

Workshop 9

Module 3—Unit 1
The Adult Learner

Menu

Facilitator Methods

Handouts (Media Masters)

Transparencies (Media Masters)

LENS

Workshop 9

#	<u>Method</u> : Topic: Activity Description	Time	Resources
1	<p><u>Group Interaction</u>: Teaching/Learning Styles Inventory:</p> <ul style="list-style-type: none"> ▪ Develop lists of indicators ▪ Workshop shares results ▪ Instructions for group research ▪ Groups conduct lesson explanation and observation ▪ Workshop shares results and discuss implications for teaching and learning 	<p>10</p> <p>10</p> <p>5</p> <p>30</p> <p>15</p>	<p>Indicator Form: HO 9-1a</p> <p>Responses: Writing: T 9-1a</p> <p>Process Guide: HO 9-1b</p> <p>Guide Sheet: T 9-1b, HO 9-1c</p>
2	<p><u>Group Problem-Solving</u>: Adult Learning Theories: Ratings and Rationale:</p> <ul style="list-style-type: none"> ▪ Select adult learning theories/create rationale ▪ Select implications/create rationale ▪ Share findings with Workshop 	<p>10</p> <p>10</p> <p>10</p>	<p>Process Guide: T 9-2</p>
3	<p><u>Group Assessment</u>: Paradigm Shift: Contrasting the Old with the New:</p> <ul style="list-style-type: none"> ▪ Group response to questions ▪ General class sharing 	<p>20</p> <p>15</p>	<p>Process Guide: HO 9-3</p>
4	<p><u>Workshop Wrap-up</u>:</p> <ul style="list-style-type: none"> ▪ Assessments ▪ Assignments ▪ Announcements 	<p>10</p> <p>5</p> <p>5</p>	<p>Assessment: HO 9-4a</p> <p>Issues: HO 9-4b</p>

Breaks: 20 minutes	Teaching Simulation: 30 minutes
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Facilitator Methods

Time and Tasks: Workshop 9 opens with an extensive investigation of teach/learning styles. This material is not covered in Unit 1 but certainly connects with the theories of adult learners and the paradigm shift that concludes the unit. The next two activities also include the group effort-general discussion pattern, each dealing with specific content covered in Unit 1. The time scheduled (including breaks) is only 175 minutes, which allows participants an additional five minutes for the assessment (if you wish). Of course, a teaching simulation will require cutting something (either Activity #2 or #3).

1. Group Interaction: Teaching/Learning Styles Inventory

This multi-staged group activity begins with developing the list of indicators for each style—auditory, visual and kinesthetic. Ideal group size: 4 members. Distribute “Teaching Styles Activity” (HO 9-1a) and ask participants to add as much as they can. We include three lists immediately below to enrich your discussion of auditory, visual and kinesthetic learner (and teachers). We located these additional characteristics and verbal clues here in your notes because they may be more than you wish to present. And they serve as handy answers to enrich the results after the groups report.

Additional Indicators:

Auditory Learners:

- Learn through hearing
- Talk to themselves while working
- Move their lips and pronounce the words as they read
- Enjoy reading aloud and listening
- Can repeat back and mimic tone pitch and timbre
- Find writing difficult, but are better at telling
- Speak in rhythmic patterns
- Prefer lecture or seminar to reading a book
- Like talking more than writing
- Repeat information over and over to memorize it
- Make up little rhymes to remember things
- Are talkative, love discussion and go into great lengthy discussions

Verbal Cues:

- “*Spell* it out for me.”
- “I don’t *hear* what you are saying.”
- “*Listen* to me.”

Additional Indicators:

Visual Learners:

- Learn through seeing
- Are neat and orderly
- Are good spellers and can actually see words in their mind
- Memorize by visual association
- Make up little rhymes to remember things
- Prefer a map to listening to directions
- Underline and annotation reading material
- Concerned with form and format
- Love the use of the overhead and PowerPoint

Verbal Cues:

- “Let’s take a *look* at it.”
- “I don’t see what you are saying.”

