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Trends in Adult Education

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ADULT EDUCATION and LEARNING: SOME GLOBAL TRENDS

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During the forty-three[43] years since 1964, when the Commission of Professors of Adult Education [CPAE] was established, adult education scholars around the globe have conducted extensive research about adult education and published many of those achievements in the Field of Adult Education. Some of these findings have developed into trends which had special significance for a historic occasion of the Commission on International Adult Education [CIAE] Pre-Conference of the American Association for Adult and Continuing Education [AAACE] Conference which included adult educators from various countries around the world in late 2006. These trends emerged during the opening years of the twenty-first (21st) century. A few of these trends are presented here.

1. Introduction of the current situation of adult education in some major nations

Brazil: The exchanging projects with American adult educators: agricultural, engineering technology, arts education, the prevention of family violence, management education, preparation for educators of adults, professional development education for teachers, re-education of computer and information education.

South Africa: The re-orientation of traditional higher education system toward a focus on lifelong learning; continuing education of administrators in primary, secondary and higher education institutions; reconstruction of higher education system; reconfiguration of preschool education and the future labor force.

Germany: Including the liberation from the needs of accepting adult education; the interest in the arts and sciences which supporting adult education; organizing international conferences on comparative adult education and history of adult education; nominating numerous adult educators for induction into the International Adult and Continuing Hall of Fame [IACEHOF]; holding the first induction ceremony of the IACEHOF outside the United States with fourteen [14] inductees; local adult education activities in folk schools are very active.

Australia: A new national policy for the future of adult education; establishment and development of 'learning cities', 'learning towns', and 'learning communities'.

United Kingdom: Thorough involvement in the 'Open University' Distance Learning Program.

Korea: International cultural interaction in teacher education with other countries such as the USA.

Thailand: Non-formal education such as professional adult education, and the participation of government officials in Doctoral Degree Program at major universities; and, scholarly exchange of emerging adult learning research conducted by university doctoral students in Thailand and the USA.

Taiwan: Workforce education and development / international human resource development, intercultural effectiveness, managing expatriates, and organizational change.

Italy: Rediscovery and exploration of Malcolm S. Knowles' contribution toward andragogy and the field of adult education; and, helping professional adult educators gain the competency of facilitating adult learning and taking responsibility for their own continuing, lifelong learning.

The Netherlands: Development of human resources in university; the education closely related to the construction of enterprises.

Yugoslavia: Slovenia, Croatia, Serbia, Montenegro, Macedonia, Bosia-Herzgovenia (Names of Former Yugoslavia's constituent districts): Arts and science supporting adult education; the most solid foundation of andragogy in the world.

Canada: Adult education associated with social problems; adult education involving independence.

Russia: The art and science supporting adult education is the basic research of adult education; since the collapse of the former Soviet Union, women's leadership is promoted; working with faculty in various universities to help them in facilitating adult learning.

Saudi Arabia: Individual self-directed learning in college education is considered very important to help prepare the workforce for doing the work previously given to foreign workers, and it is considered as a prerequisite for loyalty to the King; in the art and science supporting adult education [andragogy], the training for university professors is organized and help them learn how to teach adults and help adults learn.

U.S.A: Modern adult education; international basic investment in adult education and human resource development for the arts and science supporting adult education; feminist adult education; international center of adult long-distance education of university community; competency-based adult education.

Peoples' Republic of China: Various adult education programs related with WTO [World Trade Organization] accession; enterprises' adult education emergence/high-speed economic growth; international trade management and marketing; training for the needs of the domestic auto manufacturing city – Chongqing city.

New Zealand: Adult Education dealing with marginal groups – related to social issues/social justice; feminist; postmodernism; cultural changes.

India: Providing telephone counseling service for the enterprise's products; all the adult education is related to it.

UNESCO: In 1997, the convening of the Fifth International Conference on Adult Education [Confintea V] with 140 countries and 1,500 participants represented, and in 2003, the summarization of the work in the past six years; activities of Adult Learning Week in 50 countries; and, preparation for the Sixth International Conference on Adult Education [Confintea VI], which in all probability be held in Brazil in 2009..

South Pacific adult education institutions: The re-construction of adult education infrastructure which was destroyed by the tsunamis in 2004 through the coordination of the Asia South Pacific Bureau of Adult Education [ASPBAE].

