ADULT LEARNING: FROM THEORY TO PRACTICE
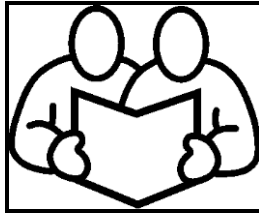
L. Herod, EdD
Written 2002; Updated February 2012
l.herod@yahoo.ca

TABLE OF CONTENTS

Course Description

Adult Learning: From Theory to Practice is an online course intended for tutors in the Canadian adult literacy community. The course may be used by individuals in a stand alone, self-paced format, and/or by groups in various formats, both online and offline.

The course focuses on a teaching-learning continuum, one end of which is directed learning and at the other, facilitated learning. The main point raised and discussed throughout the course is that adult learning is highly individualistic and fluid. As such, it requires that tutors be very flexible and utilize a range of teaching approaches and methods in order to enhance learning.

The first module of the course looks at current adult learning theory, while the second module covers this theory as it relates to the practice of adult education. A third module blends theory and practice and provides tutors with some ideas for dealing with the myriad of factors that influence adult learning. The course includes "Tips for Tutors," but it should be recognized that the intent of the course is to stimulate adult literacy tutors to reflect critically on the notion of a teaching-learning continuum and is not intended as a "how-to" course. An excellent resource for more practical information is Peter Renner's "The Art of Teaching Adults."

Each module concludes with a multiple choice quiz. These will assist you to assess your grasp of the foundational information contained in each module (i.e., as discussed in the first section of Module 1, to *acquire* the basic material and process it to a moderate degree). In the online version of the course, the quizzes are interactive in order to provide you with immediate feedback for each question. In the PDF version, the answers are listed in Annex A.

There are also sections entitled "Points to Ponder" scattered throughout each module. These are designed to stimulate critical thinking or deeper level processing of the material (as discussed in the first section of Module 1). There are no right or wrong answers for these; rather, they are issues each individual educator must decide upon for him/herself. A discussion of each point is provided to assist you in considering the complexities of the point/issue. In the online version, each point is linked to the discussion, while in the PDF version the discussions may be found in Annex B. Additional activities for each point have also been provided.

While plain language has been used wherever possible in the course, the terms commonly used by adult educators are included in order to convey the full meaning of these adult learning concepts. However, a "Glossary of Terms" has

been provided in both the online and PDF versions of the course to assist users with the language. Terms that are included in the glossary are bolded throughout the course in both the PDF and online versions.

Finally, a comprehensive list of resources, both text and available on the World Wide Web, has been provided for each of the major concepts in the course.

Use of Course Material

The material in this course is freely available to any individuals and/or groups wishing to use it for "not-for-profit" certification, professional development and/or general interest purposes. Users are encouraged to adjust the material as required to suit their particular learning situation. For example, in that the field differs from location to location, groups may wish to include a module relating specifically to adult learning and literacy in their particular region. Some groups may wish to include additional material such as foundations of adult education, adult development, and so on. Or, some users may need to reduce the material somewhat for a professional development session or introductory workshop. Whatever the case, please feel free to adjust the material as needed, as long as it is "not-for-profit."

Recommendations for Use

The course may be used by either individuals in a stand alone, self-paced format, and/or by groups fully online or in a hybrid format as discussed below.

- **Use by Individual Tutors:**

  o **As a Stand-Alone, Self Paced Format -** In its most basic form, the course may be used by individual tutors in a stand-alone, self-paced format. The course offers the convenience of "anywhere, anytime" training in that learners can login to the course site from anywhere and at any time of the day or night. As such, it is suitable for tutors when attending face-to-face training is difficult in terms of time and/or distance (e.g., in hard-to-reach rural and Northern areas; with schedules that make face-to-face training hard to fit in). In that the course is "stand-alone," learners may take as much time as they wish to complete the course. It is recommended, however, that learners not break for an extended period while taking the course as it is difficult to sustain motivation.

  o **Build in Interactivity -** As a stand-alone course, each module ends with an interactive quiz that will allow learners to check their understanding of the information. That said, learning is most effective when there is a degree of interaction with others in that it aids in more deeply processing information and keeping motivation high. As such, it

is recommended that wherever possible, individual learners build in a degree of interactivity. Some suggestions for doing so include:

- **Partner with Another Tutor** – arrange to work on the course the same time as another tutor you know is, so that you can discuss the material as you go along

- **Arrange for a Mentor** – ask a more experienced tutor to guide/support/assess your course work

- **Join an online discussion forum** – Check with your regional adult literacy office to find out if there are any online forums for adult literacy tutors in your province or region.

- **Use by Groups**

  - **Online Format**

    - Self-paced, Stand Alone, Semi-Supported: The user group sets up mentoring relationships between individual learners and more experienced tutors. Learners work through the course at their own pace, but have an experienced tutor they could call on to discuss the material, for guidance and support, etc.

    - Self-paced, Fully Supported – The user group provides mentoring and assesses learning while individual learners work through the course at their own pace.

    - Online Group – The user group assigns specific timelines for learners to take the course online. In addition to providing support and guidance, the user group takes on an active educative and assessment role. Interactive elements such as an online discussion forum or teleconferencing component are built in.

  - **Hybrid Format (Online and Face-to-face Components):** While online interaction during a course is cost-effective and easily managed, a degree of face-to-face interaction can enhance learning. As such, a "hybrid" course (i.e., much of the course is completed online, but a degree of in-class interaction is built in) may be desirable for user groups to include. The face-to-face meetings could range from just a few to numerous regular meetings throughout the course depending on the resources and needs of the user group.

MODULE 1: THEORY

SECTION 1.1: INTRODUCTION

The purpose of this course is to provide adult literacy tutors with information regarding teaching and learning with adults. The main theme threaded throughout the course is that teaching and learning are best viewed as a continuum with **pedagogy** (**directed learning**) at one end, and **andragogy** (**facilitated learning**) at the other. It is suggested that in order for learning to be effective, tutors must move along this continuum based on the educational objective of the learning activity, as well as a number of other influencing factors.

In the interests of keeping the course manageable, detailed information about a pedagogical approach and techniques has not been covered directly in that most of us are familiar with pedagogy through our K-12 education. This is not true of andragogy or facilitated learning, however, and as such we will explore the theory and practice of this approach in much more detail.

Finally, in that reading about and then actually doing something are often two different things, it is recommended that tutors who are using this course in a stand-alone format, especially novice tutors, should try to arrange for the guidance and support of an experienced tutor if at all possible.

SECTION 1.2: LEARNING

How might we define learning?

For the purposes of this particular course, the most important dimension that must be captured in any definition of learning is the *depth of processing of skills/knowledge*. This refers to the level at which we are engaged in thinking about what is being learned. Jarvis (1992) aptly points out that learning may be distinguished by that which is *non-reflective* and that which is *reflective*. **Non-reflective learning** demands very little thinking on our part such as when we memorize something or perform a simple task (i.e., we take something in or learn a skill in its simplest form without altering it, attaching personal meaning, etc). **Reflective learning**, on the other hand, requires far more thinking on our part. We understand the 'why' of the knowledge/skill, can break it down into its component parts and reassemble it in a new form, and so on. While the emphasis in terms of processing is on the intellectual or **cognitive domain**, to some extent processing also involves the **physical** and/or emotional/psychological (termed "**affective**") **domains**. We will discuss this further under the section, "Multiple Intelligences" and "Learning Styles" in Module 2.
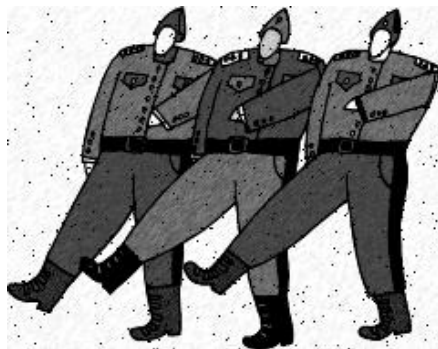
Non-reflective thinking   Reflective thinking

It is helpful to think of learning in this respect as a continuum rather than as an "either-or" proposition. At one end is **non-reflective learning**, while at the other lies **reflective learning**, with varying degrees in between. Where exactly one is on the learning continuum at any given point in time will depend on numerous factors (e.g., the curricular material, objectives, learning style), as will be discussed later in the course. For example, simply memorizing the formula for calculating percentages and completing some worksheets would involve learning towards the non-reflective end of the continuum. If, however, we then look at what other mathematical operations could be used in lieu of percentages, how calculating percentage could be combined with other mathematical operations to produce more complex information, or initiate a discussion about what situations we would need to be able to calculate percentage, we would move toward the

reflective end of the continuum. Processing this skill to a deeper level would mean that students would be able to explain the process to others, consider and assess alternatives, use the skill/knowledge to decide on a course of action, and so on.

Non-reflective learning	Reflective learning
(rote or surface level learning)	(deep level processing)

> **Definition of Learning**
> Learning is the cognitive/physical/affective acquisition and processing of skills/ knowledge to varying depths, (where "depth" refers to one's understanding of, ability to manipulate, apply, and/or communicate the skill/knowledge).
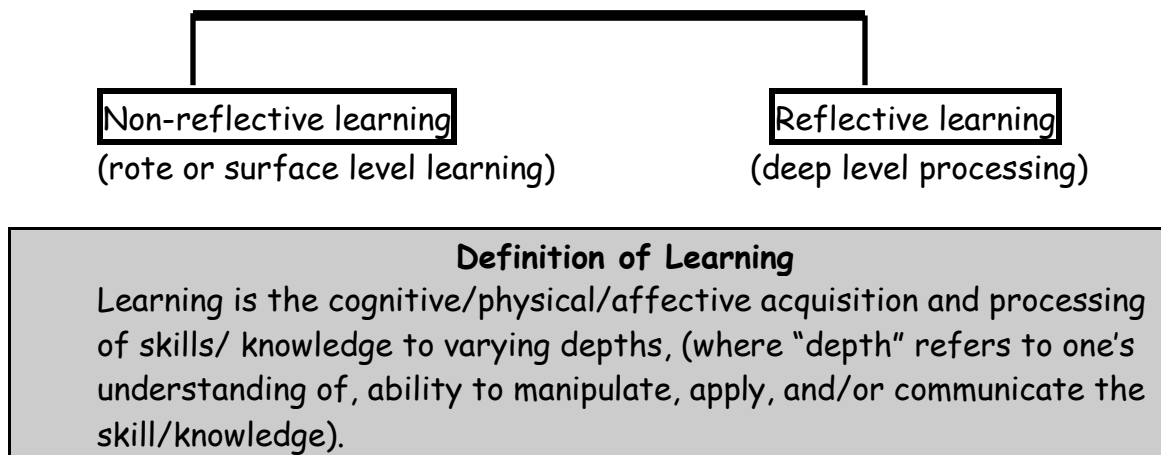
1.2.1: Points to Ponder (Please turn to Annex B for a discussion of these points and additional activities)

Reflecting on your own tutoring experiences, have you used an approach that was more toward the andragogical end of the continuum? If so, what were you hoping to gain? If not, why?

SECTION 1.3: PEDAGOGY - ANDRAGOGY

> Should similar teaching methods be used across the learning continuum?

If we accept that learning is best viewed as a continuum, it stands to reason that teaching must necessarily follow suit. That is, a range of teaching methods and flexibility is required by educators in order for learning to be effective. As we shall discuss in this section, in the past fifty years the pendulum of adult education has swung from a traditional **teacher-centred approach** through to a **learner-centred approach**, and is finally coming to rest at a mid-point that represents a much more balanced approach.

In the early 1970's, an educator named Malcolm Knowles proposed that adults learn differently than do children and used the term "**andragogy**" to describe his philosophy of "the art and science of teaching adults." As the table below highlights, andragogy stood in stark contrast to pedagogy, the traditional approach favoured in education at the time.

Pedagogy (Teacher-centered)	Andragogy (Learner-centered)
Learners are dependent	Learners are independent, self-directed
Learners are externally motivated (e.g., by rewards, competition, etc)	Learners are intrinsically motivated (i.e., interested in learning for learning's sake)
The learning environment is formal and characterized by competitiveness and value judgments	The learning environment is more informal and characterized by equality/mutual respect, and cooperation
Planning and assessment is conducted by the teacher	Planning and assessment is a collaborative affair (i.e., teacher and students)
Teaching is characterized by transmittal techniques (e.g., lectures, assigned readings)	Teaching is characterized by inquiry projects, experimentation, independent study
Evaluation is accomplished mainly by external methods (e.g., grades, tests & quizzes)	Evaluation is characterized by self-assessment

(Note: The terms "andragogy" and "pedagogy" can be a mouthful and as such, many adult educators use the terms "**directed learning**" and "**facilitated learning**" respectively. For the purposes of this course we will use the terms interchangeably throughout the course.)

Directed Learning   Facilitated Learning

It is prudent at this point to provide examples of situations involving directed and facilitated learning. MacKeracher (1996) suggests that directed learning "helps learners acquire specific skills and knowledge relevant and essential to specific tasks and performance (driving a car, speaking a foreign language, and becoming a certified plumber)" (p. 218). Another example of a directed learning environment would be the military, in particular at novice levels (e.g., recruit training) in which the teacher is the absolute authority, minimal **reflective thinking** is required, and learners have little or no independence. Facilitated

learning, on the other hand, calls for the educator to "act as a catalyst; provide content and process resources; serve as a reflective mirror or alter ego; act as a co-inquirer with learners; and, provide support, guidance and encouragement" (MacKeracher, 1996, p. 220). A graduate student conducting a research study under the guidance of a faculty member would be an excellent example of facilitated learning towards the farthest end of the continuum (i.e., the student is required to hone his/her critical thinking skills, has a collaborative relationship with the teacher, and is permitted a high degree of independence).

Directed Learning		Facilitated Learning
Characterized by lecturing ("sage on the stage"), drills, memorization, question and answer, and immediate feedback. Teacher totally responsible for setting learning objectives and assessing skills /knowledge.	Characterized by guided discussions, group work, problem-based learning. Teacher and students negotiate learning objectives to some extent. Assessment a collaborative effort between teacher and learners.	Characterized by independent projects, student-directed discussions, critical thinking. Teacher acts as resource and "guide on the side." Students set learning objectives with some guidance from teacher.

To return to the issue of andragogical theory, over time Knowles and many other influential educators came to see that describing andragogy as adult learning and pedagogy as teaching related to children was somewhat of a false distinction. Many children do well when a facilitated teaching approach is used. They are responsible, capable of working collaboratively and constructing (rather than simply receiving) knowledge. Similarly, some adults prefer the structure of a pedagogical classroom and do not fare well in a less directed learning environment. So, if age is not really the most accurate way of defining the difference between these different approaches, what is?

One major distinction that may be made between directed and facilitated learning are their objectives. Whereas at the farthest point to one end of the continuum directed learning seeks to transmit surface knowledge/skills from teacher to student, facilitated learning at the other end seeks to facilitate the deeper processing of knowledge/skills with the guidance of the teacher. Taylor, Marineau & Fiddler (2000, p. 28) offer the following example of an adult student who has been encouraged to reflect more critically on what she is learning:

8

…I tried reflecting on my learning as it was happening and I became aware for the first time of some of my blind spots—you know, where I wasn't being at all objective about myself or open to someone else's ideas. This has been a huge awakening for me. Because of learning about reflection, and learning to do it, I am now willing to listen to another person's perspective and weigh it; I'm asking others for feedback about myself … and I can do more generalizing—I'm not so concrete about everything. I just never thought I would have this kind of flexibility.

As we shall discuss in the next section, when learning is viewed in terms of a continuum it not that far a leap to suggest that teaching must follow suit.

1.3.1: Points to Ponder (Please turn to Annex B for a discussion of these points and additional activities)

As we move toward the facilitation end of the continuum, the notion of "**learner-centredness**" takes on increasing importance. Reflect on your own experience as a tutor and think of an example of how you have made (or could make) your environment more learner-centred.

SECTION 1.4: FACILITATED LEARNING

What do teaching and learning look like from an andragogical perspective?

In the following sections we will look at four main approaches to facilitating learning that are currently guiding adult education. They are presented as distinct or separate types of learning, but like most things in life they overlap to some extent. Taken together, they constitute what we will call "facilitated learning."

1.4.1: Self-Directed Learning

In the 1970's, Knowles and other educators such as Carl Rogers were beginning to promote the idea of that education needed to move away from being a **teacher-centred** field in which **directed learning** was pervasive, towards **learner-centredness** or **facilitated learning**. Supporters of this approach suggested that education should adjust to the needs and wants of learners rather than the other way around. From their perspective, teachers need to move out of role of "sage on the stage" to that of "guide on the side" in which learning becomes more of a collaborative affair between the teacher and student. Students are encouraged to become more involved or **self-directing** in their learning. The notion of self-directed learning is based on a **humanist** philosophy, the underlying assumption of which is that education should focus on the development of the individual**.**

In **self-directed learning**, the goal of education becomes more about **process** (development of **critical thinking** skills, maturation as a person and citizen) than **content** (acquisition of subject-based knowledge/skills)**.** As Barer-Stein and Draper (1988) suggest:

> *This approach focused on encouraging people to explore the depths of their feelings, building self-concept, and valuing human life. The goal was to maximize human potential, building on the innate goodness of the individual, with the support of empathetic teachers as facilitators and partners in learning …. This philosophy is especially evident in adult education programs today which value learning as a process and which encourage discussion and self-discovery* (p. 61).

Thus, from a humanist perspective learners are seen quite differently from the notion of "empty vessels waiting to be filled with knowledge" held by more traditional educators. Goldgrab (in Draper & Taylor, 1992, pp. 240-241) captures the essence of **humanism** in the musings of a tutor, "We see learners for what they have to give, their ideas as individuals, and for their life experience and common sense. It breaks down stereotypes of what a learner is in your mind. "

> **Tips for Tutors:** Learning is facilitated when learners can assess their own learning needs and select their own learning goals and directions for change. If this is not possible, then learners should have a complete understanding of the objectives that have been established by others, should be able to accept these, and should be willing to commit themselves to the selected direction for change. (MacKeracher, 1999, p. 41)

As we shall discuss in the next section, the emphasis on personal growth has been and continues to be the subject of some debate in the field of adult education.

1.4.2: Transformative Learning

In the 1970's, Jack Mezirow suggested that the goal of adult educators must be to guide learners to transform; that is, literally to grow and mature intellectually and in turn, change as a person through **critical reflection** on one's assumptions, beliefs and values. The notion that learning results in varying degrees of change is not a problem for most adult educators. That adult education should strive to directly effect change at a personal level was a significant departure from traditional education in which such change was an indirect result of learning.

