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# Workshop on the Living Lecture for the Lifelong Learners

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## **SIBLEY DAY 2011**

Wednesday February 23, 2011

***PAST TO PRESENT TO FUTURE***

### **Workshop**

On

## **The Living Lecture for Lifelong Learners**

By

**Dr. Susan Isenberg and Dr. John Henschke**

Time: 2:00- 3:00 p.m. at Roemer Hall R209

**Andragogy Doctoral Emphasis Specialty, Instructional Leadership Program  
School of Education, Lindenwood University, St. Charles, MO 63301 USA**

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<http://www.umsl.edu/~henschke>

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**THE MODERN PRACTICE OF ADULT EDUCATION**

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Malcolm S. Knowles

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# THE MODERN PRACTICE OF ADULT EDUCATION

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## From Pedagogy to Andragogy

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REVISED AND UPDATED

Malcolm S. Knowles

### Large Meetings

The large meeting is without doubt the one most widely used format for potential learning—defining “large meeting” as any assembly, regardless of number of people involved, in which the basic relationship is between platform and audience. Think of all the large meetings taking place this minute across the country—in the form of lecture sessions in schools and universities, congregational meetings in churches, weekly or monthly luncheon or dinner meetings of fraternal, civic, and professional associations, membership meetings of labor unions and voluntary associations, staff meetings in industrial concerns, government agencies, and hospitals, and meetings of dozens of other kinds. If it were possible to tally the total attendance at all such meetings in the course of a year, the figure would no doubt turn out to be several times the total population of the country, since each of us attends many large meetings each year. But I purposely qualify this method as a potential format for learning because I am convinced that relatively few of these meetings as they are now conducted produce much learning. Most of them consist simply of stereotypic speeches, occasionally with a formal question-and-answer period that usually falls flat.

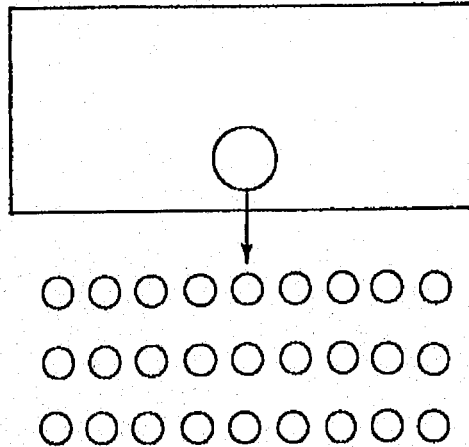
I think that this is a situation that exists principally because the planners of large meetings don't have a good theory of large meetings, and that therefore it is a situation which could easily be remedied by the promulgation of an educational theory of large meetings. Accordingly, I should like to present a theory of large meetings as a format for adult learning.

### Theory of Large Meetings

The basic premise of this theory is that the educative quality of a large meeting is directly a function of the quantity and quality of interaction in the meeting. This is to say, bluntly, that the more and better the interaction among the various elements of a large meeting, the greater the learning is likely to be. The second premise of the theory is that there are three loci or fields in which interaction can be manipulated: 1) the platform itself, 2) the audience itself, and 3) the relationship between platform and audience. Let us examine the possibilities of each in turn.

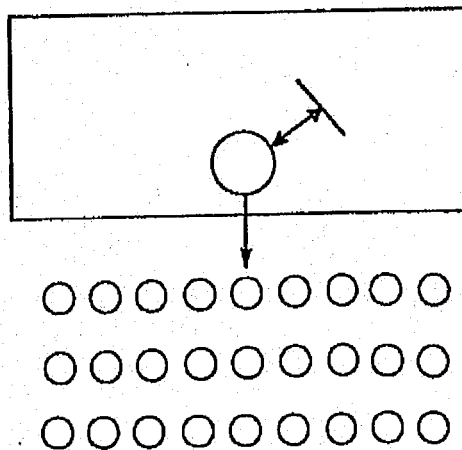
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Interaction on the platform and between the platform and the audience is at its lowest ebb with a single speaker or film:



