From “Lectures” to “Evenings of Learning”

Working With Adult Learners: Best Practices

Benjamin Brown, April 15 2019

YOU ARE ON

Puget Sound Salish

LAND

USDAC.us/nativeland

#HonorNativeLand

Artwork by: Lightning Waq Waq, Ty Juvinel (Tulalip Tribes)

Quick Icebreaker

- **Purpose:** To make you a little more comfortable talking with the people you're sitting next to!

- **Prompt**: Turn to a shoulder partner (someone sitting next to you) and:

1. Introduce yourself
2. Tell them what Mountaineers activity you are most involved in
3. Tell them what you hope to get out of today's course

Today's Goals

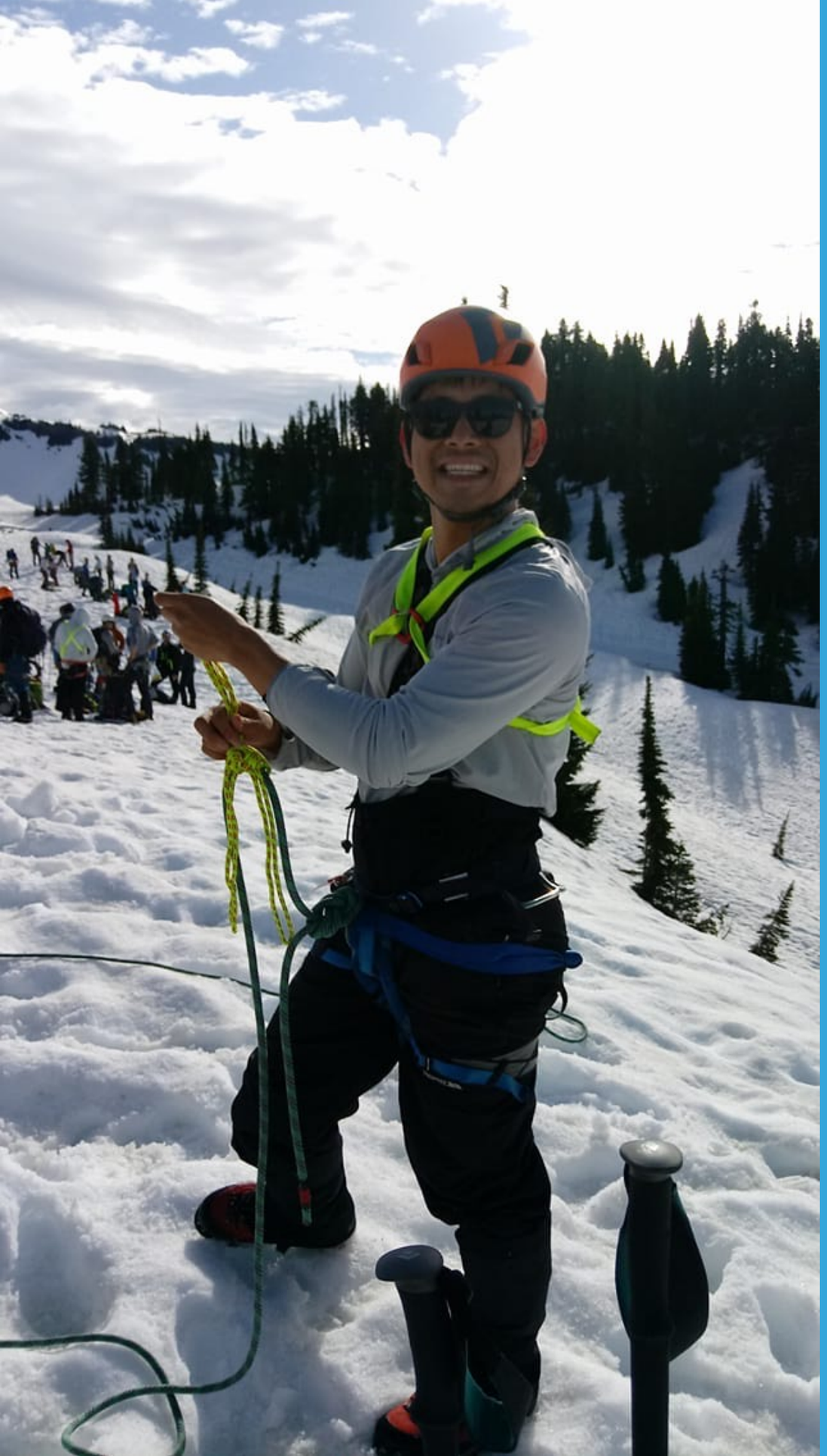
- **Purpose:** Students learn better when learning objectives are clear.