2. The new platform for the realization of lifelong learning – online learning

Over the past 10 years, distance education is now rising and is expanding extremely rapidly. Closely related to this is: 'e-mail', 'online training projects', 'a centra system which could transfer technology, voice and video at the same time', and 'educational projects with different forms, for example, real-time online for all at the same time, and the asynchronous manner for the participants releasing information in the discussion boards at any time (24 hours a day, 7days a week)', 'obtaining important information from various websites', 'online exchanges with many people at the same time', and other ways too numerous to mention.

Now, no one knows what results future developments and possibilities might bring. However, we need to grasp this innovation, and make the results consistent with adult learning and education principles [andragogy]. In other words, we can not be controlled by technology, on the contrary, we should have good, well-studied and positive adult education principles to guide the using of technology, and help lifelong learners and all our clients use them and choose their own way to improve their own life quality. Of course there will be other educational technological innovations in the future. However, as adult education and human resource development workers, if we can have a full understanding of the outstanding education and skillful practice level, particularly know how to use these technologies; it will benefit ourselves and our clients.

3. 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
Need to know the reason for learning something	Do what the teacher asks	A reason that makes sense to the learner
Concept of learner	Dependent personality	Increasingly self-directing
Role of learner	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 and curriculum	Develops form life tasks and 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
Preparation	Wait to be told in class the purpose	Gain insight understanding of what is to come
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 learns and facilitators
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 begun.

4. 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 band, characteristics of highly self-directed learners are:
— Self-Confident,
— Inner-Directed,
— Reflective,
— Achievement Motivated,
— Accommodating,
— 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 band, 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 leaning 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).

5. Learning Styles.

Learning styles - what are they? People are unique and learn in four (4) different ways, contrary to the long standing idea that everyone learns the same way. A learning style is made up of two (2) major component parts: Perceiving how we take in information; and, Processing - how we make that information a part of ourselves.

First, Innovative Learners perceive information by sensing and feeling concrete reality; but, they process information by watching what is happening and reflecting on it. Second, Analytic Learners perceive information by abstract reasoning and thinking; but they process information by watching what is happening and reflecting on it. Third, Common Sense Learners perceive information by abstract reasoning and thinking; but they process information by actively experimenting with it through jumping in and trying it. And fourth, Dynamic Learners perceive information by sensing and feeling concrete reality; but, they process information by actively experimenting with it through jumping in and trying it.

Learning styles are somewhat similar to the trend in brain research and learning.

6. Brain Research and Learning.

One of the recent trends in brain research and learning takes us beyond the description of the left brain being cognitive, technical or linear, and the right brain being emotional, creative or global. The trend now is toward explaining how emotional intelligence outweighs cognitive ability and technical skills as a contributor to constructive success in the workplace or any other context.

On the emotional intelligence framework, <u>Social Competence</u> and <u>Personal Competence</u> are the two major components. <u>Social Competence</u> determines how we handle relationships, and is comprised of <u>Empathy</u> - awareness of others' feelings, needs, and concerns; and <u>Social Skills</u> - adeptness at inducing desirable responses in others. <u>Personal Competence</u> -- determines how we manage ourselves, and is comprised of <u>Self-Awareness</u> - knowing one's internal states, preferences, resources, and intuitions; <u>Self-Regulation</u> - managing one's internal states, impulses, and resources; and <u>Motivation</u> - emotional tendencies that guide or facilitate reaching goals_

7. <u>Application of Learning.</u>

If the trend of lifelong education is to succeed as the heartbeat of the twenty-first (21st) century, it must be organized around four (4) types of learning and applied as the pillars of knowledge interacting together throughout a person's life: <u>Learning to Know</u> - acquiring the instruments of understanding; <u>Learning to Do</u> - ability to do a job of work and act creatively on one's environment; <u>Learning to Live Together</u> - to participate and co-operate with other people in all human activities; <u>Learning to Be</u> - enabled to determine for themselves what they believe they should do in the different circumstances of life; and, <u>Learning to Change</u> -- implementing the adaptations and adjustments human being need to make relating to interacting in the fluctuating environment of the world in which we find ourselves.

All of this application will reveal the treasure within the learner and grows from each person selecting out of their learning experience one or more Ideas they would like to try out in their back-home situations. Then they identify the steps they would take in applying the idea(s), and any obstacles or resistances they anticipate encountering m putting the idea(s) into effect. Lastly, strategies may be suggested which will help in dealing with and overcoming the obstacles and resistances for bringing about change. Application of learning ultimately culminates with learning and worthy performance going hand-in-hand as being two sides of the same coin_

8. <u>Building Blocks of Adult Learning Experiences.</u>

I have observed the trend that adult learning experiences need to have a structure - <u>Building Blocks</u> are what I call those elements of structure. In general, these elements may include our: Beliefs and Notions about Adults as Learners; Perceptions Concerning the Qualities of Effective Teachers/Facilitators; Phases and Sequences of the Learning Process (theory of how adult learning takes place); Teaching Tips and Learning Techniques, and, Implementation of the Prepared Plan.

