lot of use of spontaneous [not canned] humor.
- **A climate of humanness.** Learning is a very human activity. The more people feel they are being treated as human beings, the more they are likely to learn. This means providing for human comfort—good lighting and ventilation, comfortable chairs, availability of refreshments, frequent breaks, and the like. It also means providing a caring, accepting, respecting, and helping social atmosphere.

The second question an andragog asks in constructing a process design is "What procedures should I use with this particular group to bring these climatic conditions into being?"

Involving learners in mutual planning – The andragogical process model emphasizes learners sharing the responsibility for planning learning activities with the facilitator. There is a basic law of human nature at work here: People tend to feel committed to any decision in proportion to the extent to which they have participated in making it. The reverse is even more true: People tend to feel uncommitted to the extent they feel that the decision or activity is being imposed on them without their having a chance to influence it.

The professor will increase learner commitment if they make clear they are coming in with a *process plan*—a set of procedures for involving them in determining the content of their study. Learners need the security of knowing that the professor has a plan, but even this process plan is open to their influence. It may be well to use teams of participants, with each team having responsibility for planning one unit of the course.

The third question the andragog answers in developing a process model, therefore, is "What procedures will I use to involve the learners in planning?"

Diagnosing their own learning needs – At the very simplest level, learners can share in small groups what they perceive their needs and interests to be regarding the acquisition of knowledge, understanding, skill, attitude, value and interest in a given content area of the course. One member of each group can volunteer to summarize the results of this discussion. This way, the learners will at least enter into the learning experience with some awareness of what they would like to get out of it. A learning need is not a need unless perceived so by the learner. It is possible to induce a deeper and more specific level of awareness by having learners engage in some of the new body of technology being developed for facilitating this process, with emphasis on such self-diagnostic procedures as in simulation exercises, assessment techniques, competency-based rating scales, and videotape feedback.

So the fourth set of questions the andrgog asks in constructing a process design is "What procedures will I use in helping the participants diagnose their own learning needs?"

Translating the learning needs into objectives – Having diagnosed their learning needs, participants now face the task of translating them into learning objectives—positive statements of directions of growth. Some kinds of learning [such as identifying criteria for various steps in accomplishing a particular task] lend themselves to objectives stated as terminal behaviors that can be observed and measured. Others [such as decision-making ability] are so complex that they are better stated in terms of direction of improvement.

The fifth question the andragog asks is "What procedures can I use for helping involve the adult learner in translating their learning needs into learning objectives?"

Designing a pattern of learning experiences – Having formulated the learning objectives, the professor and the adult learner then have the mutual task of designing a plan for achieving them. This plan will include identifying the resources most relevant to each objective and the most effective strategies for utilizing these resources. Such a plan is likely to include a mix of total group experiences [including input by the professor], and subgroup [learning-teaching team] experiences, and individual learning projects. A key criterion for assessing the excellence of such a design is, "how deeply are the learners involved in the mutual process of designing a pattern of learning experiences?

So the sixth question the andragog asks is "What procedures can I use for involving the learners with me in designing a pattern of learning experiences?"

Helping adult learners manage and carry out their learning plans – Learning contracts are a most effective way to help learners structure and conduct their learning. Students [adult learners] contract with the professor to meet the requirements of the university courses in which they are enrolled. [Incidentally, even though there may be a number of nonnegotiable requirements in university courses, the means by which learners accomplish the required objectives can be highly individualized.] Students going out on a field experience, such as a practicum or internship, will contract with the professor and the field supervisor. Contracts may also be specify how the learner is going to continue to learn on their own. Learning contracts are also used for continuing personal and professional development.

The seventh question that andragog asks is "What procedures can I use to make certain the learners are full engaged and involved with me in managing and carrying out their learning plan?"

Evaluating the extent to which the learners have achieved their objectives – In many situations institutional policies require some sort of "objective" (quantitative) measure of learning outcomes. However, the recent trend in evaluation research has been to place increasing emphasis on "subjective" (qualitative) evaluation—finding out what is really happening inside the learners and how differently they are performing in life. In any case, the andragogical model requires that the learners be actively involved in the process of evaluating their learning outcomes.

The eighth question, therefore, that the androgog asks is "What procedures can I use to involve the learners responsibly in evaluating the accomplishment of their learning objectives and meeting the course requirements?"

By answering these eight sets of questions, the professor [the facilitator of adult learning] emerges with a *process design*—a set of procedures for facilitating the acquisition of the course content by the adult learner.

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

ASSUMPTIONS			PROCESS ELEMENTS		
About	Pedagogical	Andragogical	Elements	Pedagogical	Andragogical
Concept of the learner	Dependent personality	Increasingly self-directed	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 and curriculum	Develops from life tasks and 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 punishment	By internal incentives and curiosity	Designing learning plans	Teacher's content plans; Course syllabus; Logical sequence	Learning contracts; Learning projects; Sequences 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, and 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 work *aner* (meaning adult)--thus being defined as the art and science of helping adults (or, even better, maturing human beings) learn.)

NOTE: 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.

From "Adult Development and Learning Assessment" Student Guide, National-Louis University, St. Louis, MO
Reprinted with permission of Malcolm S. Knowles

