



**Subject: Education For Adult**

**Department: 3<sup>rd</sup> Base science.**

**Prepared by: Foundation of Education Department.**

## Chapter 1

### [Adult education and learning](https://www.right-to-education.org)

<https://www.right-to-education.org> > [issue-page](#) > [th-mes](#)

**Adult education**, also called **continuing education**, any form of learning undertaken by or provided for mature men and women. In a 1970 report, the National Institute of Adult Education (England and Wales) defined adult **education** as “any kind of education for people who are old enough to work, vote, fight and marry and who have completed the cycle of continuous education, [if any] commenced in childhood.” Adult education comprehends such diverse modes as independent study consciously pursued with or without the aid of libraries; broadcast programs or correspondence courses; group discussion and other “mutual aid” learning in study circles, colloquia, seminars or workshops, and residential conferences or meetings; and full- or part-time study in classes or courses in which the lecturer, teacher, or tutor has a formal leading role.

### **The importance of Adult Education**

Education is a privilege that not many people get to have. Those that do some times do not appreciate it until it is too late. One of the major characteristics of **education** is that it has no age. People are never too young or too old to be educated.

Adult education is very important nowadays. Especially for adults who did not have the opportunity to receive proper education at a younger age. Education is, after all, a **lifelong journey** and for some people, the right type of education might be something they will find later in life. No one is to say that the path you will choose as a young person will be the path that you will take at the end.

Of course, **adult education** is not important only for that reason. There are many reasons why adults need to continue educating themselves, one way or another. Here are some of the most important ones.

### **Adult education can help people build a solid career**

Demand in the labor market is growing. Companies nowadays need more from their employees. Just one degree is no longer enough. Employees need to know a little bit about everything that is connected to their work. Adult education is a great way to achieve that. Fast and easy classes that allow employees to evolve, produce better results, and increase their employability.

### **Adult education helps people keep up with changes**

With new technologies emerging almost daily, older people might not be able to keep up. Unless they start educating themselves, they are most likely going to fall behind. Now from a certain age after, that is not such a big problem. However, if you still are and are planning to be part of the labor market for at least ten more years before retiring, enhancing your educational background is not debatable.

### **Adult education and retraining**

When attempting to build a solid career, sometimes retraining is not an option, it is an obligation. We need to understand that today, due to the evolution of

technology, some jobs will become or have already become obsolete. Adults performing those jobs will need to now focus on something else.

It does not necessarily have to be in a completely different sector. They could retrain their current skills to take them to the next level. Or you could choose to start something completely new. Whichever the case, education will be a necessity.

### **Keeping your mind active**

Adult education is essential to keep the mind active. Most people believe that the mind starts to lose its sharpness when we grow old. That is not true. If a person has been doing the same job from the age of 25 to the age of 35 without trying to challenge themselves with new topics and knowledge, their mind will start to lose its sharpness.

Studies have shown that learning a new language or perfecting new skills is a great way to keep your mind active. After all, exercising your mind is just as important as exercising your body.

### **You become more creative**

There is absolutely no doubt that being an active and creative person can have a great effect on your life. The more things a person knows the more creative a person can be. **Education** helps you think outside of the box. It makes you more creative and more outgoing. Two qualities that every person needs to have.

These are just some of the many different benefits of continuing to educate yourselves as an **adult**. And luckily for you, there are many different ways for you to do that. School is not the only option anymore.

There are many [European funded projects](#) out there that can offer you excellent material that you can use to enhance your skills and competencies, learn new ones and most importantly do all of that through a computer. Digital education is after all the future.

You can check out projects like for example the [Upgrade E-Adults](#) for more information on the importance of adult education and who you can gain access to classes that will help you reach the next level of your skills and competencies as an adult.

Always remember that you are never too old to start learning something new. If you believe in yourselves and your skills you can always become a better version of who you are right now. All you need is the right motivation and the right education.

## **Types Of Adult Education**

Types of adult education can be classified as follows:

1. Education for [vocational](#), technical, and professional competence. (Such education may aim at preparing an adult for a first job or for a new job, or it may aim at keeping him up to date on new developments in his occupation or profession.)
2. Education for health, [welfare](#), and family living. (Such education includes all kinds of education in health, family relations, consumer buying, planned parenthood, hygiene, child care, and the like.)

3. Education for civic, political, and community competence. (Such education includes all kinds of education relating to government, community development, public and international affairs, voting and political participation, and so forth.)

4. Education for “self-fulfillment.” (Such education embraces all kinds of liberal education programs: education in music, the arts, dance, theatre, literature, arts and crafts, whether brief or long-term. These programs aim primarily at learning for the sake of learning rather than at achieving the aims included in the other categories.)

5. Remedial education: fundamental and literacy education. (Such education is obviously a prerequisite for all other kinds of adult education and thus, as a category, stands somewhat apart from the other types of adult education.)

## Adult education

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**Adult education**, distinct from child education, is a practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes, or values.<sup>[1]</sup> It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner.<sup>[2]</sup>

In particular, adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for the learning, and that the learning itself should respond to their needs.<sup>[3]</sup>

Driven by what one needs or wants to learn, the available opportunities, and the manner in which one learns, adult learning is affected by demographics, globalization and technology.<sup>[4]</sup> The learning happens in many ways and in many

contexts just as all adults' lives differ.<sup>[5]</sup> Adult learning can be in any of the three contexts, i.e.:

- Formal – Structured learning that typically takes place in an education or training institution, usually with a set curriculum and carries credentials;
- Non-formal – Learning that is organized by educational institutions but non-credential. Non-formal learning opportunities may be provided in the workplace and through the activities of civil society organizations and groups;
- Informal education – Learning that goes on all the time, resulting from daily life activities related to work, family, community or leisure (e.g. community baking class).<sup>[6][7]</sup>

The [World Bank's 2019 World Development Report](#) on *The Changing Nature of Work*<sup>[8]</sup> argues that adult learning is an important channel to help readjust workers' skills to fit in the future of work and suggests ways to improve its effectiveness

#### Characteristics[

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Educating adults differs from educating children in several ways given that adults have accumulated knowledge and work experience which can add to the learning experience.<sup>[9]</sup> Most adult education is voluntary, therefore, the participants are generally self-motivated, unless required to participate, by an employer.<sup>[10][11]</sup> The practice of adult education is referred to as [andragogy](#) to distinguish it from the traditional school-based education for children [pedagogy](#). Unlike children, adults are seen as more self-directed rather than relying on others for help.

Adults are mature and therefore have knowledge and have gained life experiences which provide them a foundation of learning. An adult's readiness to learn is linked

to their need to have the information. Their orientation to learn is problem-centered rather than subject-centered. Their motivation to learn is internal.<sup>[11]</sup>

Adults frequently apply their knowledge in a practical fashion to learn effectively. They must have a reasonable expectation that the knowledge they gain will help them further their goals. For example, during the 1990s, many adults, including mostly office workers, enrolled in computer training courses. These courses would teach basic use of the [operating system](#) or specific application software. Because the abstractions governing the user's interactions with a [PC](#) were so new, many people who had been working white-collar jobs for ten years or more eventually took such training courses, either at their own whim (to gain computer skills and thus earn higher pay) or at the behest of their managers.

The purpose of adult education in the form of college or university is distinct. In these institutions, the aim is typically related to personal growth and development as well as occupation and career preparedness. Another goal might be to not only sustain the democratic society, but to even challenge and improve its social structure.<sup>[11]</sup>

A common problem in adult education in the US is the lack of professional development opportunities for [adult educators](#). Most adult educators come from other professions and are not well trained to deal with adult learning issues. Most of the positions available in this field are only part-time without any benefits or stability since they are usually funded by government grants that might last for only a couple of years.

However, in some countries, which contain the advanced systems of adult education, professional development is available through post-secondary institutions and provide professional development through their ministry of education or school boards and through nongovernmental organizations.<sup>[12]</sup> In



addition, there are programs about adult education for existing and aspiring practitioners offered, at various academic levels, by universities, colleges, and professional organizations.<sup>[13]</sup>

## Objectives[

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The primary purpose of adult education is to provide a second chance for those who are poor in society or who have lost access to education for other reasons in order to achieve social justice and equal access to education.<sup>[14]</sup> Therefore, adult education is often a social policy of the government. Continuing education can help adults maintain certifications, fulfill job requirements and stay up to date on new developments in their field. Also, the purpose of adult education can be vocational, social, recreational or for self-development.<sup>[15]</sup> One of its goals may be to help adult learners satisfy their personal needs and achieve their professional goals.<sup>[16]</sup> With the development of economy and the progress of society, the requirement of human quality has been raised. In the 1960s, the proposition of "lifelong education" was put forward, which led to the change of contemporary educational concepts.<sup>[17]</sup> Therefore, its ultimate goal might be to achieve human fulfillment. The goal might also be to achieve an institution's needs. For example, this might include improving its operational effectiveness and productivity. A larger scale goal of adult education may be the growth of society by enabling its citizens to keep up with societal change and maintain good social order.<sup>[1]</sup>

One fast-growing sector of adult education is [English for Speakers of Other Languages](#) (ESOL), also referred to as English as a Second Language (ESL) or [English Language Learners](#) (ELL).<sup>[18]</sup> These courses are key in assisting immigrants with not only the acquisition of the English language, but the

acclimation process to the culture of the United States as well as other English speaking countries like Canada, Australia, and New Zealand.<sup>[19]</sup>

Theories[

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### **Eduard C. Lindeman's theories**

[Eduard C. Lindeman](#) was the first expert who gave a systematic account of adult education. In his theory of education, education is regarded as a lifelong process.<sup>[20]</sup> He pointed out that due to the constant development and change of social life and the surrounding environment, knowledge, and information are in a cycle of constant transmission, supplement and update, which requires people to keep learning to adapt to the changes in the outside world.<sup>[20]</sup> At the same time, he believes that adult learners should not only learn for the needs of work and survival, but also have the opportunity to enrich themselves. He insists that adult education is an inspiring life-changing tool.<sup>[20]</sup> Adult education should not only help people improve their skills and abilities in work, but also guide people to find happiness outside work.

Otherwise, Lindeman also proposed that the most valuable resource for adult learners is the learner's experience.<sup>[20]</sup> He believes that the purpose of adult education is to give meaning to all kinds of experience. Experience can enhance learners' autonomous learning and cognitive ability.

