

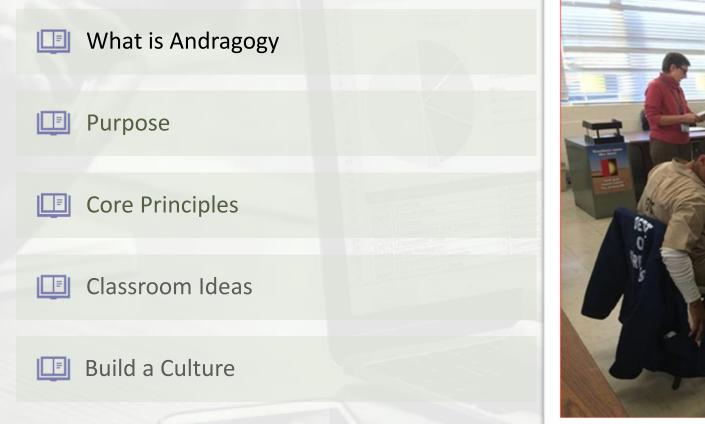
#### **Andragogy** The Art And Science Of Helping Adults Learn

JENNIFER WEST

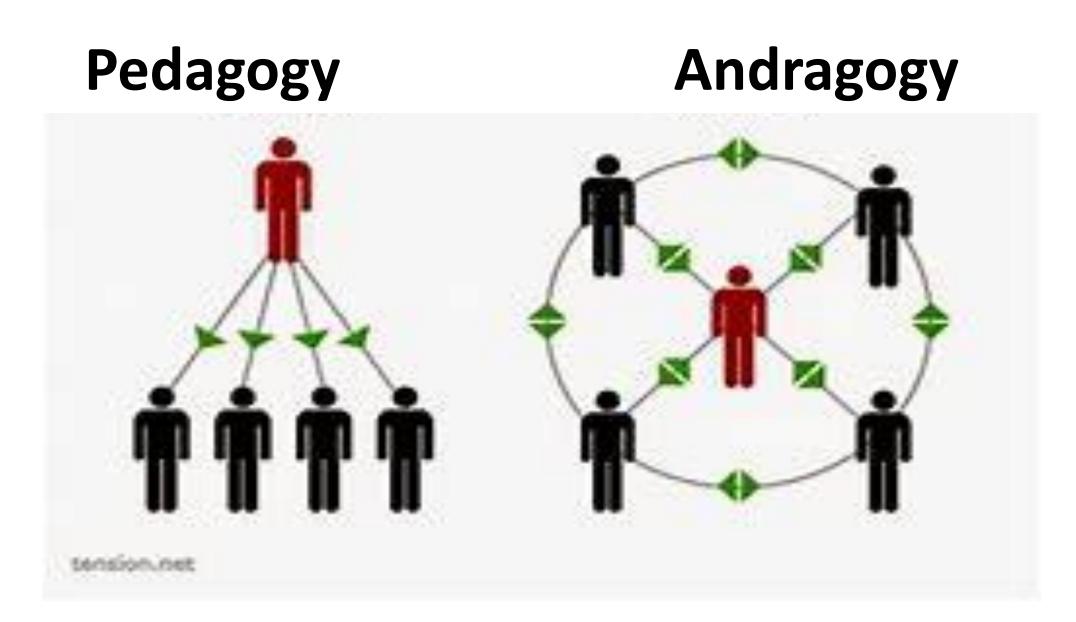
ACADEMIC COACH

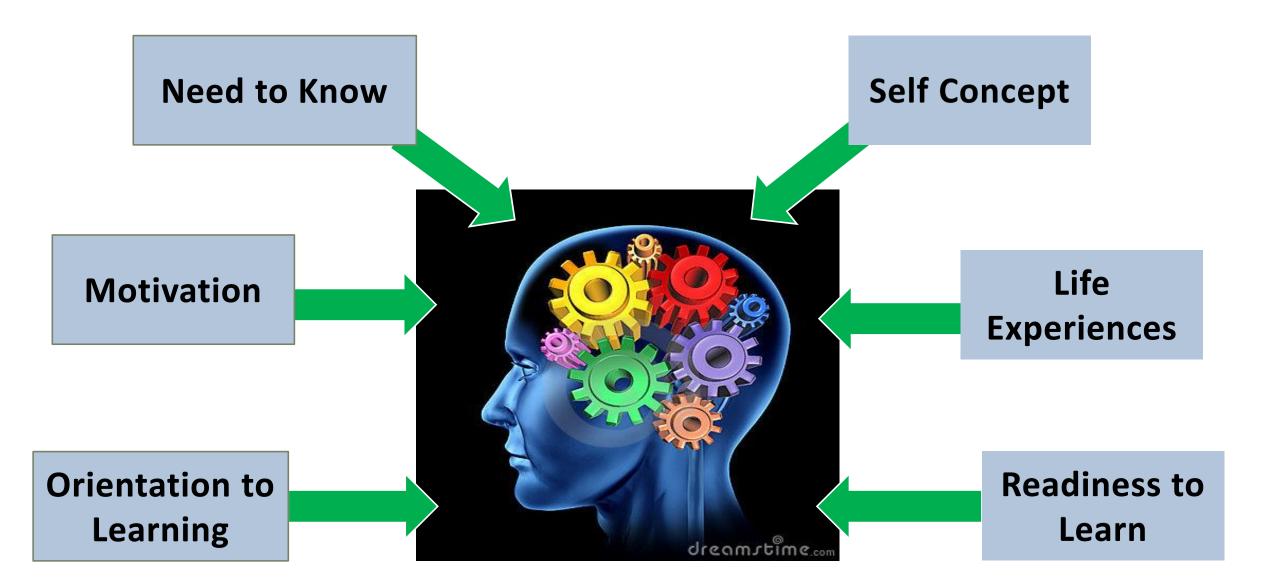
OFFICE OF CORRECTIONAL EDUCATION

### Objectives









#### **Core Principles**

Planning, facilitating, and evaluating lessons based on core principals will keep students:

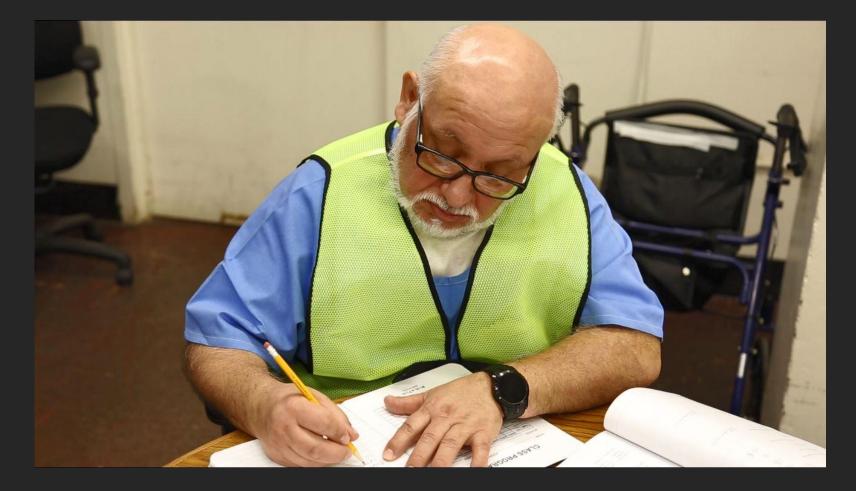
- engaged
- motivated
- self-directed.



#### Need to Know

It is critical for adult learners to understand need and purpose.

"Why do I need to know?"



## **Need to Know**

Adults are much more likely to participate, invest substantial effort, and retain learning when they understand clearly what the positive results of instruction are as well as what the possible negative implications of not working through instruction will be. (Knowles, 1991)

### **Classroom Ideas – Need to Know**

- When planning lessons, include clearly defined learning goals related to things students value (test taking skills, completing job application, money management).
- When lesson is introduced, explicitly identify purpose and benefit to encourage engagement.

Record an idea you would like to incorporate into your lessons.



# **Counting Chicken Wings**

At Annie's Home-Cooked Chicken Wings Restaurant, chicken wings are served by the bucket. The Biggest Bucket O' Wings is really big! Let's figure out how many wings are in it.