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. ___ discriminating	___ tentative	___ involved	___ practical
2. ___ receptive	___ relevant	___ analytical	___ impartial
3. ___ feeling	___ watching	___ thinking	___ doing
4. ___ accepting	___ risk taker	___ evaluative	___ aware
5. ___ intuitive	___ productive	___ logical	___ questioning
6. ___ abstract	___ observing	___ concrete	___ active
7. ___ present-oriented	___ reflecting	___ future-oriented	___ pragmatic
8. ___ experience	___ observation	___ conceptualization	___ experimentation
9. ___ intense	___ reserved	___ rational	___ 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: Score items: Score items: Score items:
2 3 4 5 7 8   1 3 6 7 8 9   2 3 4 5 8 9   1 3 6 7 8 9
|_|_|_|_|_|_|_| |_|_|_|_|_|_|_| |_|_|_|_|_|_|_| |_|_|_|_|_|_|_|
    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   AE   RO
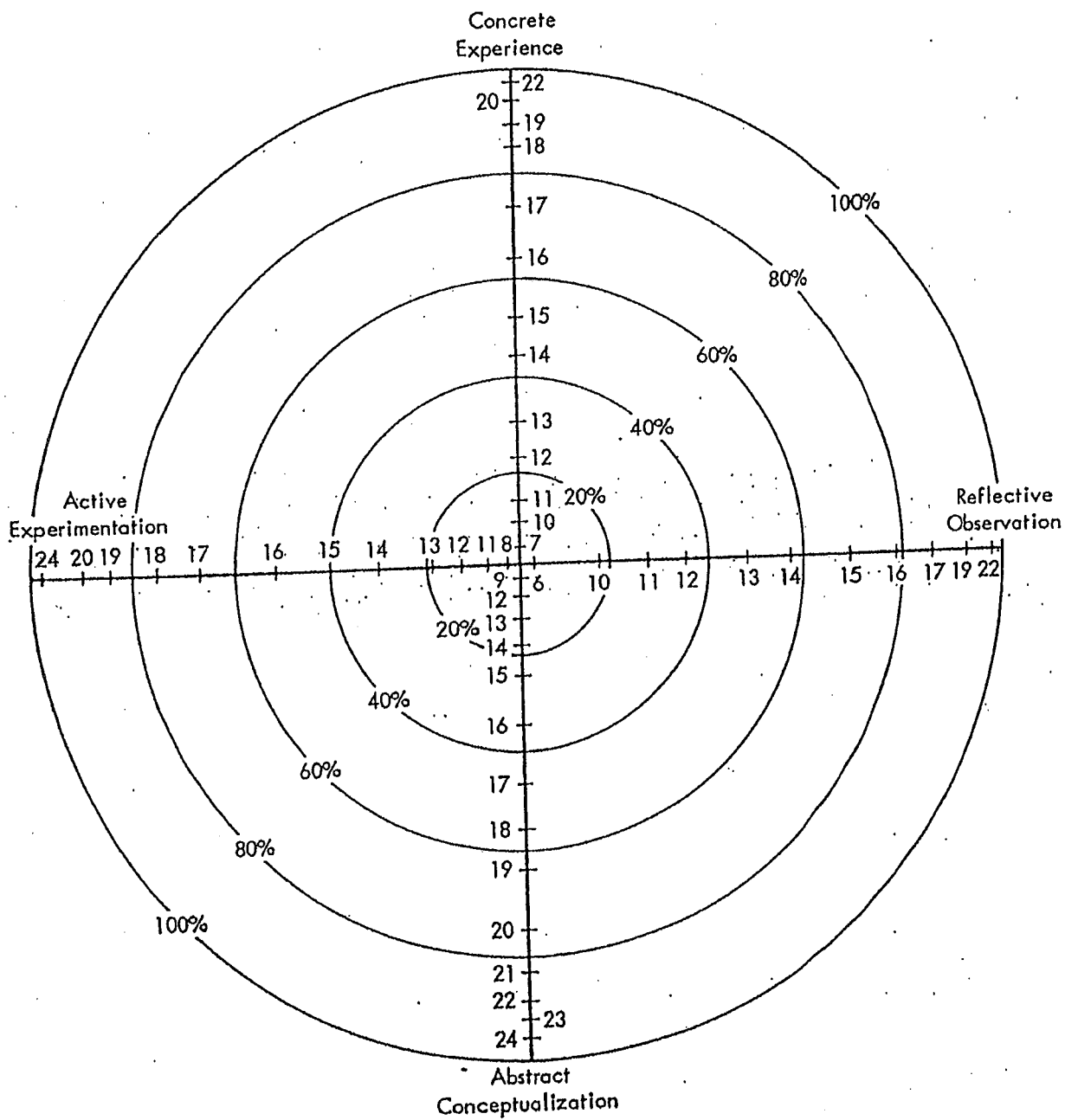AC - CE: ___ - ___ =   AE - RO: ___ - ___ =