In addition, Lindeman believes that adult education is an important means of improving society.<sup>[21]</sup> The basic function of adult education is to promote the physical and mental development of adult learners. He argues that adult education is a powerful tool for social activists. Through adult education, the personal code of conduct and cultural knowledge of adult learners should be improved to gradually improve the social atmosphere and order.<sup>[21]</sup>

## **Andragogy**[

The principles of [andragogy](#) flow directly from an understanding of the characteristics of adults as learners and can be recognized when we understand the characteristics of adults, and see the way those characteristics influence how adults learn best.<sup>[22]</sup> Teachers who follow the principles of andragogy when choosing materials for training and when designing program delivery, find that their learners progress more quickly, and are more successful in reaching their goals.<sup>[22]</sup>

[Malcolm Knowles](#) introduces andragogy as the central theory of adult learning in the 1970s, defining andragogy as “the art and science of helping adults learn.”<sup>[14]</sup> Knowles's andragogy theory helps adults use their experiences to create new learning from previous understandings. Knowles believes that preparation for learning is related to the relevance of learning to adult life, and that they bring an ever-expanding experience that can serve as a learning resource.<sup>[17]</sup>

Andragogy proposes the following six main assumptions about adults as learners:

- 1) As a person matures, his or her self-concept moves from that of a dependent personality toward one of a self-directing human being ;
- 2) An adult has rich experiences that accumulated through family responsibilities, work-related activities, and prior education ;
- 3) The readiness of an adult to learn is closely connected to the developmental tasks of his or her social role ;
- 4) As a person matures, he or she refers to immediacy application of knowledge rather than the future application of knowledge which used to have occurred in his or her childhood ;

5) An adult is motivated to involve in any form of learning based on his or her internal drives rather than external ones ;

6) Adults need to know why they need to learn something.<sup>[14]</sup>

Further, Knowles suggests that these characteristics should be taken into consideration when designing programs for adults as well as facilitating their learning process.<sup>[14]</sup>

Also, Knowles proposes a model of self-directed learning.<sup>[17]</sup> In Knowles's view, self-directed learning is a process. Individuals will actively diagnose their learning needs, propose learning goals, select and implement appropriate learning strategies, and evaluate learning results.<sup>[17]</sup> This learning model makes them think that they are the masters of learning, thus encouraging the confidence of adult learners to learn actively.

### Challenges and motivating factors

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Adults have many responsibilities that they must balance against the demands of learning. Because of these responsibilities, adults have barriers and challenges against participating in learning and continuing their education. The barriers can be classified into three groups including institutional, situational, and dispositional.<sup>[23]</sup>

Some of these barriers include the lack of time balancing career and family demands, finances, and transportation. As well, things such as confidence, interest, lack of information about opportunities to learn, scheduling problems, entrance requirements and problems with child care can be barriers in learning.<sup>[24]</sup> Distance and/or online learning can address some problems with adult education that cause these barriers.<sup>[25]</sup>

Understanding what motivates adult learners and what their barriers are, can assist in enrolling more adult learners. When adult learners clearly know the benefits of their continuing education, such as getting promotions or better job performance, they are more likely to be motivated to attend.<sup>[26]</sup> When teachers are aware of the student's characteristics, they can develop lessons that address both the strengths and the needs of each student.<sup>[27]</sup> Adults that are motivated, have confidence, and positive self-esteem are more likely to develop into lifelong learners.<sup>[28]</sup>

In fast-[developing countries](#), the qualifications of adults fall far behind those of [young](#) people, and may no longer match the requirements of a [developed economy](#). This implies strong potential demand for the [education](#) and training of adults. This demand needs to be met through flexible modes of study which are suitable for adults, avenues of access that recognize informal prior learning, and the supports necessary for adults with limited formal education to succeed in further study.<sup>[29]</sup>

## Benefits[

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Adult education can be a lifelong process.

Adult education can have many benefits ranging from better health and personal well-being to greater social inclusion. It can also support the function of [democratic systems](#) and provide greater opportunities for finding new or better employment. Adult education has been shown to have a positive impact on the economy.<sup>[41]</sup>

Adult education provides opportunities for personal growth, goal fulfillment and socialization. Chris McAllister's research of semi-structured interviews with older

adult learners shows a motivation to communicate with people and to get out of the house to keep mentally active.<sup>[42]</sup> Researchers have documented the social aspects of older adult education.<sup>[43]</sup> Friendship was described as important aspects of adult learning and the classroom was seen as an important part of their social network. The development of social networks and support was found to be a key motivation of adult learners. As editor of a book entitled *Adult Education and Health*, Leona English claims that including health education as part of adult education makes for a healthier community.<sup>[44]</sup>

When surveying adult education programs in Japan, Nojima found that classes focusing on hobbies and very specific recreational activities were by far the most popular.<sup>[45]</sup> The author noted that more time, money and resources needed to be in place so participants would be able to take advantage of these types of activities. Withnall explored the influences on later life learning in various parts in the U.K.<sup>[46]</sup> Results were similar in that later in life education afforded these older adults opportunities to socialize.

Some experts claim that adult education has a long-term impact on the economy and that there is a correlation between innovation and learning at the workplace.<sup>[41]</sup>

## Monitoring

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### **Global Reports on Adult Learning and Education (GRALE)**[

*Main article: [Global Reports on Adult Learning and Education \(GRALE\)](#)*

Global Reports on Adult Learning and Education (GRALE) are a series of reports that monitor progress on Adult Learning and Education (ALE), promote action, identify trends in the field of ALE, and explore solutions to challenges. GRALE play a key role in meeting [UNESCO's](#) commitment to monitor and report on countries' implementation of the Belém Framework for Action. This Framework

was adopted by 144 UNESCO Member States at the Sixth International Conference on Adult Learning and Education (CONFINTEA VI), which was held in Belém, Brazil, in 2009. In the Belém Framework for Action, countries agreed to improve ALE across five areas of action: policy; governance; financing; participation, inclusion and equity; and quality.<sup>[47][48]</sup>

### **Adult and youth literacy rate**

According to the most recent estimates, the global [youth literacy](#) rate is 91%, meaning 102 million youth lack basic literacy [skills](#). In low-income countries, one in three young people still cannot read.<sup>[49]</sup>

The adult literacy rate is 86%, which means 750 million adults lack basic literacy skills. There are 92 literate women for every 100 literate men globally, and in low-income countries, as few as 77 literate women for every 100 literate men. The literacy rate is expected to continue to grow steadily in countries in all income groups.<sup>[49]</sup>

At the global level, the youth literacy rate is expected to reach 94% by 2030 and the adult [literacy](#) rate 90%. In low-income countries, less than 70% of adults and slightly more than 80% of youth aged 15 to 24 years are projected to have basic literacy skills by 2030.<sup>[49]</sup>

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## Chapter 2

### [6 Adult Learning Theories and How to Put Them into Practice](#)

<https://www.ispringsolutions.com> › ... › [eLearning Basics](#)

#### **Adult Learning Theories and How to Put Them into Practice**

*What motivates an adult to learn: curiosity or a simple need to know? Educational researchers have come up with an array of answers to that question over the years. The truth is that adults are complex individuals so there's no one-size-fits-all answer. Adult learning theories provide a foundation to define and "marry" a learning need to its most appropriate solution.*

#### **What is an Adult Learning Theory?**

Adult learning theories are based on the premise that adults learn differently than children. Here are some basic differences:

<b>Children</b>	<b>Adults</b>
Child-oriented learning provides a basic foundation of knowledge and helps develop critical thinking skills.	Adults have an existing base of knowledge and life experience. They seek out <a href="#">continuous learning</a> based on personal interests, wants, and needs.
Children typically have no choice but to study and may	Adults understand why they're learning, so their motivation



lose enthusiasm if they are not engaged in what is happening around them.	levels are naturally high.
It's necessary to be in charge of the classroom.	It's beneficial to let adults work things out for themselves and organize themselves.
Teachers play a central role in delivering knowledge and guiding learning activities.	The role of "teacher" may be effectively filled by a mentor, coach, peer, or expert.

Over the last century, a number of adult learning theories have gained prominence. There's no single theory that explains how and why adults learn best; however, each one sheds light on a particular aspect of adult learning. You can study the theories to gain insight into what motivates adults to learn, and use this knowledge as a building block for your instructional design efforts.

We've made a review of six of the most popular adult learning theories to see how each can be used to support overall learning needs.

## **Andragogy**

Developed by Malcolm Knowles in 1968, andragogy is described by its creator as the art and science of helping adults learn. We've already covered the main assumptions of this theory when comparing adult and child learners. And here are four principles of the andragogic (or andragogical) approach:

- Adults learn better from experience (even if they make mistakes).
- Adults favor a pragmatic approach and must be able to apply learning to solve a specific problem.
- Adults are most interested in learning things that have immediate relevance.
- Adults need to be involved in the planning and evaluation of their instruction.

## **Case study**

Farm Bureau, a rural service organization, takes an andragogic approach to designing training for volunteer leaders and Board of Director candidates. The [training program](#) diagnoses learning needs and sets objectives through mutual negotiation with each learner. Participants are expected to actively [engage in activities](#), discuss the practical value of their learning, and apply what they learn to their leadership roles.

## **Transformational Learning**

Developed by Jack Mezirow in 1978, transformative learning theory posits that all learners use different assumptions, expectations, and beliefs to make sense of the world around them.

- Transformational learning attempts to help learners change — or transform — their existing frames of reference through a process of problem solving, procedural tasks, and self-reflection.
- Learning transformations occur when individuals face a “disorienting dilemma” that challenges their existing beliefs and critically reflect upon what has taken place.
- It’s considered one of the “stickiest” types of learning because it can shift an individual’s perspective on how to behave, interact, or problem solve.

# Transformational learning is best suited for:

- 1 Personal change and a growth mindset
- 2 Complex analytical processes
- 3 Situational evaluation and analysis

## Case study

A group of 12 worker-learners was sponsored by their employer, Workforce Council, to pursue a Graduate Certificate in Executive Leadership course offered by an Australian university. The group was divided into three teams. Each team was engaged in transformational learning to influence changes in their organizational processes and systems.

The training program included learning materials that were posted on the university's website, face-to-face consultations at the worksite, and regular emails. All the learning units were aimed to develop a learning culture of critical and reflective thinking to transform existing perspectives and practices. This enabled the learners to step out of their "habits of mind."

## Experiential Learning

Developed by David Kolb in the 1970s, by drawing on the work of John Dewey, Kurt Lewin, and Jean Piaget, experiential learning requires a hands-on approach that puts the learner at the center of the learning experience.

- Active participation is key, but the theory says that learning happens only when the individual reflects upon what they are doing.
- The four elements of experiential learning are active involvement, reflection upon practice, conceptualization of the experience, and use of knowledge gained from experience.

### **Case study**

Capital One partnered with the College of St. Bernard/St. John's University to provide mentorship to students in an advanced global strategy course. Students met real-world business challenges and resolved them by actively engaging with the process of research and hands-on work. Mentors provided expert advice and guidance only.

### **Self-Directed Learning (SDL)**

SDL is rooted in Malcolm Knowles' theory of adult learning; in 1997, D.R. Garrison added elements of self-management to the model.