In **directed learning** then, change relates more to achieving technical competencies or mastering subject matter, and less to a change in one's perspective. In transformational learning, however, "…learners are encouraged

to challenge, defend, and explain their beliefs, to assess evidence and reasons for these beliefs; and to judge arguments" (Grabove, 1997, p. 91), the ultimate goal of which is personal growth, independence, and independent thinking. As Mezirow (1997, p. 8) writes, "the educator's responsibility is to help learners reach their objectives in such a way that they will function as more autonomous, socially responsible thinkers."

> **Tips for Tutors:** Instructors of adults can facilitate transformative learning by encouraging dialogue groups that help build relationships where tension and dissent can be explored safely. Teachers can also work to prepare themselves to teach from a transformative perspective through critical self-examination as well as sensitivity to others. (S. Scott, in Barer-Stein & Kompf, 2001 p. 245)

There has been and continues to be considerable debate among educators regarding the ethical implications of deliberately setting out to effect personal change in learners. But what if learners don't want to grow?

Lawrence Daloz, an adult educator in the United States, wrote about just such a student in "The Story of Gladys Who Refused to Grow." Daloz acted as a mentor and academic advisor to a woman named Gladys, a woman in her 60's who had returned to college to get a diploma after raising a family and running a business for most of her life. For the most part Gladys did well and was content with her course work, but she did not deal well with any requirement to think critically about her own beliefs and values, to identify her assumptions and challenge them. Gladys just wanted to finish her program and write a book about her experiences with running a business. She was not at all interested in reflecting on the meaning of these experiences, she simply wanted to recount them. Believing his role to be going beyond simply assisting Gladys with her courses, Daloz is baffled by her unwillingness to develop her critical thinking skills. However, he then has the opportunity to meet her family and he begins to see that her life extends well beyond her education. Her unwillingness to change relates to her relationships which would be threatened if she were to "transform" or grow:

> *...change demands a complex kind of renegotiation of relationships among spouses, children, friends, parents, and teachers… Sometimes it is just plain simpler to stay right where they are, or at least to appear that way. That seems to be what Gladys chose to do* (Daloz, p. 7).

Daloz chooses to set aside his "teacherly narcissism" and leave Gladys be although he continues to be bothered by the question of whether he actually failed her in the end.

Are our adult literacy students affected similarly by learning? As cited in Merriam and Caferella (1999), Fingeret investigated the relationships of low literacy adults and found that they developed extensive interpersonal relationships based on an

exchange of goods and services that related to the individual's illiteracy. For example, in exchange for reading or writing something, the learner might babysit for the person helping him/her out with this. However, no longer needing to exchange babysitting for assistance with reading and writing tasks obviously changes the relationship. As Fingeret suggests, learning which decreases a learner's dependence on others can have the unintended result of isolating the learner from important sources of support.

Most educators agree that Mezirow's notion of transformational learning has made an important contribution to adult education by drawing attention to the benefits of fostering **critical thinking** skills. Whether or not personal growth should be a direct goal or an indirect consequence of learning, however, remains a bone of contention in the field.

1.4.3: Experiential Learning

In the mid 1980's, David Kolb proposed that adult learning is more effective (i.e., processed at much deeper levels) when learners are more directly involved rather passively receiving knowledge transmitted by teachers.

Kolb developed what he called the "**experiential learning** cycle" in which there are four distinct stages of learning. While the cycle can start at any stage, all stages are required in order for students to learn effectively:

- *Concrete Experience* - active learning as opposed to passive receipt of knowledge (i.e., learn about something directly by being involved with the material rather than learning **about** it)

- *Reflective Observation* – refers to thinking critically about the experience.

- *Abstract Conceptualization* – linking the experience to the theory or concepts underlying it.

- *Active Experimentation* – testing out one's learning in new situations.

Taylor et al (2000, p. 24) offer the following example of a student who was able to transfer Kolb's model to his employment as a police officer:

> *In my most recent report about traffic conditions on a local street, I not only presented the facts about the collisions and enforcement activities, but I reflected on the previous attempts to solve the problem as well as the effects of those attempts. Having the ability now to generalize about the situation and the trends in traffic safety, I was able to identify new ideas and solutions to try and use to try and increase the level of traffic safety on this street. This process also allowed me to predict possible results, thus creating a sort of method of evaluation for further analysis in the future.*

Experiential learning has come to be known as "learning by doing" or "hands-on learning." This doesn't convey its complexity, however, in that this type of learning goes far beyond simply being more active physically. Rather, it is a matter of being more engaged in one's learning *cognitively*; that is, **deep level processing** of knowledge/skills through experience, reflection, experimentation and application.

A key notion which **experiential learning** has served to highlight is of **formal learning** (e.g., a university course) and **informal learning** (e.g., everyday life), As Bouchard (in Barer-Stein & Kompf, 2001) writes, "Experiential learning challenges the misconception that learning mostly occurs in formal environments such as classrooms, and replaces it with the notion that all learning is the result of experience, no matter where it occurs" (p. 177). This is particularly relevant to adult literacy learners in that typically, they prize formal education and undervalue the **informal learning** gained in their day-to-day lives. For example, novice learners may place a fair degree of value on learning how to read a table in a numeracy class, but brush off their ability to find a show in the TV guide or determine which bus to take to the mall using a schedule, not realizing that the same skill set is involved.
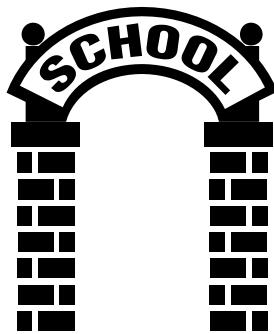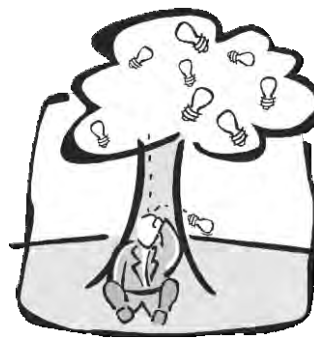
Formal learning   Informal learning

What is helpful to our particular student population in this regard is that the value of **informal learning** is now being recognized by governments and the education system. In Manitoba (as in many provinces), for example, there is an office of Prior Learning Assessment and Recognition (PLAR) under the ministry of Advanced Education and Training. (Web site may be viewed at http://www.plarinmanitoba.ca/plar_main_e.html). It has a mandate is to "identify, document, assess and recognize skills and knowledge" learned informally by the province's residents through "hobbies, family and life, military, volunteer activities, travel, independent study, and/or workplace training." While not all adult literacy learners will need/want to avail themselves of this service (i.e., obtaining credit for informal learning), its very existence can reinforce the notion that informal learning has value. This can go a long way with regard to motivation in that many literacy students have had less than positive experiences with regard to the formal education system.

As we shall see in the following section, while experiential learning stresses that learning must be more active, **contextualized learning** proposes that it must be more *authentic*.

1.4.4: Contextualized Learning

The notion of **contextualized learning** suggests that learning is most effective when it is situated in the context in which it will be used. For example, rather than simply teach learners spelling guidelines, spelling would be integrated into a lesson or learning unit involving other skills/knowledge that would be used in conjunction with spelling (i.e., writing). It would be framed around realistic situations in which the skill would be used (writing a letter in which we want to make sure our spelling is accurate). As Brown, Collins and Duguid (1993, p. 1) suggest:

 Teaching from dictionaries assumes that definitions and exemplary sentences are self-contained "pieces" of knowledge. But words and sentences are not islands, entire unto themselves…. Experienced readers implicitly understand that words are situated. They, therefore, ask for the rest of the sentence or the context before committing themselves to an interpretation of a word. And then go to dictionaries with situated examples of usage in mind.

Contextualized learning on the other hand, does not make this assumption and in fact, suggests that context is essential to students' understanding of when to apply knowledge/skills.

> **Tips for Tutors:** Teach skills in multiple contexts – Don't just do proofreading worksheets out of a textbook; have students proofread menus, newspaper articles, their own and each other's writing, and so on. Every time you teach a skill, have students practice it in many different settings. (Cromley, 2000, p. 210)

Thus, as in **experiential learning** the goal of **contextualized learning** is **deep level processing** which goes well beyond the simple *acquisition* of knowledge/skills to *understanding and applying* knowledge/skills across various contexts.

| Cooking | Home maintenance/building | Shopping | Current Events |

1.4.5: Points to Ponder (Please turn to Annex B for a discussion of these points and additional activities)

A) How might a family literacy learning unit on positive discipline proceed through the four stages of Kolb's **experiential learning** cycle?

B) A fictional example similar to Lawrence Daloz's experience with Gladys is offered by Merriam and Caferella (1999, p. 383):

> *In the movie "Educating Rita," the protagonist enrolls in an open university course and is introduced to a world very different from the one she has inhabited all her life. Midway through her transformation from a working-class London hairdresser to an articulate student of great literature, Rita is invited to a party at her professor's home. In a particularly poignant scene, she stands outside the house afraid to go in. Instead, she joins her husband and parents in a tavern where they are singing and drinking. She sits with them, but remains separated from the activity. The next day she tells her professor that she can no longer relate to her family's world, but she is not comfortable in his world either. She is clearly in a great deal of pain*

> Merriam and Caferella go on to ask:

> *Most educators believe in the "goodness" of continued learning—that more is better than less, that through education both individuals and society can advance to higher levels of development. But what of the unintended outcomes of learning…? What responsibility do we have for the pain and discomfort of our learners as well as their growth and successes (p. 383)?*

What is your opinion? Should personal maturation/change be a direct goal of education as **transformational learning** would suggest? Why or why not?

C) What responsibilities would an educator who is adhering to a **humanist philosophy** have toward teaching and learning? Reflect on your own tutoring and experiences as a student. Have you exhibited and/or experienced a humanistic approach? Did it help and/or hinder the effectiveness of learning? How so?

SECTION 1.5: CONCLUSION

Following its proposal in 1970's by Malcolm Knowles, many adult educators rushed to embrace the notion of **andragogy** or **facilitated learning**, pushing **pedagogy** or **directed learning** to the scrap heap of outmoded approaches to education. As touched on in this first module, however, there has more recently been growing recognition that both andragogy and pedagogy have their place in education. Moreover, rather than being viewed as two separate approaches, they are more effectively used as a teaching-learning continuum, a well-stocked "toolbox" if you will for dealing with the complex and fluid nature of learning. That said, the love affair with andragogy has served education well in that it has underscored the benefits of dealing with learners of all ages in a more humanistic manner than was the case in the past.

The next module will turn to more practical (versus theoretical) considerations for working with adult learners, while the third and final module will return to the notion of a teaching-learning continuum.

SECTION 1.6: QUIZ

Please turn to Annex A for the answers to the quizzes.

1. Transformational learning refers to:

    a. learning skills/knowledge in the context in which they will be used
    b. learning that is very active or hands-on
    c. learning that involves a degree of personal maturation or growth
    d. all of the above
    e. none of the above

2. A pedagogical approach to learning:

    a. is also referred to as "directed learning"
    b. involves a teacher-centred learning environment
    c. emphasizes mainly surface level processing of material
    d. all of the above
    e. none of the above

3. Kolb's learning cycle:

    a. involves four stages including concrete experience, reflective observation, abstract conceptualization, active experimentation
    b. can start in any stage, but the learner must go through all four stages in order for learning to be effective
    c. emphasizes both active learning and critical thinking
    d. all of the above
    e. none of the above

4. Self-directed learning is associated with:

    a. behaviourism
    b. humanism
    c. liberalism
    d. all of the above
    e. none of the above

5. An andragogical approach to teaching:

    a. emphasizes self-directed learning
    b. is also referred to as facilitated learning
    c. stresses mid to deep level processing of material
    d. all of the above
    e. none of the above

6. Learning can best be described as:

    a. the simple acquisition of skills/knowledge
    b. the intellectual, physical and/or affective processing of knowledge/skills to various degrees
    c. much different in the case of adults in comparison to children's learning
    d. all of the above
    e. none of the above

7. The teaching-learning continuum:

    a. is underpinned by several different philosophies of education
    b. ranges from pedagogy or directed learning at one end, to andragogy or facilitated learning at the other
    c. represents a "toolbox" of sorts that educators can use in their teaching
    d. all of the above
    e. none of the above

8. Facilitated learning:

    a. is referred to as the "sage on the stage" approach
    b. refers to a teacher-centred learning environment
    c. emphasizes mastery of standardized curriculum
    d. all of the above
   e. none of the above

MODULE 2: PRACTICE

SECTION 2.1: INTRODUCTION

In Module 1 we looked at some of the *theory* currently guiding an andragogical or facilitated approach to teaching and learning. In this second module we will discuss a number of factors that influence the *practice* of teaching and learning with adults.

SECTION 2.2: THE ADULT LEARNER

As learners, are adults different than children?

2.2.1: Characteristics
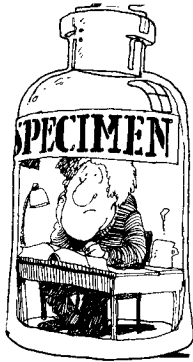
As discussed in Module 1, when the concept of **facilitated learning** was first proposed by Malcolm Knowles in the 1970's, he differentiated it from directed learning as "the art and science of teaching adults." As Kerka (2002) suggests (and the table below summarizes), the assumptions underlying adult learning theory (left-hand column) were not entirely supported in practice (right-hand column), "Andragogy has been criticized for characterizing adults as we expect them to be rather than as they really are. Both andragogical and pedagogical models assume a *generic* adult and child learner."

Theory	Practice
As people mature over the lifespan they move from being dependent on others toward being self-directed and independent. Thus, adult learners will flourish in an environment that is more **learner-centred**. Children, on the other hand, are developmentally immature and therefore, require a **teacher-centred** environment.	Adult learners may be quite dependent and unwilling to take responsibility for their learning. Some individuals only grow or mature to a certain degree and then can't or won't go any further (e.g., the story of Gladys). As learners, many children are quite willing and able to be more **self-directed** and independent.
As individuals mature, they typically gather a wealth of experiences that can be used as resources for learning. That is, learning material can be applied in a variety of ways to multiple situations depending on the experiences of the group, and as such is more deeply processed.	Again, this is true in a general sense. Adults have lived longer than children and so typically have done much more. However, there are many adults who have done very little in their lives, just as there are children who have done a lot and can bring a wealth of experience to their learning.
Adults are more internally motivated to learn than children (i.e., they need/want external motivators such as competition and grades less than children). This has the advantage of freeing up more of an educator's time and resources from supervisory and motivational tasks.	There are many learning situations and adult learners in which and for whom external motivators are vital to promote and maintain interest. By the same token, children are motivated by things other than grades or competition (external), such as satisfaction and enjoyment of learning for the sake of learning (internal).
Learning that relates in direct ways to life roles (i.e., spouse, parent, community member, employee) is especially motivating	As any K-12 educator will tell you nowadays, learning that is meaningful is more interesting to children too. The themes

to adult learners. That is, concrete knowledge/skills that can be applied directly/immediately in one's life holds greater meaning/attraction than more abstract information.	might be different (adult learning might focus on practical themes such as banking or home management whereas for children the focus would be on their everyday lives such as the weather, holidays, nature, etc.), but the underlying assumption is the same. Learning is much more effective when it is meaningful to learners of any ages.

In short, **facilitated learning** was more about how educators thought adults *should be* than how adults actually are; that is, not all adults are created equal. As such, when reading through the large amount of literature that is available regarding adult learning, it is crucial to understand that this is more about learning in which knowledge/skill building ranges from the simple to the complex, and from dependent and passive learning to independence and active involvement. As Merriam (2001) writes, "Knowles himself came to concur that andragogy is less a theory of adult learning than a model of assumptions about learning or a conceptual framework that serves as a basis for an emergent theory" (p. 5).

> **Tips for Tutors:** Adults will learn best:
> - When others respect and acknowledge them and their past experiences and personal knowledge, skills, values, and motives (that is, their personal model of reality).
> - When they are treated in ways which are consistent with their existing description of who they are and what they are capable of doing.
> - When their learning bears some relationship to past experience and can be connected to their existing meanings and personal model of reality
> - When they have some sense of where they are going in the learning process, how they will get there, and how they will know when they have succeeded. (MacKeracher, 1999, p. 28)

2.2.2: Intellectual Development

One of the factors that that influence the decision about where on the teaching-continuum to be positioned is the learner's level of **intellectual development**. In 1970, William Perry proposed a useful model for capturing the development or maturation of our thinking abilities. It included three general stages as follows:

- *Stage 1: Dualism or Received Knowledge* refers to a belief that knowledge is absolute and attainable, that there are right and wrong answers, that "the truth is out there." Learners believe that teachers will pass these truths along to them, and that their role as student is to learn all the "right" answers. Students at this stage prefer material that is black and white, and often become confused or frustrated when asked to deal with shades of gray.
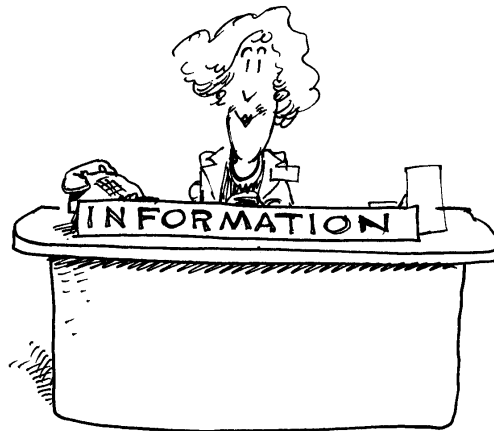
- *Stage 2: Multiplicity/Subjective Knowledge* refers to an acceptance by learners that there are multiple "truths" available versus one right answer. While learners accept this, they do not fully comprehend the underlying argument of these "truths" and cannot judge their merits well if at all. The teacher is viewed as being in possession of these multiple truths and responsible for guiding students to them.

- *Stage 3: Relativism/Procedural Knowledge* involves an acceptance on the part of the learner that knowledge is relative and situational. That is, each individual constructs his/her knowledge based on experience and reflection, facilitated by the teacher in greater or lesser degrees based on the needs/wants of the learner and the educational objectives. The learner's role is to critically reflect on multiple perspectives and determine the most suitable answer in a particular situation.

When framed against the teaching-learning continuum, we can see that dualism or Stage 1 thinking would be at the same end as **pedagogy** (i.e., in that **directed thinking** emphasizes technical competencies, mastery of subject matter). At the opposite end would be Stage 3 or relativistic thinking in which the emphasis is on **critical thinking**. And, Stage 2 thinking would be in the middle.

> **Tips for Tutors:** …a comfort match for dualistic thinkers would be a facilitating style presenting knowledge as absolute truth, probably through lecturing. A developmental match for multiplistic thinkers would be a facilitating style encouraging and supporting individualistic thinking, probably through discussions. Adults may need assistance in learning skills typifying the post-formal [relativistic] stage of cognitive development such as; finding and formulating problems; asking questions; recognizing instances in which transfer of knowledge or skills can occur; developing projective images of future possibilities and working toward them; dealing with uncertainties, ambiguities and doubts; thinking critically; reflecting on action; and learning to learn (MacKeracher, 1996, p. 121).