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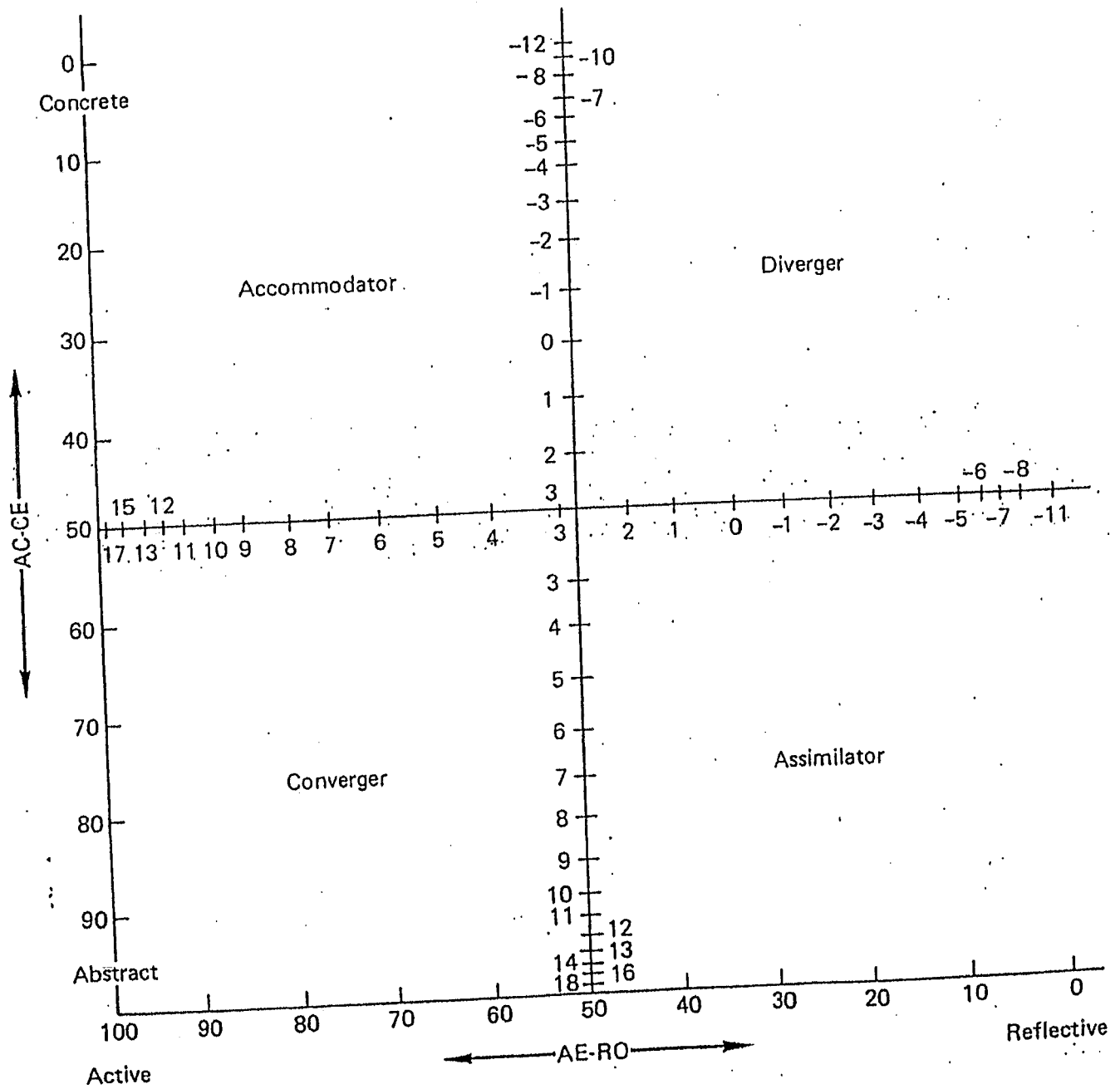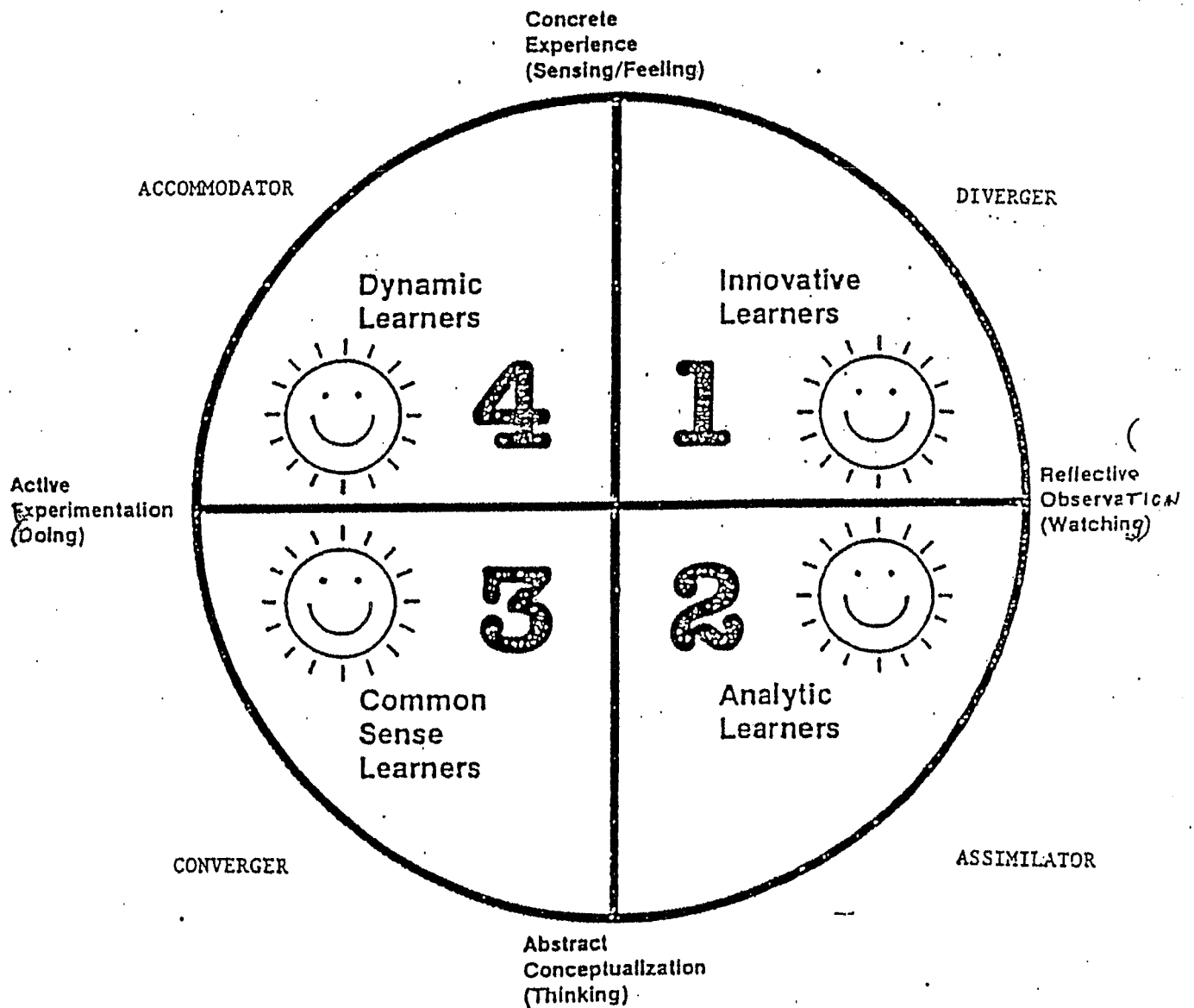
FIGURE 2-2 Learning Style Type Grid (Copyright 1976 by David A. Kolb)

## LEARNING STYLE CHARACTERISTICS

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

Concrete
Experience
(Sensing/Feeling)

ACCOMMODATOR

DIVERGER

Dynamic
Learners

4

Innovative
Learners

1

Active
Experimentation
(Doing)

Reflective
Observation
(Watching)

3

Common
Sense
Learners

2

Analytic
Learners

CONVERGER

ASSIMILATOR

Abstract
Conceptualization
(Thinking)

Learning Styles
What Are They?