If they're removed two at a time, one wing will be left. If they're removed three at a time, two wings will remain. If they're removed four, five, or six at a time, then three, four, and five wings, respectively, will remain. If they're taken out seven at a time, no wings will be left over.



What's the smallest possible number of wings that could be in the bucket? How do you know?

#### Hamburger Problem: Which is the better deal? A quarter-pounder for \$3 or a third-pounder for \$4? Why?





#### Activity 1: What Is the Story?

#### Problem 1

Laura has a job washing the windows on 4 three-story buildings. each one has the same front window arrangement:

First floor-12 windows

Second floor-12 windows

Third floor—10 windows

How many front windows will she wash?

### Self Concept

Transition from dependent learning styles to self-directed learning.

"I am responsible for my own decisions."



# Self Concept

The conflict between independent adult self-concept and the pedagogical expectation of dependency makes it easy to see why many adult education programs have high drop out rates. (Knowles 1991)

# **Classroom Ideas – Self Concept**

- For students dependent in nature, design experiences to incrementally lead the learners to independent learning styles.
- Plan lessons where the teacher is the facilitator rather than the authority.
- Include class discussions, group work, presentations and an opportunity for peer tutoring.
- Encourage students to reflect on their strengths, challenges and progress towards learning goals.



Record an idea you would like to incorporate into your lessons.

#### My Goal is to:

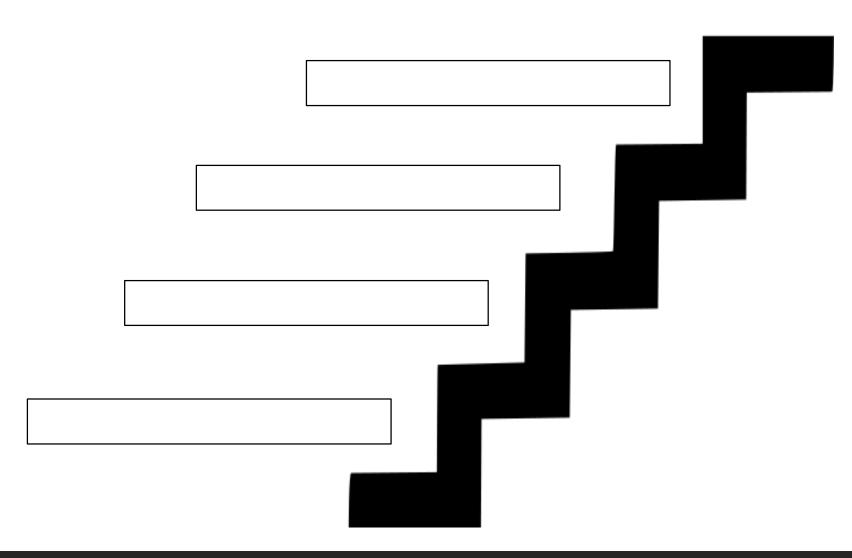
Here is what I am willing to try:



#### Completion Date:

#### Achievement Date:

#### **SMART Goal:**



Specific Measureable Attainable Realistic Timed

	raphic ganizer -L Chart
Title:	Preview the text. Then write what you already know into the K box. Write
Dotoro rtodaling.	
	questions about what you would like to know in the W box.
During Reading:	Make notes that will help you answer your questions.

K What I Know	W What I Want to Know	L What I Learned

### Life Experience

Adult learners enter a classroom with a collection of diverse experiences, which are valuable resources.

"I have experiences which I value, and you should respect them."



# Life Experience

 The implications of ignoring this principle have considerable impact on an adult learners motivation. If an adult learner feels that personal experiences are ignored or devalued, this is not just a rejection of that experience but a rejection of the adult as a person. (Knowles 1991)

## **Classroom Ideas – Life Experience**

- Build opportunities for students to share into lessons.
- Validate students' experiences.
- Connect new information to previous knowledge.
- Provide experiences for students to evaluate, reflect and review their own experience in light of what is being taught.

Record an idea you would like to incorporate into your lessons.