Additional Indicators:

Kinesthetic Learners:

- Learn through touching
- Prefer a map to listening to directions
- Underline and annotation reading material
- Concerned with form and format
- Use finger as a pointer when reading
- Gesture a lot
- Can’t sit for long periods of time
- Love the use of the overhead and PowerPoint
- Enjoy role-playing
- Look for physical rewards
- Memorize by associating events with ideas

Verbal Cues:

- “Let’s *move* on.”
- “I don’t *get* it.”

After 10 minutes, ask the groups to report their findings. The most difficult items are the three additional prompts following preferences, especially **writing**. Unless you have some English composition teachers in your audience, don’t expect too much on the writing topic. Anticipating that, we have provided a rather detailed list—“Responses: Writing—Auditory, Visual, Kinesthetic” (T 9-1a) to share with the class. Mention that you didn’t expect this level of detail, but that researchers have made some quite a study of the student writers which you thought they might find interesting.

Distribute the Process Guide (HO 9-1b), allowing participants to read it. Display the Guide Sheet (T 9-1b), and while they are reading it, distribute the hard copy of the form (HO 9-1c).

Advise group members to select the subject of their talk (merely describing the lesson) before the first person begins. In other words, pay attention to the tasks at hand—observing and filling out the guide sheet (HO 9-1c). (You will need to provide enough guide sheets so each member has one to fill out for each group member’s talk.) We have allotted 30 minutes for the groups to complete the observations (five minutes each) and share sheets and comments. Remind participants that their work may not be scientifically accurate, but that, no matter how accurate, we all may be thinking more about what we do and how we do it.

Conclude with a general class discussion, allowing volunteers to comment/share. The focus the remaining time on the implications for our teaching.

Total Time on Task: 70 minutes.

2. Group Problem-Solving: Adult Learning Theories: Ratings and Rationale

An efficient way to revisit the unit’s discussion, the exercise requires analysis, assessment, and prioritizing the information. The activity is quite simple, with no wrong answers, only inadequate ones. Distribute the process guide (T 9-2). Answer any questions and put the groups to work. Mention that they need to address both questions. After 20 minutes, poll the groups for their selections. Begin with the most popular choices and ask for rationales for those. This sharing should take about 10 minutes.

Total Time on Task: 30 minutes.

3. Group Assessment: Paradigm Shift: Contrasting the Old with the New

This activity is especially appropriate for small groups whose members can share personal experiences and somewhat politically sensitive comments about campus culture in the relative privacy of the groups. Distribute “Paradigm Shift—Contrasting the Old with the New” (HO 9-3). Groups work for 20 minutes and then report as groups during the general discussion (15 minutes). Their comments can be reported anonymously or by specific individuals if they feel comfortable doing so. (“Some members of our group experienced or believe. . .” versus “I experienced or believe”)

Total Time on Task: 35 minutes.

4. Workshop Wrap-Up

Assessments

Introduce the Teaching and Learning Assessment (HO 9-4a). Note the comment regarding the high level of critical thinking involved in the responses. This is also an opportunity to discuss a topic that isn't really addressed in Unit1, but that is likely on the minds of the workshop participants.

Assignments

Assign the reading—Unit 2 in Module 3.

Distribute the list of 12 issues (HO 9-4b). Note the instruction to mull over the list but not labor over it. (The instructions for the “Four Corners” debate are contained in Facilitator Methods” for Workshop 10.)

Request workshop participants bring their textbooks to Workshop 10.

Announcements

As always, there are housekeeping items, including room and schedule changes, campus events of interest, special reports from participants, reminders regarding teaching simulations, and—always—“other.”

LENs Workshop Media

Workshop 9

Handouts = HO

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Teaching Styles Activity

The primary purpose of this activity is to increase awareness of and appreciation for behavior indicative of three modes of teaching and learning—visual, auditory, and kinesthetic. First, working in small groups, you will be asked to develop a list of indicators of each mode. Second, you will alternately describe a recent lesson you taught and notice/record indicators of each mode from each of your colleagues' description of the lesson. The activity concludes with some reflection on the group's characteristics and implications for teaching and learning.