- **People learn in different ways**

  - Perceive – How we take it in
    - Sense and feel: Concrete reality
    - Think: Abstract reasoning
  - Process – How we make it part of us
    - Active: Jump in and try it
    - Reflective: Watch what's happening, Reflect on it
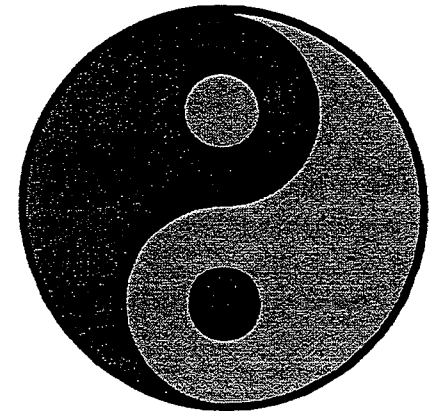
	STYLE ONE "Innovative Learners" Diverger	STYLE TWO "Analytic Learners" Assimilator	STYLE THREE "Common Sense Learners" Converger	STYLE FOUR "Dynamic Learners" Accommodator
1. Seek	Meaning	Facts	Usability	Hidden Possibilities
2. Need to	Be involved personally	Know what the experts think	Know how things work	Know what can be done with things
3. Learn by	Listening and sharing ideas	Thinking through ideas	Testing theories in ways that seem sensible	Trial and error, self-discovery
4. Reality	Absorb	Form	Edit	Enrich
5. Perceive information	Concretely ----	Abstractly ----	Abstractly	Concretely ----
6. Process information	Reflectively	Reflectively	Actively	Actively
7. They	Are interested in people and culture Are divergent thinkers Believe in their own experience Excel in viewing concrete situations from many perspectives Model themselves on those they respect	Are less interested in people than ideas and concepts Critique information and are data collectors Are thorough and industrious Will re-examine facts if situations perplex them Enjoy traditional classrooms Schools are designed for them	Use factual data to build designed concepts Need hands-on experiences Enjoy solving problems Resent being given answers Restrict judgement to concrete things Have tolerance for "fuzzy" ideas Need to know how things are asked to do will help in "real life"	Are adaptable to change and relish it Like variety Excel in situations calling for flexibility Tend to take risks Are at ease with people Sometimes are seen as pushy Often reach accurate conclusions in absence of logical justification
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:

- **<u>Perceptions concerning the qualities of effective teaching</u>**
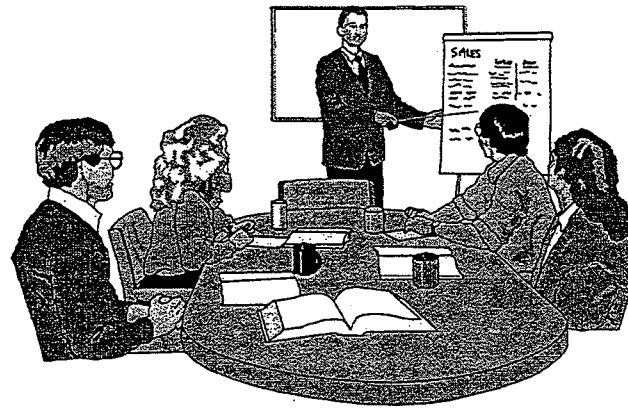
The Adult Learner
in Higher Education and the Workplace

Seven Characteristics of Highly Effective Adult Learning Programs

Dorothy D. Billington, Ph.D.

With our ever-accelerating speed of change in both knowledge and technology, it is clear that we adults have a choice: We either continue to learn throughout our lives, or we allow our skills and knowledge to quickly slide into obsolescence. The same principle applies to companies: Those who fail to continually teach and train employees quickly slide into obsolescence.

Private employers spend $210 billion a year for training, while the government spends an additional $5 billion. Are these training programs doing the job? Some are; some are not. Highly effective adult learning requires certain conditions. The question is, what are those conditions?

Because few studies have examined what type of learning environment best helps adults to grow and develop, I conducted a four-year study of this question. Why connect growth with learning? Because significant learning and personal growth are inseparable; growth is learning. The term growth here refers to the maturity of our thought processes. Just as children develop from simple to complex thinking, we adults can continue to mature in the way we think. And the way we think affects our character development, moral judgment, interpersonal relationships, impulse control, self-concept, and how well we function in our environment. Yet we have all noticed that not all adults continue to grow; some cease to learn; thus they cease to grow.

The study investigated which factors in adult learning environments best facilitate adult growth and development. Sixty men and women who began doctoral programs when between ages 37 and 48 participated. They completed two tests measuring adult development, a questionnaire, and 17 were interviewed. All measures revealed the same results. It was as though this research snapped multiple pictures of a barely visible phenomenon from various angles, and when developed, all pictures revealed the same clear image.

Results revealed that adults can and do experience significant personal growth at midlife. However, adult students grew significantly only in one type of learning environment; they tended not to grow or to regress in another type. What was the difference? The seven key factors found in learning programs that stimulated adult development are:

1. An environment where students feel safe and supported, where individual needs and uniqueness are honored, where abilities and life achievements are acknowledged and respected.

2. An environment that fosters intellectual freedom and encourages experimentation and creativity.

3. An environment where faculty treats adult students as peers--accepted and respected .as intelligent experienced adults whose opinions are listened to, honored, appreciated. Such faculty members often comment that they learn as much from their students as the students learn from them.

4. Self-directed learning, where students take responsibility for their own learning. They work with faculty to design individual learning programs which address what each person needs and wants to·learn in order to function optimally in their profession.

5. Pacing, or intellectual challenge. Optimal pacing is challenging people just beyond their present level of ability. If challenged too far beyond, people give up. If challenged too little, they become bored and learn little. Pacing can be compared to playing tennis with a slightly better player; your game tends to improve. But if the other player is far better and it's impossible to return a ball, you give up, overwhelmed. If the other player is less experienced and can return none of your balls, you learn little. Those adults who reported experiencing high levels of intellectual stimulation--to the point of feeling discomfort--grew more.

6. Active involvement in learning, as opposed to passively listening to lectures. Where students and instructors interact and dialogue, where students try out new ideas in the workplace, where exercises and experiences are used to bolster facts and theory, adults grow more.

7. Regular feedback mechanisms for students to tell faculty what works best for them and what they want and need to learn--and faculty who hear and make changes based on student input.

In contrast, in learning programs where students feel unsafe and threatened, where they are viewed as underlings, life achievements not honored, those students tend to regress developmentally, especially in self-esteem and self-confidence. In programs where students are required to take identical lockstep courses, whether relevant to professional goals or not, and where they are often expected to spend several years working on a dissertation that is part of a professor's research project instead of on a topic of their choice, they grow less. In other words, students grow more in student-centered as opposed to faculty-centered programs.

A clear and simple mini-lab on effective and ineffective adult learning environments can be observed in English-as-Second-Language classes for new immigrants. In classes where students feel safe, where lessons are focused on current language needs, where students are asked for input on what helps them most to learn, where students are actively involved in interesting and fun exercises, where there's lots of laughter and congeniality, students of all ages and backgrounds learn English fast and well. In classes where students are made to feel inadequate and threatened, little is learned.