It is fairly self-evident that our teaching approach (i.e., where we are on the teaching-learning continuum) must match where our learners are at in terms of their **intellectual development**. Asking a Stage 1 learner to learn at a Stage 3 level would very likely be frustrating for all concerned just as would asking a Stage 3 learner to learn at a Stage 1 level.
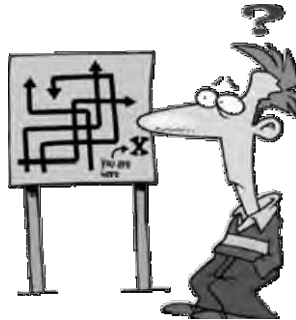
One reason that **andragogy** has become known as "adult learning" is that in general adults do tend to be further along than children in terms of their intellectual development, or at least more capable of being so. That said, there are many adults who do not progress past Stage 1 or 2 as we saw in the story of Gladys. As with teaching and learning, it is more accurate to view intellectual development as a continuum. Most children and some adults will be at far end where thinking is at a Stage 1 level, whereas most adults and some children will be at or beyond Stage 2. The important point to keep in mind is that one of the factors that influences how we approach teaching and learning with adults (i.e., directed to facilitated) is the stage at which each indivdual student is in terms of intellectual development.

2.2.3: Motivation and Participation

> What factors influence the participation and motivation of adult learners?

Tips for Tutors: Material that is interesting and/or useful to adult learners will be more motivating.

> Adult students' reading comprehension over the term improves more when they read about topics they are interested in (such as career interests or health topics) than students who read about "general" topics. Students also have better comprehension because they have more background knowledge (including vocabulary). Adults who read about topics they are interested in also read more, which makes them better readers *(Cromley, 2000, p. 173).*

It is common in the literature on adult learning theory to characterize adults as voluntary learners and children as a captive audience for educators. As any workplace literacy tutor who has stood in front of a class of students forced to be there as a condition of employment can tell you, not all adult learning situations involve students who participate willingly and/or happily. Thus, one factor that greatly influences the adult learner is *whether the learning is voluntary or involuntary*. When adults are directed to take a course, it is a fairly simple matter to understand the issues of motivation and participation. What is less clear are the factors that influence adult learning in voluntary situations.

Voluntary Learning   Involuntary Learning

In 1963, Howard McClusky introduced his "Theory of Margin" which has remained popular because of its simple framework for gauging the changing effect of a multitude of factors on adult participation. It provides adult educators with a way of understanding the reasons why participation waxes and wanes as it tends to in adult learning, especially in areas such as adult literacy. As pictured below, McClusky used the relatively simple formula "Power" divided by "Load" equals "Margin" to depict the fluid nature of participation/motivation:

$$\frac{\text{Power}}{\text{Load}} = \text{Margin}$$

Job Stress
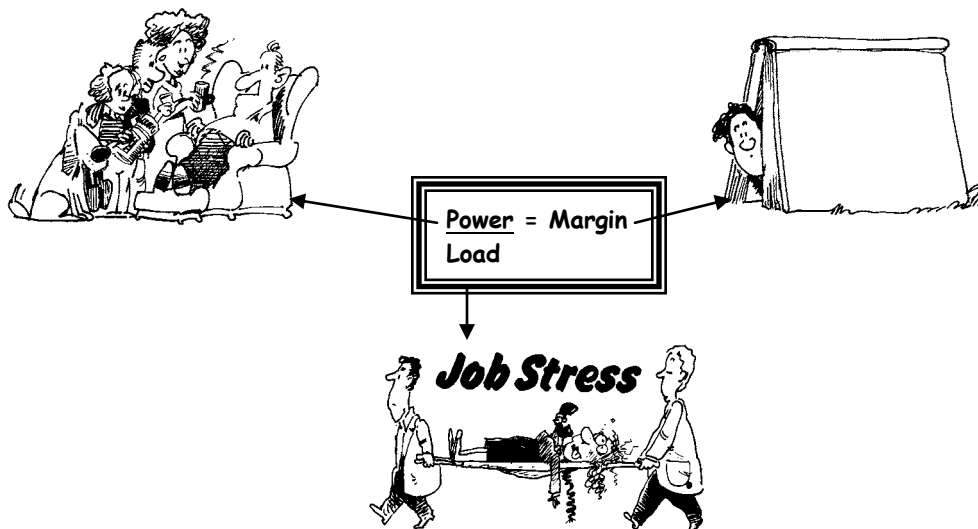
- *Load* refers to internal and external factors that influence how much time and effort adult students can devote to their learning. *Internal* factors relate to one's inner emotional/psychological life such as self-concept, goals, and personal expectations. *External* factors include the learner's roles and responsibilities in daily life related to family, employment, and community.

- *Power* like load, consists of both internal and external factors which relate to the amount of resources a student has available for learning. *Internal* resources include the physical (e.g., general health, fitness, stamina), the emotional/psychological (e.g., personality type, organizational skills, interpersonal skills); the cognitive (e.g., ability to think, reason, problem-solve); and available skills and knowledge (i.e., what the individual can do/knows before entering the learning environment). *External* factors include the learner's socio-economic status (e.g., financial, status in community, amount of power and influence, support from family and friends)

- *Margin* refers to the overall resources that an adult has available to participate in learning at any given point in time.

It is fairly clear that this model is better suited to an environment that is **learner-centred** rather than **teacher-centred** in that it requires a more intimate relationship between teacher and student. As such, it is well-suited to adult literacy in that most programs in the field do tend to be learner-centred. It is often the case that adult literacy learners' margins are limited given the load to power ratio in their lives. That is, low levels of literacy are very much tied to low socio-economic status and this translates into low power and high load (e.g., poverty, low self-esteem and limited self-worth, negative attitudes towards education, poor health, and so on).

The success of McClusky's model is due to the fact that it captures the fluidity and complexity of adult participation in learning in a fairly straightforward and easy to conceptualize manner. It provides a mental framework for "sizing up" and keeping track of students' ability to persist given the myriad of factors that influence their lives.

2.2.4: Learning Styles and Multiple Intelligences

Do individual students learn differently?

Another factor that influences the teaching and learning of adults is the *preferred learning style of students*. Adult education literature has many different learning style inventories which grew in popularity as **facilitated learning** shifted the focus away from **teacher-centredness** and onto the learner. A **learner-centred approach** meant that educators adjusted to the needs/wants of their students rather than other way around, and it quickly became evident that not all students learn in the same way. As a result, a multitude of learning style inventories were

developed in the decades following the rise of **andragogy**. These can be loosely grouped as follows:

- *Physical Learning Style Inventories* emphasize the preferred use of a particular sense when learning; sight, hearing or touch/movement. For example, people who feel most comfortable when they are listening to information can be described as having an auditory learning style. A visual learner, on the other hand, would prefer to read information. The point is that most adults have a strong preference for one sense over another with regard to taking in and processing information.

- *Cognitive Inventories* are used to assess a learner's preferred way of thinking based on various aspects of the cognitive domain. As Brundage and MacKeracher (1980, p. 25) suggest, "Adults have already developed organized ways of focusing on, taking in and processing information. These are referred to as cognitive style and are assumed to remain relatively constant and consistent throughout adulthood." One example of a cognitive inventory that is particularly relevant to the notion of a teaching-learning continuum is Gregorc's Style Delineator. Learners are assessed along two intersecting continuums; concrete to abstract thinking, and sequential to random thinking. There are four possible styles of thinking; concrete sequential (CS), abstract sequential (AS), concrete random (CR), and abstract random (AR), which can be described as follows:

  - **CS** learners need a structured approach to learning. Specific schedules and stated course requirements will be important them. Clear expectations of performance are needed and they will appreciate a step-by-step approach to learning with continual validation along the way.

  - **AS** learners work best independently. They are able to formulate theory, and are excel at doing research and learning from books. Structured learning is helpful, but these learners do not depend on direction and reinforcement from an instructor to the extent that concrete sequential learners do. They are especially suited to academic environments and often succeed exceptionally well at university.

  - **CR** learners need concrete experiences to reinforce their learning. They are divergent thinkers; that is, they excel at brainstorming, problem-solving and being innovative. Experiential or "hands-on" learning is essential for them to grasp ideas and formulate opinions. These learners can work equally well in groups or on their own. They prefer choice and encouragement to solve problems independently. These learners are often least accommodated in

educational institutions since they need open-ended and experiential learning experiences.

- o **AR** learners work best in groups. Clarifying their thinking through discussion with others is the way they learn best. They enjoy interacting with others and will often work hard to obtain an instructor's approval. Relationships are crucial to effective learning for these learners. Academically, they may struggle without some positive encouragement from and interaction with their instructor(s).

Gregorc's inventory is helpful in identifying where learners might fare best along the continuum. For example, a learner who is strongly CS will experience problems towards the **facilitated learning** end of the continuum, while a student who is a CR learner will have difficulty towards the **directed learning** end of the continuum. There are many cognitive inventories, but two others that are widely used include the Kolb Learning Style Inventory and the Kiersey Temperament Sorter.

Most learning style inventories have been criticized for focusing on one domain over another. Recently, however, one particular inventory has gained popularity because it nicely integrates three; the **cognitive domain**, the **physical domain** and the **affective domain**. Howard Gardner's multiple intelligences inventory assesses seven different types of intelligence which span the three domains. The "intelligences" include:
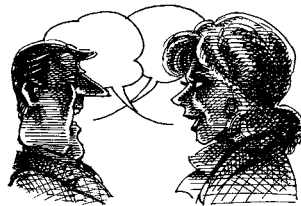
- *Verbal/Linguistic* –the ability to effectively manipulate language to express oneself rhetorically or poetically. It also allows one to use language as a means to remember information.
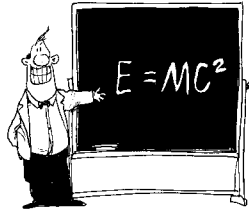
- *Logical/Mathematical* - the ability to detect patterns, reason deductively and think logically

- *Visual/Spatial* - the ability to manipulate and create mental images in order to solve problems

- *Music/Rhythmic* - the capability to recognize and compose musical pitches, tones, and rhythms
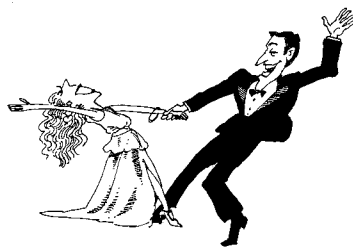
- *Body/Kinesthetic* - the ability to use one's mental abilities to coordinate one's own bodily movements

- *Interpersonal* - the ability to understand the feelings and intentions of others

- *Intrapersonal* - the ability to understand one's own feelings and motivations

Gardner contends that in order for learning to be effective, all of the intelligences must be addressed in teaching. While it may be difficult to do so in every situation, educators need to be aware of the three domains (i.e., physical, cognitive and affective), and as much as possible plan learning activities that address these. The intelligences provide a "checklist" if you will, of the types of areas that should be addressed in order to ensure learning is effective.

2.2.5: Points to Ponder (Please see Annex B for a discussion of these points and additional activities).

A) How might you incorporate physical **learning styles** into an activity that focuses on assisting a group of learners with improving their spelling?

B) Reflect on your own experiences as an adult literacy tutor for a moment. What have your students been like in terms of their motivation; their desire to be self-directed/independent in their learning, and their ability to clearly identify their goals with regard to improving their literacy?

C) What might you/your program do to decrease learners' load and increase "power"?

D) According to adult learning theory, why would you try to move a student who is exhibiting "**dualistic thinking**" into more "**multiplistic" thinking**?

SECTION 2.3: THE ADULT EDUCATOR

> How do teaching style and underlying educational philosophy influence learning? Do the beliefs and values of the educator influence learning?

2.3.1 Underlying Philosophy of Education

Zinn (1991) suggests that adult educators teach according to educational philosophies which:

> …*are fairly deeply held, closely aligned with people's life values, and unlikely to change significantly. Teaching techniques or teaching style, however, may vary depending on what works best in a particular situation, as long as the techniques used are not incompatible with a teacher's philosophy of education* (p. 6).

Zinn developed the Philosophy of Adult Education Inventory (PAEI) in which she identified five main educational philosophies. The philosophies and their central purposes include:

- *Liberalism* - emphasizes the development of the intellect through mastery of content. As the subject matter expert, the teacher's role is to impart knowledge.

- *Behaviourism* – stresses behavioural change in the learner. The role of the teacher is to initiate and shape (direct) this behavioural change.

- *Progressivism* – focuses on an experiential, problem-solving approach to learning. Prior experience plays an important role in learning. Learning is characterized by the student's active involvement in determining problems, objectives and outcomes. The teacher's role is to facilitate rather than direct learning.

- *Humanism* - personal growth and development are stressed in this philosophy, as is self-directness on the part of learners. Teachers serve as facilitators and guide learning processes, find resources, and remove barriers to learning.

- *Radicalism* – seeks to bring about fundamental, social, political, and/or economic change through education.

Generally, Zinn suggests, educators will have one or perhaps two dominant philosophies. What is important for adult educators to recognize is that a mismatch between teaching philosophy and educational objectives can be a significant barrier to learning. For example, if an educator holds a strong humanist or progressive philosophy of education, s/he will not be comfortable in a highly pedagogical environment, nor will his/her preferred techniques suit the educational objectives. S/he might be able to use **directed learning** techniques when the situation calls for it, but to teach fully this way on an ongoing basis would be difficult if not impossible.

Thus, it is important for adult literacy tutors to know what their underlying educational philosophy is and how this influences their teaching. For example, the choice of what type of literacy program to work with will be influenced by philosophy in that they range from highly structured and directed (e.g., adult learning centers/ABE programs), to very informal, one-on-one tutoring in general programs.

You may download a copy of the PAEI or try the inventory online from the following site:

http://www25.brinkster.com/educ605/paei_login.htm

Pease note that you must have a browser that supports VBScript and JavaScript (i.e., Netscape Navigator or Internet Explorer 4 or higher). You will need to register as "Guest" when you go to this site. Just click on the "Register" button beside "New Visitor?" and follow the directions. Once you have registered, you will arrive at a welcome screen. Just click on "Take PAEI" and complete the questionnaire. You will automatically be given your results at the end..

2.3.2: Points to Ponder **(Please see Annex B for a discussion of this point and additional activities).**

Is it important to reflect on your philosophy of education? Why or why not?

SECTION 2.4: CURRICULUM

What are we referring to when we use the term "curriculum"?

When discussing curriculum, it is important first to clarify the term in that there is a lack of clarity in curriculum-related terminology. As Miller & Seller (1990) suggest:

> *At one end, curriculum is seen merely as a course of study; at the other end, curriculum is more broadly defined as everything that occurs under the auspices of the [educational organization]. In the middle of the spectrum, curriculum is viewed as an interaction between students and teachers that is designed to achieve specific educational goals (p. 3).*

In the case of this particular course, the term "curriculum" will be used in a fairly narrow manner to denote the **content** and **process** of learning.

2.4.1: Content

In terms of the content involved in the field of adult literacy, it is apparent from the variety of programs available that the needs of learners are diverse. Programs can be loosely grouped into those which are *general* in focus, and those which are more *specialized* (e.g., family literacy, workplace literacy, ESL). Typically, general programs are open to any adult and focus mainly on improving core literacy skills (i.e., reading, writing, spelling, numeracy and computer). For example, Frontier College is a Canada-wide, volunteer-based, literacy organization that teaches "anyone, anywhere." In contrast, specialized programs are generally directed at a particular group and have a more specific focus. Some examples include:

Family literacy programs offer literacy instruction for the whole family versus adults only. Parenting education and training is offered in addition to literacy instruction.
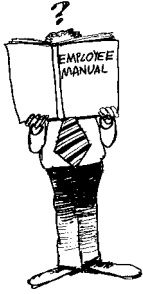
Workplace literacy programs offer literacy geared toward employment. In some cases the program will be situated at an employer's site and will focus both on general literacy instruction (e.g., reading skills), as well as specific literacy skills related to the business (e.g., reading technical manuals).
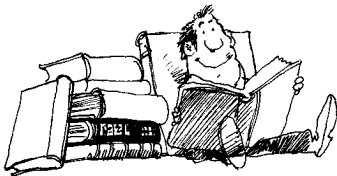
Academic upgrading programs are geared toward preparing learners for adult high school (often referred to as Adult Basic Education [ABE]), or a General Education Development [GED] diploma program

Aboriginal literacy programs are specifically geared to address the different learning styles, experiences and preferences of Native learners

Life skills & literacy programs offer a combination of life skills and literacy instruction for specific at-risk populations such as inmates in federal/provincial corrections facilities. Another example would be family literacy programs in which parenting classes are offered in conjunction with literacy instruction.

English as a Second Language (ESL) & literacy programs - although learners in these programs most often have moderate to high literacy levels in their primary language, they are not as competent in English. Thus, these programs necessarily combine literacy and language instruction.

In short, all adult literacy programs include what can be termed "core curriculum" (i.e. foundational knowledge/skills including, reading, writing, spelling, numeracy, communication and the computer. In specialized programs, however, there is an added layer of material to be learned such as parenting or workplace skills/knowledge. These layers can be loosely grouped into *subject-based curriculum* and *theme-based curriculum*.

Subject-based curriculum involves standardized material that is closely tied to our public school system curriculum. That is, skills/knowledge are grouped according to subject areas (e.g., mathematics, language arts), and divided into chunks or units that are taught in a linear or sequential fashion. In adult literacy, programs that use this approach are often referred to as "Adult Basic Education" (ABE) programs, the mandate of which is to bring learners up to an academic level where they can undertake adult high school or a General Education Diploma (GED) program. Due to the standardized and structured nature of the material to be learned, the approach typically adopted is toward the directed end of the teaching-learning continuum.

Tips for Tutors: Textbooks are good as resources, but should not substitute for authentic and active learning activities. Textbooks tend to focus on one subject and transmit material in a sequential manner that does not reflect the somewhat 'messy' way we acquire, process and use information in real life. The problem with learning literacy skills/knowledge in isolation is that a great deal of context is lost and the material is much more abstract. This makes it difficult for learners to remember what has been learned, as well as to generalize what is learned to a variety of situations. Theme-based learning activities connect knowledge/skills to "real life."

Theme-based curriculum, on the other hand, involves framing material around topics related to learners' immediate needs and/or wants (e.g., to improve one's parenting skills/knowledge, to learn a second language, to couch literacy skills/knowledge in culturally relevant terms). As Dirkx & Prenger (1997) suggest, "Literacy educators have long recognized that relating instructional content to the specific contexts of learners' lives and interests increases motivation to learn" (p. xii). Core skills/knowledge are typically integrated into the overarching "theme." In specialized programs this would involve one particular focus such as parenting or

the workplace. In general programs, theme-based curriculum tends to focus on daily living activities and roles such as personal finances or healthy living.