Lecture • Film • Audiovisual Presentation

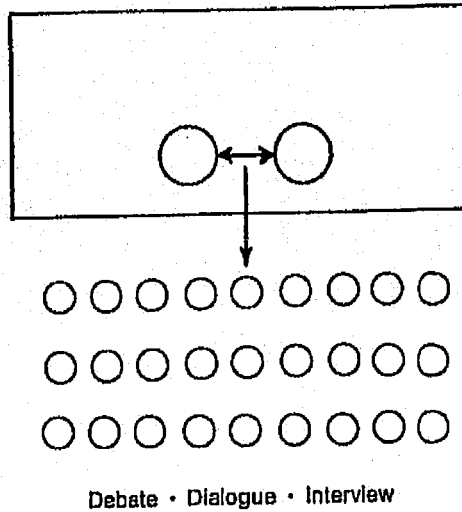
The quantity of interaction on the platform (and, it is hoped, the quality, too, with good planning and coaching) can be moved up a notch by introducing a blackboard, flip chart, filmstrip, or some other visual aid for the speaker to interact with. Note, however, that the interaction between the platform and audience is not itself affected:



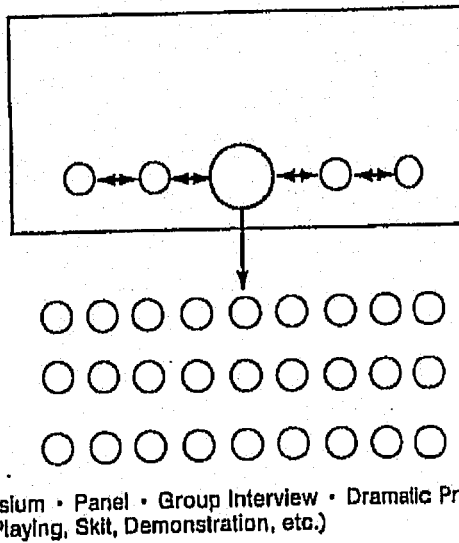
Visual Aid

④

The interaction strictly on the platform can be moved up a further notch by introducing one other person, so that two people are interacting before the audience in debate, dialogue, or interview:



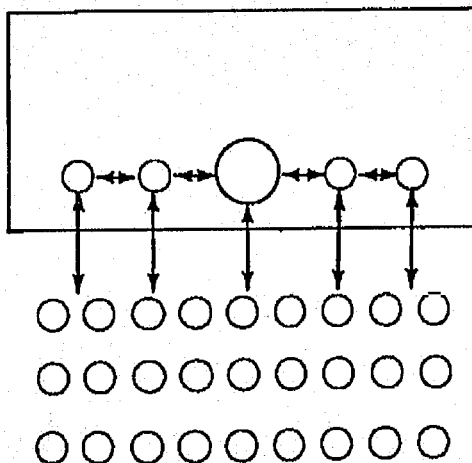
A next-higher level of interaction can be achieved by introducing two or more additional people to the platform in a symposium (series of statements), panel discussion, group interview, dramatic presentation, or demonstration:



So far, the interaction between the platform and the audience and among the members of the audience has remained constant.

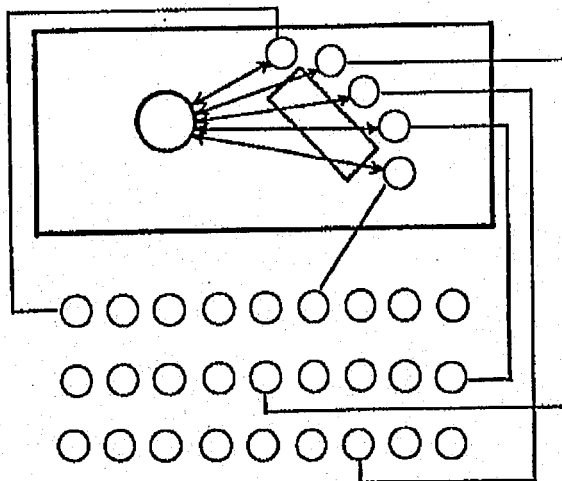
*Interaction between the platform and the audience is at its first level up from passive with the invitation to the audience to ask questions of the speaker or other platform resources, as illustrated in the case of multiple platform personalities:*

C  
5



Symposium • Panel • Group Interview • Dramatic Presentation (Role Players, Skit, Demonstration) with questions from audience directed through chairman or directly to panel members, etc.