These findings support the thinking of Malcolm Knowles, recognized as the father of adult learning; his trailblazing work underlies many of our most effective adult education programs. He reminded us that in optimal adult learning programs, where adults learn best, both students and faculty also have fun, for it is exhilarating to REALLY learn.

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Dorothy has a new book out, *"Life is an Attitude: How to Grow Forever Better"*. It is targeted toward the millions of Americans who are terrified of getting older--and becoming lesser. It shows how we can become more interested and interesting, more wise, vital, happy and juicy every day of our lives. The surprise is that people in their 20s to their eighties are loving it.

If you would like to order a copy, you can either call 1-800-852-4890 or order through Amazon.com or by ordering through your local bookstore.

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ADULT LEARNER CHARACTERISTICS

Please answer the following questions, as you may become part of a process that will enhance Adult Learner programs. (Check the appropriate response as you believe it applies to you in this course.)

Please do not put your name on this paper!

1 This class has had an environment where I felt individual needs and uniqueness' are respected.

- ❑ Agree Strongly
- ❑ Agree
- ❑ Undecided
- ❑ Disagree
- ❑ Disagree Strongly

2. I believe that my abilities and life achievements have been acknowledged and respected in this class.

- ❑ Agree Strongly
- ❑ Agree
- ❑ Undecided
- ❑ Disagree
- ❑ Disagree Strongly

3. This class has encouraged intellectual freedom, experimentation and creativity.

- ❑ Agree Strongly
- ❑ Agree
- ❑ Undecided
- ❑ Disagree
- ❑ Disagree Strongly

4. In this class I have been treated as an intelligent adult where my opinions are listened to, honored and appreciated.

- ❑ Agree Strongly
- ❑ Agree
- ❑ Undecided
- ❑ Disagree
- ❑ Disagree Strongly

5. Self-directed learning has been encouraged in this class.

- ❑ Agree Strongly
- ❑ Agree
- ❑ Undecided
- ❑ Disagree
- ❑ Disagree Strongly

6. This class has been an intellectual challenge.

- ❑ Agree Strongly
- ❑ Agree
- ❑ Undecided
- ❑ Disagree
- ❑ Disagree Strongly

7. This class has promoted interaction with the instructor and between students.

- ❑ Agree Strongly
- ❑ Agree
- ❑ Undecided
- ❑ Disagree
- ❑ Disagree Strongly

8. Academic feedback has been regular and timely from the instructor.

- ❑ Agree Strongly
- ❑ Agree
- ❑ Undecided
- ❑ Disagree
- ❑ Disagree Strongly

9. I have been treated fairly in this class and the instructor has listened, responded and made adequate changes.

- ❑ Agree Strongly
- ❑ Agree
- ❑ Undecided
- ❑ Disagree
- ❑ Disagree Strongly

Highly Effective Adult Learning Programs

– Key Characteristics –

If these key characteristics are <u>present</u>, adults <u>learn</u> and <u>grow</u>.

If these key characteristics are <u>absent</u>, adults <u>regress</u> and <u>don't grow</u>.

1. Class Environment of Respect

2. Abilities and Life Achievements Acknowledged

3. Intellectual Freedom, with Experimentation and
   Creativity Encouraged

4. Treated As Intelligent Adult Whose Opinions Are Valued

5. Self-Directed Learning

6. Class Is An Intellectual Challenge

7. Interaction Promoted with Instructor and Between Participants,
   with Them Trying New Ideas in the Workplace

8. Regular and Timely Feedback from Instructor

9. Learner Treated Fairly by Instructor, Who Listened, Responded
   and Made Adequate Changes

Billington, D. D. (2000). Seven characteristics of highly effective adult learning programs. *New horizons for learning.* Seattle: New Horizons. http://www.newhorizons.org

INSTRUCTIONAL PERSPECTIVES INVENTORY
© JOHN A. HENSCHKE

Listed below are 45 statements reflecting beliefs, feelings, and behaviors beginning or seasoned teachers of adults may or may not possess at a given moment. Please indicate how frequently each statement typically applies to you as you work with adult learners using the codes:

A = Never   B = Rarely   C = Sometimes   D = Often

How frequently do you...

____ 1. Use a variety of teaching techniques?

____ 2. Use buzz groups (learners grouped together to process information from lectures)?

____ 3. Believe that your primary goal is to provide learners as much information as possible?

____ 4. Feel fully prepared to teach?

____ 5. Have difficulty understanding learner points-of-view?

____ 6. Expect and accept learner frustration as they grapple with problems?

____ 7. Purposefully communicate to learners that each is uniquely important?

____ 8. Express confidence that learners will develop the skills they need?

____ 9. Search for or create new teaching techniques?

____ 10. Teach through simulations of real-life settings?

____ 11. Teach exactly what and how you have planned?

____ 12. Notice and acknowledge to learners positive changes in them?

____ 13. Have difficulty getting your point across to learners?

____ 14. Believe that learners vary in the way they acquire, process, and apply subject matter knowledge?

____ 15. Really listen to what learners have to say?

____ 16. Trust learners to know what their own goals, dreams, and realities are like?

____ 17. Encourage learners to solicit assistance from other learners?

____ 18. Feel impatient with learner progress?

____ 19. Balance your efforts between learner content acquisition and motivation?

____ 20. Try to make your presentations clear enough to forestall all learner questions?

____ 21. Conduct group discussions?

____ 22. Establish instructional objectives

____ 23. Use a variety of instructional media?

A = Never   B = Rarely   C = Sometimes   D = Often

How frequently do you...