For example, a Canadian adult literacy program in Manitoba developed theme-based curriculum entitled *Bridging the Gap*, in which the use of computers is integrated into workplace literacy. In 1999, the state of Massachusetts developed curriculum framed around the purchase of a home that included information about:

> *… the availability of loans and subsidy programs for low income buyers, the process of buying and maintaining a condominium or two- or three-family home, the steps involved in documenting a non-traditional credit history, the issues and responsibilities embedded within tenant/landlord relations and the various resources and supports available from neighborhood and regional government housing programs.*

In both cases, core skills/knowledge are used as they would be in real life or *in context*, The theory underlying **theme-based curriculum** is that putting knowledge/skills into context rather than teaching them in isolated chunks adds meaning to learning. (See Section 1.4.4 Contextualized Learning). This makes the material more interesting and motivating, and thereby easier to process to a deeper level.

Implicit in the notion of theme-based learning is the notion that the themes used should focus on learners' needs and/or wants (i.e., a learner-centred environment), and emphasize understanding and application (i.e., problem-solving) of knowledge/skills over mastery of content. As such, the mid to upper range of the teaching-learning continuum is the most appropriate position when utilizing theme-based curriculum.
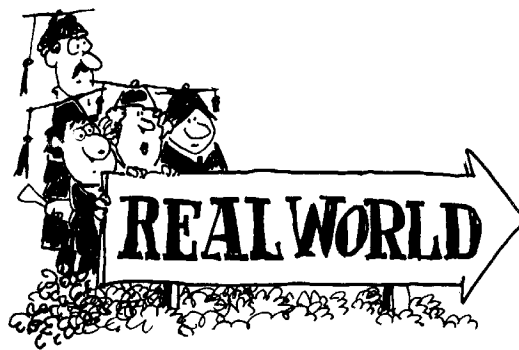
As a note of interest, while public education has traditionally been organized around subject-based curricula, some of the benefits of andragogical learning theory have spilled over into this area of education as well. Over the last decade there has been growing recognition that learning is also more effective for children when it takes place in context. Thus, **theme-based learning** is also becoming popular in K-12 education. The themes chosen are based on children's interests and abilities at various stages of development. As educators recognize the value of integrating skills and knowledge and tying learning to the real world, the line between subject- and theme- based curricula is becoming blurred.

2.4.2: Process

The importance of using theme-based materials relates very much to the **process of learning** effectively. That is, because it is *meaningful*, it enhances learners' ability to take in, process and retrieve information from memory; frame and solve problems; and comprehend, communicate and apply knowledge/skills. This is crucial in that our definition of what it means to be "literate" has stretched well beyond one's ability to simply read, write and/or spell. The popularity of technology, particularly computers, has placed increasing demand on individuals to be *information literate*. At the core of being literate in today's world (at least in most first world countries), is the ability to deal with information in all the various aspects of our everyday lives.

> *The level of literacy required to function in everyday life is constantly shifting upward.... The key policy question is how to help all citizens to develop, maintain and continuously advance their literacy skills in order to live and learn in a knowledge-based and information-intensive society (Literacy for Tomorrow, 1999, p.14).*

That is, being literate refers to *the ability to locate, understand, evaluate, utilize, and convey information at home, at work, and in the community*.

In an earlier section, we discussed Perry's model of **intellectual development**; that is, Stage 1 (**dualism**), Stage 2 (**multiplicity**), and Stage 3 (**relativism**). We also discussed the issue of whether or not we should assist learners to mature intellectually (and vis a vis, personally). What we have not touched on yet, however, is *how* we might go about helping learners to develop intellectually.

Bloom's (1956) taxonomy of educational objectives is very useful for adult educators in this regard. As the taxonomy below suggests, Bloom believed that the educational objectives of learning range from **surface level processing** or **rote learning** in which we simply acquire knowledge/skills, through to **deep level processing** or **critical thinking**. The value of Bloom's taxonomy is that it provides us with the type of learning activities we will need to engage in with our students in order to promote different levels of thinking across the continuum.

Objective	"Learning" involves…	At this level we would ask learners to …
Knowledge	…simple acquisition of knowledge/skills without a deeper understanding or comprehension of either	…list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where…
Comprehension	… understanding the knowledge/skill being learned	…summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, and/or extend …
Application	…using the knowledge/skills a variety of situations …	…apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover …
Analysis	… breaking knowledge/skills down into component parts, making inferences, developing conclusions	…analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer …

Synthesis	rearranging knowledge/skills to form new knowledge/skills, identifying patterns, integrating skills/knowledge from a variety of areas	…adapt, combine, integrate, modify, rearrange, substitute, plan, revise, create, design, invent, answer "what if?" questions, compose, formulate, prepare, generalize, rewrite…
Evaluation	…assessing the value of theories, presenting a reasoned argument, taking a decision based on the value of the evidence …	… convince, critique, explain, assess, decide, rank, defend, justify, measure, appraise, recommend, select, judge, discriminate, support, conclude, compare …

It should be noted that although we have discussed "content" and "process" in two distinct sections above, in reality they are intertwined and cannot be quite so neatly separated.

2.4.3: Points to Ponder (Please see Annex B for a discussion of this point and additional activities).

Reflect on your own learning experiences as a student. Where you able to transfer the knowledge/skills you learned to various "real life" situations? Why or why not?

SECTION 2.5: THE LEARNING ENVIRONMENT

What aspects of the learning environment influence learning?

2.5.1. The Affective Domain

As we touched on in the section regarding **learning styles**, the affective domain relates to how individuals feel *emotionally* and *physically* while learning. This includes both internal and external factors as follows:

- **Internal factors**

  - physical - hunger, thirst, fatigue, and illness

  - psychological - willingness to take risks, persistence and attention abilities; attitudes, beliefs, and assumptions

- **External factors**

  - physical - comfort concerns such as temperature, noise and light levels, amount and type of distractions

o <u>psychological</u> - personal style of others, stressful situations at work or home, support from others.

Pedagogy has given us a great deal of information regarding the physical factors that need to be accommodated in the classroom. We are well aware of the need to create a learning environment that is comfortable for learning (e.g., ensuring that sufficient and timely breaks for rest, food and/or drinks, or to visit the washroom are provided, that the classroom is not too hot/cold, too noisy or distracting, has sufficient light). Pedagogy, however, has not been quite so informative about how to deal with the psychological needs/wants of adult learners. Rather, it is to **andragogy** that many educators turn for answers in this regard.

Tips for Tutors: Adults learn best…

o when they are in good health, are well rested, and are not under stress… Adults do not learn productively when under severe time constraints. They learn best when they can set their own pace and when time pressures are kept to a minimum (Brundage & MacKeracher, 1980. p. 23).

o in environments which provide trusting relationships, opportunities for interactions with both the teacher and other learners, and support and safety for testing new behaviours (Brundage & MacKeracher, 1980. p. 26).

The **humanistic philosophy** underpinning **facilitated learning** has left a mark on education in general. It has emphasized the need for treating all learners with more dignity and respect. Even in environments involving very **directed learning** such as the military or working with children, educators are much more sensitive to not over-stepping their bounds or abusing their authority. As will be discussed in the next section, from **humanism** and this movement toward **"learner-centredness"** has developed the practice of **inclusive learning environments**.

2.5.2 Inclusive Learning Environments

Inclusive learning environments are based on the notion that the educator must adjust the learning environment so that all learners can thrive. It is an acknowledgement "that all individuals bring multiple perspectives to any learning situation as a result of their gender, ethnicity, class, age, sexuality, and/or physical abilities" (Imel, 1995). Unfortunately, space does not permit a detailed examination of all of these factors. By way of example, however, one factor that is especially prevalent in adult literacy classrooms and demonstrates the concept of inclusiveness is ***multicultural diversity***. Barer-Stein (Barer-Stein & Draper, 1991) provides several suggestions for respecting cultural differences and creating an inclusive learning environment:

- Be critical of class resource materials and persons:

    - Do they represent varied points of view?
    - Do they avoid offending minority groups?
    - Are they accurate, well qualified and current?

- Take care not to favour one culture over another.

- Be alert to cultural slurs.

- Be open to incorporating several views of a discussion topic by making use of the differing views and backgrounds within the classroom

- Take the time for clarification and examples, especially when there seems to be evidence of prejudice, discrimination, or stereotyping

- Encourage individual questions and contributions relating to cultural background. For example, after an explanation of a skill or metaphor, encourage the offering of differing skills and differing metaphors from other cultural contexts.

- Be aware of differing language abilities in English and take care to speak loud enough as well as distinctly. Use examples whenever possible and encourage feedback to

determine when further repetition or a better example may be required. Often simply speaking more slowly can be of great help.

- Be alert to a different structuring of daily life. For example, there may be initial misunderstanding of punctuality and deadlines. It may be important not to insist on male-female mixed groups for projects or discussions: allow people to form their own groups, find their own seating. Respect those involved in differing holidays, eating restrictions, wearing unusual apparel or even stepping aside to perform prayers during class time.

- Replace mere tolerance with serious and continued efforts to understand and accept the reality of differing values and perceptions.

2.5.3: Points to Ponder (Please see Annex B for a discussion of this point and additional activities).

Are there any dangers in being "culturally sensitive" in our teaching? Please explain.

SECTION 2.6: ORGANIZATIONAL FACTORS

We're in charge in the classroom, aren't we?

No discussion about factors which influence learning would be complete without some acknowledgement that there are influences on learning beyond those found directly in the classroom. These can be loosely grouped into two general types; institutional/societal and resources.

- *Institutional/societal pressures* include:
  - o the mandate/policies of the program we are teaching with
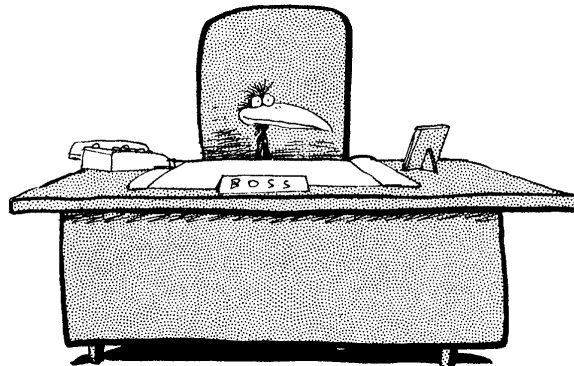
- government policy/political climate

- community support
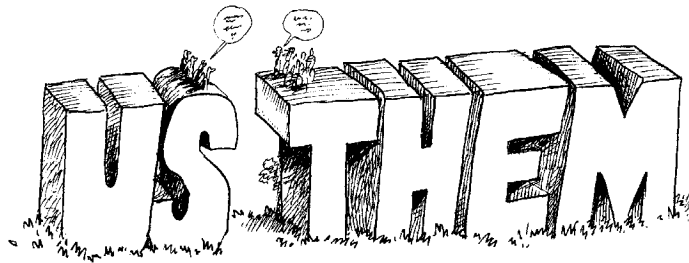
For example, a tutor may wish to use a **facilitated approach**, but the program s/he works for, the government (from which our funding comes) and/or the community (taxpayers) in which the program is located may believe that the only worthwhile educational endeavour is a **directed approach** in which outcomes are directly measured and graded. This was the case in Ontario during the latter part in the 1990's when the Harris government required that the adult literacy community in that province adopt an outcomes-based approach.

- *Resources* relate to the various things we require in teaching and learning. For example, we may wish to adopt a more **facilitated approach** in our literacy program, but don't have access to practitioners who are experienced in teaching in this manner. We may have a group of learners who come to class expecting that we will teach using a **directed approach**, and become unhappy when a more facilitated approach is used (i.e., in the sense that willingness and good will are "resources" with regard to learning). We may want to incorporate **experiential learning** into our teaching, but lack the finances to arrange for more "hands-on" activities.

2.6.1: Points to Ponder (Please see Annex B for a discussion of this point and additional activities).

> Why do you suppose it is the case that many tutors are concerned about the degree of involvement by government in the field of adult literacy?

SECTION 2.7: CONCLUSION

In this module we have looked at a number of factors that can influence learning including the adult learner, the adult educator, the curriculum and the learning environment. In the third and final module, we will return to the issue of the teaching-learning continuum and how theory and practice can be blended together in adult literacy tutoring.

SECTION 2.8: QUIZ

Circle one answer for each question:

1. McClusky's notion of "margin" refers to:

   a. internal and external factors that take away from the resources a student has to participate in learning
   b. internal and external factors that add to the resources a student has in order to participate in learning
   c. is the amount of resources a student has available for learning at any given point in time once power and load are taken into account
   d. all of the above
   e. none of the above

2. In Bloom's taxonomy of educational objectives, "application" can best be described as questions asking learners to:

   a. judge, assess, revise, measure, recommend, criticize, evaluate, determine
   b. translate, report, describe, retell, explain, discuss, summarize, recognize
   c. repeat, list, name, cite, relate, tell, define apply, show, solve, simulate, operate, experiment, calculate
   d. None of the above

3. Having a literacy learner tap out beats to represent the syllables in words:

   a. is an example of experiential learning
   b. may indicate that the teacher has determined the learner has a preferred learning style that is auditory
   c. is incorporating two of Gardner's multiple intelligences, *body/Kinesthetic* and *music/rhythmic* into the learning activity
   d. all of the above
   e. none of the above

4. "Dualism" or "received knowledge" is characterized by the notion that:

   a. truth is absolute
   b. the role of the student is to learn all the "right" answers
   c. teachers are authority figures and are responsible for imparting knowledge to students
   d. all of the above
   e. none of the above

5. An "inclusive" learning environment is characterized by:

    a. Teacher-centredness
    b. Hands-on learning
    c. Learner-centredness
    d. Theme-based learning
    e. None of the above

6. The educational philosophy of "progressivism" emphasizes:

    a. behavioural change in learners
    b. social change through the power of education
    c. that learners must be actively involved in determining educational problems, objectives and outcomes
    d. development of the intellect through mastery of content
    e. personal growth and development

7. The "affective domain" refers to:

    a. Internal and external factors that influence learning
    b. How students feel emotionally and physically when learning
    c. Physical and psychological factors that are both internal and external to the student and which influence learning
    d. All of the above
    e. None of the above

8. Learning will likely be ineffective or diminished when:

    a. the preferred learning style of students does not match up with the preferred learning style of the teacher
    b. the educational philosophy of teachers does not match the educational objectives of the learning activity
    c. the educational objective is not appropriate to the learner's stage of intellectual development
    d. all of the above
    e. none of the above

MODULE 3: PUTTING IT ALL TOGETHER

Contents

Section 3.1: Teaching and Learning along a Continuum
> 3.1.1: Influencing Factors
> 3.1.2: Pratt's Model of Direction and
Support
> 3.1.3: Taylor's Model of the Learning Cycle
> 3.1.4: Points to Ponder

Section 3.2: Professional Development
> 3.2.1: Points to Ponder

Section 3.3: Conclusion

Section 3.4: Quiz

SECTION 3.1 TEACHING AND LEARNING ALONG A CONTINUUM

Although many adult educators view facilitated learning as the approach of choice for teaching and learning with adults, as stressed throughout this course both **directed learning** and **facilitated learning** have their place regardless of the age of the learners. Directed and facilitated learning are not an "either-or" proposition, but more accurately can be viewed as a continuum along which the educator moves based on the particular learning situation. This, of course, begs the question:

> How do we decide where to position ourselves on the teaching-learning continuum?

3.1.1: Influencing Factors

As discussed in the previous two modules, there are a number of factors to consider about where to position ourselves on the teaching-learning continuum at a given point in time. These can be summarized as follows:

- *The educational philosophy of the teacher* – The educational philosophies discussed in Module 2 range from the pedagogical (i.e., **behaviourist**, **liberal**) to the andragogical (i.e., **humanist**, **progressive**, **radical**). According to Zinn (1994), all educator's have at least one and possibly two dominant philosophies. While teachers can use teaching techniques from a different philosophy when a situation calls for it, the difficulty comes in doing so for a sustained period of time. For example, an adult literacy tutor

who holds a humanist-progressive philosophy would be unlikely to fare well teaching **subject-based curriculum**. Similarly, a behaviourist would not be comfortable with **theme-based curriculum**. As such, while we need to move along the teaching-learning continuum in our day-to-day role as educators, we must identify the philosophy we believe in, understand its implications for practice, and choose a teaching situation accordingly.

- *The learners' level of intellectual development* - Based on Perry's model of **intellectual development**, where we position ourselves on the teaching-learning continuum depends a great deal on what stage our learners are at in terms of their intellectual development and where they need/want to go. For example, a learner who is at Stage 1 (**dualism** or "black and white" thinking) would not fare well towards the facilitated end of the continuum. Similarly, a Stage 3 learner (**relativistic thinking**) would have difficulty working under a directed approach for any length of time. Although a **multiplistic** or Stage 2 learner would be able to move forward or backward with greater ease (i.e., in that the movement is not as much a stretch), the prudent teacher will ease all learners into a different stage slowly and with consideration. As we saw in the story of Gladys, it must be understood that not all learners will want to move to a different stage. Whether or not adult educators accept this, however, is a personal decision and as has been touched on, is the subject of much debate in the field.

- *The **learning styles** of students* – One inventory that is particularly relevant to the notion of a teaching-learning continuum is Gregorc's Style Delineator. A preferred style that is towards a concrete-sequential style would do well in a **directed learning** environment, while an abstract-random thinker would do well in a **facilitated learning** environment. A position more towards the middle of the continuum or a blended approach would be best for both concrete-random and abstract sequential learners.

- *The educational objective* – We can describe objectives by the *depth and type of processing* we want to accomplish. To use Bloom's taxonomy of educational objectives, surface level processing relates to acquiring knowledge/skills, mid-level processing to comprehending and applying knowledge/skills, and **deep level processing** to analysis, synthesis, and evaluation of knowledge/skills. Towards one end of the continuum, learning is mainly concerned with **content** mastery, whereas at the other the focus is mainly on **process** or the development and refinement of critical thinking skills. In between of course, there is an emphasis on both content and process to greater or lesser degrees depending on what is called for in the individual situation.

The table below summarizes some of the aspects of teaching and learning that should be considered when deciding where on the continuum to position ourselves:

Pedagogy	--------------	**Andragogy**
• Directed learning		• Facilitated learning
• Teacher-centredness		• Learner-centredness
• Content Focused		• Process focused
• Simple skills/knowledge		• Complex skills/knowledge
• Surface processing		• Deep processing
• Behaviourism		• Humanism
• Dualistic thinking (Stage 1)		• Relativistic thinking (Stage 3)
• Concrete-sequential learning style		• Abstract-random learning style
• Training		• Education
• Passive		• Active

Making judgments based on the influences on teaching and learning discussed above can be overwhelming, especially to novice tutors. However, as we will discuss in the next section, Pratt (1988) offers a useful framework for thinking about how to balance and adjust to these multiple factors.