- SDL is a process where individuals take the initiative to diagnose learning needs, form learning goals, identify resources, implement a learning plan, and assess their own results.
- SDL often occurs with the help of teachers, mentors, resources, and peers.
- Requires the learner to be able to access and select appropriate learning.
- The learner exercises control over all learning decisions.

### **Case study**

Tahiya Alam, a Junior eLearning Support Specialist at The University of Manchester, needed to make results on a scientific research project available online. Once she realized her learning needs, Ms. Alam consulted with eLearning colleagues and researched her options. She found that she could use iSpring Suite to develop many types of eLearning. Following the principles of SDL, Ms. Alam

upskilled herself and was able to produce engaging and robust eLearning materials.

### **Project Based Learning (PBL)**

Developed by John Dewey in 1897, project based learning theory holds that learners acquire deeper knowledge through active exploration of real-world problems. Dewey called this principle “learning by doing.”

- PBL requires learners to solicit feedback and continually review results. This iterative process is believed to increase the possibility of long-term retention of skills and knowledge.
- It requires the use of diverse skills, including inquiry, critical thinking, problem solving, collaboration, and communication.

### **Case study**

Management at a construction company in Sweden realized that they could decrease project time frames and instill a higher sense of commitment and morale by making better use of the subcontractors’ expertise. They adopted a new project management tool and assigned teams of employees and subcontractors to learn the software by using it.

Employees and subcontractors were able to see how their input could directly drive project success and increased their level of ownership of project tasks and responsibilities.

### **Action Learning**

Developed by Reg Revans in 1982, action learning is an approach to problem solving that involves taking action and reflecting on the results.

- The goal of action learning is to improve problem solving processes and simplify the resulting solutions.
- This approach tackles problems by first asking questions to clarify the problem, reflecting and

identifying possible solutions, and only then taking action.

- Questions build group dialogue and cohesiveness, develop innovative and systems thinking, and improve learning results.
- Action learning requires that the group be able to take action on the problem it's working on. If learners make recommendations only, the group loses its energy, creativity, and commitment.
- There should be a coach who helps the group to learn and work smarter and more effectively.

## Action learning is best suited for:

- 1 Uncovering areas of learning need
- 2 Filling in gaps in organizational knowledge
- 3 Team building

### Case study

Florida Power and Light (FPL), a power utility company, was the first U.S. corporation to earn the Deming Prize for Quality in 1990. But before that, it had experienced difficulty with its power generation systems and couldn't effectively convert energy to electricity. In fact, this problem existed for many years.

Finally, they called together a team of people from different FPL areas to troubleshoot the problem. When working together, the team members boosted their problem-solving and collaboration skills. As a result, they managed to find the source of the problem and resolve it.

## **Tips to Enhance Adult Learning**

Here are some tips on how you can apply your knowledge of adult learning theory to inspire your learners.

### **Tip 1. Build a blended learning solution**

Engage your learners with a [blend of learning experiences](#). For example, you can mix classroom sessions with online courses to make the learning process more personally interactive and enjoyable. You can [create eLearning courses](#) on your own with an authoring tool like [iSpring Suite](#). iSpring Suite makes it easy to build slide-based courses with quizzes, dialogue simulations, screencasts, and interactions.

### **Tip 2. Link learning to expected results**

Does your curriculum consist mainly of eLearning, or instructor-led training classes followed by an assessment? How is that working for you and your learners?

Most employee learning programs teach a mix of skills, knowledge, processes, procedures, compliance issues, [onboarding](#), and other organization-specific information. Consider the performance-based outcome that the employee is expected to achieve and use your knowledge of adult learning theory to select the method that best aligns to your performance needs.

For example, a new hire in an Accounts Payable role may need to be able to use your accounting software to enter and reconcile invoices. An experiential learning approach (in a training or sandbox environment) will allow learners to apply their knowledge and skills of the software in a realistic way.

### **Tip 3. Formalize your informal learning**

Organizations that follow a growth mindset philosophy encourage long term employees to chart their own professional development path. Adults who are motivated to learn will benefit from self-directed learning activities.

You can support self-directed learning by providing your learners with different kinds of learning content for self-study. To easily manage your learning materials, you can upload them to your LMS. If you still don't have a learning management system, check [iSpring Learn LMS](#). It'll help you automate your employee training.

#### **Tip 4. Build communities for practice**

To operate as efficiently as possible, many organizations are in a constant state of reorganization. Job roles and responsibilities, along with internal processes and procedures, change often. A community of practice can help you lead transformational learning initiatives, or oversee project-based learning on an enterprise level.

Align communities of practice around higher-level strategic needs such as Marketing, Learning, HR, and Finance. Each community should be led by a coach and supported by a team of colleagues with strong expertise in the area of focus. A Finance Community of Practice, for example, could be led by the Assistant Controller and supported by team members with expertise in payroll, IT, bookkeeping, accounts payable, and accounts receivable.

#### **Tip 5. Chunk your content**

Long, complex learning modules can overwhelm learners with their sheer volume of information. Engage and motivate your learners by “chunking” your content into smaller learning modules that focus on one idea or one aspect of a larger topic.

Let's say you're creating training on how to improve communication with customers. You have five specific skills to focus on and you need to include videos, real-life examples, knowledge checks, and a final assessment. Completing a single module with this much information would be a time challenge for most learners. Chunking it into a number of smaller learning activities will allow learners to master one aspect of customer communication at a time as they increase their overall skill set.

You can use the iSpring Suite of authoring tools to build a variety of interactive content types to engage your learners in different ways. For example, you may add a [dialogue simulation](#) to show a customer comment and have your learner choose the best response.



You can also create a process flow as an interactive graphic with click-to-learn capabilities, or Illustrate a process flow or history with an interactive timeline.

### **Tip 6. Incorporate microlearning**

[Microlearning](#) is more than slicing and dicing a 20-minute module into a lot of 2-minute modules. Effective microlearning creates learning activities or assessments that deliver a full learning experience in just a few minutes.

Microlearning delivers short “bursts” of information, ideally at the point of need. For example: a credit card issuer that offers a different incentive to their rewards members each month probably usually doesn’t offer detailed rewards training on this topic every few weeks. A microlearning solution that explains the reward of the month along with the special terms and conditions, and provides a link to the reward details in the performance support database would be an ideal self-directed microlearning solution.

A microlearning course can also be a good option if you need to provide your employees with some brief guidelines on their work. For example, you can build a microcourse for your new hires that will give them useful tips on how to integrate smoothly into the company and become productive ASAP, like the one below:

This course was made with the [iSpring Page](#) authoring tool, which is specifically designed for creating microlearning modules.

### **Tip 7. Enable personal learning paths**

It’s not always reasonable to make all employees follow the same end-to-end training path. At least a long-tenured employee moving into a new role may upskill faster than an outside hire, simply because they’re already familiar with the company culture and internal systems.

Incorporate principles of andragogy to make the learning path relevant to each learner’s needs. Your employees will appreciate the chance to omit redundant training and focus on job-essential skills. Your business will also benefit from this approach by gaining a productive new employee in the shortest time frame possible.

## Tip 8. Align learning to needs, not wants

Business stakeholders tend to look at learning in purely utilitarian terms. They often prefer the learning solutions they're most familiar with, and that is highly likely to bridge gaps in performance or knowledge. It's the job of a learning professional to identify the root cause of a performance or knowledge issue and recommend the best possible solution — which may not be what the stakeholder asked for.

An understanding of adult learning theory and principles allows you to propose “right fit” solutions tailored to the needs of the learner. If your goal is to build teams and increase morale, an action learning exercise could have more motivational impact than a classroom lesson on how to get along with your co-workers.

**Note:** One area where instructional designers may have less flexibility in design choices is compliance training. If your organization requires each employee to complete a set number of hours of compliance training annually, you may have to work to those requirements.

## Learning Theory Comparison Chart

Here's a comparison chart of all the learning theories we've examined here. We hope it'll help you select the best strategy your learning design needs.

<b>THEORY</b>	<b>SUMMARY</b>	<b>BEST SUITED FOR</b>
<b>Andragogy</b>	Adult learners are autonomous and self-directed, and seek out learning based on personal needs. Adult learners must be able to apply what they learn in a practical way.	Problem solving Structured formal learning Learners with a defined need to know
<b>Transformational Learning</b>	A person's beliefs and expectations	Complex analytical

	<p>shape their view of the world. Through a rational analytical process, a person can consciously change their old beliefs and implement new ones.</p>	<p>processes Evaluation and analysis Long-term personal growth</p>
<p><b>Experiential Learning</b></p>	<p>A hands-on approach where individuals learn by doing. Puts the learner at the center of the learning process. Learning happens through an active process of doing and reflection.</p>	<p>Mechanical skills Leadership skills Process improvement Systematic thinking</p>
<p><b>Self-Directed Learning</b></p>	<p>Process where individuals take complete ownership of the learning process to diagnose learning needs, identify resources, implement learning, and assess their results.</p>	<p>Process updates Self-motivated learners Technology and software skills</p>
<p><b>Project Based Learning</b></p>	<p>Learners engage in active investigation of a real-world problem. Gives learners a voice in the overall process through a process of inquiry, critical thinking, problem solving, collaboration, and communication.</p>	<p>Project management Process improvement Manufacturing</p>
<p><b>Action Learning</b></p>	<p>Learning is the result of programming and questioning. Learners take action on a problem and reflect upon the results.</p>	<p>Team building Fill in knowledge gaps Uncover areas of learning need</p>

### Chapter 3

## Literacy, the ability to read and write

[Full article: 'Literacy is the ability to read and write English'](#)

<https://www.tandfonline.com> > ... > Volume 14, Issue

popularly understood as an ability to [read](#) and [write](#) in at least one method of writing, an understanding reflected by mainstream dictionaries.<sup>[1][2][3]</sup> In this view, *illiteracy* would be considered to be the inability to read and write.<sup>[4][5][6]</sup>

Some researchers suggest that the term “literacy” can be historically divided into the period before 1950, when literacy was understood solely as alphabetical literacy (word and letter recognition) and the period after 1950, when literacy slowly began to be considered as a wider concept and process, i.e., [functional literacy](#) (Dijanošić, 2009).<sup>[7]</sup> This widening of the traditional concept of literacy took place as consensus emerged among researchers in [composition studies](#), [education research](#), and [anthropological linguistics](#) that it makes little sense to speak of reading or writing outside of some specific context—a position [James Paul Gee](#) describes as “simply incoherent.”<sup>[8]</sup> Even extremely early stages of acquiring mastery over symbol-shapes take place in particular social contexts (even if that context is simply “school”), and after print acquisition, any instance of reading and writing will always be enacted for a particular purpose and occasion and with particular readers and writers in mind. Reading and writing, therefore, are never separable from social and cultural elements

## **Literacy And Human History**

In order for literacy to function, [cultures](#) must agree on institutionalized sign-sound or sign-idea relationships that support writing and reading of knowledge, art, and ideas. Numeracy (the ability to express quantities through numeric symbols) appeared about 8000 BCE, and literacy followed about 3200 BCE. Both technologies, however, are extremely recent developments when viewed in the [context](#) of human history. Today the extent of official literacy varies enormously, even within a single region, depending not only on the area's level of development but also on factors such as [social status](#), gender, vocation, and the various [criteria](#) by which a given society understands and measures literacy.