#### EO ESSENTIAL QUESTION: What Influences a Person's Choices?

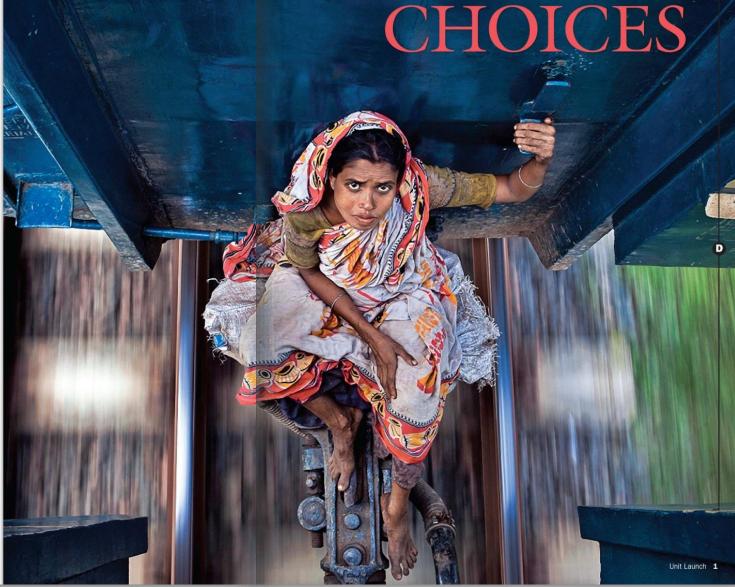
Everything is determined, the beginning as well as the end, by forces over which we have no control. -ALBERT EINSTEIN

With every experience, you alone are painting your own canvas, thought by thought, choice by choice. -OPRAH WINFREY

### CHOICES

#### Critical Viewing

A woman balances between the cars of a moving train in Bangladesh, Asia, on the day before an important religious holiday. What may have influenced her choice to take this life-threatening risk?



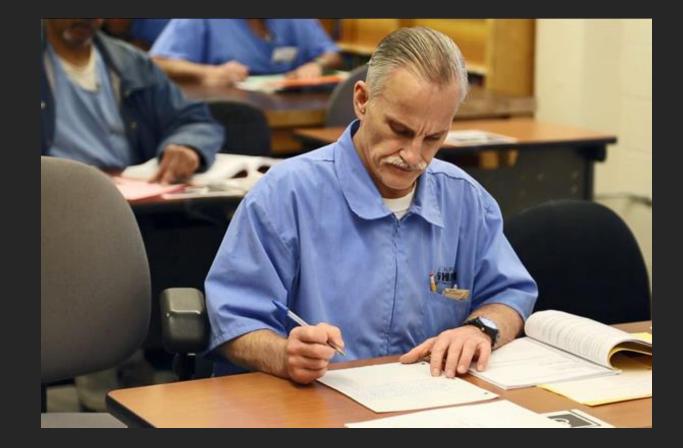
### **Check in Circles**

- •Create a question.
- Invite students to share personal knowledge, experiences, opinions.
- Review key issues (students can summarize other's responses SSI)
- •Compare responses. Similarities and Differences.
- •Look for patterns. Find big ideas, make generalizations, draw conclusions.
- Extend the thinking and learning. Connect to up coming activity.

#### Readiness to Learn

Adult learners do not process information well if it will not be used in their near future.

"I need to learn because my circumstances are changing."



### **Readiness to Learn**

•At any given point in life, adults are ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations.(Knowles et. Al. 1998, p.67)

### **Classroom Ideas – Readiness to Learn**

- Leverage students' source of motivation to encourage interest. (knowing percentages will help to understand sales and be in control of finances)
- Provide examples of how an academic skill being taught could benefit students in their current situation. (better pay, lower points, meeting with board)

### **Classroom Ideas – Readiness to Learn**

• Use real life problems in lessons which learners can relate the skill to something they would need to use in their everyday life.