3.1.2: Pratt's Model of Learner Direction and Support

Pratt (1988) suggests that adult educators need to determine two key things about learners; that is, how much *direction* and *support* each learner requires. "Direction" refers to the knowledge/skills learners have when they come into the learning environment and what they need/want to achieve, while "support" relates to physical and emotional needs/wants.

Tips for Tutors

o Learning is facilitated when the learners' existing knowledge and skills are assessed to identify their strengths and weaknesses, and to determine which components essential to the learning context may be missing. (MacKeracher, 1999, p. 42)

o Learning is facilitated in learning environments which are free from threat and which provide support for personal change. Learning activities need to include opportunities for testing new behaviours in relative safety, developing mutually trusting relationships, encouraging descriptive feedback, and reducing fear of failure. (MacKeracher, 1999, p. 41)

For learners who require a great deal of direction and support we will need to move towards the **directed learning** end of the teaching-learning continuum. For those who need very little in terms of direction and support, we will be need to move towards the **facilitated learning** end. For those who require either support but not direction and vice versa, we need to move into the middle range of the continuum.

Directed Learning----------------------------Facilitated Learning

Learners need **maximum** direction and support because they lack the necessary knowledge/skills and confidence to learn	Learners need **moderate** direction and/or support because they lack either the necessary knowledge/skills or confidence to learn	Learners need **minimal** direction and support because they have both the confidence and necessary knowledge /skills to learn
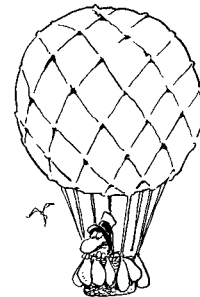
As MacKeracher (1996) notes in the "Tips for Tutors" above, the amount and type of direction a student requires is a relatively straightforward process of assessing strengths and weaknesses, assisting learners to set goals, developing appropriate learning activities, providing feedback, and so on. What exactly we mean when we talk about "support," however, is a little less clear. Cromley (2000) notes that with student populations such as adult literacy learners, it is easy to fall into the trap of praising them for making it to class. Often they have overcome multiple obstacles just to be there and we are reluctant to add to their "load." Cromley, however, suggests that this can actually interfere with learning:

> *Schools have learned the hard way that students' self-esteem is based on their real learning that comes from hard work, not simply from giving positive messages and avoiding personal attacks. The student with the strongest feeling of "I know I will be able to learn the material for this class" are the ones who are taught the skills they need and have proven to themselves that their success in school comes from their hard work, not from luck, pleasing the teacher or going through the motions of school without effort. In other words, feeling competent comes from success, not from being told you are competent* (p. 176).

But what of students like Gladys and Rita whose learning appears to cause them disruption and/or discomfort?

3.1.3: Taylor's Model of the Learning Cycle

As Taylor et al (2000, p. 15) write, it is reasonable to suggest that just undertaking learning indicates a desire to or expectation of change:

> *In my experience, many more learners are at the threshold of change than realize this fact. Even those who start out saying, "I just want a piece of paper" or "I need this for my job" often find that what they really wanted was to look at their life choices in new ways.*

Marilyn Taylor (1987) suggests that discomfort is a natural and necessary part of the learning process. However, as her model of the learning cycle below indicates, she believes students can work through the discomfort with the support of the educator.

- *Stage 1 – Disorientation:* The learner is presented with an unfamiliar experience or idea which involves new ideas that challenge the student to think critically about his/her beliefs and values. The learner reacts by becoming confused and anxious. Support from the educator at this point is crucial to the learner's motivation, participation and self-esteem.

- *Stage 2 - Exploration -* The tutor assists the learner to "name" (identify) the problem so that the learner will see that the disorientation comes from an unresolved/complex issue rather than any inadequacy on the learners part. The tutor then assists the learner to search for information which can be used in resolving the problem or issue experienced in the Disorientation Phase.

- *Stage 3 - Reorientation –* This stage is characterized by synthesis of the information gathered and reflected on during the Exploration stage. The educator's role in this stage is to encourage and guide the learner through the process of reflecting critically on the information. The role of the tutor is also to assist the learner to achieve a degree of acceptance of the idea that learning can evoke disorientation and/or discomfort.

- *Stage 4 - Equilibrium –*The emotional intensity of the previous three stages is markedly reduced by the time this stage is reached and the learner displays an obvious sense of comfort with/acceptance of the new knowledge/skill. The role of the educator is to encourage the learner to apply/extend the knowledge/skill it to new situations, as well as to share it with others.

One adult educator (MacKeracher, 1999, p. 194) goes so far as to present Taylor's model directly to her students. As she writes:

> *I sometimes introduce Taylor's model in a course when I sense that many learners have become confused and are convinced they are not smart enough to be in the class. By introducing the model, I provide them with an easy way to re-enter the dialogue with others and share their concerns…. The most frequent response [to Taylor's model] is: "Why didn't you tell us this would happen? I thought I was the only one who was confused and anxious. I thought I was crazy (or stupid).*

It may seem to novice practitioners that getting on top of what influences teaching and learning with adults is like trying to juggle too many balls at once.
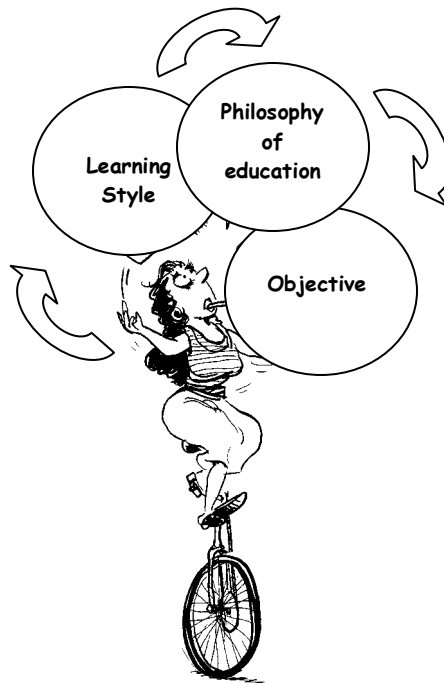
However, with experience generally comes the confidence and the ability to deal with these complexities. Experience, however, is not just about learning the technical aspects of teaching. As we shall see in the next section, it involves ongoing professional development and reflective practice.

3.1.4: Points to Ponder

Taylor designed her model of the learning cycle with learning situations in mind where the focus is on critical thinking. Would her model be relevant to an adult literacy program that focuses on upgrading academic/literacy knowledge/skills and is more directed in its approach? Why or why not?

SECTION 3.2: PROFESSIONAL DEVELOPMENT (PD)

> As an adult educator, do I need to go beyond acquiring and fine-tuning my repertoire of technical teaching skills/knowledge?

As touched on by Zinn (1994), adult educators need to do more than merely learn the technical aspects of teaching. Hargreaves (2000) suggests that members of a profession need to continually reflect on what they do, why, how to do it better, and what moral/ethical issues should be addressed. He identifies four stages which he suggests professionals need to move through in order to develop including:

- *Stage 1: Preprofessional:* This first stage in an adult educator's development is focused on learning the technical aspects of teaching; that is, how to develop and utilize a limited number of teaching strategies, assessment and evaluation techniques, managerial skills such as report writing, classroom management, and so on.

- *Stage 2: Autonomous:* Once we achieve a level of comfort with the technical aspects of teaching, typically we begin to reflect on the "why" of doing what we do. It is at this stage that we begin to identify our educational philosophy (although often we do not "name" our philosophy per se). At this stage we tend to reflect as individuals rather than in group settings. For example, a tutor trained in pedagogical techniques might begin to question whether directing learning is really about *educating* students, or more about *training* them.

- *Stage 3: Collegial:* The next stage according to Hargreaves involves "cultures of collaboration" (p. 164). That is, ongoing, reflective discourse among members of a profession, in this case adult educators. As discussed in the section "Reflective Practice" following this, Stage 3 is not about learning more advanced technical skills/knowledge, Rather, it is about group discourse concerning the problems of the profession or what Louden (1992) refers to as *problematic reflection*. For example, in adult literacy this might involve a discussion forum among practitioners about the proliferation of computers in society and whether or not this should affect the form and function of the field. Hargreaves suggests that this stage must be "embedded in daily practice." Obviously, this requires that some formal or informal effort be directed at bringing educators together on an ongoing basis to engage in this type of dialogue.
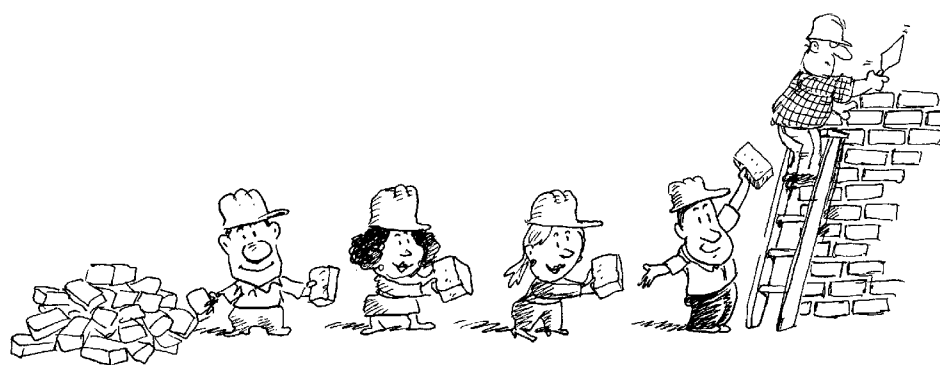
- *Stage 4: Post-Professional*: The final stage involves including other "stakeholders" in reflective discourse about the profession. "Stakeholders" refers to those who have an interest in the conduct and outcomes of the profession (e.g., in adult literacy this might mean involving learners, various community organizations, business organizations, government, members of academia, and so on). Representatives of these stakeholder groups are consulted regularly in order to more fully inform practice.
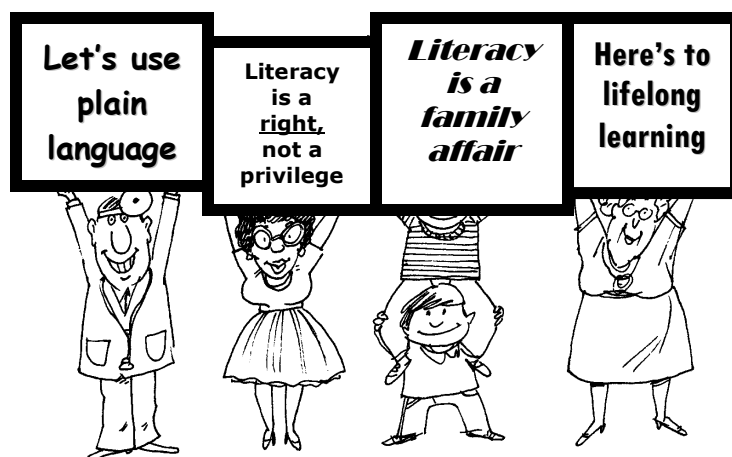
This stage is also characterized by a deeper level of reflection and an element of advocacy or what Louden (1992) refers to as *critical reflection*. That is, practitioners question the underlying assumptions of their profession and investigate moral and ethical issues. For example, pressure is continually being brought to bear on adult literacy to focus attention on employment-related goals in that they are easy to evaluate in terms of cost-benefit, justify in terms of resource allocations, and rationalize to the public. At the same time, they raise questions for the field in that to adopt such a narrow focus would marginalize many adult learners. Thus, reflection of the sort that Quigley [1999] refers to as "a counterhegemony of critical analysis" [p. 256] is undertaken by practitioners in an effort to investigate and resolve social justice concerns. An important aspect of critical reflection is action; in this case bringing counterpressure to bear on governments to support the inclusive nature of the field.)

Hargreaves suggests that for a variety of reasons, most educators stall at the autonomous stage. One reason is that collective PD, when it does occur, tends to focus on advancing technical skills/knowledge rather than problematic reflection. In addition, while it may be desirable to develop both the individual and the profession as a whole through Stage 3 and 4 PD, it is easier said than done. Both stages require ongoing reflective dialogue between tutors and other adult stakeholders. Practically speaking this demands substantial resources, something most areas of education (adult literacy in particular) can ill afford.

3.2.1: Points to Ponder

A. Are there benefits to engaging in individual and/or collective critical reflection and if so, what might these be?

B. What barriers might there be to embedding Stage 3 PD in the everyday practice of adult literacy tutors?

SECTION 3.3: CONCLUSION

In adult literacy we will not often be towards the far end of the **facilitated learning** end of the continuum. Our students come to us because they do not have the skills/knowledge related to literacy and by extension, other areas that they need to function well in their everyday lives of (e.g., parenting, the workplace, life skills). As discussed in this module, Pratt (1988) proposes that determining the type and amount of direction and support each learner requires, will guide us in the development us with a "game plan" for each learner.

We are also guided by reflecting on our individual beliefs about human nature and the purpose of education. Is it acceptable to remain towards the lower to middle range of the continuum? Those of us who hold a **behaviourist philosophy** of education would be inclined to say that it is perfectly okay to do

so, while the **humanists** among us would suggest that this is a suitable as a starting point only. Humans need to grow and to mature, to be independent and self-directing, and it is our job to assist this process.

While our educational philosophy is a strong influence on how we approach teaching and learning, we also need to ask ourselves what is most *effective* in each individual learning experience. Throughout this course, it has been suggested that teaching and learning are most effective when viewed as a continuum, the continuum being a "toolbox" of sorts that tutors can reach into and draw out appropriate tools to match the situation.
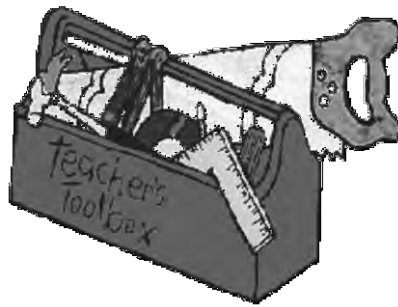
In closing, as Professor Leblanc from York University, winner of a Seymous Schulich Award for Teaching Excellence suggests:

> *Good teaching is about not always having a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances.*

SECTION 3.4: QUIZ

1. Hargreave's Stage 4 or Post-Professional level of PD:

    a. focuses on the technical aspects of teaching
    b. is characterized by individual reflection
    c. focuses on the ethical and moral issues of a profession
    d. all of the above
    e. none of the above

2. Directed and facilitated learning:
    a. are best viewed as an "either-or" proposition
    b. use techniques that cannot be combined effectively
    c. are best viewed as a continuum which is underpinned by a range of educational philosophies
    d. all of the above
    e. none of the above

3. The position one adopts along the teaching-learning continuum is influenced by:

    a. Societal pressures to teach using a particular approach
    b. the amount of direction and support needed by learners
    c. the culture in which the learning takes place
    d. all of the above
    e. none of the above

4. The purpose of professional development in adult education is to:

    a. reflect critically on the problems associated with the field
    b. learn the technical skills/knowledge required to teach effectively
    c. identify the moral and ethical issues associated with the field and take appropriate action
    d. all of the above
    e. none of the above

5. A pervasive myth in adult learning theory is that:

    a. An andragogical approach can be used with both children and adults
    b. adults and children learn much differently
    c. the needs/wants of students are important, but not key to effective learning
    d. all of the above
    e. none of the above

6. Which of the following is **most** accurate in regard to Pratt's model of teaching and learning:

   a. The key to effective learning is a flexible approach in teaching Educators must adjust their teaching based on learners' motivation and participation
   b. Educators must adjust their teaching based on the amount of direction and support required by learners
   c. all of the above
   d. none of the above

7. The technical aspects of teaching:
   a. are learned in the second of Hargreaves four stages of professional development
   b. comprise only one aspect of what Hargreaves suggests teachers require to develop professionally
   c. are the most important aspect of teacher development according to Hargreaves
   d. all of the above
   e. none of the above

8. A tutor's position on the teaching-learning continuum in the field of adult literacy will **most often** be:
   a. At the andragogical or facilitation end of the continuum
   b. At the pedagogical or directing end of the continuum
   c. Shifting upwards and downwards around the middle range of the continuum
   d. All of the above
   e. None of the above

REFERENCES

Ball, C. (1996). *Demystifying Adult Literacy for Volunteer Tutors*. Available: http://www.nald.ca/clr/demyst/demyst.htm#table (NALD web site).

Barer-Stein, T. & Draper, J. (1988). *The Craft of Teaching Adults.* Toronto, Ontario: Irwin Publishing.

Barer-Stein, T. & Kompf, M. (2001). *The Craft of Teaching Adults.* Toronto, Ontario: Irwin Publishing.

Bloom, B. (Ed.) (1956) *Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook I, Cognitive Domain*. Toronto: Longmans, Green.

Brown, J., Collins, A. & Duguid, P. (1989). *Situated Cognition and the Culture of Learning.* Available: http://www.exploratorium.edu/IFI/resources/museumeducation/situated.html

Brundage, D. & MacKeracher, D. (1980). *Adult Learning Principles and Their Application to Program Planning.* Toronto, Ontario: Ontario Institute for Studies in Education.

Cromley, J. (2000). *Learning to Think: Learning to Learn*. National Institute for Literacy, US Department of Education. Available: literacynet.org/lincs/resources/cromley_report.pdf.

Daloz, L. (1988). The story of Gladys who refused to grow: A morality tale for mentors. *Lifelong Learning: An Omnibus of Practice and Research,* 11(4), pp. 4-7.

Dirkx, J. and Prenger, S. (1997). A Guide for Planning and Implementing Instruction for Adults: A Theme-Based Approach. San Francisco: Jossey-Bass.

Draper, J. & Taylor, M. (1992). *Voices from the Literacy Field.* Toronto, Ontario: Culture Concepts.

Gardner, H. (1993a). *Frames of Mind: The Theory of Multiple Intelligences, 10th Anniversary Edition*. New York: Basic Books.

Gardner, H. (1993b). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.

Gardner, H. (2003). *Multiple Intelligences after Twenty Years.* Available: http://pzweb.harvard.edu/Pls/HG_MI_after_20_years.pdf (Harvard Graduate School of Education web site).

Grabove, V. (1997). The many facets of transformative learning theory and practice. In *New Directions for Adult and Continuing Education*, 74, pp. 89-95.

Gregorc, A. (1982). *Gregorc Style Delineator.* Columbia, CT: Gregorc Associates, Inc.

Hargreaves, A. (2000). Four ages of professionalism and professional learning. *Teachers and Teaching: History and Practice*, 6(2), pp. 151-182.

Imel, S. (1995), *Inclusive Adult Learning Environments*. ERIC Digest #162. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. Available: http://chiron.valdosta.edu/whuitt/files/adltlrnenv.html.

Jarvis, P. (1992). *Paradoxes of Learning: On Becoming an Individual in Society.* San Francisco: Jossey Bass.