A still-higher level of interaction between the platform and the audience may be achieved by bringing representatives of the audience onto the platform to serve as reaction or watchdog teams. An audience-reaction team is asked simply to listen to the presentation and then to give their reactions either in a series of statements or through panel discussion. A watchdog team is asked to listen for language or concepts they think members of the audience might not fully understand, and to interrupt the presentation at any time and ask for clarification. To the extent that the people selected to serve on the panels are truly representative of the main characteristics of the audience (age, occupation, special interests, sex, geography), to that extent will the audience psychologically identify with the interaction on the platform:



Audience Reaction or Watchdog Teams

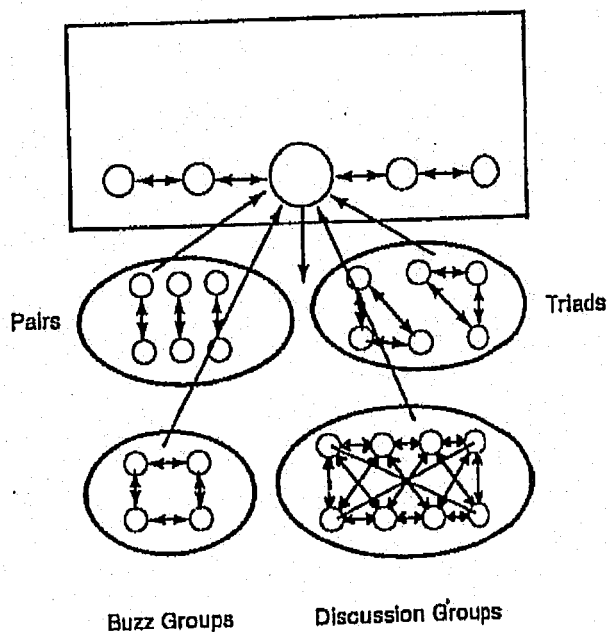


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Interaction among the members of the audience (which, incidentally, also further increases the interaction between the platform and audience) can be promoted in several ways. The audience can be asked to pair into groups of two, or get into a triad of three, or form buzz groups of from four to six persons without moving from their seats and perform any of several functions: 1) before presentation, they can be asked to identify problems or raise questions they would like the speaker to talk about, thus in effect outlining the speech for the presenter (which I refer to as an "inductive lecture"); 2) before a presentation the audience can be divided into four geographical sections and be asked to serve as "listening teams"—one section to listen to the presentation for points requiring clarification, another for points with which they disagree, another for points they wish to have elaborated on, and the fourth for problems of practical application they wish discussed. After the presentation, the teams are asked to "buzz" for a few minutes to pool their thinking about the points they want raised and select a spokesperson; then the spokespersons are called on to present the questions or issues to the speaker; 3) following a presentation, the audience can be asked to form buzz groups to discuss for a few minutes how they are going to apply the information contained in the presentation, and then a sample of the audience can be called on to report the ideas generated in the discussions.

Probably the highest level of interaction between all elements of a large meeting can be achieved by not having predetermined platform personalities at all, but by having the audience meet in separate rooms as work groups or committees to work on some common assignment and then come together in a meeting hall, with spokespeople for the groups (or a sample of them) going to the platform to report and pool their findings. The most effective device for accomplishing this composite reporting is not a series of separate reports, but an "inquiring reporter" interviewing the spokespersons as a group and polling the audience by a show of hands on issues and conflicts arising from the interview.

This optimal interaction pattern is portrayed graphically as follows:





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Baptist Leader, February, 1975

# How to Use THE LECTURE AS A LEARNING / TEACHING TECHNIQUE with ADULTS

by John A. Henschke

## INTRODUCTION

The most spontaneous response one might give upon seeing the above title may be "DON'T! DON'T use lecture as a learning/teaching technique with adults!" However, that may be an easy "dodge," a bit presumptuous, and unrealistic since it almost goes without saying that the lecture remains and, for sometime to come, probably will remain a most important learning/teaching technique in adult education (in the church as well as in other adult education programs). In fact, the lecture is one of the oldest and most direct learning/teaching techniques. Thus time has made it so hallowed that many people have confused the lecture and learning/teaching as being synonymous.