- By the end of this session, it is my hope that you will be able to…

  - …**describe,** with some familiarity, principles of andragogy

  - …**identify** potential applications of the theory to your own volunteering/instructing/etc.

  - …**apply** good practices of planning, implementing, and assessing, to your work.



EDUCATION IS NOT PREPARATION FOR LIFE; EDUCATION IS LIFE ITSELF.

John Dewey, 1916

jigsaw first!

jigsaw first!

PLANNING

with thanks to Michelle Harper and Joe Harper-Kowalczyk!

Turn and Talk:

- **Purpose:** Activating prior knowledge to make connections between experience and content.

- What kind of instructor do you want to be?

- When you think of an instructor you've found effective in the past, what do you remember about them and/or their lessons?

Lesson Plan: Key Components

Lesson Plan		
Title:		
Date:	**Time Required**:	
Lesson Developer(s):		
Learning Goals: Participants will be able to…		
Materials:		
Time	**Activity**	**Materials**
	Introduction: *[How will you **hook** your audience?]*	
	Guided Practice: *[What appropriate practice have you have identified for the lesson (e.g. I do/we do/you do; teach-back; etc.)?]*	
	Evaluation: *[Have students met the learning goals? How do you know?]*	
Reflection: *[What went well? What will you change the next time you teach this?]*		

- **Learning Goals:** "Participants will be able to…"
- **Introduction:** Opportunity for a "hook," introducing relevance to their lives, etc.
- **Guided Practice**: less "sit-and-get" more "do together"
- **Evaluation**: are students learning? How do you know?

Developing Strong **Learning Goals**

~~ABCD~~ CABD of Learning Goals:

- **Condition:** *As a result of attending _____,*
- **Audience:** *participants; intermediate students; crew members;* etc.….
- **Behavior**: *will be able to _____,* [observable & measurable!]
- **Degree**: *4/5 times successfully; accurately and safely; without mis-tying the knot*; etc.

As a result of attending FTP 1, basic alpine climbing students will be able to list and describe the 10 essentials without forgetting any of them!