Evidence from around the world has established that literacy is not defined by any single skill or practice. Rather, it takes [myriad](#) forms, depending largely on the nature of the written symbols (e.g., [pictographs](#) to depict concepts, or letters to denote specific sounds of a syllable) and the physical material that is used to display the writing (e.g., stone, paper, or a computer screen). Also important, however, is the particular cultural function that the written text performs for readers. Ancient and [medieval](#) literacy, for instance, was restricted to very few and was at first employed primarily for record keeping. It did not immediately displace oral tradition as the chief mode of communication. By contrast, production of written texts in contemporary society is widespread and indeed depends on broad general literacy, widely distributed printed materials, and mass readership.

## **Two Theories Of Literacy**

In general, researchers have developed two major theories of literacy. One of these is correlated with ideas about the overall progress of civilization and similar

concepts. It presents literacy as an “autonomous,” independent skill that proceeds along a predictable evolutionary path. The other, quite opposite in its approach, describes literacy as an “ideological” phenomenon that varies widely and unpredictably according to its social setting. As evidence has accumulated from various regions across the globe, the ideological model has more adequately accommodated [diverse](#) styles and uses of literacy. Since about 1990 it has been considered by most scholars and theoreticians to be the more accurate of the two models.

## **Writing Surfaces**

The numeracy that preceded literacy can be charted through ancient, geometrically shaped clay tokens—some dating to about 8000 BCE—that have been found throughout the [Middle East](#). The symbols impressed on these tokens initially stood for numbers, but they later came to stand for concepts, marking a crucial step in the history of writing and reading. Enclosure of the tokens within a clay envelope, subsequently sealed with an account of its contents inscribed on the outside, eventually produced a new writing surface—the clay tablet. These tablets can be viewed as the starting point of a [continuum](#) of increasingly sophisticated writing surfaces that stretches to the computer desktop of the 21st century.

Along this continuum lies a wealth of surface technologies. [Papyrus](#) was invented in [ancient Egypt](#) and used alongside stone and clay tablets throughout the Middle East, whereas modern-style [paper](#) arose in [China](#) about 100 CE. [Medieval](#) European manuscripts were written out, sometimes with elaborate illuminations, on vellum, or sheepskin. Moveable type and a press were known in Korea and China by 750 CE, some 700 years before the development of the mechanized [printing press](#) in [Europe](#) by [Johannes Gutenberg](#) (about 1440).

Gutenberg's press ushered in a highly uniform, regular, and easily replicable surface, which in turn created a radically more efficient economy for the creation, transmission, and [consumption](#) of ideas. During the 20th century digital devices simplified traditional printing, making possible the surfaces composed of [pixels](#) that [constitute](#) electronic pages

## Writing Systems

Several types of writing systems evolved alongside the physical surfaces that accommodated them. The earliest of those systems included ideographic scripts, which use abstract symbols to represent concepts rather than words, and pictographic symbols, which represent concepts by visually depicting them. Logographic systems use signs called [logograms](#) to represent either words or [morphemes](#) (linguistically, the smallest units of semantic meaning); Egyptian [hieroglyphics](#) and the [cuneiform](#) scripts of the [ancient Middle East](#) provide examples. Chinese characters are logograms that can contain [phonetic](#) information and can stand for related or unrelated concepts in other East Asian languages, including [Japanese](#), [Korean](#), and [Vietnamese](#). Syllabaries, such as Japanese *kana* or the [Cherokee](#) orthography, map syllabic units to an assortment of symbols. More familiar, perhaps, are consonantal writing systems, in which symbols represent only consonants (leaving vowels to be inserted by the reader, as in [Arabic](#), [Hebrew](#), and [Phoenician](#), the parent of [Greek](#) writing), and alphabets, where both consonants and vowels are matched to unique signs (Greek, [Latin](#), [Cyrillic](#), [Mongolian](#), and the rationalizing alphabet of the [International Phonetic Association](#), among scores more).

Writing systems appear to have arisen separately in various parts of the world as well as through direct genetic influence. For example, Mesopotamian cuneiform,

Egyptian hieroglyphics, Chinese characters, the [Cree syllabary](#), the [Pahawh Hmong script](#), and the [Vai syllabary](#) have distinct, entirely independent [indigenous](#) origins. This is not to say that the general idea of writing was not paralleled by or imported from an adjoining culture but rather that the specific symbols and systems of writing were in such cases formulated without explicit prior models. On the other hand, the [Latin alphabet](#), directly descended from Greek and ultimately Phoenician letters, changed over time to become the conventional writing system not simply for the [English](#), [Celtic](#), [Romance](#), and other [Indo-European languages](#) but also for [Turkish](#), [Finnish](#), [Basque](#), [Maltese](#), and [Vietnamese](#). Some systems have an uncertain origin, such as the [Germanic](#) orthography known as [runes](#).

Methods for getting this inventory of different kinds of symbols onto available surfaces have varied a great deal in strategy, in the time and energy required for the task, and in the permanence of the product. Until the invention of moveable type, writing was often the job of specialists who spent long periods generating singular, quite perishable texts. Paper books proved to be rapidly and easily replicable with the printing press, making possible mass readerships, but they too have faced problems of fragility, wear, and oxidation (relieved by acid-free paper). The digital age has raised new opportunities and challenges associated with sustainability, while it has also called [copyright](#) conventions into question by making publication, replication, and distribution fast, simple, and individually driven. (See also [writing: Types of writing systems](#) and [History of writing systems](#).)

## **Readers**

How readers read what they encounter on various writing surfaces also is enormously diverse. Ideographic and pictographic scripts have severe built-in



limitations, because they lack a strictly one-to-one relationship of sign to word and therefore require substantial interpretation. Even in early cultures, where literacy was a craft practiced by very few, such breadth of interpretation could lead to [disparate](#) results. Purely logographic systems are restricted because of the tremendous number of signs that are needed to reflect the lexical riches of a language, and so they were typically extended by inclusion of sound-based cues. However, latitude for interpretation can also be created by syllabaries when semantic units are broken into smaller parts for more efficient representation. Consonantal systems, moreover, are necessarily incomplete in their representation of individual consonantal sounds, and alphabets, while ideally reflecting all the sounds of the languages they accommodate, ambiguously and imperfectly represent them. [Inherent](#) in all writing systems, then, is the potential for multiple readings.

The modern notion that the physical text is freestanding and wholly explicit in its meaning did not exist in the ancient and medieval worlds, where works were literally embodied by reading them aloud. Often [communities](#) of listeners were able to access a text only through a designated literate specialist. Only with the printing press and its bounty of exact replicas could the [ideology](#) of the self-sufficient text—as a stable “thing” democratically accessible to all—take root. With the advent of the digital age, the [hypothesis](#) of total explicitness and ready containment has begun to recede, however. Indeed, in the 21st century, literacy and the text itself are once again becoming individually styled experiences, as readers (or [Internet](#) surfers) subjectively navigate their way through webs of electronic, hyperlinked options. (*See also* [writing: Literacy: the uses of writing](#).)

Information Literacy

Students need to be able to work effectively with information, using it at all levels of Bloom's Taxonomy (remembering, understanding, applying, analyzing, evaluating, and creating). Information literacy involves traditional skills such as reading, researching, and writing; but new ways to read and write have also introduced new skills:

- **Consuming information:** The current excess of information requires students to gain new skills in handling it. When most information came through official publications like books, newspapers, magazines, and television shows, students encountered data that had been prepared by professionals. Now, much information is prepared by amateurs. Some of that work is reliable, but much is not. Students must take on the role of the editor, checking and cross-checking information, watching for signs of bias, datedness, and errors. Students need to look at all information as the product of a communication situation, with a sender, subject, purpose, medium, receiver, and context.
- **Producing information:** In the past, students were mostly consumers of information. When they produced information, it was largely for a single reader—the teacher—and was produced for a grade. It was therefore not an authentic communication situation, and students felt that writing was a purely academic activity. Now writing is one of the main ways students communicate. It has real-world applications and consequences. Students need to understand that what they write can do great good or great harm in the real world, and that how they write determines how powerful their words are. Students need to take on the role of professional writers, learning to be effective and ethical producers of information.

Media Literacy

Media literacy involves understanding the many ways that information is produced and distributed. The forms of media have exploded in the last decade and **new media** arrive every day:

Students' use of media has far outstripped educational use, and students will continue to adopt new media long before teachers can create curricula about it. It is no longer enough to teach students how books, periodicals, and TV shows work. Students need to learn how to critically analyze and evaluate messages coming to them through any medium.

As with information literacy, the key is to recognize the elements of the communication situation—sender, message (subject and purpose), medium, receiver, and context. These elements are constant regardless of the medium used. By broadening the student's perspective to see all media as part of a larger communication situation, we can equip students to effectively receive and send information in any medium. Students must learn to recognize the strengths and weaknesses of each medium and to analyze each message they receive and send.

### Technology Literacy

We are living through a technological revolution, with huge changes taking place over brief spans of time. A decade ago, Facebook didn't exist, but now many people could not live without it. The average cellphone is now more powerful than computers from several years ago. We are surrounded by technology, and most of it performs multiple functions. In *Growing Up Digital: How the Net Generation Is Changing Your World*, Don Tapscott outlines the following eight expectations that students have of technology.

- Freedom to express their views, personalities, and identities

- Ability to customize and personalize technology to their own tastes
- Ability to dig deeper, finding whatever information they want
- Honesty in interactions with others and with organizations
- Fun to be part of learning, work, and socialization as well as entertainment
- Connecting to others and collaborating in everything
- Speed and responsiveness in communication and searching for answers
- Innovation and change, not settling for familiar technologies but seeking and using what is new and better

As you can see, students expect a great deal out of their technologies. You can help them use technology wisely:

- reading Web sites;
- using search engines;
- using map searches;
- accessing videos, podcasts, and feeds;
- evaluating Web resources;
- researching on the Internet;
- e-mailing, chatting, texting, microblogging;
- using social sites;
- visiting virtual worlds;
- blogging and using wikis; and
- using message boards, newsgroups, and VOIP (Skype).

By understanding how to evaluate this new information and how to use these new tools to create effective, well-grounded communication, students can harness the power of new technology and be inspired to learn.