In the midst of its long-standing history and acceptance, as well as the mystique and confusion which surround it, the lecture can be used to great advantage if: (1) one has some grasp of what the learning/teaching process is; (2) it is clearly understood what the lecture can accomplish and what it cannot accomplish in the learning/teaching process; (3) the same guidelines are applied to the choice and

use of the lecture as are applied in choosing and using the wide variety of learning/teaching techniques (old and new) in the learning situation; and (4) strong consideration is given to using other techniques like audience participation, discussion, and simulations to enhance the use of the lecture.

This article is not devoted to the how of developing and giving a lecture. The public libraries, as well as two sources<sup>1,2</sup> listed here, abound with such discourses.

Most of these resources would agree with one writer<sup>3</sup> that a good lecture must: (1) motivate group interest; (2) be well organized and clear; (3) be developed well; and (4) be presented well.

In lecture preparation, the following steps would be suggested by that same writer: (1) analyze the learning group; (2) determine the exact purpose to be accomplished; (3) determine the main points and do necessary research; (4) organize the points and materials; and (5) develop and support the points. Good lecture presentation would be natural, conversational, direct, animated, enthusiastic, with sufficient voice projection and emphasis to be heard,

<sup>1</sup>Paul Bergin et al., *Adult Education Procedures* (Greenwich, Conn.: Seabury Press, 1963), pp. 157-166.  
<sup>2</sup>Wynold F. Ziska, "The Lecture," Lester H. Bittel and Robert L. Craig, eds., *Training and Development Handbook* (New York: McGraw-Hill Book Company, 1967), pp. 741-752.  
<sup>3</sup>Ibid., pp. 741-752.

8

supported by appropriate gestures and visual aids, and with constant awareness and concern for listener acceptance and understanding.

This article is devoted to considering in turn each of the four propositions mentioned above on how to improve the use of the lecture, with accompanying suggestions. Since volumes could be written elaborating on each proposition, it is obvious that only a "skimming of the surface" and not "coverage in depth" will be possible here. Thus, it is hoped that this article will help the reader think through and answer some questions in regard to improving his or her use of the lecture as a learning/teaching technique. It is further hoped that this article will also raise some questions and curiosities in the reader's mind that will stimulate further inquiry. It is not asked that the reader agree with what is said and defined in this article, but it is asked that the reader accept what is said and defined for purposes of understanding the author's line of thinking.

### THE LEARNING/TEACHING PROCESS

This process is indeed complex. It is not for those who wish an easy "cut and dried" answer of one, two, three. Learning is a human process and accordingly does not attempt to explain that which is attributed to grace. It is an internal process with the person, controlled by the learner and engaging his whole being—intellectual, emotional, and physical. It is based on the growing body of research which suggests that adults can learn, contrary to the popular notion that "you can't teach an old dog new tricks."

Teaching formulates the other side of the learning/teaching process. Here is how one adult educator states the case:

The truly artistic teacher of adults perceives the locus of responsibility for learning to be in the learner; he conscientiously suppresses his own compulsion to teach what he knows his students ought to learn in favor of helping his students learn for themselves what they want to learn. I have described this faith in the ability of the individual to learn for himself as the "theological foundation" of adult education and I believe that without this faith, a teacher of adults is more likely to hinder than to facilitate learning.<sup>8</sup>

### DEFINITIONS

"Format" or "Method" is the organization of persons for purposes of a learning experience.

"Technique" involves the variety of ways that the learning experience is managed so as to facilitate learning.

<sup>8</sup>Michael J. Knowles, *The Modern Practice of Adult Education* (New York: Association Press, 1970), p. 24.

"Lecture" is referred to here as a technique, not a format or a method. The lecture is a carefully prepared oral presentation of a subject, theme, or problem by a qualified person. It may also be labeled as a *speech* or *sermon*.

### ASSUMPTIONS

Assumptions about the characteristics of adult learners are also crucial components of the learning/teaching process. A growing body of knowledge indicates that adult learners are different from child learners. These are not so much real differences as they are differences in assumptions that are made in traditional education (Christian education as well as secular education).