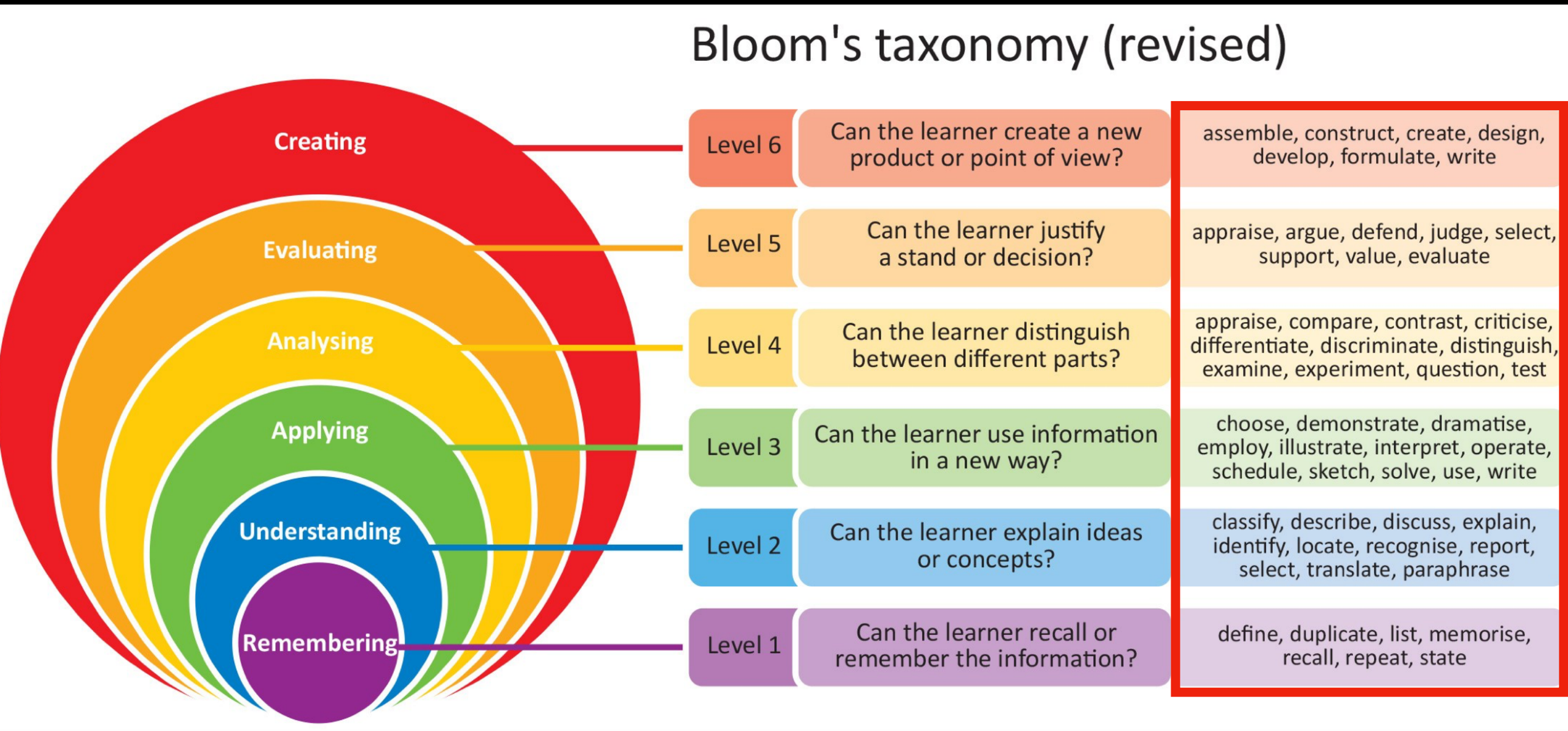
Learning Goals: CABD Practice

~~ABCD~~ CABD of Learning Goals:

- **C**ondition: *As a result of attending _____,*
- **A**udience: *participants; intermediate students; crew members;* etc.…
- **B**ehavior: *will be able to _____,* [observable & measurable!]
- **D**egree: *4/5 times successfully; accurately and safely; without mis-tying the knot*; etc.

As a result of____, Olympia and neighboring Mountaineers will be able to _____ _____.

Powerful Verbs: Students will be able to…



https://pressbooks.bccampus.ca/studystrategizesucceed/part/main-body/blooms-graphic/

- Why is it important to be *specific* with our verb(s) when developing a good learning goal?

- Which of the verbs above do we often ask our students to do?