How many gallons of wax is needed to finish the hallway? (critical thinking, 4 operations, conversions, ratios)

How many chicken wings are in a large bucket and how many will each person eat, how many buckets do you need for a party? (critical thinking, volume, estimation)

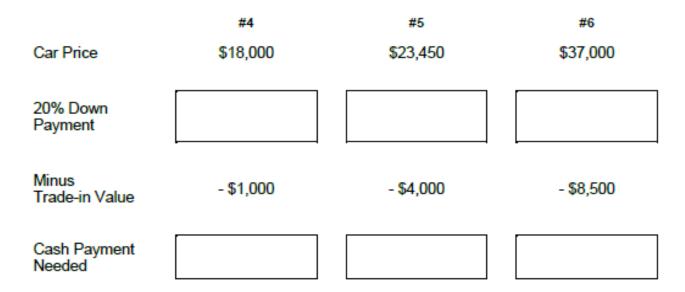
#### 20% Down Payment

For each car purchase below, what amount of cash is needed for a 20% down payment?



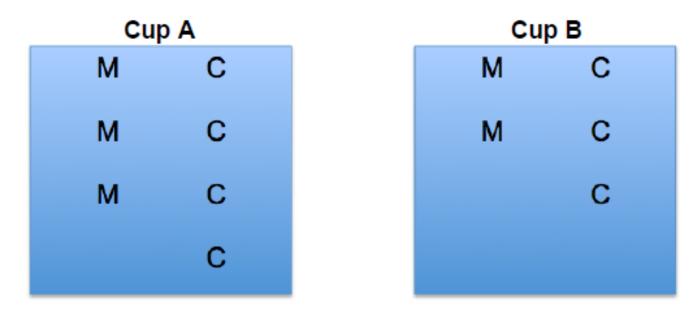
#### With Trade-in

The trade-in value for an old car will be used as some or all of the down payment to buy a new car. After subtracting the trade-in value, how much cash will need to be paid (if any) to total a 20 percent total down payment?



### **Coffee Cup Task**

Coffee Cup A has 3 milks and 4 coffees in it. Coffee Cup B, has 2 milks and 3 coffees in it.



### Orientation to Learning

The adult's focus is life centered, problem centered, or task centered not sequential learning of content or subject matter areas.

"Learning will help me deal with the situation in which I find myself in."



# **Orientation to Learning**

 Adults are motivated to expend energy when they see the learning as real life oriented. Adults will learn new skills more effectively when they are presented in the context of authentic situations.(Knowles, 1991)

### **Classroom Ideas – Orientation to Learning**

- Present problem solving activities; work backwards towards an explanation.
- Emphasize how the subject matter is going to solve problems that are regularly encountered.
- Adults learn best when they "do". Task oriented learning activities in line with workplace realities keep students engaged.
- Let students determine gaps in learning by reviewing test data. Student's can focus in on the areas of concern rather than go through the entire content area of a subject.

Record an idea you would like to incorporate into your lessons.



#### **Review Test Scores**

Math Competencies	N	Correct
Consumer Economics	116	52 %
Community Resources	34	52 %
Employment	180	46 %
Government and Law	4	0 %
Computation	84	63 %

College & Career Readiness Standards		
Math Content Areas	N	Correct
Base Ten; Fractions and Ratios Number and Operations: Base Ten Number System	9	48 %
Statistics and Probability Statistics and Probability	6	62 %
Algebra Operations and Algebraic Thinking Expressions and Equations Functions	10	43 %
Measurement; Data Analysis Measurement and Data	5	72 %
Geometry Geometry	11	46 %

Math Tasks	N	Correct
Charts, maps, consumer billings, matrices, graphs, tables	142	58 %
Articles, paragraphs, sentences, directions, manuals	198	50 %
Signs, price tags, advertisements, product labels	4	75 %
Measurement scales, diagrams	63	41 %

#### Motivation

Adults respond more positively to internal motivators rather than external motivators.

"I learn because I want to ."



## Motivation

• The motivation for higher self-esteem, increased job satisfaction and a better quality of life all outweigh the external motivators such as job promotions, increased status and higher salary.(Knowles, 1991)

## **Classroom Ideas – Motivation**

- Make students "feel" like education is a choice not a requirement. Remind them they are making the right choice by showing up and working hard.
- Tap into students internal motivations to keep engaged (i.e. getting a GED, being a good role model for a relative, feeling more competent)
- Make every student feel capable. Try "you're capable" which speaks not only to the task at hand but to the student's sense of self-worth.
- Intrinsic motivation can be increased in situations where students gain satisfaction from helping peers.
- Have students set their own learning goals.
- Give accurate and authentic performance feedback.