The assumptions about the characteristics of adult learners are that, as a person matures: (1) his/her self-concept moves from being a dependent personality toward one of being a self-directing human being; (2) he/she accumulates a growing reservoir of experience that becomes an increasingly valuable resource for learning; (3) his/her readiness to learn becomes oriented increasingly to the developmental tasks of one's social roles; (4) his/her time perspective changes from one of postponed application of knowledge to immediacy of application; and accordingly (5) his/her orientation toward learning shifts from one of subject-centeredness to problem/situation-centeredness.<sup>9</sup>

### IMPLICATIONS

Since "participation," "ego-involvement," and "interaction" are boldfaced words in the lexicon of the adult educator, the assumption is often made that the more active the learner's role is in the process, the more he/she is probably learning. It is acknowledged and accepted that some persons may wish not to be involved actively in the learning process. Thus, use of the lecture as a learning/teaching technique needs to be designed and implemented to not only maximize the opportunity for interaction, ego-involvement, and participation to the extent the participants desire it, but also to increase the adult learner's competence in self-direction and the other characteristics of adult learners mentioned above.

### WHAT THE LECTURE CAN AND CANNOT ACCOMPLISH

In any educational experience, objectives serve to indicate what that particular activity is seeking to accomplish, including content components as well as behavioral aspects.

The lecture is suggested as one of the most appropriate learning/teaching techniques for the behavioral outcomes of knowledge and values. Other more appropriate techniques may need to be chosen for the

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behavioral outcomes of understanding, skill, attitude, and interest.

There is also some evidence in education that straight factual, descriptive, or explanatory material may be learned by direct absorption through the lecture, whereas principles and concepts may be best learned by group-participation learning/teaching techniques.

out of the "overload" is to engage existing church and community groups in problem solving. Here is one way the lecture can be used in combination with and enhanced by another technique—problem solving.

### LECTURER CALLED A SYMBOLIC HEALER

Most people are involved in some aspect of the competitive business community.

It is suggested that a speaker may also serve as a "symbolic healer to reduce the tensions, frustration, and possible feelings of guilt arising inevitably from the structure of a highly organized, highly specialized and competitive business community."

## GUIDELINES FOR CHOOSING THE LECTURE AND OTHER LEARNING/TEACHING TECHNIQUES

### QUESTIONS

Three guiding questions to be answered when choosing the lecture as a learning/teaching technique are: (1) How does your selection and use of the lecture fit into your understanding of the way people change and grow (learning theory)? (2) What position does this lecture hold in the context of the goals toward which you are working in the learning/teaching situation? (3) What immediate and observable needs, at this time, with these persons, does this lecture meet?

### CRITERIA FOR DECIDING

Additional factors which influence the decision of whether or not to use the lecture include:

- (1) The more the instructor knows about the subject at hand and the less the participants know about it, the more appropriate the lecture would be.
- (2) The more knowledge and experience the group has with the subject, the more a group participation technique should be considered in place of the lecture.
- (3) If the size of the group is over twenty persons for any one activity and no smaller groupings can be used, the lecture should be considered.
- (4) The lecture can deal with more facts in a shorter time than any other technique.

### PURPOSES

The lecture may include any or all of the following purposes:

- (1) presenting information in an organized way;
- (2) identifying or clarifying problems or issues;
- (3) motivating, stimulating, persuading, and influencing attitudes of the listeners;
- (4) analyzing a controversial issue;
- (5) inspiring the audience;
- (6) encouraging further study or inquiry.<sup>4</sup>

## LECTURE ENHANCED BY OTHER TECHNIQUES

### PROCESSING INFORMATION

One problem of today's world is that we have what University of Missouri Professor Daryl Hobbs called an "information overload." This means we have more information than we know how to handle and how to process. Some of the information overload comes from lectures.

One way to process some of our real concerns arising from lectures.

The suggestion that use of the lecture can be enhanced by using it with other techniques is based squarely on the notion that quality in adult education is in direct proportion to the quality and extent of interaction, ego-involvement, and participation of the persons involved.

If this author were charged with the practical responsibility for a one-hour educational meeting on any theme, subject, or problem which required use of the lecture, here are three ways he would consider designing the program.

A lecturer who is knowledgeable on the theme, subject, or problem to be considered would be invited. He should also be willing to "roll with the punches" or "freewheel."