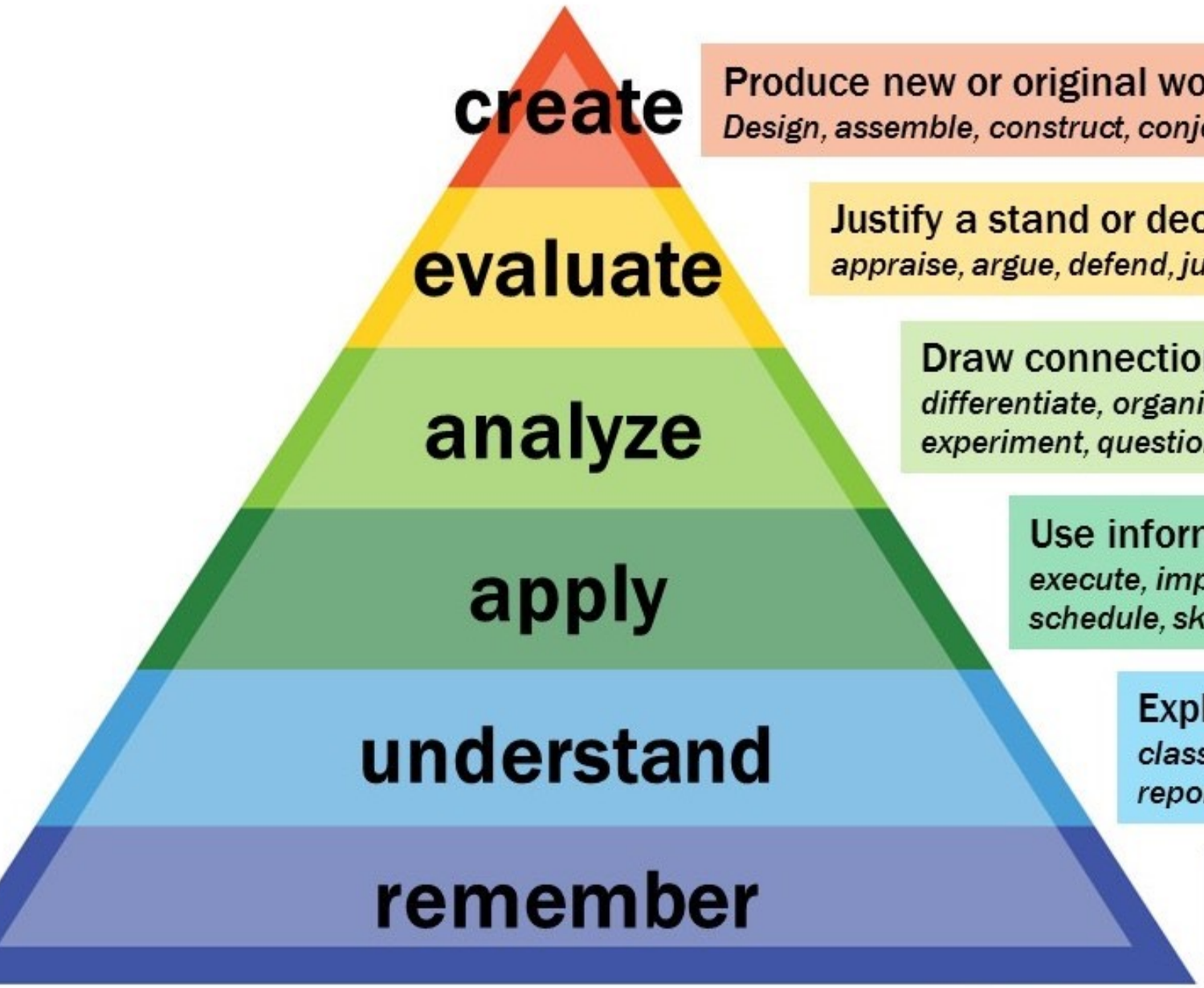
Your Turn!

- Get into small groups (or work on your own)
- Work either with the curriculum/lesson/ etc. you've brought, or from the examples provided on the resources page
- Develop 1-3 learning goals for that piece of instruction.

☑ Remember:

- ☑ Behaviors that can be observed and measured
- ☑ Who? What? How well?

Bloom's Taxonomy



Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

https://lib.guides.umd.edu/c.php?g=598357&p=4142337

IMPLEMENTING

What is Implementation?

- **Purpose:** How will students acquire skills/knowledge/abilities?
- **Goals:** "What are we all working toward in this class/activity?"
- **Relevancy**: How does this apply at personal, course, organizational levels?
- **Method:** "Guided Practice" on the lesson plan– humans aren't sponges!

How Are We Implementing?

Implementation strategy should fit the **type of learning**:

- **motor skills**: hands-on activities
- **cognitive skills**: discussion, reflection, application
- **affective (emotional) skills:** discussion with others, consideration of differing viewpoints, role-play

Learner Connection: Take a moment to think of an example of *each* of these types of skills in the activity you most often instruct or participate in. Share with your shoulder partner!