## *THE IMPORTANCE OF LITERACY*

Helping someone to read and write effectively or acquire the basic math skills so many of us take for granted, improves the future of everyone in society. Literacy is critical to economic development as well as individual and community well-being.

### **The Importance of Literacy to Economic Development**

Our economy is enhanced when learners have higher literacy levels. Effective literacy skills open the doors to more educational and employment opportunities so that people are able to pull themselves out of poverty and chronic underemployment. In our increasingly complex and rapidly changing technological world, it is essential that individuals continuously expand their knowledge and learn new skills in order to keep up with the pace of change.

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## **THE GOOD NEWS**

A 2004 Statistics Canada study concluded that a 1% increase in literacy levels would raise Canada's labour productivity by 2.5%, and add an estimated \$32 billion to our annual Gross Domestic Product.

The BC Ministry of Advanced Education has identified that 40% of BC adults have a hard time reading a newspaper, filling out a work application form or understanding a lease; 49 % struggle to calculate a tip, create a budget, calculate sales tax, or understand credit card interest rates. So it is not surprising that currently almost a quarter of British Columbians do not have the literacy skills required to fully participate in today's knowledge-based economy. Almost 40% of the 62,250 workers in Kelowna – Lake Country have literacy skills below the level required by their occupations (Literacy Report Card for the Federal Electoral District of Kelowna – Lake Country, 2011 – downloaded from <http://www.dataangel.ca>).

Consequently, there is a growing mismatch between the skills that employers need and the skills that workers have. This discrepancy leads to high unemployment coupled with a high job vacancy rate. Our provincial government has stressed that if we do not address our skill shortages, BC will face an ever greater labour crisis. 1,126,000 job openings are expected in BC over the next decade, yet there are only 607,000 young people in BC's education system. Soon, there will be more jobs than workers.

Immigration is a major factor in Canada's economic growth, but successful transition into the Canadian labour market remains elusive for many immigrants whose skills, knowledge and experience are too frequently under-utilized because of English language literacy issues.

Whenever we hear from learners that they have been promoted at work, we know another business has benefited from our service.

*I would say that the ability for our employees to be able to utilize numbers and read and understand instructions is critical for our business success.*

**GRANT STEVENS - DIRECTOR OF HUMAN RESOURCES FOR  
KELOWNA FLIGHTCRAFT**

**The Importance of Literacy to individual and community well-being:**

From an individual perspective, one needs adequate literacy skills to participate and function happily within – and contribute to – one’s communities. For newcomers to Canada, adequate English language skills are essential to forming friendships, without which they are susceptible to isolation, loneliness and anxiety.

Persons with adequate literacy skills maintain better health through their ability to understand and interpret health information. They are better able to communicate clearly with their medical caregivers, learn and adopt preventive health practices and detect problems so that they can be treated earlier, or make appropriate choices amongst health care options. They are also better able to communicate with their children’s teachers and to help their children with school work.

From a collective perspective, a literate community is a dynamic community; a community that exchanges ideas, engages in dialogue is more innovative and productive. The sharing of ideas, perspectives and concerns also leads to greater levels of mutual understanding and caring, and ultimately strong community spirit

*Conversely poor literacy can lead to the risk of exclusion for some individuals and some social groups. A good example of this is youth crime rates that can be directly tied to poor economic and social outcomes.*

**Chapter 4**

### [Effective Strategies for Teaching Adult Learners - Learning ...](https://www.learningrevolution.net)

<https://www.learningrevolution.net> › Blog

#### **Set Expectations Upfront**

Set expectations at the beginning of the class. Since adults have learning and classroom expectations, it is vital that the instructor clarifies and thoroughly articulates all expectations before discussing the content. The instructor's and the learners' expectations should be discussed and noted. The instructor can assume responsibility only for her expectations, not those of the learners. One expectation that a good instructor will have is for learners to actively participate in the learning process. A good instructor knows that new and old knowledge have to be integrated and applied to achieve knowledge retention and learning success.

#### **Use self directed learning**

Design programs for all generational groups because there will be different viewpoints and value sets in a learning environment. Concepts should be explained from more than one viewpoint and appeal to adult learners in different age groups. Adults prefer self-directed learning over group learning. Self-directed learning does not mean isolated learning; it involves using other people as resources, subject matter experts, guides and encouragers. Adults prefer more than one method of learning. They like learning via auditory, visual and kinesthetic means.



## **Use Life Experiences**

Tap into the broad range of life experiences that each learner brings to the learning environment. Life experience is a valuable asset that should be acknowledged and used because adults learn well when they share experiences with one another. One of the best ways to pull knowledge and experience from learners is to use open-ended questions to draw out relevant knowledge and experience. An open-ended question is one with more than a one-word answer; the answer has to be expounded upon to thoroughly address the question.

## **Create a Comfortable Environment**

Teach adults with books, television, programmed instruction, "how-to" content and applications. Adult learners positively rate short seminars and lectures as a preferred learning method because these venues give them face-to-face and one-on-one access to an expert. The lectures must be short because adults tend to have a high level of irritability if they have to sit for long periods in a learning environment. The environment must be physically and psychologically comfortable, and they should have time to practice what they are learning.

## **Feedback and Practice**

Provide feedback during skills practice sessions. Learners depend on the instructor to give them feedback to let them know how they are doing, if they are grasping the concepts and ideas, and for confirmation. Likewise, the instructor is dependent on learners for feedback about curriculum and her classroom performance. This valuable information gives the instructor the opportunity to make midstream changes to positively affect the learning environment if needed.

## **Balance Time and Discussion**

Allow adult learners to somewhat control the pace of the class and start and stop time without losing control of the class. A good instructor knows how to balance time, presentation, discussion and debate and still go with the flow, while maintaining facilitative control. An adult learner does best in an environment in which the instructor acts as orchestrator using facilitative skills and control to keep disagreements civil, protect and connect opinions and ideas, and suggest solutions to problems.

## **Lectures and assignments.**

Lectures that encourage class participation and questions from adult learners have been found to be among the best methods for teaching adult education, particularly if there are a number of real life examples included in the lectures. Lectures combined with assignments work good for adult learners. Problem solving assignments, for example, as well as papers or assignments that require additional research beyond the scope of the class can help to encourage additional learning and give adults the ability to apply concepts in different situations. In class situation, short-time assignments that can be discussed in a class set up is also a good approach. Discussion develops adult learner's skills in analyzing situations and thinking critically. Their view points may even differ from those of their teachers.

## **Demonstrations.**

Demonstrations are done in order to provide a mental picture through visual learning tasks. A teacher may use experimentation to demonstrate ideas. A demonstration may be used in the circumstance of proving conclusively a fact. This could be through reasoning or showing evidence. Adults can at times be quite skeptical in teaching and learning process. Thus, teaching with evidence is a

powerful tool. If the adults can not only hear but see what is being taught, it is more likely they will believe and fully grasp what is being taught.

### **Group work.**

One of the benefits of group work is increased social integration. Social integration has been shown to have a significant positive effect on retention. Small groups of adult's learners at the same level of career maturity create a social environment that motivates them to persist in the learning process. Group work allows adults to share and to learn from their very experiences, skills and values. This is an internationally supported tenet of adult education.

### **Dialogue.**

This is a two way approach. It helps adult learners to interpret and incorporate facts into their experiences. In using this approach, it is also important to solicit opposing viewpoints and encourage participation among adult learners. Dialogue can be used in classroom situation or in an Internet forum.

### **Conclusion.**

Teaching adult learners can either be a quite rewarding experience or a very frustrating one depending on the method(s) one uses. Teachers are hoped to benefit from the brief overview of some of the key approaches to teaching adult learners. It is the duty of each to establish the approach that befits a particular group of adult learners. There are however other methods that can still be used to teach adult learners: **Scaffolding** which involves empowering learners with their own authority. **Praxis** involving the idea of doing while learning and **constructivism** approach in which learners gain deep understanding when they act on new information with their present knowledge and resolve any discrepancies which arise. Teaching adult learners should therefore be symbiotic, where both parties benefit from the learning experiences. A teacher in this case is simply an adjudicator in a choir of learners.

1. **EXPECTATIONS** Expectations are powerful, especially when you're teaching adults. Understanding your students' expectations is key to your success. Use this as a warm up activity but also to find out what expectations your students have about the training or topic.

2. **BRAINSTORM (OR DATA DUMP)** Find out what your group knows about a topic before you begin a new lesson. Divide them into teams of four and present the topic. Ask them to brainstorm and list as many ideas or questions as they can come up with in a given amount of time.

3. **THE POWER OF STORY** Adults come to your classroom full of powerful personal experiences. When your topic is one that people are certain to have experienced in different ways, what could be a better introduction to a lesson than real life examples. The only danger here is in controlling the time factor. If you're a good facilitator of time, this is a powerful warm up and unique every single time. An example is to ask students to tell the story of how they chose their career or vocation. Who or what influenced them?

4. **THREE WORDS** This is a fast warm up that's easily adaptable to any topic. Ask your students to come up with three words they associate with the new topic. The value in this for you, as a teacher, is that you'll discover very quickly where your students' heads are. Are they excited about this? Nervous? Unenthusiastic? Completely confused? 5. **A FEW OF MY FAVORITE THINGS** This warm up is a good one for customizing to any topic. Ask your students to share their top three favorite things about whatever it is you're there to discuss. If you have time, go back around for the flip side: What are their three least favorite things? This information will be even more helpful if you ask them to explain why. Will your time together help to solve any of these issues?

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6. **PLAY-DOH SCULPTURES** This warm up takes a significantly longer time, but depending on your topic, it just might be the magical experience people remember forever. Allow 15 minutes for them to make a sculpture (an animal or object) that they will use in introducing themselves. Ask each student to give their name, present their sculpture, and explain why it's important to them and why they created it the way they did.

7. **SUPER POWERS** Super Powers is a good warm up for topics to spur creativity. Give your students a minute to think about which super power they would want if they could choose just one. Bionic hearing? Faster than a locomotive? Ask participants to introduce themselves and share which super power they would choose and what they would do with it.

8. **WHERE DO YOU STAND** This is a good activity to get students up and moving while learning about each other. Have students stand in the middle of the room. Tell them to choose between a pair of words and move to the side of the room indicating their choice. Ask some individuals to briefly share why they made that choice. Move through the word pairs rather quickly and don't do more than five times. ( Examples: Fall/Spring, Coffee/Tea, Rock n' Roll/Country, Early Riser/Night Owl, Spontaneous/Planned, Read the book/See the Movie, etc.)

9. **IF YOU WON THE LOTTERY** What would your students do to create change in your given field if money were no object? This warm up lends itself well to social and corporate topics, but be creative. You might be surprised by its usefulness in less tangible areas as well.