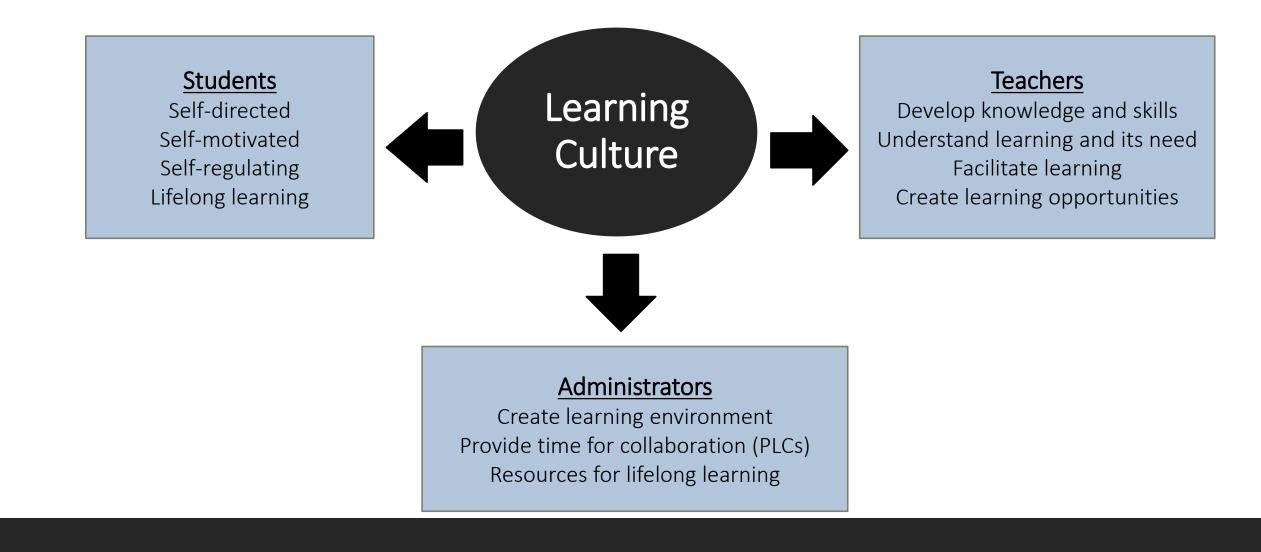


Record an idea you would like to incorporate into your lessons.

### Can & Will

What I am trying to learn or achieve:	Attitudes or Actions that will help me include:

# **Building a Learning Culture**





### **Questions, Comments, Insights ??**

ANDRAGOGY. OCE. CDCR. 2020.