____ 24. Use listening teams (learners grouped together to listen for a specific purpose) during lectures?

____ 25. Believe that your teaching skills are as refined as they can be?

____ 26. Express appreciation to learners who actively participate?

____ 27. Experience frustration with learner apathy?

____ 28. Prize the learner's ability to learn what is needed?

____ 29. Feel learners need to be aware of and communicate their thoughts and feelings?

____ 30. Enable learners to evaluate their own progress in learning?

____ 31. Hear what learners indicate their learning needs are?

____ 32. Have difficulty with the amount of time learners need to grasp various concepts?

____ 33. Promote positive self-esteem in learners?

____ 34. Require learners to follow the precise learning experiences you provide them?

____ 35. Conduct role plays?

____ 36. Get bored with the many questions learners ask?

____ 37. Individualize the pace of learning for each learner?

____ 38. Help learners explore their own abilities?

____ 39. Engage learners in clarifying their own aspirations?

____ 40. Ask the learners how they would approach a learning task?

____ 41. Feel irritation at learner inattentiveness in the learning setting?

____ 42. Integrate teaching technique with subject matter content?

____ 43. Develop supportive relationships with your learners?

____ 44. Experience unconditional positive regard for your learners?

____ 45. Respect the dignity and integrity of the learners?

SCORING
A = 1
B = 2
C = 3
D = 4

INSTRUCTOR'S PERSPECTIVE INVENTORY
FACTORS

(1)	(2)	(3)	(4)	(5)	(6)	(7)
4 ___	7 ___	1 ___	6 ___	5 ___	2 ___	3 ___
12 ___	8 ___	9 ___	14 ___	13 ___	10 ___	11 ___
19 ___	16 ___	22 ___	15 ___	18 ___	21 ___	20 ___
26 ___	28 ___	23 ___	17 ___	27 ___	24 ___	25 ___
33 ___	29 ___	42 ___	37 ___	32 ___	35 ___	34 ___
TOTAL ___	30 ___	TOTAL ___	38 ___	36 ___	TOTAL ___	TOTAL ___
	31 ___		40 ___	41 ___		
	39 ___		TOTAL ___	TOTAL ___		
	43 ___					
	44 ___					
	45 ___					
	TOTAL ___					

FACTORS	MEAN	TOTAL	POSSIBLE
(1) Teacher Empathy With Learners	3.8	19.0	20
(2) Teacher Trust of Learners	3.6	39.6	44
(3) Planning and Delivery of Instruction	3.5	17.5	20
(4) Accomodating Learner Uniqueness	3.3	23.1	28
(5) Teacher Insensitivity Toward Learners	2.9	20.3	28
(6) Experience Based Learning Techniques (Learner-Centered Learning Processes)	2.7	13.5	20
(7) Teacher-Centered Learning Processes	1.9	9.5	20

INSTRUCTOR'S PERSPECTIVE INVENTORY
FACTORS

(1)	(2)	(3)	(4)	(5)	(6)	(7)
4 ___	7 ___	1 ___	6 ___	5 ___	2 ___	3 ___
12 ___	8 ___	9 ___	14 ___	13 ___	10 ___	11 ___
19 ___	16 ___	22 ___	15 ___	18 ___	21 ___	20 ___
26 ___	28 ___	23 ___	17 ___	27 ___	24 ___	25 ___
33 ___	29 ___	42 ___	37 ___	32 ___	35 ___	34 ___
TOTAL ___	30 ___	TOTAL ___	38 ___	36 ___	TOTAL ___	TOTAL ___
	31 ___		40 ___	41 ___		
	39 ___		TOTAL ___	TOTAL ___		
	43 ___					
	44 ___					
	45 ___					
	TOTAL ___					

FACTORS

(1) Teacher Empathy With Learners _____

(2) Teacher Trust of Learners

(3) Planning and Delivery of Instruction

(4) Accomodating Learner Uniqueness

(5) Teacher Insensitivity Toward Learners

(6) Experience Based Learning Techniques
     (Learner-Centered Learning Processes)

(7) Teacher-Centered Learning Processes

TEACHER TRUST OF LEARNERS

__ Purposefully communicating to learners that they are each uniquely important;
__ Believing that learners know what their goals, dreams and realities are like;
__ Expressing confidence that learners will develop the skills they need;
__ Prizing the faith that the learners will learn what is needed:
__ Feeling learners' need to be aware of and communicate their thoughts and feelings;
__ Enabling learners to evaluate their own progress in learning;
__ Hearing learners indicate what their learning needs are;
__ Engaging learners in clarifying their own aspirations;
__ Developing a supportive relationship with learners;
__ Experiencing unconditional positive regard for learners; and,
__ Respecting the dignity and integrity of learners.

Supporting Adult Learners

Adult Learners must feel supported:

- **When criticism is a part of**

  o **discussions or**

  o **presentations made by adults,**

- **It is important that**

  o **clear ground rules be established so**

  o **comments**

    ▪ **are not directed toward a person,**

    ▪ **but concentrate on**

      • **content and**

      • **ideas.**

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ADULT LEARNING

The Modeling Principle

Teaching Teachers

Using Experience in Evaluations

Transformation

ADULT LEARNING

Spring 1998   Volume 9, Number 3

THE TRAINING OF ADULT EDUCATORS

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THE TRAINING
OF ADULT EDUCATORS

Modeling the Preparation of Adult Educators

By John A. Henschke

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at the University of Missouri-
St. Louis.

When we say "adult educators," we may indicate a broader range of individuals than one would think upon first consideration. If adult educators are people who "help adults learn," then their ranks must include: (1) leaders in voluntary associations; (2) executives, training officers, supervisors and foremen in corporations; (3) teachers, administrators and group leaders in various educational institutions; and (4) program directors, writers and editors in educational areas of mass media; as well as (5) professional adult educators who have been prepared specifically for this vocation and make it their permanent career.

Other than those in the last group, most of the "adult educators" mentioned above have had little or no formal instruction to prepare them to "help adults learn." Some may have attended a preparatory workshop designed to help them understand how to teach adults. Others may have studied a book such as Robinson's *Introduction to Helping Adults Learn and Change* or Renner's *Instructor's Survival Kit*, or any of a number of quick learn-as-you-go guides.

Available to all "adult educators" are graduate courses and formal master's and doctoral programs in adult education. There are also programs of preservice training for adult educators; training for part-time instructional staff, paraprofessional instructors of adults and volunteers; and continuing education in the professions. There is training in organizations; training of consultants; training in business and industry; and training of human resources development specialists. All of these approaches feature one or more persons who conduct preparatory activities with emerging educators of adults.

The Modeling Principle

Each of the above mentioned approaches to adult education has a unique validity. Yet I have observed, in almost a quarter of a century of preparing adult educators to help adults learn, that the validity of teaching ultimately derives from a single element: modeling.

Modeling, according to the dictionary, means providing an example worthy of imitation, a standard by which a thing can be measured. For an educator, that means exemplifying the lessons being taught. It means walking what you talk, not "Do as I say, not as I do."