1. Before the speaker gave his lecture, the participants would be divided into pairs, threes, or groups of four to six. They would be asked to generate questions or identify problems they would like the lecturer to talk about, thus outlining his speech—an "inductive lecture."

2. Before a lecture, the audience could be divided into four sections to serve as "listening teams." One section could listen to the lecture for points requiring clarification, one for points of disagreement, another for points for elaboration, and another for problems of practical application. After the lecture, sections would "buzz" for a short time to pool their thinking about points they want raised and to select a spokesperson to present the issues to the speaker.

3. Following a lecture, the members of the audience could be asked to form buzz groups to discuss how they plan to apply the information to their own situations. Then a spokesperson would be asked to report from each group.<sup>5</sup>

### CONCLUSION

If this article has offered one or more usable ideas and/or has stimulated the reader's curiosity to conduct a personal continuing inquiry on the use of the lecture as a learning/teaching technique with adults, it will have accomplished the author's avowed purpose.

(Daryl Hobbs, "Trends and Needed Changes in Voluntary Associations" Association Training Conference, University of Missouri, Kansas City, April, 1972. Speech not read.)

Little L. Hill, The Small Meeting Planner (Kalamazoo: Gulf Publishing Co., 1972), p.

4. Malcolm S. Knowlton, op. cit., pp. 176-177.

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Baptist Leader, February, 1975

**LARGE GROUP**  
**MEETINGS**

**ENHANCING INTERACTION**

**WITH**

**LISTENING TEAMS**

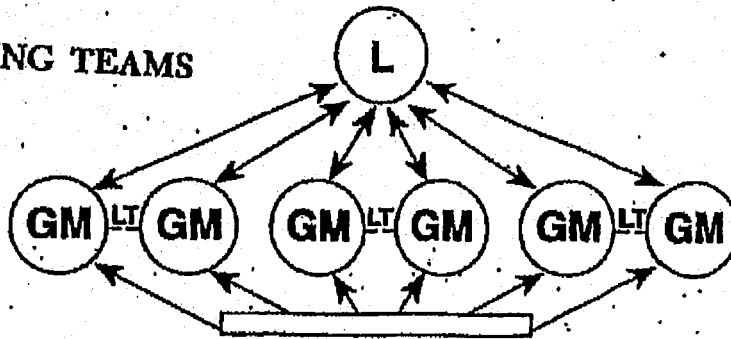
**CLARIFICATION**

**REBUTTAL**

**ELABORATION**

**PRACTICAL APPLICATION**

## 24. LISTENING TEAMS



(2) before a presentation the audience can be asked to serve as "listening teams" according to the section of the room they are sitting in—one section to listen to the presentation for points requiring clarification (the clarification team), another for points with which they disagree (the rebuttal team), another for points they wish to have elaborated on (the elaboration team), and a fourth for problems of practical application they wish the speaker to address (the application team).

After the presentation the teams are asked to "buzz" in groups of four or five to pool their thinking about the points they want raised, following which one member of each group gives a summary of its deliberations and the

speaker responds to each item in turn, until time runs out or all items are discussed;

have a deep commitment to applying principles of adult learning in everything I do—even in one-hour keynote speeches. Indeed, one of the most frequent (and gratifying) comments I get on evaluation sheets of my sessions is, "Malcolm practices what he preaches!" This makes me both happy and sad—sad that it should be such a noteworthy behavior.

My foundational principle of adult learning in making presentations is that the learners be active participants in a process of inquiry, rather than passively receive transmitted content. A second principle is that the process should start with and build on the backgrounds, needs, interests, problems, and concerns of the participants. My experience is that when people have the opportunity to learn by taking some initiative and perceiving the learning in the context of their own life situations, they will internalize more quickly, retain more permanently, and apply more confidently. And I am convinced that every learning experience should result in both some acquisition of content and some enhancement of their self-directed learning competencies.

Theory of Large Meetings

These principles also provide the foundation of my special theory of large meetings, which are a prominent mode in conferences. The additional basic premise of this special theory is that the educative quality of a large meeting is directly a function of the quantity and quality of interaction in the meeting. This is to say that the more and better the interaction within and among the various elements of a large meeting, the greater the learning is likely to be. A second premise of the theory is that there are three areas in which interaction can be influenced: (1) the platform itself, (2) the audience, and (3) the relationship between the platform and the audience. Let us examine the possibilities of each in turn.