High-Leverage Strategies

- **I do / we do / you do** (or "gradual release of responsibility"): common for motor skills –> knot example **hands**
- **roleplay:** esp. good for affective skills development –> team example
- **small-group discussion:** opportunity to consider ideas from others' viewpoints. Instructor may facilitate, but must never dominate.
- **teach-alike:** students as teachers; build inter-dependence, help avoid the "expert trap"
- **Questioning**: engage background knowledge

Your Turn!

In the next _ minutes, your task is to:

- **Consider** the strategies introduced.
- **Choose** one which feels like a good fit for your lesson plan.
- **Talk with someone nearby** to get feedback about your chosen strategy. Will it work out? Should you consider a different one?
- Can you make connections between your strategy and **principles of andragogy?**

- **I do / we do / you do** (or "gradual release of responsibility"): knot example
- **teach-alike:** students as teachers, reframe/reorganize knowledge
- **roleplay:** esp. good for affective skills development
- **small-group discussion:** opportunity to consider ideas from others' viewpoints. Instructor may facilitate, but must never dominate.
- **Questioning**: engage background knowledge

ASSESSING

with thanks to Nellie Suthers!

Turn and Talk:

- **Purpose:** Activating prior knowledge to make connections between experience and content.

- What is a recent assessment (quiz, test, etc.) that you were required to perform, with The Mountaineers or for another group?

- What past assessment stands out in memory as particularly heinous or particularly clever?

The Assessment Cycle:

New York University, Center for Academic Excellence and Support: https://caes.sps.nyu.edu/outcomes-assessments/

Not Just Once!

- **During Instruction:**
  - ☑ Communicate clearly
  - ☑ Observe, check-in, adjust
- **After Instruction:**
  - ☑ Administer assessment
  - ☑ Let students know how they did
  - ☑ Interpret results, plan accordingly!

Ongoing Assessment Strategies

- **“Fist-of-five”:** quick, informal check-in during instruction **demo!**
- **Question Parking Lot:** digital or physical
- **Open-Ended Questions:** ~~“Are you following me?” “Yes!”~~ 😢
- **Quiz a Partner**: students challenge each other; instructor listens, observes, adjusts
- **Entry/Exit Ticket:** powerful, quick, objective… perfect!

How Are We Assessing?

Assessment strategy should fit the **type of learning**:

- **Hands-on assessments:** "need-to-do" skill types (motor skills, affective skills)
- **Written/computer assessments:** "need to know" skill types (cognitive skills)

Learner Connection: Can you recall an assessment with a mismatch between assessment type and the knowledge being assessed? How about one in which the assessment perfectly matched the skills in focus?

Plan for Assessment

- Get into small groups
- Review the learning goals you created earlier
- Work together to think about assessing both *during* and *after* your instruction
- Assess each others' assessments!

Helpful questions when planning for assessment:

- Which style of assessment matches my learning targets? (Need-to-know or need-to do?)
- Will I grade these assessments? If so, what will be my measure?
- How will I communicate the learning targets and assessment expectations?
- How will I determine if students are "getting it" during instruction?
- How will I communicate with students to let them know if they achieved the expected level of mastery?
- Will I offer help to students who did not achieve the targets? What will that look like?

Reflecting On This Evening

- What **big ideas** will you be taking home with you?
- What **applications** will you be making in the work you do with The Mountaineers?
- What **lingering questions** do you have?

Thank you for your time!