This process structure (or any other design one may develop according to adult learning principles) when used, will help move adult learning experiences from concept to reality. But to enhance the experience to a higher level, one last trend needs to be articulated: modeling lifelong (adult) learning in our behavior and life.

9. <u>Modeling Adult Learning.</u>

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. Congruence between theory and practice are important. 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. In other words, the personality of the adult educator 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. To be effective, an adult educator needs to have

trust in the ability and potential of adult learners to understand the learning process and make the right choices. The adult educator must initiate trust with the adult learners. Those adult educators who care enough to exemplify trust in their adult learners are:

— 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.

How much do you exemplify these trust factors? Rate yourself on each on a scale of 1 (lowest) to 10 (highest). A lack of trust seriously hampers the learning process. However, if trusted, the adult learners may learn something, which otherwise, they would have learned less well, more slowly.or not at all. Trusting adult learners is a golden opportunity to help them fulfill their enormous potential.

Conclusion

It is a fact that we all know more about excellence than we put into practice. However, I wish to accept the challenge myself and invite others to join me in allowing these trends to transform us into more excellent adult educators. These trends – introduction of the current situation of adult education is some major nations, the new platform of the realization of lifelong learning through online learning, adult and child learning, self-directed learning, learning styles, brain research and learning, application of learning, building blocks of adult learning experiences, and modeling adult learning – may have a huge impact upon us. Then, we will not only be talking about adult education and learning [andragogy], but also we will be doing it and doing it better than we ever have before now. It will be like putting together the warp and the woof of an exquisitely beautiful cloth weaving. It will be paying tribute to those who have given so much of themselves in adult education to our benefit. We will also be refining costly and precious gems - adult learners. It will come together like the warp and the woof of an exquisitely beautiful cloth weaving. Thus, we will create a better climate with the adult learners for nurturing their seeds of adult learning into a glorious flower that flourishes and contributes to the communities, nations and world in which we live.

Conversations in Teaching and Technology
Thursday, March 13, 2003, 316 MSC

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.

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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.

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MATERIALS
& METHODS
In Adult
and Continuing Education

INTERNATIONAL — ILLITERACY

Editor

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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

To What Extent, in my teaching, do I:	What Will I Do To Make the Improvements I Want?

Scale

Show interest — 0 1 2 3 4 / Lo ... Hi

Communicate well — 0 1 2 3 4 / Lo ... Hi

Possess Knowledge — 0 1 2 3 4 / Lo ... Hi

Prepare Plans — 0 1 2 3 4 / Lo ... Hi

Exhibit Enthusiasm — 0 1 2 3 4 / Lo ... Hi

— 0 1 2 3 4 / Lo ... Hi

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

FIGURE 1

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

An interesting model which 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
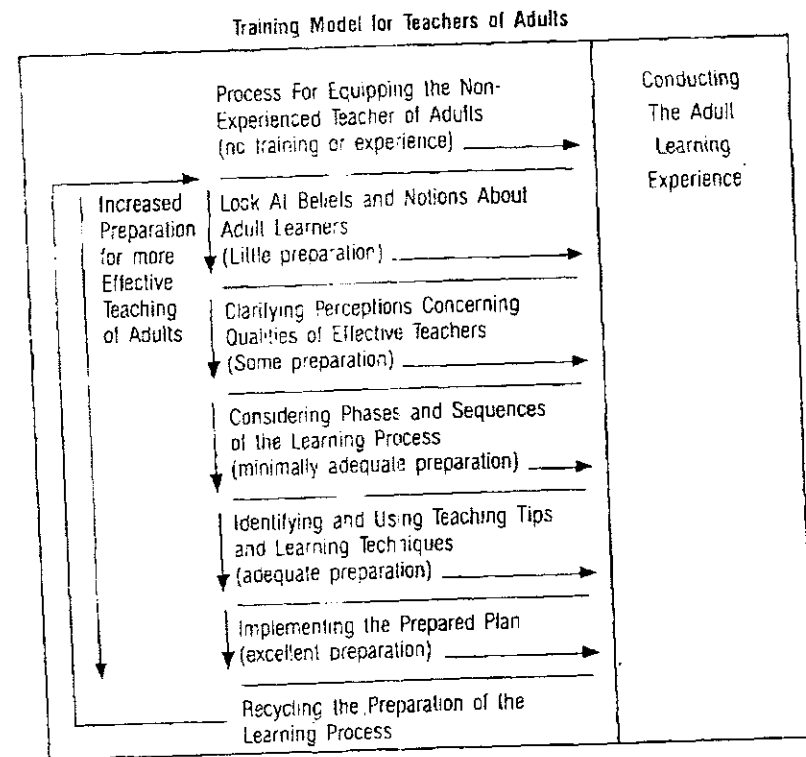
FIGURE 3