1. Add several more examples to each of the following lists.

Verbal Indicators:

Auditory: "Hear what I'm saying? That sounds good to me."

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Visual: "As you can see. Picture this."

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Kinesthetic: "Get ahold of that idea. Grasp the concept."

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Behavior/Gestures:

Auditory: Distracted by noise, like music more than art, move lips while reading.

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Visual: Not distracted by noise, fast reader.

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Kinesthetic: Pointing, expressive facial appearance and posture, move about.

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Preferences:

Auditory: Like music more than art, prefer talking instead of reading.

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Visual: Prefer books to lectures, like to doodle while talking on phone.

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Kinesthetic: Prefer groups to lectures, like to take a walk to sort out ideas.

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Additional prompts for each of the above:

- **Writing—preferred personal process? (How?)**
- **Ideal class activities? (What?)**
- **Ideal work setting for individual productivity? (Where?)**

Responses: Writing—Auditory, Visual, Kinesthetic

Auditory:

- likes group interaction to generate ideas
- appreciates verbal responses (conversation) to their work-in-progress
- likes “talking through” a paper idea/plan (explaining it) before writing
- tends to include quotations and dialog in writing
- verbally rehearse their writing (interior monolog), may even mumble to themselves when writing

Visual:

- Likes to view models of papers assigned
- Appreciates written responses to their work-in-progress
- Prefers creating a graphic picture of the writing—a paper plan or outline—and graphically oriented invention strategies—flow chart, clustering, balance sheet, schematics, pro-con, etc.
- Cares about handwriting
- Tends to write carefully, correctly, much proofing during invention and drafting stages, but this penchant for appearance results in meager production

Kinesthetic:

- prefers and profits from *active reading* (underlining, annotating a text) instead of reading straight through
- prefers writing in short bursts
- prefers active invention strategies that both reduce the writing task into discrete steps and manipulate material
- tends to write quickly, spontaneously, and abundantly, but without much regard for correctness or appearance (however, an extremely productive behavior)
- handwriting often unintelligible to a reader

Process Guide: Observation and Analysis

After your group has developed its lists and shared with the workshop to build comprehensive lists, each person will take about five minutes to talk about a topic/lesson he or she has taught in the last week or two. This is a very informal conversation, complete in the relative privacy of your group. Be casual. And whatever you do, just be yourself.

Even though we tend to emphasize one of the three major modes or learning/teaching—visual, auditory, and kinesthetic—over the others, we do use all three. All can be extremely effective. As you discuss your lesson experience, the other group members will listen for some of the verbal clues and other indicators relating to these modes. Ignore their note taking. At the conclusion of your discussion, the other group members are encouraged to ask questions about either the topic or the way it was presented. And they will continue taking notes. After you have finished, the other members will take their turn, with you taking notes this time.

As you describe teaching the lesson, try to be as specific as you can in five minutes.

- What was the subject of the lesson?
- What were the challenges for both you and your students?
- What methods did you employ?
- What did students have to do?
- How did it go?
- Any changes you would make for next time?
- Why did you select this lesson to describe to the group today?

Advice:

- All members select the lesson they will describe before the turns begin.
- During the descriptions, resist thinking about your lesson description.
- Try to write complete notes—but no criticism.
- Make sure you have data for the two questions in part 2. If not, *ask*.

After all group members have taken their turn, please take a few minutes to reflect on the characteristics members exhibit. Determine if there is any consensus among the group members. And again, be careful not to judge each other.