If we look to ancient times, we may find Moses as a model prophet and law giver, Confucius as a model thinker, Abraham as a model of faith, Socrates as a model questioner, Jesus Christ as a model of forgiving

love, and Tullius Cicero as a model of eloquent oratory. Their personal influence is still pervasive in our time.

If we review the history of our nation, we may find George Washington to be a model of prudence, integrity and patriotism; Thomas Jefferson to be a model of learnedness; Teddy Roosevelt to be a model of courage, and Abraham Lincoln to be a model of honesty and justice. And we can see how their modeling of these virtues has helped shape the world we live in—as clearly as we can see their images carved into Mt. Rushmore.

As adult educators, we are models. Students learn more from our actions than our words. They want to see if our actions match our words. With this in mind, if we believe that adults learn in a certain way, then it follows that we take it upon ourselves to model the conduct and attitude that demonstrate and support what we're trying to teach them.

A guiding principle and statement in the University of Missouri-St. Louis, School of Education is: "If I am not modeling what I am teaching, I am teaching something else." One could also say: "If I am modeling what I am teaching, I am teaching what I am modeling." This principle is much like that of the Zaddik Rabbi, who says the personality of the teacher takes the place of the teaching—she or he is the teaching. For us, whose task is to help other adults learn, it means risking being ourselves, trusting our feelings and acting on them, thereby engaging a like commitment from our students.

An Outline for Modeling

There are certain ingredients that go into the making of a model. Understanding each of these ingredients can help us in our practice of modeling in the preparation of adult educators.

Andragogy. One ingredient is the theory of andragogy—the art and science of helping adults learn. Its primary principle is the desire, potential and ability for self-directedness on the part of the learner. Other principles include: perceiving the learner's

experience as a resource for learning, seeing developmental tasks of social roles as crucial in activating the need and readiness for learning, learners need a situation-centered or problem-centered orientation to learning, understanding that motivation of adult learners is internal rather than merely external, and learners need a valid reason why they need to learn something to appreciate its importance.

As adult educators, we are models. Students learn more from our actions than our words. They want to see if our actions match our words.

I experienced these principles of andragogy in my studies at Boston University with Malcolm Knowles, who popularized the theory in the United States and has now passed the torch of leadership (modeling) in adult education to our generation. I've heard people say that Malcolm provided a set of injunctions from which we will gain benefit if we follow them, and that if a teacher has some notion of what Knowles is talking about, both learner and teacher will greatly benefit in a learning situation.

I have implemented these principles of andragogy in my own teaching of adult education and in working with master's and doctoral students at University of Missouri-St. Louis. Teaching the way I was taught has worked well for me, as I have seen many adult educators blossom and flourish in their research and practice.

Eduard Lindeman said that andragogy is the true method by which adults keep themselves intelligent about the modern world, and that its use would make a qualitative difference in the life of our time. He further

asserted the practical nature of andragogy: theory becomes fact, and words become responsible acts and accountable deeds.

Attitude. A second ingredient is attitude. Someone said that if andragogy is used only as a method for conducting learning activities, it may become mechanical and lose its dynamism. Andragogy is more than mere method; it is an attitude of mind and heart, and it becomes a transforming power and positive influence in modeling the preparation of adult educators. An attitude of caring for the learner as a valuable, unique person, and of helping the learner to accomplish his or her educational goals, is essential for an adult educator; it is like the warp and woof of an exquisitely beautiful cloth weaving.

Congruence. A third ingredient is congruence. In mathematics, if two numbers give the same remainder when divided by a given value, they are said to be congruent. In adult education, if we apply our andragogical principles consistently, we will achieve congruence with learners in the form of a mutual agreement of voluntary conformity. For that to happen, we must have congruence between theory and practice, even though we may think that's not very scholarly. Congruence of theory and practice need to be like two geometric figures exactly superimposed on one another, or like an architectural plan for a building and the actual building.

Trust. A fourth ingredient is trust. To be effective, an adult educator needs to have trust in the ability and potential of learners (emerging adult educators) to understand the learning process and make the right choices. Trust takes the form of:

- Purposefully communicating to learners that they are each uniquely important;
- Believing learners know what their goals, dreams and realities are like;
- Expressing confidence that learners will develop the skills they need;
- Prizing the learners to learn what is needed;
- Feeling learners' need to be aware of and communicate their thoughts and feelings;

- Enabling learners to evaluate their own progress in learning;
- Hearing learners indicate what their learning needs are;
- Engaging learners in clarifying their own aspirations;
- Developing a supportive relationship with learners;
- Experiencing unconditional positive regard for learners; and
- Respecting the dignity and integrity of learners.

The adult educator must initiate trust with learners. If he or she effectively models the principles of adult education, learners have a golden opportunity to become great adult educators themselves. If trusted, the learners may learn something, which otherwise, they would have learned less well, more slowly, or not at all. A lack of trust seriously hampers the learning process.

The adult educator must initiate trust with learners.

Building blocks

I like to encourage emerging adult educators to focus on five building blocks: (1) beliefs and notions about adults as learners; (2) perceptions concerning the qualities of effective teachers/facilitators; (3) phases and sequences of learning process (theory of how learning takes place); (4) teaching tips and learning techniques; and, (5) implementation of the prepared plan. Modeling—andragogy, attitude, congruence, and trust—while using these building blocks, helps to move the preparation of adult educators full circle from concept to reality

Summary

You may wish to incorporate other ingredients as part of modeling the preparation of adult educators—based on your experience, someone else's experience, or an interesting theory you've heard. In any case, my observations tell me that the aforementioned ingredients—andragogy, attitude, congruence, and trust—are basic considerations. I have found that it is possible to be yourself and to be congruent in a university setting without sacrificing academic quality or rigor. I have found this to be true in varying time-frames within non-academic settings as well, meaning that all people who "help adults learn"—not just professional adult educators—can use the modeling principle in the preparation of adult educators.

I agree with an adult educator friend of mine who said that if we model this thing we are talking about, we are going to get it right yet.