### Contact

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### Thank you

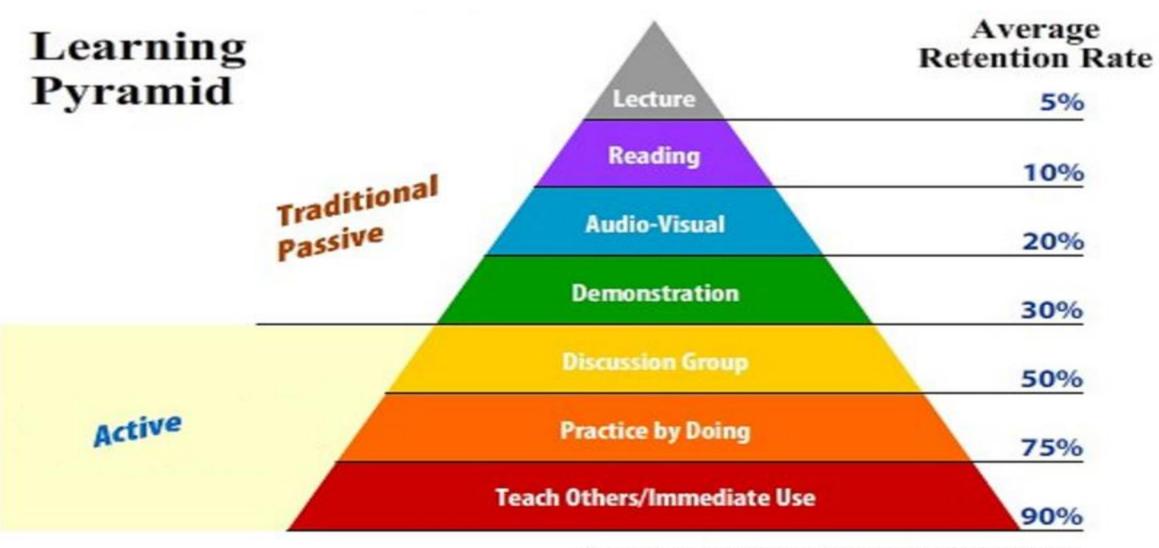
Jennifer West

Academic Coach, Northern Region

Office of Correctional Education, California Department of Corrections

### **Resources / Handouts**

- Learning Pyramid
- Instructional Skills



Source: National Training Laboratories, Bethel, Maine

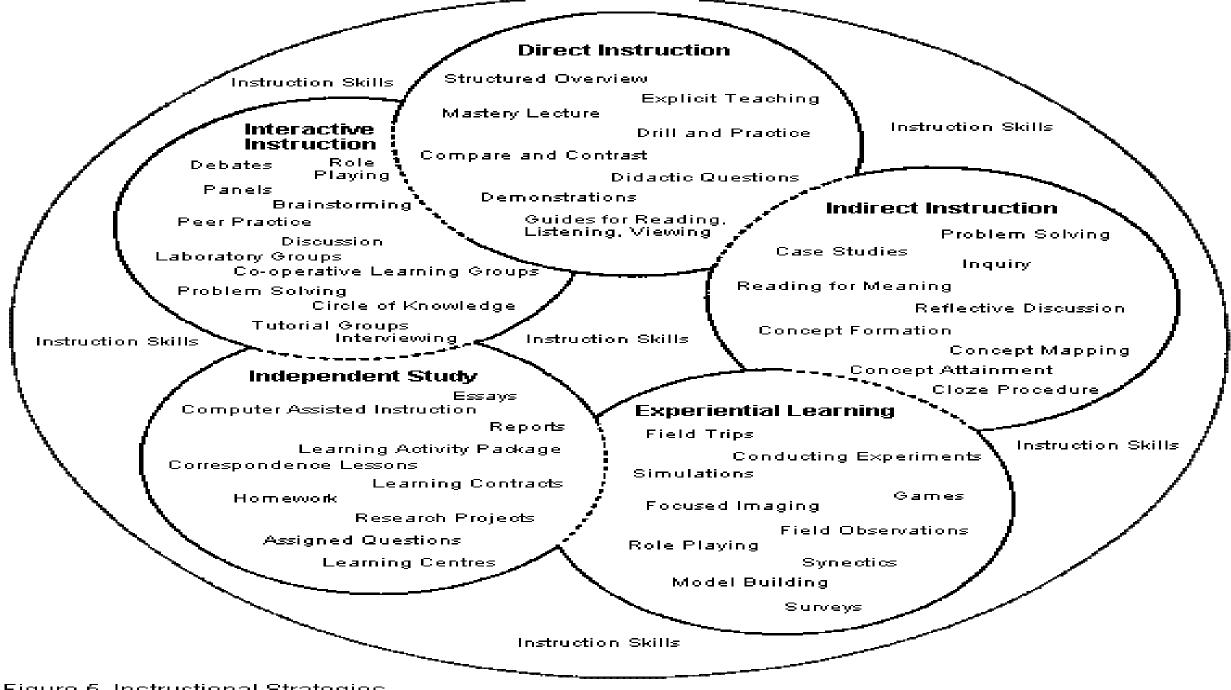


Figure 5. Instructional Strategies

### **Evaluation**

What did I learn?	What do I still need to know?
How could this presentation be improved?	What did I learn that I will use this week/month?