10. **M&M'S** This activity helps students get to know each other. It can be done as a warm up before the training or in the middle as an energizer. Pass around a bowl of plain M&M's (or individual bags). Everyone takes some and picks 1 or 2 pieces. Students then share something about themselves according to the colors that they selected. Example: green – personal passion/hobby; blue – favorite trip or trip planned for future; red – best book you've read/favorite author; brown – personal goal in coming year/resolution; yellow – favorite music/artist; orange – favorite food/beverage). Everyone shares their color answer and eats the rest!

## **1. Provide a Flexible Learning Experience**

Your adult learners come from a variety of life stages and have different viewpoints and values. For example, workers with years of experience in Canada will be more knowledgeable about financial and workplace literacy versus newcomers to the country. As a result, program leaders must be able to adapt their teaching methods to be as inclusive as possible.

Provide learners with options regarding the course's pace, method, content or assessment. Offering learning opportunities via small groups and individual assignments is a great opportunity to address different learner needs. The same goes for offering course material in different formats, including self-directed study.

## **2. Ask for Feedback**

Allow learners to contribute to their learning experience to help keep them motivated and engaged. Have them make meaningful choices regarding their course material and delivery method, such as asking for feedback on a reading selection.

Throughout your program, regularly check in with participants to see what can be done to improve their learning experiences. You may be the only advocate the learner has for pursuing their literacy knowledge, so show that you genuinely care about their success in your program.

## **3. Create a Safe, Welcoming Environment**

Create a learning space [where learners feel comfortable](#) to share and respond to questions. Even when incorrect answers are given, use the moment as a teaching opportunity that allows the learner to learn from mistakes rather than take errors personally.

Learners should always feel safe, respected and encouraged during their learning. Offer context-sensitive feedback during course discussions, tests and assignments. Provide students with equal access to all resources and consistently give clear explanations about course material.

## **4. Keep Learning Practical**

Use a how-to approach that covers only one topic at a time and links to concrete examples and situational practices. For each learning point, provide adult learners with a chance to demonstrate their knowledge with a simulation, worksheet or

discussion. Use a learner's personal experiences (such as financial mistakes they've made) as a valuable learning resource in your program.

Getting a clear understanding of the learner's expectations at the beginning can ensure the learner is matched to an appropriate program. This helps minimize any feelings of frustration, distraction and possible disinterest that may be experienced if the adult doesn't view the course content as being valuable.

## 5. Make It Fun

Adult learners who are engaged in fun learning environments are more motivated to learn. Keep your course content fresh and interesting, yet incorporate some mystery, too. Encourage learners to want to find out more by revealing only a little bit of a topic at first.

The use of humorous characters and experiences to demonstrate familiar personalities and situations is another great way to keep learners motivated. Laughter helps us relax, and when we're relaxed, we are more receptive to learning and retaining information.

## Best How to Teach Adults: 15 Secrets

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### Keep the Class Relevant to the Age Group

It could be quite common, especially for younger English teachers, that most of their students will be older than them. As a result, it is important to **keep the topic of the class relevant** and be something that they will understand. Discussing *aspects of modern youth culture* might not appeal to those within the age bracket of fifty onwards. So it is always important to keep anything you talk about relevant so that the associated party will be more interested and in tune with what you have to say.

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### Be Passionate

Having an interest in your own subject is vitally important. **No one will learn anything if the teacher doesn't seem to care**, and seems to just be giving the class rote-learning. Learning things by heart definitely does work

in some cases, but a lot of the time when teaching language it is important to show an interest in it. **Adults can tell immediately if you don't have an interest in what is going on**, and they themselves will then be likely to switch off.

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### **Encourage Them to Ask Questions**

A lot of the time, the people you will be teaching may not have been in school for many years. They might not be sure what proper classroom protocol is, so it is important to **make sure that they ask as many questions as possible**. When teaching the class, perhaps it would be a good idea to frequently tell them, “*Now, does anyone have any questions?*” If a student is unsure of this, then they will usually raise their hand and ask something.

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### **Keep Them Engaged**

Keeping students engaged is important for any age group, and this is a vital skill that most teachers will learn over time. Sometimes one might be tempted to just focus on those who are participating, and leave more quieter ones to their own devices. **Try and include everybody in the class equally**, asking various questions more so to those who don't speak as often. Simply standing at the board and listing off a load of information won't help it to stick in their heads.

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### **Distribution**

Distributing practice is also another thing, closely tied in with the previous point. Make sure that everybody gets a chance to speak and practice their new skills. Sometimes, one student may be more talkative than the others and hence not give the rest of the class time to have their say. So it is



important to **come up with an idea or an activity whereby everyone can be involved**, and therefore allow everyone to participate.

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### **Smile**

**Smiling** might seem like one of the most simplest things in the world, but it is quite easy to forget at times! Try to remember that the world of teaching has probably changed a lot since your students' day, and therefore their own experiences of teachers might've been *tough, stern people who never smiled*. Showing a happy, pleasant face will definitely get the whole class more relaxed!

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### **Recognize Learning Styles**

**Everybody has different ways of learning and adults are no different.** Visual learners tend to be the most common, and so one should keep this in mind but also remember there may be other learning styles present. Do some research on these specific styles and see which ones your students will fit into. It will then be a lot easier to incorporate the techniques into the class.

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### **Be Flexible**

Quite a lot of beginner teachers go into their first lesson with all of the purest intentions. They will have a **plan written out**, usually involving group work and the like, think that everything will go smoothly and accordingly. **Sometimes, however, the class might veer off on a different path.** Don't panic if this happens, just remember that as long as you keep on topic in some form, the class is a success. At the end of the day, however, it is also important that the students are ultimately speaking English.

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### **Correction**

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If the teacher is younger, then it can be quite daunting when a student makes a clear mistake. Often, they may simply ignore the mistake because they're afraid of patronizing the student. Don't be, [just correct them in a way which sounds less patronizing](#). This usually involves something along the lines of, "That was a good sentence but... Can you think of a way of improving it?" It will encourage the student to examine their own grammar and make the correction themselves. Also see "[5 Non-Verbal Ways to Do Error Correction](#)".

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### Topics of Interest

Oftentimes people will feel that they are getting nowhere when a student simply wants to speak about their [job](#), or their cat, or even their wife! Since they usually are the ones paying for it, they will argue that they can have the right to do this. Naturally, this is true but it doesn't mean that nothing can't be learned from the class. If they want to talk incessantly about their pet, then simply incorporate that into the whole lesson. **The more they talk, the better their English will become!**

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### Encouragement

[Every student needs encouragement](#) at some time or another, and more so than adult learners. The older they are the more reluctant they may seem. This can be a particular challenge so it is important to **always make sure that they are on board with the topic of the lesson.**

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### Dealing with Tension

Sometimes, particularly when teaching [business English](#), one might find that they are teaching senior managers and secretaries. This unusual mix may cause a little bit of tension as the bosses may not feel comfortable at being at the same level. It is important to **steer conversation away from**

**anything that might be related to their current work**, and to **focus solely on the lesson** to avoid conflict.

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### **Speak English**

This might seem like an obvious one but it is important to remember that, especially with those who are [beginners](#), many might be tempted to slip into their native tongue and this can be detrimental. Often, students might start talking amongst themselves, usually if they're simply asking for instructions. If this happens, inquire as to what they are talking about and see if they can say it in English. This will help them to learn some new [vocabulary](#) and the teacher won't feel so isolated.

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### **Eliciting Words**

Having the students think of or come up with their own words rather than simply telling them is important. In doing this, the students will find that they already know the vocabulary and just need to "let it out" so it to speak. Also see "[How to Elicit Vocabulary: Top 6 Techniques](#)".

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### **Have Fun!**

No one ever said that school and learning had to be boring, so it is important to **make the class fun** which will in turn engage the students a lot more. Think of various games and ideas which can be done that will get everyone involved. It will also help to loosen up the atmosphere a bit and get some of the more shy students talking!

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## Chapter 5

### Teacher For Adults

**1. A great teacher respects students.** In a great teacher's classroom, each person's ideas and opinions are valued. Students feel safe to express their feelings and learn to respect and listen to others. This teacher creates a welcoming learning environment for all students.

**2. A great teacher creates a sense of community and belonging in the classroom.** The mutual respect in this teacher's classroom provides a supportive, collaborative environment. In this small community, there are rules to follow and jobs to be done and each student is aware that he or she is an important, integral part of the group. A great teacher lets students know that they can depend not only on her, but also on the entire class.

**3. A great teacher is warm, accessible, enthusiastic and caring.** This person is approachable, not only to students, but to everyone on campus. This is the teacher to whom students know they can go with any problems or concerns or even to share a funny story. Great teachers possess good listening skills and take time out of their way-too-busy schedules for anyone who needs them. If this teacher is having a bad day, no one ever knows—the teacher leaves personal baggage outside the school doors.

**4. A great teacher sets high expectations for all students.** This teacher realizes that the expectations she has for her students greatly affect their achievement; she knows that students generally give to teachers as much or as little as is expected of them.

**5. A great teacher has his own love of learning** and inspires students with his passion for education and for the course material. He constantly renews himself as a professional on his quest to provide students with the highest quality of education possible. This teacher has no fear of learning new teaching strategies or incorporating new technologies into lessons, and always seems to be the one who is willing to share what he's learned with colleagues.

**6. A great teacher is a skilled leader.** Different from administrative leaders, effective teachers focus on shared decision-making and teamwork, as well as on community building. This great teacher conveys this sense of leadership to students by providing opportunities for each of them to assume leadership roles.

**7. A great teacher can “shift-gears”** and is flexible when a lesson isn't working. This teacher assesses his teaching throughout the lessons and finds new ways to present material to make sure that every student understands the key concepts.

**8. A great teacher collaborates with colleagues on an ongoing basis.** Rather than thinking of herself as weak because she asks for suggestions or help, this teacher views collaboration as a way to learn from a fellow professional. A great teacher uses constructive criticism and advice as an opportunity to grow as an educator.

**9. A great teacher maintains professionalism in all areas**—from personal appearance to organizational skills and preparedness for each day. Her communication skills are exemplary, whether she is speaking with an administrator, one of her students or a colleague. The respect that the great teacher receives because of her professional manner is obvious to those around her.

While teaching is a gift that seems to come quite naturally for some, others have to work overtime to achieve great teacher status. Yet the payoff is enormous — for both you and your students. Imagine students thinking of you when they remember that great teacher they had in college!

knowledgeable? Skilled? Empathic? Innovative? Inclusive? Collaborative? Creative? All of these qualities can help make great teachers. The Erasmus+ programme is here to help you further develop your professional competences and become a better teacher.

Since 2000, the Erasmus+ programme has consistently provided opportunities for adult education teachers and trainers, as well as other staff involved in adult education, to improve their skills by job-shadowing colleagues across Europe or by attending courses. Since 2014, additional opportunities for networking and exchange of best practices are available through [EPALE](#), the e-Platform for Adult learning in Europe.