Kerka, S. (2002). *Teaching Adults: Is It Different?* ERIC Myths and Realities No. 19. Available: http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED468614&ERICExtSearch_SearchType_0=no&accno=ED468614.

Knowles, M. (1975) *Self-Directed Learning. A Guide for Learners and Teachers*, Englewood Cliffs: Prentice Hall/Cambridge.

Kolb, D. (1984). *Experiential Learning: Experience as the Source of Learning and Development*, Englewood Cliffs, Prentice Hall.

Literacy for Tomorrow. (1997). Available: http://www.unesco.org/education/uie/confintea/pdf/3g.pdf (UNESCO we site).

Louden, W. (1992). Understanding reflection through collaborative research. In A. Hargreaves & M. Fullan (Eds.) *Understanding Teacher Development*. New York: Teachers College Press, pp. 178-215.

MacKeracher, D. (1996). *Making Sense of Adult Learning*. Toronto, Ontario: Culture Concepts.

McClusky, H. (1971). The adult as learner. In McNeil & Seashore (Ed.) *Management of the Urban Crisis*, New York: The Free Press, pp. 27-39.

Mezirow, J. (1997). *Transformative learning:Theory to practice*. New Directions for Adult and Continuing Education, 74, pp. 5-11.

Merriam, S. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. In S. Merriam (Ed.), *The New Update on Adult Learning Theory.* San Francisco: Jossey-Bass, pp. 2-13.

Miller, J. & Seller, W. (1990). *Curriculum: Perspectives and Practice*. Toronto, ON: Copp Clark Pitman.

Perry, W. (1970), *Forms of Intellectual and Ethical Development in the College Years: A Scheme*. New York: Holt, Rinehart, and Winston.

Pratt, D. D. (Spring 1988). Andragogy as a Relational Construct. *Adult Education Quarterly* 38 (3), pp. 160-172.

Quigley, B. (1999). Naming our world, claiming our knowledge: Research-in-Practice in adult literacy programs. *The Alberta Journal of Educational Research*, XLV(3), pp. 253-262.

Renner, P. (1999) *The Art of Teaching Adults.* Vancouver: Training Associates.

Taylor, M. (1986) Learning for self-direction in the classroom: The pattern of a transition process. *Studies in Higher Education*. 11(1), pp. 55 - 72.

Taylor, K., Marienau, C. and Fiddler, M. (2000). *Developing Adult Learners: Strategies for Teachers and Trainers.* San Francisco, CA: Jossey-Bass Inc.

Zinn, L. M. 1991. Identifying your philosophical orientation. In *Adult Learning Methods*, ed. M. W. Galbraith, pp. 39-77. Malabar, Florida: Krieger Publishing Company.

RECOMMENDED READING

Brockett, R. & Hiemstra, R. (1990). *Self-Direction in Adult Learning: Perspectives on Theory, Research, and Practice.* London and New York: Routledge.

Brookfield, S. (1988). Developing critically reflective practitioners: A rationale for training educators of adults. *In Training Educators of Adults: The Theory and Practice of Graduate Adult Education*, S. Brookfield (ed). New York: Routledge.

Brookfield, S. (1989). *Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting.* San Francisco: Jossey-Bass.

Brookfield, S. (1995). Adult learning: An overview. In A. Tuinjman (Ed.) *International Encyclopedia of Education*. Oxford, Pergamon Press.

Brookfield, S. (1995). *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass.

Cross, P. (1981). *Adults as Learners.* San Francisco: Jossey-Bass.

Cross, P. (1992) *Adults as Learners: Increasing Participation and Facilitating Learning.* Toronto: Wiley & Sons.

Hiemstra, R. (1991). Aspects of effective learning environments. In *New Directions for Adult and Continuing Education*, Vol. 50, pp. 5-12.

Hiemstra, R. & Brockett, R. (1994). From behaviourism to humanism. In H. Long & Associates, *New ideas about self-directed learning*. Norman, OK: Oklahoma Research Center for Continuing Professional and Higher Education, University of Oklahoma.

Imel, S. (1994). *Guidelines for Working with Adult Learners*. Available: http://www.ericdigests.org/1995-2/working.htm

Imel, S. (2000). *Contextual Learning in Adult Education.* Practice Application Brief no. 12, Available: http://eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED448304&ERICExtSearch_SearchType_0=no&accno=ED448304.

Knowles, M. (1980). *The Modern Practice of Adult Education: From Pedagogy to Andragogy.* Englewood Cliffs, NJ: Prentice Hall Regents.

Knowles, M. and Associates (1984) *Andragogy in Action. Applying Modern Principles of Adult Education*, San Francisco: Jossey Bass.

Knowles, M. (1990). *The Adult Learner: A Neglected Species* (4th ed.) Houston: Gulf Publishing.

Mezirow, J. (1990). *Fostering Critical Reflection in Adulthood*. San Francisco: Jossey-Bass.

Mezirow, J. (1991). *Transformative Dimensions Of Adult Learning*. San Francisco: Jossey-Bass.

Merriam, S. & Caffarella, R. (1999). *Learning in Adulthood*. San Francisco, CA: Jossey-Bass Inc.

Miller, L. (1990). *Illiteracy and Human Rights*. Ottawa, Ontario: National Literacy Secretariat.

Ozmon, H. and Craver, S. (2002). *Philosophical Foundations of Education*. Pearson Education.

Selman, G. & Dampier, P. (1991). *The Foundations of Adult Education in Canada*. Toronto, Ontario: Thompson Educational Publishing.

Vella, J. & Vella, J. K. (2000). *Taking Learning to Task: Creative Strategies for Teaching Adults.* Toronto: Wiley & Sons.

Vella, J. & Vella, J. K. (2002). *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*. Toronto: Wiley & Sons.

Wlodkowski, R. (1998). *Enhancing Adult Motivation to Learn: A Comprehensive Guide to Teaching All Adults*. Jossey-Bass Inc.

APPENDIXES

ANNEX A: SCORING KEY FOR MODULE QUIZZES

Quiz #	Question #	Answer
1	1	c
	2	d
	3	d
	4	b
	5	d
	6	b
	7	d
	8	e
	Score: $\frac{}{8}$	
2	1	C
	2	D
	3	d
	4	d
	5	c
	6	c
	7	d
	8	d
	Score: $\frac{}{8}$	
3	1	c
	2	c
	3	d
	4	d
	5	b
	6	c
	7	b
	8	c
	Score: $\frac{}{8}$	
	Total: $\frac{}{24}$	

ANNEX B: DISCUSSION OF "POINTS TO PONDER" AND ADDITIONAL ACTIVITIES

Below please find a short discussion about each of the "Points to Ponder" from the three course modules. An additional group and/or individual activity has been added to each point to extend your thinking about the topic further. Toward this end, text and online resources have been provided for each activity. These range from simple to more advanced so that you may choose those which suit your particular level of experience and ability.

MODULE 1

1.2.1: Reflecting on your own tutoring experiences, have you used an approach that was more toward the andragogical end of the continuum? If so, what were you hoping to gain? If not, why?

Taylor, Martineau and Fiddler (2000, p. 15) offer the following as their rationale for utilizing an andragogical approach in their practice as adult educators:

> *We also suggest (and research confirms) … that information-focused approaches to learning often leave learners' underlying assumptions intact. Reproductive learning is unlikely either to challenge existing beliefs and interpretations or—of particular note to those involved in workplace education—to enable learners to use information in new settings.*

While it is tempting for many of us to subscribe wholeheartedly to a facilitated approach, as Brockett (1994, p. 10) cautions us, flexibility is crucial to effective teaching:

> *In their enthusiasm to embrace an approach that clearly holds much promise, some educators may take the extreme position that self-direction is the best, indeed, the only effective way for adults to learn. This is simply not so! As educators of adults, we need to recognize the vast array of approaches and philosophies available to work successfully with adult learners and to recognize the inherent limitations of any approach* (p. 10).

Knowing where to position oneself on a teaching-learning continuum will depend on many factors, a major one being the purpose of the activity. As Brundage & MacKeracher (1980, pp. 58-59) suggest, a *pedagogical or directed approach* is best used to help learners "acquire specific skills and knowledge relevant and essential to specific tasks and performance (e.g., driving a car, speaking a foreign language, becoming a certified plumber)." Some educators refer to this as "training" rather than educating students.

An *andragogical or facilitated approach* they suggest, is best used to help the learner "discover personal meanings within knowledge, skills, and attitudes

already learned; discover new meanings within experience; [and] create new meanings, values, skills, and strategies from integrating new and old learning (e.g., learning to "be a professional;" self discovery …).

<u>Individual or Group Activity</u>

Brainstorm a list of strategies for teaching in a directed and facilitated fashion.

<u>Resources</u>:

- Brown, O. (1996). *Tips at Your Fingertips: Teaching Strategies for Adult Literacy Tutors.* International Reading Association
- Gregory, G. & Chapman, C. (2001). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Corwin Press Inc.
- Orlich, D. (2000). *Teaching Strategies: A Guide to Better Instruction.* Houghton Mifflin Company College Division.
- Ornstein, A. & Lasley, T. (1999). *Strategies for Effective Teaching*. McGraw-Hill.
- Piderit, G. and Quijano, L. *What are the main techniques used in Adult Education?* Available: http://fcis.oise.utoronto.ca/~daniel_schugurensky/faqs/qa14.html (University of Toronto web site under Professor Schugurensky's home page).
- Renner, P. (1999) *The Art of Teaching Adults.* Vancouver: Training Associates.
- Shalaway, L. & Beech, L. (1998). *Learning to Teach...Not Just for Beginners: The Essential Guide for All Teachers*. Scholastic Inc.
- Vella, J. & Vella, J. K. (2000). *Taking Learning to Task: Creative Strategies for Teaching Adults*. John Wiley & Sons Inc.
- Vella, J. & Vella, J. K. (2002). *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults.* John Wiley & Sons Inc.

1.3.1: As we move toward the facilitation end of the continuum, the notion of "learner-centredness" takes on increasing importance. Reflect on your own experience as a tutor and think of an example of how you have (or could make) your own teaching environment more learner-centred.

 "Learner-centredness" relates to both the content and process of adult literacy, and can range from the individual to the program level. At the individual level, it can involve framing learning activities around a learner's interests or needs (content), to collaborating with the student to set goals and/or plan learning activities and assessment strategies.

At the program level, learner-centredness can involve the actual development and running of a program. For example, the following is an example from an

adult literacy program in Kitchener, Ontario in which the notion of "learner-centredness" was integrated into the development of the program:

> *When the program began at St. John's Kitchen, we went into it with the philosophy that we were trying to provide learning for people who were not able to access other adult education programs. We thought it was important to ask people who were interested in improving their reading and writing skills how they would best be able to do that. I asked about the best times to meet during the week, and whether or not people wanted to meet in a group or individually with a staff person or tutor… We found that in the program at St. John's, adults felt they were being listened to and they were able to learn some literacy skills that were relevant to their daily needs (*Draper & Taylor, 1992, p. 234).

Norton (2000) suggests that many adult literacy programs involve students in the running of programs in an effort to be more learner-centred:

> *In programs, learner involvement has included serving on boards, assisting with program operations and fund raising, speaking to the media, participating in tutor training, forming student groups, and peer tutoring* (Chapter 2).

Ball (1996) suggests that the benefits of being more learner-centred include:

> *… the potential to promote both personal and social change because [it] provide[s] learners with opportunities to:*

- *validate their language, experiences, and knowledge and become aware of their own capabilities and power;*
- *acquire new tools for expanding their knowledge and understanding of both personal and community issues;*
- *develop a critical awareness of the social and political sources of the problems they confront as individuals and as members of their communities;*
- *use all forms of language to explore, reflect upon, and dialogue about those issues;*
- *articulate solutions and take action in the direction of positive change.*

Writing about the learner-centred approach of The Learning Exchange program in Saint John, New Brunswick, Wells (1992) suggests that the staff and board hold fast to this approach simply put, "because it works" (p. 380). Like Ball (1996), Wells views the main benefit of learner-centredness as empowering learners:

...learners get jobs because they can read and write more effectively. Their confidence and self-esteem is heightened and they like themselves more. The life-benefits seem obvious, but are sometimes subtle. Learners become leaders, they help others, they peer tutor, they take hold of problems and they begin to control their own environment (p. 388).

<u>Individual Activity</u>

Develop a list of situations when a tutor might choose to adopt a learner-centred approach, and when s/he might use a teacher-centred approach. What factors influence a tutor's decision-making in this regard?

<u>Group Activity</u>

Facilitate a discussion regarding the following question:

- What do we do if being learner-centred (i.e., responding to the needs/wants of our learners) means that we need to be more teacher-centred (i.e., learners want us to teach in a traditional or pedagogical manner)?

<u>Resources</u>:

- Daloz, L. (1988). The story of Gladys who refused to grow: A morality tale for mentors. *Lifelong Learning: An Omnibus of Practice and Research,* 11(4), pp. 4-7.
- Gregory, G. & Chapman, C. (2001). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Corwin Press Inc
- Hiemstra, R. & Brockett, R. (1994). From behaviourism to humanism. In H. Long & Associates, *New ideas about self-directed learning*. Norman, OK: Oklahoma Research Center for Continuing Professional and Higher Education, University of Oklahoma.
- Lacefield, R. (d/ukn). *Adult Education in Practice: On Being a Transformative Educator.* Available: http://roberta.tripod.com/adulted/transform.htm#biblio
- Magro, K. (2002). *Exploring Teaching Roles and Responsibilities in Adult Literacy Education: Do Teachers See Themselves as Transformative Educators?* Available: http://www.nald.ca/library/research/pat/coast/p8.htm
- St. Clair, R. (2002). *Andragogy Revisited.* ERIC Myths and Realities No. 19. Available: http://www.calpro-online.org/eric/docgen.asp?tbl=mr&ID=109
- Tight, M. (1999). *Mythologies of Adult/Continuing/Lifelong Education.* Available: http://www.leeds.ac.uk/educol/documents/000001021.htm

1.4.5.A: How might a family literacy learning unit on positive discipline proceed through the four stages of Kolb's experiential learning cycle?

One example of using Kolb's experiential learning cycle in a family literacy activity focusing on positive discipline is as follows:

- *Concrete Experience* – Parents in a family literacy class are provided with information about positive discipline, then work through a number of role playing exercises.
- *Reflective Observation* – The parent learners are asked to write about or discuss their beliefs regarding discipline.
- *Abstract Conceptualization* – The parent learners discuss the moral, legal, psychological issues involved in disciplining children.
- *Active Experimentation* – The parent learners try out the techniques learned with their children at home.

Individual or Group Activity

Brainstorm a list of teaching strategies that could be used in each stage of the cycle.

Resources:

- Beisenherz, P. & Dantonio. (1996). *Using the Learning Cycle to Teach Physical Science: A Hands-On Approach for the Middle Grades*. Heinemann.
- Kolb, D. (1984). *Experiential Learning: Experience as the Source of Learning and Development*, Englewood Cliffs, Prentice Hall.
- MacKeracher, D. (2004). *Making Sense of Adult Learning* (2nd ed.). Toronto, Ontario: University of Toronto Press.
- Schugurensky, D. (d/ukn). *Questions and Answers on Adult Education.* Available: http://fcis.oise.utoronto.ca/~daniel_schugurensky/faqs/qa8.html (web site for Prof D. Schugurensky, Ontario Institute for Studies in Education).

1.4.5.B: Should personal maturation/change be a direct goal of education as transformational learning would suggest? Why or why not?

In a recent study regarding the roles and responsibilities of adult literacy teachers, Magro (2002) reported that participants (adult literacy educators) had many reservations about the role of the teacher as "change agent" or "transformative educator." Merriam and Caffarella (1999, p. 385) suggest that there are no simple answers to the ethical dilemmas raised by approaches such as transformational learning:

The systematic knowledge that we do have about the context of adult learning, who the adult learners are, why and how they learn … is only partly helpful in making ethical decisions. Societal, community, professional, and individual values play a much larger role in shaping our practice. Competing courses of action and alternative choices, each with its own merits means that educational planners, instructors, and learners themselves must examine the beliefs and values that form the basis for choosing among alternatives. It is this kind of awareness—awareness of why we do things the way we do—that leads to responsible, ethical practice in adult learning.

Awareness of one's underlying philosophy regarding education (Module 2, Section 2.3.1), and the adoption of a critically reflective attitude towards one's profession (Module 3, Section 3.2) are two ways in which adult educators can develop the "awareness" that leads to "responsible, ethical practice."

<u>Individual or Group Activity</u>

Develop a list of advantages and disadvantages to transformational learning from the point of view of each philosophical orientation (Module 2, Section 2.3.1) .

<u>Resources</u>:

- Brockett, R. (1994). Resistance to self-direction in adult learning: Myths and misunderstandings. In Brockett & Hiemstra (Eds.), *Overcoming Resistance to Self-Direction in Adult Learning*. Available: http://www-distance.syr.edu/ndacesdch1.html.
- Daloz, L. (1988). The story of Gladys who refused to grow: A morality tale for mentors. *Lifelong Learning: An Omnibus of Practice and Research,* 11(4), pp. 4-7.
- Grabove, V. (1997). The many facets of transformative learning theory and practice. In *New Directions for Adult and Continuing Education*, 74, pp. 89-95.
- Magro, K. (2002). *Exploring Teaching Roles and Responsibilities in Adult Literacy Education: Do Teachers See Themselves as Transformative Educators?* Available: http://www.nald.ca/library/research/pat/coast/p8.htm
- Mezirow, J. (1990). *Fostering Critical Reflection in Adulthood.* San Francisco: Jossey-Bass.
- Mezirow, J. (1991). *Transformative Dimensions Of Adult Learning*. San Francisco: Jossey-Bass.
- Mezirow, J. (1997). *Transformative learning: Theory to practice*. New Directions for Adult and Continuing Education, 74, pp. 5-11.

1.4.5.C: What responsibilities would an educator who is adhering to a humanist philosophy have toward teaching and learning? Reflect on your own tutoring and experiences as a student. Have you used and/or experienced a humanistic approach? Did it help and/or hinder the effectiveness of learning? How so?

MacKeracher (1996, p. 230) writes:

> *As a facilitator, the humanistic model reminds me that I have important responsibilities to:*
>
> - *Create a climate valuing learning and reducing disincentives or obstacles to a minimum*
> - *Help the learner to clarify learning needs, purposes, and objectives*
> - *Organize and make available the widest possible range of resources*
> - *Present myself as a flexible resource to be used by the learner*
> - *Behave in simultaneous roles – as a co-learner who can and will learn from and with the learner; an objective observer who can respond to the individual needs and feelings of the learner; and a subjective participant who will act on and share feelings, needs and responsibilities*

An important point raised in MacKeracher's characterization of a humanist educator is the notion that students should be encouraged to relate to the educator in a much more personal manner than has typically been the case in traditional education. While most adult learners will flourish under this approach, for other students it can actually hinder learning in that some perceive the role of a teacher as an authority figure whose role it is to impart knowledge.