Interaction on the platform is at its lowest point with a single speaker or film. The amount of interaction can be moved up a notch by adding a chalkboard, flip chart, filmstrip, or some other visual aid for the speaker to use. Interaction can be increased another notch by adding one other person, so that two people are interacting in debate, dialogue, or interview. Maximum interaction can be achieved by introducing two or more people to the platform for a symposium, panel discussion, group interview, dramatic skit, or demonstration.

Interaction between the platform and the audience is at its first level up from passive with an invitation to the audience to ask questions of the speaker following the presentation. A still-higher level of interaction can be achieved by bringing representatives of the audience on to the platform to serve as "reaction" or "watchdog" teams. A reaction team is asked simply to listen to the presentation and then to give its reactions in a series of statements or through a panel discussion. A watchdog team is asked to listen for terminology or concepts it thinks members of the audience may not fully comprehend and to interrupt the presentation at any time to ask for clarification. To the extent that the people selected to serve on the teams are truly representative of the main characteristics of the audience (in terms of age, gender, special interests, occupations, and geography), to that extent will the audience psychologically identify with the interaction on the platform.

Interaction among members of the audience can be promoted in several ways. The audience can be asked to meet in small groups of from two to five or six without moving from their seats and perform several functions: (1) Before a presentation, they can be asked to take a few minutes to pool the questions or issues they would like the speaker to address and have one member summarize the result—thus, in effect, outlining the speech for the presenter; (2) before a presentation the audience can be asked to serve as "listening teams" according to the section of the room they are sitting in—one section to listen to the presentation for points requiring clarification (the clarification team), another for points with which they disagree (the rebuttal team), another for points they wish to have elaborated on (the elaboration team), and a fourth for problems of practical application they wish the speaker to address (the application team). After the presentation the teams are asked to "buzz" in groups of four or five to pool their thinking about the points they want raised, following which one member of each group gives a summary of its deliberations and the speaker responds to each item in turn, until time runs out or all items are discussed; (3) following a presentation, the audience can be asked to form buzz groups to discuss for a few minutes how they plan to apply one or more of the ideas contained in the presentation, with the results being summarized by one member of each group.

Occasionally ~~the speaker~~ ~~add a~~ ~~component~~ in the design, which I think of as "back-home application," but which in the literature is usually referred to as "transfer of training." I ask the participants to reflect for five minutes on their experience so far and to select one or two ideas they have picked up that they think they would like to try out in their back-home situations. After five minutes I ask them to form groups of four or five and take turns describing to other members of their group (1) the idea they would like to experiment with; (2) the steps they would take in applying it; and (3) any obstacles or resistances they anticipate encountering in putting it into effect. After a reasonable amount of time (depending upon the time available), I call them back to order and invite volunteers to present their plans to the total audience. After each presentation, I invite members of the audience to react to the plan and, particularly, to suggest strategies for dealing with the obstacle and resistances. During the last five minutes or so I add my own ideas about strategies for bringing about change.

- I.
- II.
- III.
- IV.

# ADULT LEARNING

September/October 1982  
Volume 4, Number 1

EXCERPTS FROM  
Applying Principles of Adult Learning in Conference Presentations  
Malcolm S. Knowles

## *Assumptions of Andragogical Model of Learning*

<i>About</i>	<i>Andragogical</i>
Need to know reason for learning something	Reason that makes sense to the learner
Concept of learner	Increasingly self-directing
Role of learner	Rich resource for learning by self & others
Readiness to learn	Develops from life tasks and problems
Orientation to learning	For immediate application
Motivation	By internal incentives, curiosity

Knowles, M.S. (1995)