### Traits of a good teacher.

Teaching is such an important and noble profession, but there are some characteristics that can really help you be an even more effective teacher. Every teacher is different, and that's a good thing. Different teachers can reach different students in unique ways, which is valuable for their success. However, there are some fairly consistent traits among great teachers.

- **Patience.** Every student will have their own unique struggles. Some will have a difficult time reading. For others, math will not come easily. For others, being able to sit still during school is the struggle! Patience in a teacher is key to helping students overcome their struggles. With large classrooms and many students who are all different, patience is a must for a good teacher. And, demonstrating patience as a teacher is a great way to be a role model to students. Patience is an important characteristic for effective teachers in both practice and as a model.
- **Empathy.** Empathy is an important quality for teachers. Children and youth have big feelings and are often dealing with more than we know outside the classroom. As a teacher, it's important to be able to empathize with what they are feeling, even if it may not seem like a big deal. Children and youth need to have their emotions validated in order to understand and process them well. This is crucial in helping them become emotionally mature. Teachers who aren't empathetic can't help students overcome real difficulties, trivial or severe. As a teacher it's vital to be able to put yourself in a student's shoes and help them feel understood. When you teach, it's important to be sensitive and thoughtful to make sure the learners feel they're in a safe environment.
- **Drive for self-improvement.** A great teacher should be able to look at themselves objectively and see where they can improve. That can be in teaching methods, subject matter, or people-skills. When teachers can review themselves and know where to focus their attention, they can become even better. Teachers should also be willing to engage in [lifelong learning](#), whether that be going back to school for a [master's degree](#), attending conferences to help them learn more about education, or reading books and articles about their field. Anything that teachers can do to increase their understanding is vital to their success. Educators who are willing to learn as well as teach are important to the future of learning.
- **Adaptable.** When working with other people, students or other teachers alike, certain expectations may not always be met. Your teaching methods may not work in a certain way with a certain class, schedules may change, adjustments may need to be made with little or no notice. A great teacher can adjust their teaching methods and expectations so they can still find success. They are willing to always evaluate what is working for their students, and adjust where needed. This trait is vital for teachers who want to help each unique individual find success in their classroom. It's an important characteristic when teaching to always move your lessons around in the way that promotes learning in the best possible way.



### Skills of a good teacher.

When it comes to teaching, there are also many interpersonal skills that teachers need in order to reach the next level of success.

- **Suspension of bias.** A teacher won't be able to accurately assess the needs of students if they can't see past bias. They need to be able to objectively look at each student to help them in whatever way they need. Additionally, bias could prevent teachers from presenting material correctly and accurately. So teachers need to be able to suspend their personal bias in order to do the best for their students. Learning needs to be done in a safe environment, so when you teach you need to remove anything that can make you see students in a less favorable light.
- **Stress management.** Teachers are faced with stressful situations every day. They need to be able to keep their cool in order to be good role models for their students. Outbursts could be discouraging or even frightening for students, leading them to lose trust and interest in education. It could also lead to a loss of respect from students, which can create chaos in a classroom. Stress management is key to being a great teacher. As you teach, it's important to be prepared for all

kinds of situations that can arise. Make sure you can create a great learning environment no matter what comes.

- Communication. Teachers need to be good communicators in able to meet the needs of their students. They can't effectively assess the needs of students if they can't communicate openly with them. Teachers also need to be able to communicate with other teachers and parents well. Communication is key for teachers to be successful in their profession. Learning and teaching are connected through good communication.
- Teaching rather than instructing. A good teacher should be focused on making sure their students truly understand the material, rather than just lecturing and hoping it will compute. Great teachers are concerned with the retention of their students, making sure they really know and can do the work, not just checking off the boxes for the lesson plan. Great learning comes from teachers who are focused on that comprehension.

#### How to become a better teacher.

There are a variety of things that teachers can do to become even better in their profession including:

- A [master's degree](#) that can help you learn more about the educational field and improve your skills.
- Attending education conferences to help you connect with and learn from other teachers.
- Reading articles and blogs about new studies in education and new teaching techniques.
- Listening to podcasts to help you increase your knowledge.
- Connecting with other teachers on social media to help you gain new insights.
- Asking colleagues and superiors for insights.

. A good teacher **instills confidence**



In the book [\*50 Ways to Improve Student Behavior\*](#), middle school teacher Todd Whitaker highlights low student confidence as one of the most persistent obstacles to the success of any teacher. He breaks down a worrying trend:

- Many students do not believe that their teachers actually believe in them
- Many students do not believe that their parents actually believe in them
- Many students do not believe that any adult actually believes in them
- Many students, therefore, do not believe in themselves
- Students who do not believe in themselves tend to have more behavioral and academic problems

If the final point's conclusion is obvious, the inverse should be just as clear: If students who don't believe in themselves have issues in the classroom, **those who *do* believe in themselves will be better-equipped to succeed academically**. This insight is backed by a 2011 study suggesting [student confidence is positively correlated with academic performance and behavioral improvement](#).

### Teacher skills to build student confidence

- **Make learning goal-oriented** -- If you set defined goals with your students -- at the beginning of the school year or even of each lesson -- the whole class will have a better understanding of its individual and collective accomplishments. To make learning more goal-oriented, *make decisive statements about the day's learning goals*. For example, start a lesson with a statement such as "today you will learn the first step of [multiplication](#)," and finish the class by saying, "Congratulations! Now you're ready to show your parents you're learning how to multiply!" Cultivating this perspective helps students take confidence from their own progress, boosting [learning outcomes and motivation](#).
- **Instill a growth mindset** -- According to psychologist Carol Dweck, a fixed mindset conceives of student skills as rigid and inflexible. In contrast, a [growth mindset](#) views student learning as fluid and changing, and aims to develop children's skills and talents through effort and

persistence. The growth mindset, Dweck notes, helps students become more receptive to lessons and feedback. While the details of the pedagogy can be subtle, a few common ways to instill a growth mindset include actions as simple as encouraging students to expand their answers more consistently or using [success folders](#).

- **Reassure your students verbally** -- As elementary teacher Todd Whittaker argues, if you want a student to believe in himself, “then actually *tell* him that you believe in him, that you will not give up on him, that you understand his struggles, and that you are there for him. Far too many teachers forget to do this -- to tell and show their students they actually believe in them.” Among the many research-driven discussions of pedagogy and teaching strategies, *it can be easy to forget the power of simply reassuring and encouraging your students verbally to instill confidence in their abilities*.
- **Harness the power of EdTech** -- Most teachers agree educational technology is a useful teaching tool: In a [study conducted by the Joan Ganz Cooney Center](#), almost 80% of K-8 classroom teachers surveyed said that digital games have “improved student mastery of curricular content”. Using [educational technology in the classroom](#) makes it easier to teach students of all learning backgrounds, helping teachers bring even the most timid of students out of their shells. Curriculum-aligned math games, such as [Prodigy](#), boost student confidence and learning outcomes. As you’ve likely found, students may find math unapproachable when it’s explained on the chalkboard. Grounding math in a fun, video-game environment that appeals to students can produce [remarkable changes in learning outcomes, and even test scores](#).

## The world's most engaging math platform

- ✓ 100% free for all educators
- ✓ Increase test scores by up to 75%
- ✓ Get in-depth data on student & teacher engagement

[Learn More](#)

### 2. A good teacher **manages the classroom effectively**

A teacher can be knowledgeable, prepared -- and even a great communicator -- but still fail simply because of an inability to deal with misbehavior in the classroom. **Classroom management** encompasses all the strategies a teacher deploys to organize and arrange students, learning materials, space, and use of classroom time to maximize the efficiency of teaching and learning. This helps students enjoy an organized, structured environment with an emphasis on a positive educational atmosphere that is conducive to learning. **Teacher skills for effective classroom management**

- **Define Classroom Rules** -- In his book *Classroom Management That Works*, researcher Robert Marzano argues effective teachers “have a minimum number of classroom rules, which tend to focus on expectations of how to act toward one another, maintain a safe environment, and

participate in learning.” These teachers offer clear explanations of the rules, model the rules, rehearse the expectations with students, and offer the classroom “opportunities to be successful in meeting the expectations.” While there is no magic number of rules that govern a classroom, it’s clear the establishment of fair, reasonable, enforceable, and consistently applied rules will have a deep impact on behavior in the classroom.

- **Establish a routine** -- [In a study to assess the characteristics of effective teachers](#), researchers found that instructors who “use classroom routines as a means of enforcing high standards for classroom behavior” enjoy greater success. To cultivate a positive and orderly learning environment, establish a routine and system wherever necessary for your daily tasks and requirements -- from the general to the specific. For example, if a student becomes stuck on an assignment, outline clear, teacher-approved guidelines for seeking help in a timely way (e.g., asking peers for assistance and -- if still unsolved -- seeking the teacher’s help).

**20 Classroom Management Strategies and Techniques**

Managing a classroom of at least 20 students with a range of unique social and academic skills is a complex challenge. And, unfortunately, research indicates that teachers report a severe lack of professional development support to improve classroom management.

So what can educators do to build respectful communication, focus and motivation in the classroom? Get inspired by these 20 strategies that will help boost academic engagement, enhance prosocial student behavior and establish an orderly environment!

**prodigy**

- 1 Model ideal behavior**  
Demonstrate behavior you want to see by holding mock conversations and interactions with another teacher in front of your students.
- 2 Let students help establish guidelines**  
Ask students what they think is and isn't acceptable behavior and encourage them to suggest rules for the academic year.
- 3 Document rules**  
Ensure your guidelines aren't forgotten by writing them down and distributing them as a list for students to keep and reference.
- 4 Avoid punishing the class**  
Address isolated behavior issues individually instead of punishing the entire class, so as to avoid hurting your relationships with on-task students.
- 5 Encourage initiative**  
Promote growth mindset by allowing students to work ahead in certain units, delivering brief presentations to reinforce your lesson material.
- 6 Offer praise**  
Recognize hard work by openly congratulating students, encouraging ideal behavior and motivating the class.
- 7 Use non-verbal communication**  
Combine verbal communication with actions and visual aids to enhance content delivery, helping students focus and process lessons.
- 8 Hold parties**  
Throw an occasional classroom party to acknowledge students' hard work, motivating them to keep it up.
- 9 Give tangible rewards**  
Reward individual students at the end of lessons as a motivational and behavior-reinforcement technique.
- 10 Make positive letters and phone calls**  
Make positive phone calls and send complimentary letters home, potentially encouraging parents to further involve themselves in their children's learning.
- Consider peer teaching**  
Use peer teaching activities - such as peer-teaching and struggling students.
- Offer different...**  
Provide different activities for students who can't process content in...
- Write g...**  
Help student... asking each...
- Ass...**  
Encour... know...
- U...**  
C...
- Inte...**  
Interv... how t...
- Address...**  
Don't hesitate... ensure that n...
- Give only two...**  
Experiment with avoidin... student did or didn't me...
- Gamify personal learning**  
Motivate students on personal learning (points) throughout a unit to quantify ski...