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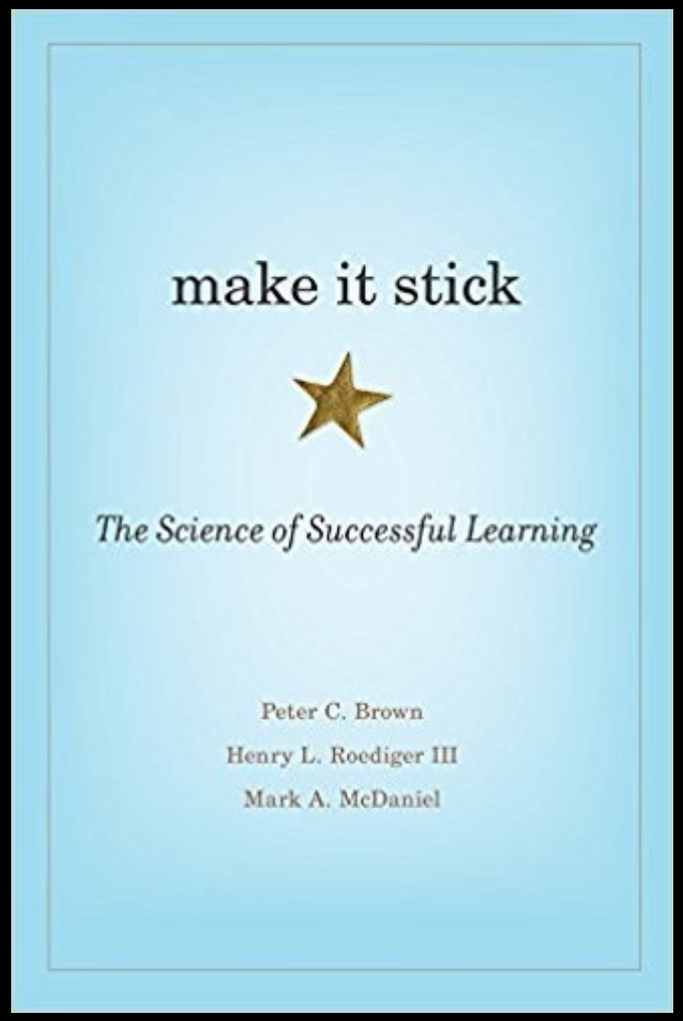
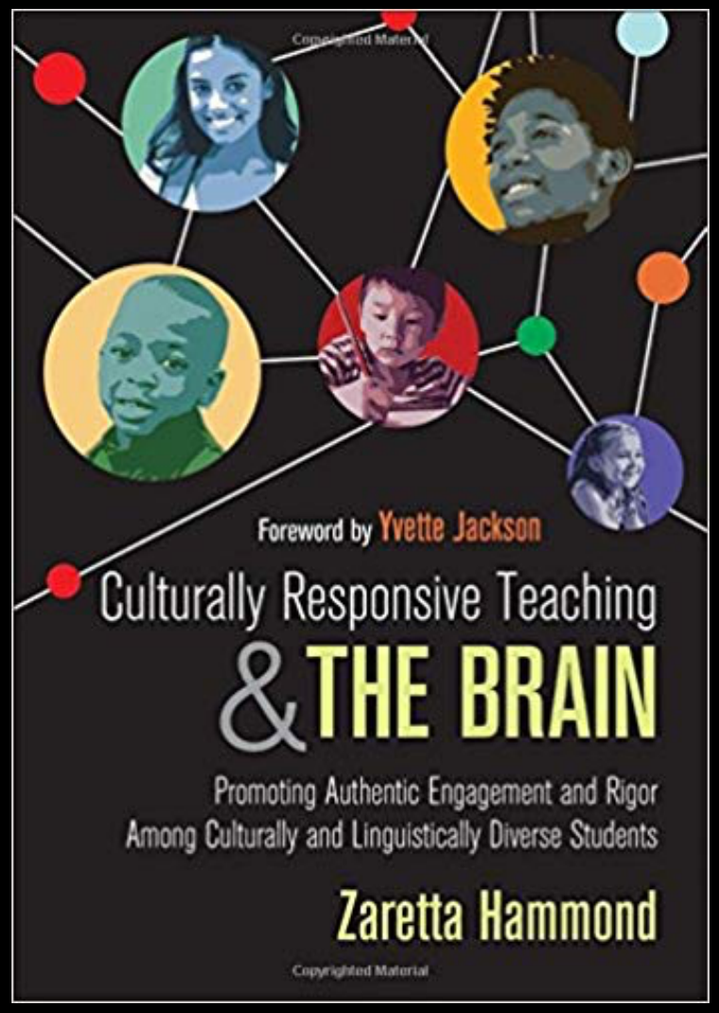




SPONGE TOPICS!