Individual or Group Activity

Develop a list of teaching and classroom management strategies that a humanist educator would and would not tend to utilize.

Resources:

- Elias, J., and Merriam, S. (1980). *Philosophical Foundations of Adult Education*. Malabar, FL: Krieger,
- Hiemstra, R. & Brockett, R. (1994). From behaviourism to humanism. In H. Long & Associates, *New ideas about self-directed learning*. Norman, OK: Oklahoma Research Center for Continuing Professional and Higher Education, University of Oklahoma.

- *Philosophies of Adult Education.* Available: http://www.fsu.edu/~adult-ed/jenny/philosophy.html (Florida State University web site under Jenny Grills home page)
- Zinn, L. M. 1991. Identifying your philosophical orientation. In *Adult Learning Methods*, ed. M. W. Galbraith, pp. 39-77. Malabar, Florida: Krieger Publishing Company

MODULE 2

2.2.5. A: How might you incorporate physical learning styles into an activity that focuses on assisting a group of learners with improving their spelling?

Shaughnessy (1977) writes:

> *The ability to spell grows slowly out of a number of different kinds of encounters with words – with the sounds of words (phonological encounters), the look of words (visual encounters), the feel of words as the hand moves to form them in writing (kinesthetic encounters), and the meanings of words as they take their places in the context of sentences (semantic encounters) (p.161).*

In essence then, by incorporating techniques that address each sense in your instruction, the physical learning styles of all learners in your group will be covered. Some ideas for spelling activities which incorporate physical learning styles are provided below:

Activity	Example(s)
Rhyming	Beginners - Give learners a list of words of 5 to 10 words and ask learners to come up with rhyming words from the same word family (freeze, sneeze, breeze; crack, smack, lack, back, hack, track; cut, hut, nut, but, gut, rut). Intermediate - Move on to words that sound the same but are spelled differently (freeze, please, peas, leaves) Advanced - Move to homonyms (words that sound the same but are spelled differently) (e.g., red, read; to, too, two; won, one), and then to words that are spelled the same, but said differently (cut, put; cough, dough)
First letter mnemonics	Use the first letter of the words in a made up sentence to remember a spelling. **B**ig **E**lephants **A**ren't **U**gly, they are **BEAU**tiful.
Image associations	When there is confusion about which homonym to use, associate the words with an image (e.g., Which is the head of the school? The "principle" or the "principal"? The principal is my "pal")

Find words within words	The learner wants to spell "business" as "bizness." Point out the "bus" in the correct spelling and have him/her imagine a bright yellow school bus (this is also an image association)
Say the word in a 'funny' way	The student keeps leaving the "h" out of "when" so together you say the word as "w" "hen")
Use different sizes or colors	Write the part the learner is having difficulty remembering in a different size or color e.g., **BUS** iness
Link word to known words	Link site to its word family, bite, kite
Beat out the syllables of a word and write out each part as it's said	"leg-is-la-ture"
Use rhythm	Say the names of the letters in a singsong rhythm e.g., p-e o-p l-e
Break words into chunks	- You can start with one-syllable words and divide them into two or three letter chunks. (e.g., great - gr / ea / t) **-** Then you can go on to bigger words, and sound out the syllables or letter blends. (e.g., terrific - ter / rif / ic) - When you're chunking, you can also focus on the letter blends. (e.g., great - gr / ea / t - that's an 'ea' word, and a 'gr' word)
Play games related which stimulate word recognition/visual memory	Have a spelling bee, play board games such as Scrabble or Boggle

Individual or Group Activity

Brainstorm a list of spelling activities for each of Gardner's Multiple Intelligences.

Resources:

- Christison, M. & Kennedy, D. (1999). *Multiple Intelligences: Theory and Practice in Adult ESL.* ERIC Digest No. EDO-LE-99-07. Available: http://www.cal.org/ncle/digests/MI.htm
- Gardner, H. (1993a). *Frames of Mind: The Theory of Multiple Intelligences, 10th Anniversary Edition*. New York: Basic Books.
- Gardner, H. (1993b). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.

- Gardner, H. (2003). *Multiple Intelligences after Twenty Years.* Available: http://pzweb.harvard.edu/PIs/HG_MI_after_20_years.pdf
- Shelton, L. (d/unk). *Multiple Intelligences for Adult Literacy and Adult Education.* Available: http://literacynet.org/diversity/homenew.html
- Silver, H., Strong, R. & Perini, M. (2000). *So Each May Learn: Integrating Learning Styles and Multiple Intelligences.* Association for Supervision & Curriculum Development.

2.2.5.B: Reflect on your own experiences as an adult literacy tutor for a moment. What have your students been like in terms of their motivation; their desire to be self-directed/independent in their learning, and their ability to clearly identify their goals with regard to improving their literacy?

As MacKeracher (1996, p.76) writes:

> Adult educators tend to assume that all adults have put dependency needs behind them. In fact, some adults prefer to use "dependent behaviours" rather than independent or interdependent behaviours. Most adults use dependent behaviours in situations which are perceived as novel, emergency, or trauma... If we understand behaviour to extend across a continuum, then we can perceive adults as using behaviours which range across part of that continuum, with most using behaviours from the middle range.

Two important points are raised by MacKeracher. First, much like teaching and learning, behaviour is more accurately viewed as a continuum with dependency at one end and independence at the other. Our students' need for support will vary and we will need to adjust our teaching accordingly. Second, a negative or threatening environment will increase dependency needs in most adults. As such, the environment we provide for students will need to reduce a sense of threat and promote a feeling of safety.

Individual Activity

Develop a list of ways in which tutors may increase and decrease the motivation of adult literacy learners.

Group Activity

 Facilitate a group discussion regarding the following questions:

- What amount and type of tutor direction and support is reasonable and unreasonable when working with adult literacy learners?
- Does your philosophical orientation influence your opinion about this issue? How so?

Resources:

- Ames, C. & Ames, R. (1990). Motivation and effective teaching. In B.F. Jones & L. Idol (Eds.), Dimensions of Thinking and Cognitive Instruction. Hillsdale, NJ: Erlbaum.
- *Goal Orientations of Low-Literacy Learners in Adult Basic Education: Some Issues for Adult Literacy Instruction.* Available: http://literacy.kent.edu/cra/2001/goal_orient/link2.html (Ohio Literacy Resource Centre web site
- McMillan, J. H. and Forsyth, D. R. "What Theories of Motivation Say About Why Learners Learn." In R. J. Menges and M. D. Svinicki (eds.), College Teaching: From Theory to Practice, New Directions for Teaching and Learning, no.45. San Francisco: Jossey-Bass, 1991.
- Wlodkowski, R.J. (1999). *Enhancing Adult Motivation to Learn*. San Francisco, CA: Jossey-Bass.
- Zinn, L. M. 1991. Identifying your philosophical orientation. In *Adult Learning Methods*, ed. M. W. Galbraith, pp. 39-77. Malabar, Florida: Krieger Publishing Company

2.2.5.C: What might you/your program do to decrease learners' "load" and increase "power"?

As most adult literacy program staff will attest, *flexibility* is key to our learner population. Adult literacy learners are different from other student populations in several respects. Unlike most other educational venues where students come together for a common purpose, with similar levels of ability and experience, and at specific times and locations, most literacy programs accommodate learners who start at various times throughout the year (rather than start and end on a particular date as a group), and have limited/varied times that they are available to learn due to employment and/or family constraints. While some learners are available to learn on a full-time basis and during regular hours, most are only available part-time and at odd hours due to parenting and employment. Learners also vary widely in their abilities. At any one time, a program may be dealing with a mix of beginning, intermediate and advanced students, who also vary in the strength of each literacy skill (e.g., may be a strong reader, but a less than confident writer and beginner as far as numeracy and computers go). In some cases students can be organized into groups, but often learning must take place on a one-to-one basis.

In general, ways of increasing power and decreasing load relate to the *practical* (e.g., providing day care or one-to-one tutoring in the student's home for those with children and without childcare support), the *affective* (i.e., ensuring the learning environment is safe and comfortable), and the *cognitive* (i.e., ensuring learning is challenging yet not threatening).

Individual or Group Activity

Using the three categories above (i.e., practical, affective and cognitive), list some of the barriers to learning in each, and brainstorm ways in which you/your program might help overcome each of these.

Resources:

- Ball, C. (1996). Barriers to literacy. In *Demystifying Adult Literacy for Volunteer Tutors.* Available: http://www.nald.ca/clr/demyst/chapter4.htm
- Kerka, S. (1986). *Deterrents to Participation in Adult Education: Overview.* ERIC Digest No. 59. Available: http://eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED275889&ERICExtSearch_SearchType_0=no&accno=ED275889
- Leis, A., (1994). *Distinct Needs of Rural Literacy Learners.* Available: http://www-personal.ksu.edu/~rcled/publications/literacy/ontario.html

- Huget, S (2002). *To Enrol or not to Enrol (That is the Question): Nonparticipation in Literacy & Upgrading Programs: Results from a National Study.* Available: http://www2.literacy.bc.ca/pub/NEWSLET/sept02/4.htm

2.2.5.D: According to adult learning theory, why would you try to move a student who is exhibiting "dualistic thinking" into more "multiplistic" thinking?

Cromley (2000, p. 210) suggests that:

Students need realistic ideas about what learning is. Students who think learning is about "just getting the right answer," will have trouble transferring their knowledge. Students are more likely to transfer if they know that learning is about understanding, not just memorizing facts. For example, a student who actively tries to understand what she reads will remember more that one who reads to "say the words right." The one who reads for understanding can apply her background knowledge (for example, knowledge about gravity) in new areas (such as plant roots growing down).

An important point raised by Cromley is the notion that educators need to discuss the nature and purpose of learning directly with students.

<u>Individual or Group Activity</u>

Using Bloom's taxonomy (Section 2.4.2), develop a lesson plan about the Canadian Senate that would help learners meet each educational objective.

<u>Resources</u>:

- Bloom, B. (Ed.) (1956) Taxonomy of Educational Objectives: The Classification of Educational Goals: Handbook I, Cognitive Domain. Toronto: Longmans, Green.
- Brockett, R. (1994). Resistance to self-direction in adult learning: Myths and misunderstandings. In Brockett & Hiemstra (Eds.), *Overcoming Resistance to Self-Direction in Adult Learning*. Available: http://www-distance.syr.edu/ndacesdch1.html.
- Brookfield, S. (1989). *Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting*. San Francisco: Jossey-Bass.
- Cromley, J. (2000). *Learning to Think: Learning to Learn*. National Institute for Literacy, US Department of Education. Available: literacynet.org/lincs/resources/cromley_report.pdf
- *Activities and Corresponding Bloom's Level.* Available: http://learningandteaching.dal.ca/bloomact.html
- *Correspondence between the Evaluation Instruments and Bloom's Taxonomic Levels:* Available: http://learningandteaching.dal.ca/design.html

2.3.2: Is it important to reflect on your philosophy of education? Why or why not?

Draper (in Barer-Stein & Kompf, 2001 p. 154) suggests that:

> *Articulating our personal philosophy helps us to understand why we behave and think the way we do and to understand the consequences of our behaviour and the influence our philosophy may have upon others. It helps us to be consistent but also challenges us to question our inconsistency. It can help us in communicating with others, providing we take care to question and to openly express our values and assumptions, and in defending our actions…. Articulating our beliefs and values also helps us to bridge theory and practice, to fathom the relationship between education and society, and the various social, economic, political, and cultural forces that influence education.*

<u>Individual Activity</u>

Reflect on the following and if possible, discuss with another tutor or staff member:

- How does your philosophy of education "fit" or "mesh" with the adult literacy program/organization you are a part of (i.e., in terms of the program's mandate, goals, policies and procedures)?

<u>Group Discussion Activity</u>:

Have each member tell the group what his/her results were for Zinn's Philosophy of Adult Education Inventory. Facilitate a discussion based on the following questions:

- What is the objective of learning in each philosophy?

- What is the role of the following in each philosophy?
    - The tutor
    - The student
    - The community

- Do learners have a philosophy of education and if so, how might this affect the teaching-learning relationship?

<u>Resources</u>:

- Cooper , M. (1997). *The Politics of Humanism: Defining Educational Philosophy and It's Role in Adult Educational Practice.* Paper presented at the Midwest Research-to-Practice Conference in Adult, Continuing and Community Education, Michigan State University.
- Hiemstra, R. & Brockett, R. (1994). From behaviourism to humanism. In H. Long & Associates, *New ideas about self-directed learning*. Norman, OK: Oklahoma Research Center for Continuing Professional and Higher Education, University of Oklahoma.
- *Philosophies of Adult Education.* Available: http://www.fsu.edu/~adult-ed/jenny/philosophy.html (Florida State University web site under Jenny Grills home page)
- *Humanistic Orientations to Learning.* Available: http://www.infed.org/biblio/learning-humanistic.htm ("infed.org" web site).

2.4.3: Reflect on your own learning experiences as a student. Were you able to transfer the knowledge/skills you learned to various "real life" situations? Why or why not?

Cromley (2000, p. 12) writes:

> *Adults who could do "grocery store math" with 98% accuracy only got 59% of the same kind of questions right on a paper-and-pencil test. They could not transfer their math knowledge from the grocery store math to the test because they did not see that the two tasks were the same… The most difficult part of transfer is "seeing" when a problem that you know how to solve can help you solve the new problem you are facing.*

Thus, as the above illustrates it is not simply enough to frame learning around "real life" themes. Rather, it is crucial that we assist our students to connect and apply the skill/knowledge to/in multiple contexts.

<u>Individual and/or Group Activity</u>

1. Develop a lesson plan in which students learn how to calculate percentages and use this to solve various "real world" problems.

2. Develop a list of themes that would be relevant to:

    a. Urban versus rural adult literacy students
    b. ABE/GED programs

If desired, extend this activity to develop a list of themes for other areas/types of adult literacy such as family literacy, workplace literacy, young adult and/or senior literacy learners.

<u>Resources</u>:

- *A Toolbox for ESL Tutors, An Instructional Guide for Teaching English as a Second Language to Newcomers* (2000). Frontier College Press. Available: www.settlement.org/downloads/linc/toolbox.pdf
- Jacobson, E., Degener, S., & Purcell-Gates, V. (2003). *Creating authentic materials and activities for the adult literacy classroom: A handbook for practitioners.* NCSALL teaching and training materials. Boston, MA: NCSALL at World Education.
- Muschla G. & Mushla, J. (1997). *Hands-On Math Projects with Real Life Applications: Ready-to-Use Lessons and Materials for Grades 6-12.* Jossey-Bass.
- Themes from Rural Life - http://www.nald.ca/CLR/Theme2/index.htm (NALD web site under "Literacy Collection")

2.5.3: Are there any potential dangers to being "culturally sensitive" in our teaching? Please explain.

One "danger" lies in stereotyping learners based on cultural background (e.g., all Aboriginal learners prefer learning materials that are framed around traditional ways). It is important to recognize that we should not "pigeonhole" any learner. That is, all learners will have a preferred, individual style that will be affected in greater or lesser degrees by culture. Thus, while tutors need to take such influencing factors such as culture into account, they must also keep in mind that each learner is unique and is influenced by many other factors as well.

Other "dangers" include:

- being overly sensitive to one culture to the exclusion of another
- coming across as patronizing rather than sensitive to a learner's culture

Individual Activity

Develop a list of ways in which tutors can be culturally inclusive in the classroom.

Resources:

- *Cultural Considerations in Adult Literacy Education*. Spanos, G. (1991). Available: http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED334866&ERICExtSearch_SearchType_0=no&accno=ED334866.
- *Appreciating Cultural Differences*. Available: http://www.nald.ca/clr/demyst/chapter6.htm#Appreciating (NALD web site).

Group Activity

Facilitate a group discussion about the difference between cultural inclusiveness and cultural stereotyping.

Resources:

- Imel, S. (1995), *Inclusive Adult Learning Environments*. ERIC Digest #162. Available: http://www.ericdigests.org/1996-2/adult.html
- Salas, F. (2002). *Effective Multiculturalism in the Adult Education Class:*
  What changed on 9/11? Available: http://www-

tcall.tamu.edu/newsletr/win02/win02c.htm (Texas Centre for Adult Literacy and Learning web site).

- Tiedt, P. & Tiedt, I. (2001). Multicultural Teaching: A Handbook of Activities, Information, and Resources. Pearson Education.
- Online Resources for Promoting Cultural Understanding in the Adult ESL Classroom. Available: http://www.cal.org/caela/esl_resources/collections/multicultures.html (National Centre for ESL Literacy Education web site)
- *Lessons about General Stereotypes.* Available: http://www.ccsf.edu/Resources/Tolerance/lessons/gen.html (The Tolerance Project web site)
- *Multicultural Pavilion: Resources and Dialogues for Equity in Education.* Available: http://www.edchange.org/multicultural/ (The Multicultural Pavilion web site)

2.6.1: Why do you suppose it is the case that many tutors are concerned about the degree of involvement by government in the field of adult literacy?

There is great concern in the adult literacy community that were governments to play a greater role, they would push employment related concerns to the forefront at the expense of humanistic values. There is some evidence that this concern is justified. For example, in the 1990's the Ontario government instituted its "Commonsense Revolution." Under this initiative, welfare recipients were to be tested on their literacy skills and those who failed were to attend upgrading classes. Marion Wells (1992), Director of the Learning Exchange in Saint John New Brunswick, writes that a main goal of the program has necessarily become:

> …*to convince employers that they must look at educational philosophies and hear the positive evidence which exists for flexible and humanistic programs. [The Exchange] has to sensitize employers to the plight of those who are afraid of the more curriculum-driven approach of the institutions* (p.388).

The tendency of governments to link literacy funding and support to employment related outcomes is also evident at the national level. In 1988 when the NLS was created, it came under the Department of Secretary of State and Multiculturalism and Citizenship Canada. However, it was later moved to Human Resources Development Canada (HRDC) (Shohet, 2001), an indication of a shift in emphasis by the federal government to economic concerns. The announcement of a federal "Learning and Skills Initiative" in the January 2000 Speech from the Throne provides an additional example. In consultation with the provinces, the current HRDC Minister announced that the department is going to develop a national literacy strategy. Roundtable discussions have taken place across the

country and it is telling that they have focused on labour market productivity and the skills and knowledge needed for a knowledge-based economy. The proceedings from the Fifth International Conference on Adult Education in 1997 provide a caution regarding this focus by governments:

> *A commitment must be made to literacy as a human right. Appropriate resource allocations must be made for adult literacy promotion in all societies without expectation of merely economic returns. Cultural and political consequences must be taken into account as well. The discourse of the market should not be allowed to undermine the concept of literacy as a social good (Literacy for Tomorrow, 1999, p. 14).*

Simply put, the concern is that an over-emphasis on employment related outcomes would result in the marginalization of many adult literacy learners.