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**

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>**

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

- ## Phases and sequences of the learning process

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

- **Teaching tips and learning techniques**

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

- ## **Implementing the prepared plan**

ADULT LEARNING
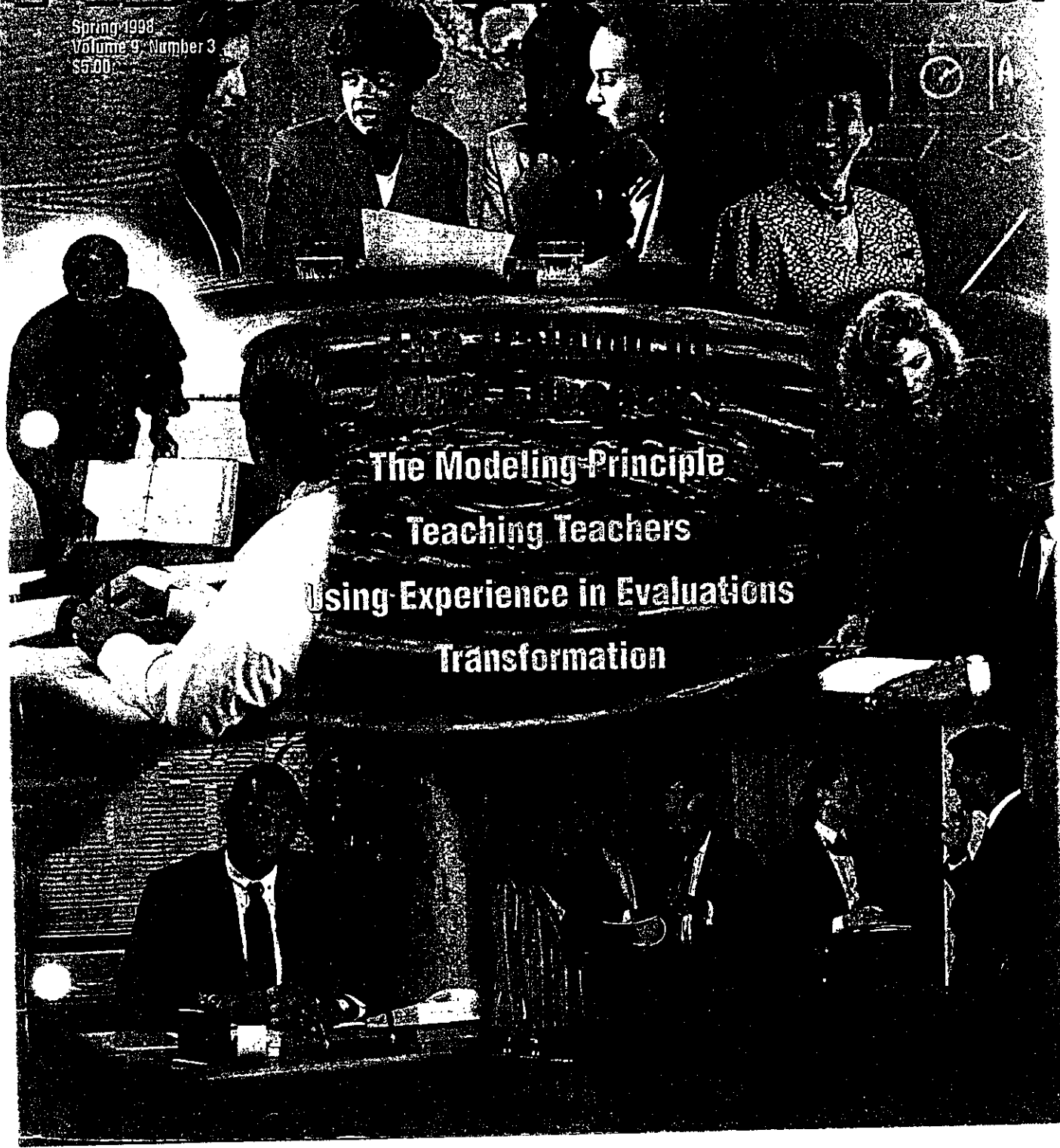
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Using Experience in Evaluations

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THE TRAINING
OF ADULT EDUCATORS

Modeling the Preparation of Adult Educators

By John A. Henschke

W hen 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

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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.