Guide Sheet for Observing the Lesson Description

1. Indicators noticed during the teacher's explanation/discussion of the lesson--

Verbal Indicators:

Auditory:

Visual:

Kinesthetic:

Behavior/Gestures:

Auditory:

Visual:

Kinesthetic:

Preferences:

Auditory:

Visual:

Kinesthetic:

2. Details of teaching/learning from the teacher's explanation of the lesson—

What the teacher actually did during the lesson (lecture, role-play, perform, write on board, etc.):

What the students actually did during the lesson (write, work in groups, perform, answer questions, etc.):

Guide Sheet for Observing the Lesson Description

1. Indicators noticed during the teacher's explanation/discussion of the lesson--

Verbal Indicators:

Auditory:

Visual:

Kinesthetic:

Behavior/Gestures:

Auditory:

Visual:

Kinesthetic:

Preferences:

Auditory:

Visual:

Kinesthetic:

3. Details of teaching/learning from the teacher's explanation of the lesson—

What the teacher actually did during the lesson (lecture, role-play, perform, write on board, etc.):

What the students actually did during the lesson (write, work in groups, perform, answer questions, etc.):

Adult Learning Theories: *Ratings and Rationales*

Group Activity:

1. Unit 1 describes nine adult learning theories. Context: Your group has been asked to present on Adult Learning Theories, but there is only time to discuss three of the theories. Reach consensus on the three theories your group feels is most important and explain why. Select your three and develop your rationale for selection.

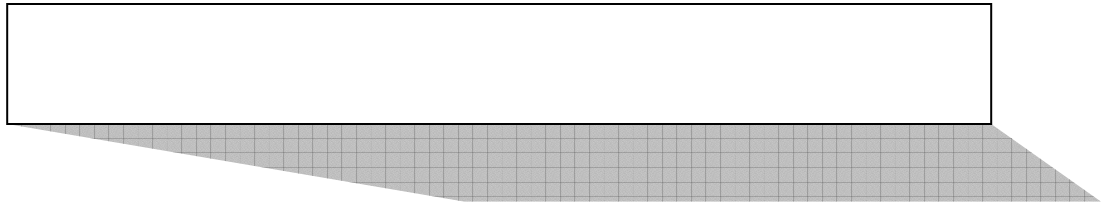
2. Most educators would agree that just about all of the “implications” of the adult learning theories have much merit. However, of the 16 implications presented, which three represent the greatest challenge for teachers? Why?

Time on Task: 20 minutes

Full-class Discussion:

- Poll the groups for their selections for each question.
- Share their rationales.

Time on Task: 10 minutes



Using the chart “Comparison of Old and New Paradigms of Teaching” (page 22), discuss the questions that follow. If you need more details to work with, look at the chart “Contrasting Tendencies in Teaching-Centered and Learning-Centered Institutions” (pages 19-21).

- 1. Was there a difference between you undergraduate and graduate educational experience? If you attended a community college, how did that experience differ from your four-year degree experience?**
- 2. Is your department/program more aligned with the old or the new paradigm? Without mentioning names, explain.**
- 3. Which of the seven items list in the chart on page 22 are most challenging for teacher or institution wanting to embrace the reform suggested by the new paradigm? (Two or three.)**

Twelve Issues: One Debate

At the next workshop, we will debate one (maybe two) of these issues, posed as questions. Between sessions, just think about the different issues, mulling them over informally, when you have the time. Certainly, do not prepare these for formal debate. To do so would take too much time and actually would do more harm than help to the upcoming exercise. So read 'em, pause over them a little, and move on. Nothing more.

1. Should training in music performance or art (drawing, painting, sculpting, etc.) be required of all high school students?
2. Should college admission be based solely on academic achievement in high school and test scores (objective criteria)?
3. Should students attending public colleges be required to pay higher tuition fees if they do not graduate in four years? (Or for community colleges, if they do not graduate in two years?)
4. Should college teachers automatically receive tenure after three years of successful performance?
5. Should the lecture be replaced as the primary mode of high school and, especially, college instruction?
6. Should the semester be restructured so students take one class per month (like many summer school classes)?
7. Should public schools adopt a year-round calendar?
8. Should high schools and/or colleges require students to perform some community service as a condition for graduation?
9. Should the primary purpose of college education be job training?
10. Should certain life-style skills (for example, parenting, relationships, personal health, etc.) replace some of the more abstract discipline courses in the curriculum?
11. Should teacher evaluations be made public (for example, published in the campus newspaper)?
12. Should colleges mandate an institutional attendance policy to assure student success and support teachers?