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As You Are Readying Yourself to Teach Adults, What Would / Do You Focus on Regarding Your:

- **<u>Phases and sequences of the learning process</u>**
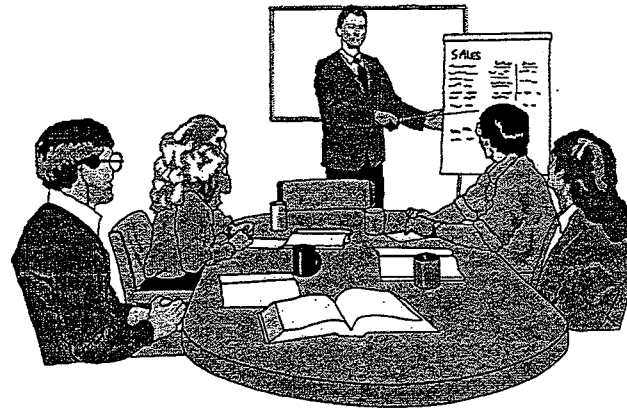
Paper Presented to the First Scholarship Meeting of the Academic Seminar entitled,
"Lifelong Education and Learning Socialization."
Sponsored by Beijing Association for Adult Education, Peoples Republic of China – June 15-18,1999

ADULT EDUCATION: SOME GLOBAL TRENDS

John A. Henschke, Past-President
American Association for Adult and Continuing Education

In the past thirty-five (35) years, since 1964, there have been numerous research findings accumulated around the world in the Field of Adult Education. Some of these findings have developed into trends which have special significance for this historic Adult Education Scholarly Exchange, between The Peoples Republic of China and the United States of America, near the close of the twentieth (20th) century.
A few of these trends I present here.

1. Adult and Child Learning.

Malcolm S. Knowles, a pioneer in adult education, was a person that believed in and promoted the 'break-through' trend that there is a difference between how children learn and how adults learn. In 1968, he made popular the idea of how a teacher could help adults learn more effectively. Following is how he graphically explained it. And he continues to be a standard-bearer on trends in adult learning.

The Assumptions and Process Elements of the Pedagogical and Andragogical Models of Learning

ASSUMPTIONS		
About	Pedagogical	Andragogical
Concept of the learner	Dependent personality	Increasingly self-directing
Role of learner's experience	To be built on more than used as a resource	A rich resource for learning by self and others
Readiness to learn	Uniform by age-level & curriculum	Develops from life tasks & problems
Orientation to learning	Subject-centered	Task- or problem-centered
Motivation	By external rewards and punishment	By internal incentives, curiosity

PROCESS ELEMENTS		
Elements	Pedagogical	Andragogical
Climate	Tense, low trust Formal, cold, aloof Authority-oriented Competitive, judgmental	Relaxed, trusting Mutually respectful Informal, warm Collaborative, supportive
Planning	Primarily by teacher	Mutually by learners and facilitator
Diagnosis of needs	Primarily by teacher	By mutual assessment
Setting of objectives	Primarily by teacher	By mutual negotiation
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 and 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.

2. Self-Directed Learning.

One side of self-directed learning is a process in which learners (students) take responsibility for their own learning, including diagnosing needs, developing objectives, designing learning experiences, finding resources, and evaluating learning outcomes.

On the one hand, characteristics of highly self-directed learners are:
___ Self-Confident,
___ Inner-Directed,
___ Reflective,
___ Achievement Motivated,
___ Accomodating,
___ Creative, Holistic Thinker, and,
___ Not Dogmatic.
Which ones characterize you? Rate yourself on each on a scale of 1 (lowest) to 10 (highest).

On the other hand, skills of individuals with high levels of self-direction are:
___ Strong Goal Setter,
___ Good Decision Maker,
___ Accurate Observer,
___ Effective Listener, and
___ High Reading Level.
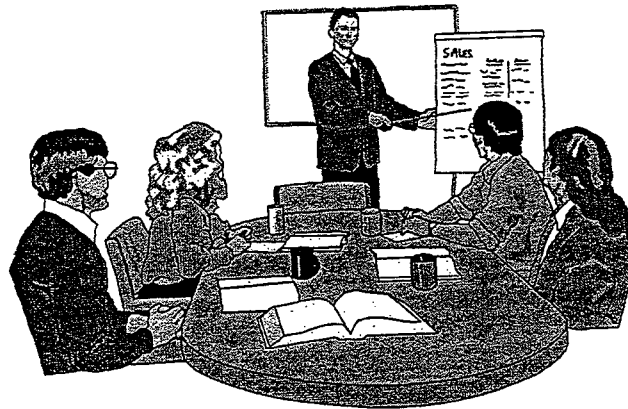How do your skills match these? Rate yourself on each on a scale of 1 (lowest) to 10 (highest).

The other side of self-directed learning is being a facilitator of learning -- the kind of person who can help make self-directed learning happen in others. Facilitators of self-directed learning, must know the following:
___ How adults acquire and use skills, knowledge, and attitudes,
___ How to apply different learning styles,
___ How to help individuals, and groups with personal needs, ethical issues, and problems,
___ How to help people establish personal and work-related goals,
___ How to offer feedback on a timely basis,
___ How to observe groups unobtrusively and gain information and insight,
___ How to influence people to accomplish tasks and learn continuously,
___ How to manage conflict in work settings at the individual, group, and organizational levels,
___ How to negotiate so that all parties win,
___ How social systems at work influence productivity and quality,
___ How to communicate often and effectively in visual, oral, and written formats,
___ How to gather information and stimulate insight in individuals, work teams, and groups through the use of
        interviews and other techniques,
___ How to use quantitative and qualitative methods to analyze skill and learning needs,
___ How to establish positive, workable relationships across a broad spectrum of people and groups,
___ How to gain others' short- and long-term commitment to learning,
___ How to build cohesive, viable work teams and self-directed groups,
___ How to model self-esteem and foster self-esteem in others,
___ How to apply workplace-learning and performance-improvement theories,
___ How to develop and maintain learning environments that are conducive to creativity,
___ How to accept uncertainty and get others to accept uncertainty,
___ How to use positive interpersonal skills in various work settings,
___ How to show concern and empathy for diverse learners and workers,
___ How to use listening skills in different work settings,
___ How to understand nonverbal communication among diverse individuals and groups,
___ How to coach individuals and groups,
___ How to give appropriate verbal and behavioral responses in stressful work situations, and,
___ How to help reduce learners' stress in different work settings.
How do you score on these? Rate yourself on each on a scale of 1 (lowest) to 10 (highest).

As You Are Readying Yourself to Teach Adults, What Would / Do You Focus on Regarding Your:

- ## Implementing the prepared plan