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

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

Theory of Large Meetings

These principles also provide the foundation of my special theory of large meetings, which are a prominent mode in conferences. The additional basic premise of this special theory is that the educative quality of a large meeting is directly a function of the quantity and quality of interaction in the meeting. This is to say that the more 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 another 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

I. 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

II. them back to order and invite volunteers to present their plans to the total audience. After

III. each presentation, I invite members of the audience to react to the plan and, particularly,

IV. to suggest strategies for dealing with the obstacles and resistances. During the last five min-

V. utes or so I add my own ideas about strategies for bringing about change.

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[2] 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,

[1] Paul Bergevin et al., *Adult Education Procedures* (Greenwich, Conn.: Seabury Press, 1963), pp. 157-163.
[2] Harold P. Zelko, "The Lecture," Lester R. Bittel and Robert L. Craig, eds., *Training and Development Handbook* (New York: McGraw-Hill Book Company, 1967), pp. 141-152.
[3] *ibid.*, pp. 144-154.

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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 with 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.

"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

[4] Malcolm S. Knowles, The Modern Practice of Adult Education (New York: Association Press, 1970), p. 31.

[5] 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.[5]

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.[7] 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."[8]

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.[9]

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.

[5] Daryl Hobbs, "Trends and Needed Changes in Voluntary Associations" (American Training Conference, University of Missouri, Kansas City, April, 1972. Speech delivered.)
[7] Leslie J. Hill, The Local Meeting Planner (Bloomington: Culp Publishing Co. 1972, p. ...)
[8] Malcolm S. Knowles, op. cit., pp. 128-154

<u>LARGE GROUP MEETINGS</u>

<u>ENHANCING INTERACTION</u>

<u>WITH</u>

<u>LISTENING TEAMS</u>

<u>CLARIFICATION</u>

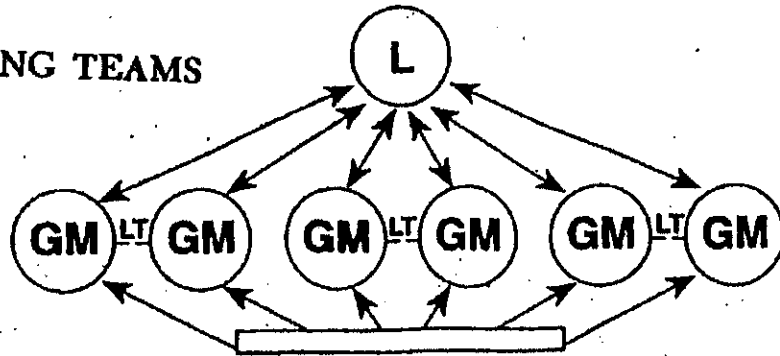### <u>REBUTTAL</u>

<u>ELABORATION</u>

<u>PRACTICAL APPLICATION</u>

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;

Occasionally ~~attendees~~ ~~half an hour~~ ~~in that~~ ~~case I~~ add ~~another~~ 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

I. 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),

II. I call them back to order and invite volunteers to

III. present their plans to the total audience. After

IV. each presentation, I invite members of the audience to react to the plan and, particularly, to suggest strategies for dealing with the obstacle and resistances. During the last five min-

V. utes or so I add my own ideas about strategies for bringing about change.

BACK-HOME APPLICATION
-- *TRANSFER OF LEARNING* --

1. Reflect for five (5) minutes on your experience during this Workshop and select one (1) or two (2) ideas you have picked up that you think you would like to try out in your back-home situation:
   [1] What idea would you like to experiment with?

   [2] What steps would you take in applying it?

   [3] What obstacles or resistances do you anticipate encountering in putting the idea into effect?
   - Obstacles

   - Resistances

2. Now form groups of four or five and take turns describing your idea, steps, obstacles & resistances to other members of your group.

3. After ample time for the groups to discuss, the leader will call all of the small groups back to the attention in the total group.

4. The leader invites volunteers to present their plans to the total audience -- one group at a time as long as time permits.

5. After each plan is presented, the leader then invites members of the total audience to react to each plan and, particularly, to suggest strategies for dealing with the obstacles and resistances.

6. At the last, the leader will add his/her own ideas about strategies for bringing about change.