Personal Relevancy

- Research shows…
- One powerful strategy: **Culturally Responsive Teaching**
  - ★ …levels of experience
  - ★ …language proficiencies
  - ★ …cultural knowledge-making

Brainstorm: Take a minute or two to think of strategies *you* might use!
Consider 1) teaching your content area, to 2) a student in one of the specific contexts described above

“3 Tips to Make Any Lesson More Culturally Responsive”

-Zaretta Hammond

CULT OF PEDAGOGY

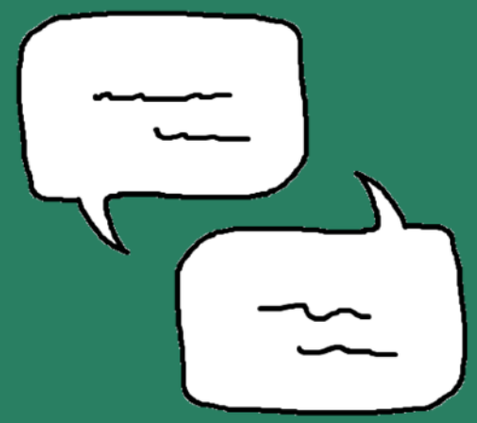
Culturally responsive teaching is less about using racial pride as a motivator and more about mimicking students’ cultural learning styles and tools.

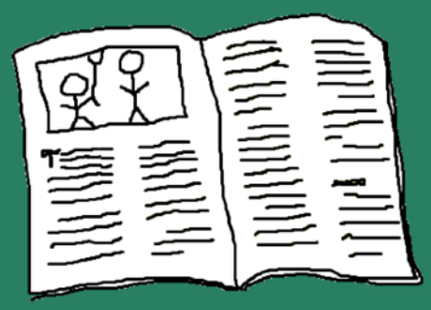
1. Gamify it.

Most games employ a lot of the cultural tools you’d find in oral traditions – repetition, solving a puzzle, making connections between things that don’t seem to be related.

2. Make it social.

Organizing learning so that students rely on each other will build on diverse students’ communal orientation.





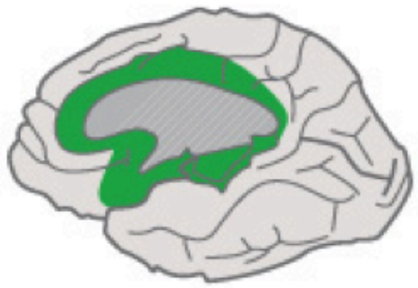
3. Storify It.

Diverse students (and all students) learn content more effectively if they can create a coherent narrative about the topic or process presented.

Universal Design for Learning

Affective networks:

THE WHY OF LEARNING



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

Stimulate interest and motivation for learning

Recognition networks:

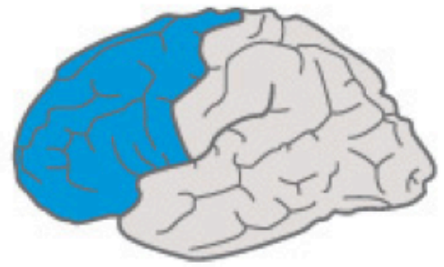
THE WHAT OF LEARNING

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

Present information and content in different ways

Strategic networks:

THE HOW OF LEARNING



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

Differentiate the ways that students can express what they know

Universal Design for Learning Guidelines

Provide multiple means of Engagement

Affective Networks
The "WHY" of learning

Provide multiple means of Representation

Recognition Networks
The "WHAT" of learning

Provide multiple means of Action & Expression

Strategic Networks
The "HOW" of learning

Access

Provide options for Recruiting Interest (7)

- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

Provide options for Perception (1)

- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

Provide options for Physical Action (4)

- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Build

Provide options for Sustaining Effort & Persistence (8)

- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for Language & Symbols (2)

- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

Provide options for Expression & Communication (5)

- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

Internalize

Provide options for Self Regulation (9)

- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

Provide options for Comprehension (3)

- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

Provide options for Executive Functions (6)

- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)