Individual or Group Activity

Develop a list of ways in which adult literacy stakeholders might become more involved in directing the field of adult literacy in Canada.

Resources:

- Miller, L. (1990). *Illiteracy and Human Rights.* Ottawa, Ontario: National Literacy Secretariat.

- Veeman, N. (2002). *Improving Adult Literacy Levels: A Critical Look at Government Strategies and Public Awareness Campaigns.* Available: http://www.usask.ca/education/alcs/papers/veeman1.pdf

- *Knowledge Matters: Skills and Learning for Canadians*. Available: http://publications.gc.ca/site/eng/108190/publication.html
- ABC Canada web site: http://abclifeliteracy.ca/
- Canadian Literacy and Learning web site: http://www.literacy.ca/

MODULE 3

3.1.4: Taylor (1986) designed her model of the learning cycle with educational situations in mind in which the emphasis would be on critical reflection and transformational learning. Would her model be relevant to an adult literacy program that focuses on upgrading academic/literacy knowledge/skills and is more directed in its approach? Why or why not?

Taylor's model would be somewhat less relevant in a more directed environment in that mastery of content would be stressed rather than thinking skills. Typically this only requires a modicum of personal change in that there tends to be an

emphasis on dualistic/multiplistic rather than relativistic thinking (i.e., William Perry's schema of intellectual development).That is, learners are not normally encouraged to challenge their view of the world, truth, etc.

That said, any learning endeavour involves change and even a small amount can be a source of disorientation/discomfort for learners (e.g., a learner who is undertaking his/her GED is likely to become less dependent on others which may disrupt existing relationships. For adult literacy learners in particular, many are returning to learning after long periods of absence and/or having had negative past experiences with learning. As such, a fair amount of support may be required even in fairly directed environments.

<u>Individual or Group Activity</u>

Tutors must also cope with change in the teaching and learning environment. Discuss the types of change that may be experienced by tutors and ways of coping with this.

<u>Resources</u>:

- Hohn, M. (1998) *Why is change so hard?* Available: http://www.ncsall.net/?id=396
- Hohn, M. (1998). *Organizational Development and Its Implications for Adult Basic Education Programs.* Available: http://www.ncsall.net/?id=557
- Imel, S. (2002). *Change: Connections to adult learning and education*. ERIC Digest No. 221, ERIC Clearinghouse on Adult, Career and Vocational Education.
- King, J. (1998). *Facilitating Inquiry-Based Staff Development.* Focus on Basics 2(C), pp. 19-21.
- Richardson, V. (1998) *How Teachers Change.* Available: http://www.ncsall.net/?id=395

3.2.1.A: Are there benefits to engaging in individual and/or collective critical reflection and if so, what are some examples of these benefits?

As Kompf and Bond (in Barer-Stein & Kompf, 2001) suggest:

Reflection benefits both teachers and learners, enabling the emergence of differing perspectives, professional development, theory development, integration of knowledge, and an overall making-sense-of-one's-world (p. 53).

Taylor, Martineau & Fiddler (2000, p. 234) propose that some benefits include:

- Surfacing and questioning assumptions and underlying beliefs, ideas, actions, and positions
- Reflecting on one's own and other's experiences as a guide to future behaviour
- Challenging oneself in new realms; taking risks
- Recognizing and revealing one's strengths and weaknesses as a learner and knower

<u>Individual Activity</u>

Develop a list of ways in which you might foster the following:

- personal self-reflection
- group reflection

<u>Resources</u>:

- Dick, B. (2002) *Questions for Critical Reflection*. Available: http://www.aral.com.au/resources/reflques.html
- Stein, D. (d/unk). *Teaching Critical Reflection.* Available: http://www.inspiredliving.com/business/reflection.htm
- *Strategies for critical reflection:* Available: http://www.une.edu.au/tlc/alo/critical4.htm (University of New England web site under "academic Literacy" for bachelor of education students)

<u>Group Activity</u>

The following activity is adapted from Taylor et al (2000), and is designed to encourage self-reflection.

Have members of the group pair off and interview one another regarding which of the following two statements is most indicative of their approach:

1. *I never take anything for granted. I just tend to see the contrary. I like playing devil's advocate, arguing the opposite of what somebody is thinking, making exceptions, or thinking of a different train of thought.*

2. *When I have an idea about something, and it differs from the way another person is thinking about it, I'll usually try to look at it from that person's point of view, see how they could say that, why they think they are right, why it makes sense.*

Have each pair discuss the advantages and disadvantages of each approach.

Resources:

- Brookfield, S. (1988). Developing critically reflective practitioners: A rationale for training educators of adults. In *Training Educators of Adults: The Theory and Practice of Graduate Adult Education*, S. Brookfield (ed). New York: Routledge.
- Brookfield, S. (1995). *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass.
- Herod, L. (2003). Promoting reflective discourse in the Canadian adult literacy community: Asynchronous discussion forums. *New Horizons in Adult Education,* Vol 17(1). Available: http://www.nova.edu/~aed/newhorizons.html.
- Imel, S. (1998). *Teaching Critical Reflection*. Available: http://ericacve.org/docs/tia00071.pdf (ERIC Trends and Issues web site).

3.2.1.B: What barriers might there be to embedding Stage 3 PD in the everyday practice of adult literacy tutors?

Historically in the Canadian adult literacy community, there has been only limited engagement in the type of collective reflective discourse that would enrich and advance the knowledge base in this field. The main reason for this is a lack of opportunity; that is, programs are widely dispersed geographically speaking. As such, only a moderate amount of face-to-face meetings are possible due the costs involved. Telephonic- and/or video-conferencing are well beyond reach for the same reason… Quigley (1999) writes that, "Given how geographically dispersed adult basic and literacy practitioners are--teaching in cities, towns, villages, and farms using virtually any workable facility--it becomes extremely difficult to reach practitioners" (p. 256). In addition to being geographically disparate, the problem is exacerbated by the fact that programs are only loosely linked by regional organizations and receive minimal resources and support from provincial governments. As such, the cost to collaborate in terms of time, effort and finances has been prohibitive.

Individual Activity

Develop a list of possible ways to make professional development more available to tutors.

Resources:

- Herod, L. (2003). Promoting reflective discourse in the Canadian adult literacy community: Asynchronous discussion forums. *New Horizons in*

Adult Education, 17(1). Available:
http://www.nova.edu/~aed/newhorizons.html.

- King, J. *Facilitating Inquiry-Based Staff Development.* Available:
http://www.gse.harvard.edu/~ncsall/fob/1998/king.htm ("Focus on Basics"
web site).
- *Staff/Professional Development Resources.* Available:
http://www.ncsall.net/index.php?id=100
- White, P. (1996). *Varieties Of Staff Development Activity.* Available:
http://www.brown.edu/Departments/Swearer_Center/Literacy_Resources/
ark.html (Literacy Resources/Rhode Island web site).
- *Professional Development Approaches.* Available: http://www.calpro-
online.org/pubs/Approach2.PDF (California Adult Literacy Professional
Development Project web site).

Group Activity

Facilitate a group discussion regarding the following questions about professional
development (PD):

- What areas/topics should be covered?
- Do professional development and accreditation go hand in hand? (i.e.
should volunteer tutors be required to take PD?)
- Should all adult literacy tutors be accredited?

Resources:

- Kennedy, L. (2002). *Skills for the Future: Practitioner Training Strategy.*
Available: www.nald.ca/clo/resource/skillsforthefuture.pdf
- Searle, J. (d/ukn). *Volunteers in Adult Literacy Programs.* Available:
http://www.acal.edu.au/publications/papers/occasional/JeanSearle.html
(Griffith University, School of Vocational, Technology & Arts Education
web site).
- Shanahan, T., Meehan, M. & Mogge, S. (1994). *The Professionalization of
the Teacher in Adult Literacy Education*. NCAL Technical Report TR94-11.
Chicago: University of Illinois at Chicago, Center for Literacy, Adult ESOL
Curriculum Framework Resources.
- Shohet, L. (1999) *Adult Learning and Literacy in Canada.* Available:
(NCSALL web site). http://www.ncsall.net/?id=551

GLOSSARY

Aboriginal literacy - programs that are specifically geared to address the different learning styles, experiences and preferences of Aboriginal learners. Related terms include: multicultural diversity and inclusive learning environments.

Academic upgrading literacy programs- literacy programs that are geared toward preparing learners for adult high school The curriculum is subject-based and roughly parallels the public school grade system. Related terms include: Adult Basic Education [ABE], or General Education Development [GED] programs.

Andragogy - an educational approach characterized by learner-centredness (i.e., the student's needs and wants are central to the process of teaching), self-directed learning (i.e., students are responsible for and involved in their learning to a much greater degree than traditional education), and a humanist philosophy (i.e., personal development is the key focus of education). Related concepts include: facilitated learning, self-directed learning, humanism, critical thinking, experiential learning, and transformational learning.

Active Learning - In traditional or pedagogical education, material to be learned is often transmitted to students by teachers. That is, learning is passive. In active learning, students are much more actively engaged in their own learning while educators take a more guiding role. This approach is thought to promote processing of skills/knowledge to a much deeper level than passive learning. Related terms/concepts include: experiential learning, hands on learning.

Authentic Learning - In this type of learning, materials and activities are framed around "real life" contexts in which they would be used. The underlying assumption of this approach is that material is meaningful to students and therefore, more motivating and deeply processed. Related terms/concepts include: contextualized learning, theme-based curriculum.

Affective Domain - This domain relates to how individuals feel emotionally and physically while learning. This includes both internal factors (e.g., physical - hunger, thirst, fatigue, and illness; psychological - willingness to take risks, persistence and attention abilities; attitudes, beliefs, and assumptions) and external factors (e.g., physical - comfort concerns such as temperature, noise and light levels, amount and type of distractions; psychological - personal style of others, stressful situations at work or home, support from others).

Behaviourism - the focus of this philosophical orientation to teaching is on developing certain predetermined behaviours. It is characterized by question and answer, repetitious activities such as drills and memorization, and immediate feedback. The teacher is solely responsible for setting learning objectives and

assessing skills/knowledge. Related terms/concepts include: pedagogy, directed learning.

Cognitive Domain – This domain concerns to how individuals think; their intellectual capabilities, level of development and preferred thinking styles. Related terms/concepts include: cognitive or thinking styles, intellectual development, critical thinking.

Content Areas (in Adult Literacy) - There are a variety of programs available in adult literacy which can be loosely grouped into **general** and **specialized** content areas. General programs are open to any adult and focus mainly on improving foundational content or core literacy skills, whereas specialized programs are directed at a particular group and have a more specific focus in terms of content taught (e.g., family literacy, workplace literacy, ESL). Related terms include: curriculum, subject-based and theme-based learning.

Contextualized Learning – In this approach, material is taught in the context in which it would be used in "real life." The underlying assumption is that the context provides meaningfulness to abstract information, making it more concrete and therefore, easier to learn. Related terms/concepts include: theme-based learning, authentic learning, experiential learning.

Core literacy skills/knowledge – The basic material that all adult literacy programs teach including, reading, writing, spelling, numeracy, communication and technology (the computer). Related terms/concepts include: foundational curriculum, basic skills.

Critical Thinking/Reflection – refers to a deep level of engagement in thinking Related terms/concepts include: deep level processing, andragogy, facilitated learning.

Curriculum – refers to both the content (the material to be learned), and process of learning (the actions and resources involved in teaching and learning).

Deep level processing – refers to a significant degree of cognitive processing of material to be learned, well beyond simple memorization and application (i.e., rote learning or surface level processing), to analysis, synthesis and evaluation. Related theory: Bloom's taxonomy of educational objectives. Related concepts: intellectual development, critical thinking.

Directed Learning – Educational environments that are characterized by the teacher in the role of expert and authority figure, transmitted knowledge and passive learning, standardized curriculum, and mastery of content. Related terms include: pedagogy, teacher-centredness, behaviourism, and passive learning.

Dualistic Thinking – The first of three stages in William Perry's model of intellectual development. Characterized by "black and white" thinking (i.e., there is one correct answer), the teacher as an authority figure responsible for passing the truth along and transmitting knowledge to students, and a behaviourist approach. Related concepts/terms include: black and white thinking, surface level processing, lower order thinking.

English as a Second Language (ESL) - although learners in these programs often have moderate to high literacy levels in their primary language, they are not as competent in English. Thus, these programs necessarily combine literacy and language instruction.

Experiential Learning – involves the student in his/her learning to a much greater degree than in traditional (pedagogical) learning environments. Related terms/concepts include: active learning, hands on learning, deep level processing, higher order thinking.

External Motivation – Motivation comes from outside the learner in the form of tangible rewards and punishments such as competition, grades, awards, promotion, pay, etc.

Facilitated Learning – is an approach characterized by a high degree of involvement by students in all aspects of their own learning (e.g., setting objectives, assessment). The teacher adopts the role of a "guide on the side" who provides resources and support to learners. Related concepts include: self-directed learning, experiential learning, and andragogy.

Family literacy - programs that offer literacy instruction for the whole family versus adults only. Parenting education and training is offered in addition to literacy instruction.

Formal Learning – Learning that is conducted/sponsored by an educational or training organization and leads to some form of recognized certification such as a degree, diploma or certificate.

General adult literacy programs – programs that are open to any adult and focus mainly on improving core literacy skills (i.e., reading, writing, spelling, numeracy and computer).

Humanism – a philosophical orientation to education which holds that the purpose of education is to enhance personal growth and development. This growth of this philosophy among educator led to a swing from teacher-centred to learner-centred learning environments. Related terms/concepts include: learner-centredness, transformational learning, and facilitated learning.

Inclusive Learning Environments - based on the notion that the educator must adjust the learning environment so that all learners can thrive regardless of gender, ethnicity, class, age, sexuality, cognitive and/or physical abilities. Related concepts include: equality in and access to education, humanism, and learner-centredness.

Informal Learning – Occurs in everyday life and may not even be recognized as learning by the individual. For example, using a television guide may not be equated by an individual as having learned how to use a table. Related concepts/terms include: incidental learning.

Information Literacy - the ability to locate, understand, evaluate, utilize, and convey information at home, at work, and in the community.

Internal Motivation – Learners are motivated from within by personal needs/wants that are positive in nature such as a desire to succeed, love of learning, a feeling of accomplishment, or negative such as fear of failure.

Learner-centredness – an approach to teaching in which the needs and wants of learners are incorporated into the learning process. Students are actively involved in their own learning rather than passive recipients of knowledge/skills. Related terms/concepts include: self-directed learning, inclusive learning environments, and andragogy.

Learning styles – refers to an individual's preferred manner of processing material, or characteristic style of acquiring and using information when learning. Learning styles can be loosely grouped into physical and cognitive styles. Related terms/concepts include: multiple intelligences.

Liberalism – this philosophy of education proposes that the purpose of education is to develop the intellect. The teacher is viewed as an expert and the authority in the classroom whose responsibility it is to direct the learning experience.

Life skills literacy - these programs offer a combination of life skills and literacy instruction for specific at-risk populations such as inmates in federal/provincial corrections facilities.

Multiple intelligences – this theory proposes that humans possess more than one type of intelligence. Popularized by Howard Gardner who suggested seven different types of intelligence (i.e., visual/spatial, verbal/linguistic, logical/mathematical, bodily/kinesthetic, musical/rhythmic, interpersonal, and intrapersonal), spanning three domains (i.e. the physical, cognitive and affective domains). Related terms/concepts include: learning styles.

Multiplistic Thinking - learners at this stage (Stage 2) of William Perry's model of intellectual development accept that there are multiple truths (versus one ultimate truth as in dualistic thinking). Learners do not fully comprehend the underlying argument of these "truths" however, and cannot judge their merits well. The teacher is viewed as being in possession of these multiple truths and responsible for guiding students to them.

Non-reflective Learning - demands very little thinking on the learner's part such as when material is memorized or a simple task is performed. Material is only processed or a skill learned at a surface level. Related concepts: rote learning, surface level learning, lower order thinking.

Pedagogy – an educational approach characterized by teacher-centredness. The teacher is viewed as an authority figure and students are not generally involved in decisions/actions in regard to learning. Related concepts include: directed learning.

Physical Domain – relates to the five senses and physical being of learners.

Process – refers to **how** to think (organize, analyze, evaluate, research, frame and solve problems), rather than **what** to think (i.e., learning a specific skill or content) in regard to learning.

Progressive Philosophy of Education – proposes that the purpose of education is to help the learner develop practical knowledge and problem solving skills.

Radicalism – a philosophy of education in which the purpose of education is to bring about social, political and economic change.

Reflective Learning – refers to a great or deeper degree of processing of material to be learned. Whereas in non-reflective learning, material is simply taken in with little or no active thinking (e.g., memorization) or understanding, reflective learning engages a large amount of the learners thinking or cognitive capacities. Related terms/concepts include: deep level processing, critical thinking, relativistic thinking.

Relativistic Thinking – Knowledge in this stage of William Perry's model of intellectual development is considered to be relative and situational. Learners critically reflect on multiple perspectives and determine the most suitable answer in a particular situation. Related concepts: deep level processing, critical thinking.

Rote Learning – learning in a mechanical fashion through repetition (e.g., memorization, practice drills). Related term: surface level processing, non-reflective learning.

Self-directed Learning – A learning environment in which students are given a great deal of responsibility for and input into their own learning. The role of the teacher becomes to facilitate or guide learning rather than direct it. Related terms/concepts include: andragogy, facilitated learning, learner-centredness.

Specialized adult literacy – literacy that is directed at a particular group and has a specific focus such as parenting, employment, English as a Second Language.

Subject-based curriculum - involves standardized material that is tied to that of our public school system. That is, skills/knowledge are grouped according to subject areas (e.g., mathematics, language arts), and divided into chunks or units that are taught in a predominantly linear or sequential fashion. Related terms/concepts: Adult Basic Education (ABE), General Education Development (GED), academic upgrading programs.

Surface level processing – skill/knowledge is learned at a fairly simple level, involving little of the cognitive, affective or physical capacities of the learner. Related term: rote learning, lower order thinking.

Teacher-centredness – A learning environment in which is the teacher is the authority in the classroom and directs all aspects of the learning environment including setting goals, determining objectives, assessment, etc. Related terms/concepts: pedagogy, behaviourism, liberalism.

Theme-based Curriculum - material that is framed around topics related to learners' immediate needs and/or wants (e.g., parenting, employment, financial management, health and nutrition). Related terms/concepts: authentic learning, learner-centredness.

Transformative Learning – engaging in learning to purposively question one's own assumptions, beliefs, feelings, and perspectives in order to grow or mature personally and intellectually. Related terms/concepts: critical thinking.

Workplace literacy - programs that offer literacy geared toward employment. In some cases the program will be situated at an employer's site and will focus both on general literacy instruction (e.g., reading skills), as well as specific literacy skills related to the business (e.g., reading technical manuals).0020