**Now try them yourself!**

Classroom management isn't just about getting your students to listen. It's about working proactively with them to stop disruptive behavior and build student participation and engagement. These 20 classroom management strategies largely work across subjects and grade levels. Use the ones that best appeal to your situation and teaching style and look forward to better results.

Infographic: How to manage your classroom more effectively. Click to expand!

- **Consider a flexible seating arrangement** -- [Research has shown](#) that physically adjusting the classroom environment can foster greater collaboration, communication, and interaction between students and teachers alike. [Flexible seating](#) can facilitate teacher-child interaction on a level beyond what's commonly seen in traditional, teacher-fronted settings. Moreover, the novelty and stimulation students enjoy through an interactive and changing classroom setting positively impacts behavior, according to [Sheryl Feinstein's book \*From the Brain to the Classroom\*](#). Flexible seating classrooms can solve a problem often seen in fixed classrooms, in which students "tend to seek out their own stimulation through movement, off-task talking, or disruptive behaviors."

Flexible seating classrooms employ unconventional seating arrangements to alter and improve the classroom atmosphere.

### 3. A good teacher **is prepared**

Every day, the effective teacher comes to class **prepared to teach**. As James Stronge writes in his influential book *Qualities of Effective Teachers*, “organizing time and preparing materials in advance of instruction have been noted as [among] the most important aspects of effective teaching.” But “preparation” can be a confusing term; two different teachers might have completely different definitions of what, exactly, constitutes a truly “prepared” instructor. Consider the action items below to bolster your preparation -- and ensure you feel confident addressing your class at the start of every lesson.

#### **Teacher skills for effective preparation**

- **Know your content** -- In chapter three of *Educating Teachers of Science, Mathematics, and Technology*, the authors argue that content preparation is critical for high-quality teaching, writing that it is “positively related to student achievement within specific subjects, especially in mathematics and science.” So, how can you be more prepared with your content knowledge? Consider the three pillars highlighted among the INTASC Core Principles on the Expectations of Teachers’ Content:
  - **Knowledge** -- The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
  - **Dispositions** -- The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever evolving. S/he seeks to keep abreast of new ideas and understandings in the field
  - **Performances** -- The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students’ prior understandings.

Courtesy of the Yale Center for Teaching and Learning, consider the following list, “The Types of Things that Teachers Often Do to Prepare for Class”:

- Do the reading and problem sets
- Take notes on the material
- Review lecture notes for the week
- Prepare an outline of issues to cover in class
- Make a list of questions to use in class or write on the board
- Make a handout of topics to discuss in class
- Make a study guide to hand out
- Design a homework assignment or question for students to prepare for a future class
- Compile bibliographies or other outside information related to the material
- Assemble visual material
- Prepare supplemental reading
- Prepare handouts on writing tips, research methods, problem solving, lab techniques, etc.
- Meet with the professor and/or other TFs to discuss the material and how to present it in section
- Review students’ questions to anticipate their concerns, problems, interests
- Make up quizzes
- Devise debates, small group discussion, or other interactive projects
- Copy articles relevant to the discussion at hand from newspapers and other periodicals

#### 4. A good teacher **sets high expectations**

Effective teachers don't set limits on their students. They have high standards, they consistently challenge students to do their best, and they are caring professionals who teach students to believe in themselves. As an educator, you know you should always expect the best of your students and encourage them to learn to their utmost potential. But you also know doing so on a daily basis can be incredibly challenging. Fortunately, there are a number of useful ways to set high expectations without burning yourself -- or your students -- out.

## Teacher skills for setting high expectations

- **Don't praise low quality work** -- In the book *High Expectations Teaching*, researcher and educational consultant Jon Saphier declares, "Praising low quality work communicates low expectations." Communicating that message can have grave consequences. If you communicate low expectations to already underachieving students, "you are not ... pushing them to meet standards *they could actually reach*." While you may encourage students with good intentions, doing so when they hand in or deliver substandard work can negatively impact the learning process on a fundamental level. This highlights the importance of using praise and rewards strategically -- and emphasizes the significance of using feedback correctly as a teacher.
- **Check for understanding** -- Teachers with high expectations don't want any students going out the door without knowing where they stand on the day's content. Check students' understanding (for example, by doing a [formative assessment](#)) as a dedicated daily (or, to start, weekly) commitment in every lesson. For example, checking questions, performing over-the-shoulder observations of student work, and listening in to group talk are all strategies you can use to communicate your high expectations as a teacher.
- **React to changes in performance** -- A dramatic downturn in a student's performance represents an opportunity to send strong messages surrounding your academic expectations. A student whose performance has dipped may be told, "This is not the standard of work I know you're capable of. We need to find out what is happening and make a plan to get you back on track." Such a remark from a respected teacher can, according to Jon Saphier, "be a powerful spur to a flagging student." Note that the language around reacting to negative behaviors -- as with writing [report card comments](#) -- requires tact and subtlety; ensure that you frame the comment in a way that provokes the student to consider their own ability to do well. **Try to get your students to consider not only that they have the ability to do well, but there is something *they have done* to bring about the result.**
- **Deliver feedback according to criteria for success** -- Research on teaching skills shows positive feedback to be a critical skill for teachers to master, with middle school teacher Hattie



Marzano writing, "The most powerful single modification that enhances student achievement is feedback." Skilful feedback does not simply declare work to be right or wrong, but enables self-correction and self-adjustment. For example, instead of simply saying "You have stated the author's point of view correctly," develop your feedback, adding something such as "...but you are missing the reasons behind that point of view. Try to ... " Marzano notes a teacher's feedback is a "tacit expression of confidence ... embedded in the language used about how capable we think students are." **If your feedback is actionable, frequent, detailed, and specific, students will understand you want them to succeed and are supporting them in their effort to master materials.**

#### 5. A good teacher **practices self-reflection**

A 2010 study about the role of critical reflection in teacher education declared teachers "must continually examine and evaluate their attitudes, practices, effectiveness, and accomplishments." The same study observed that critical reflection enhances teachers' knowledge and skills, finding it can help instructors "deeply understand the ways in which their teaching styles enhance their ability to challenge the traditional mode of practice" and to "define how they will grow as teachers." "Without reflection, you run the continual risk of making poor decisions, using bad judgment, or unquestioningly believing that students can always accurately interpret your actions as intended. **Without the tendency to assess your own abilities, you may continue to plan and teach on the basis of unexamined assumptions -- and remain unaware of your biggest strengths and weaknesses.**

#### **Teacher skills for self-reflection**

- **Use a daily reflection tool such as a journal** -- In its most basic terms, the goal of journal writing is to provide a record of the significant learning experiences that have taken place during the school day. This helps you take stock of the day's events and, eventually, identify what strengths and weaknesses consistently come up -- helping you pause, review, and gain some perspective on the day's lesson(s), and, by extension, your skills as a teacher. Moreover, using a journal to record classroom anecdotes will help when it comes time to write report cards or

assessments. No matter how involved you are in your students' progress, it can still be difficult to produce specific examples related to student performance if you haven't recorded them along the way.

# Daily Reflection

Date \_\_\_\_\_

Which students stood out today? Who captured my attention? Why?

What did not work or could have been more effective? What was missing or needed?

What worked really well today?

What is important for me to do tomorrow? This week?

If I had to pick a work or phrase for today - what would it be?

*Anything else?*

An example of a daily reflection journal.

- **Try peer observation** – Peer observation provides a chance for instructors to view, assess and learn from one another’s teaching. This helps expose teachers to different instructional styles and strategies, stimulating critical reflection on their own classroom habits and methodologies. You might be surprised at how enjoyable the process is -- and how willing your colleagues are to collaborate!
- **Record lessons** -- While there are a number of potential insights you can gain from diaries and written self-assessments, they can’t always capture the dynamic, day-to-day processes and events of classroom teaching. Many notable classroom events may not have been observed by the teacher -- or even remembered -- thus exemplifying the value of diaries or self-reports with audio recordings of actual lessons.
- **Practice self-inquiry** -- Posing “what and why” questions give teachers an important sense of perspective and power over their teaching. Researchers Ryan & Cooper developed a set of questions for reflective teachers to ask:
  - What am I doing and why?
  - How can I better meet my students’ needs?
  - What options are available?
  - How can I encourage more involvement or learning on the part of the students?
  - Have I considered my own values as a professional and my comfort level acting on those values?
  - What conscious choice can I make to make a difference?

#### 6. A good teacher uses **teaching strategies**

As most educators know, the traditional, teacher-focused, lecture-style teaching method can lead to disengagement and boredom (for both teachers and students) quite quickly. That’s where the deployment of different **teaching strategies** comes into play. In her book *Effective Teaching and Learning*, Naga Subramani argues that the effective teacher “constantly renews himself [or herself]

as a professional on his [or her] quest to provide students with the highest quality of education possible. This teacher has **no fear of learning new teaching strategies or incorporating new technologies** into lessons.”You can exhibit this spirit of “fearlessness” with a variety of fun, dynamic and engaging teaching strategies that benefit both the teacher and the student.

**Some of the more prominent and useful teaching strategies are outlined below:**

- **Active learning strategies** put students at the center of the learning process, enriching the classroom experience and boosting engagement. Use them to help students talk more openly, think more creatively and — ultimately — feel more engaged in the process of learning.
- **Experiential learning activities** build knowledge and skills through direct experience, deploying a student-centered approach that empowers participants to take learning into their own hands and apply it in an engaging context.
- **Project-based learning** uses an open-ended approach in which students work alone or collectively to produce an engaging, intricate curriculum-related questions or challenges. Encourage students to apply skills and knowledge they’ve developed in your classes, and allow students to take their own approaches to develop an answer and deliver a product.
- **Inquiry-based learning** is a learning and teaching method that prioritizes student questions, ideas and analyses. It is subdivided into four categories, all of which promote the importance of students’ role in the development of thought-provoking questions and ideas.



- **Adaptive learning** focuses on changing — or “adapting” — learning content for students on an individual basis, particularly with the help of technology.
- **Cooperative learning** involves delivering instruction through small groups, empowering students to work together to build their understanding of a variety of topics and concepts.
- **Differentiated instruction** is most aptly defined by its responsiveness to students’ learning preferences, and involves the ongoing use of assessment to collect information about where students are in their learning. Teachers apply this information to vary the learning environment, instruction, and assessment and evaluation

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Teaching Methods to Methods to Adults

## The Best Teaching Methods to Adults

## Tasks

- 1- Write the qualities for good teacher for adults.
- 2- What is the meaning of learning for adults?
- 3- Write about literacy.