## *Process Elements of Andragogical Model of Learning*

<i>Elements</i>	<i>Andragogical</i>
Preparation	Gain insight, understanding of what is to come
Climate	Relaxed, trusting, mutually respectful, informal, warm, collaborative, supportive, fun, openness, authenticity, humanness, and pleasure
Planning	Mutually by learners and facilitators
Diagnosis of needs	Mutual assessment by learners and facilitators
Setting of objectives	Mutual negotiation by learners and facilitators
Designing learning plans	Learning Contracts, Learning projects, Sequenced by readiness
Learning activities	Inquiry projects, Independent study, Experiential techniques
Evaluation	By learner-collected evidence validated by peers, facilitators, experts. Criterion-referenced

Knowles, M.S. (1995)



**3. Adult and Child Learning.**

Malcolm S. Knowles, a pioneer in adult education, was a person that believed in and promoted the 'break-through' trend that there is a difference between how children learn and how adults learn. In 1968, he made popular the idea of how a teacher could help adults learn more effectively. Following is how he graphically explained it. And he continues to be a standard-bearer on trends in adult learning.

The Assumptions and Process Elements of the Pedagogical and Andragogical Models of Learning

ASSUMPTIONS		
About	Pedagogical	Andragogical
Need to know the reason for learning something	Do what the teacher asks	A reason that makes sense to the learner
Concept of learner	Dependent personality	Increasingly self-directing
Role of learner	To be built on more than used as a resource	A rich resource for learning by self and others
Readiness to learn	Uniform by age-level and curriculum	Develops from life tasks and problems
Orientation to learning	Subject-centered	Task- or problem-centered
Motivation	By external rewards and punishment	By internal incentives, curiosity

PROCESS ELEMENTS		
Elements	Pedagogical	Andragogical
Preparation	Wait to be told in class the purpose	Gain insight understanding of what is to come
Climate	Tense, low trust, formal, cold, adult, authority-oriented, competitive, judgmental	Relaxed, trusting, mutually respectful, informal, warm, collaborative, supportive
Planning	Primarily by teacher	Mutually by learners and facilitators
Diagnosis of needs	Primarily by teacher	By mutual assessment
Setting of objectives	Primarily by teacher	By mutual negotiation
Designing learning plans	Teachers' content plans, Course syllabus, Logical sequence	Learning Contracts, Learning projects, Sequenced by readiness
Learning activities	Transmittal techniques, Assigned readings	Inquiry projects, Independent study, Experiential techniques
Evaluation	By teacher, Norm-referenced (on a curve), With grades	By learner-collected evidence validated by peers, facilitators, experts, criterion-referenced

## TEACHING ADULTS AND NON-TRADITIONAL VOCATIONAL STUDENTS

Dr. John A. Henschke

### Adult Education

### Conceptual Framework

### ANDRAGOGY: The Art and Science of Helping Adults Learn

#### Assumptions:

**Concept of the learner** – As adults, we have a deep psychological need to be self-directing—to be perceived by others and treated by others as able to take responsibility for ourselves. When we find ourselves in situations where we feel others imposing their wills on us without our participation in making decisions that affect us, we feel resentment and resistance. Educators of adult learners need to know and use the strategies that have been developed for helping adults to make a quick transition from seeing themselves as being dependent learners to becoming self-directed learners.

**Role of the learner's experience** – Adults enter into an educational activity with a greater volume and a different quality of experience than youths. The greater volume is obvious—the longer we live, the more experience we accumulate. The difference in quality of experience arises from the different roles adults and young people perform.

This difference in experience affects the planning and conducting of an educational activity. It means that adults are themselves the richest learning resource for one another for many kinds of learning. Hence, the greater emphasis in adult education is on such techniques as group discussion, simulation exercises, laboratory experiences, field experiences, problem-solving projects, and interactive media.

The differences in experience also assume greater heterogeneity in groups of adults. The range of experience in a group of adults of various ages will be greater than with a group of same-aged youths. Consequently, adult education emphasizes individualized learning plans, such as learning contracts.

**Readiness to learn** – Adults become ready to learn when they experience a need to know or be able to do something to perform more effectively in some aspect of their lives. Among the chief sources of readiness are the developmental tasks associated with moving from one stage of development to another. Any change—marriage, the birth of children, the loss of a job, divorce, the death of a friend or relative, or a change of residence—can trigger a readiness to learn. But we don't need to wait for readiness to develop naturally. We can induce readiness by exposing learners to more effective role models, engaging them in career planning, and providing them with diagnostic experiences to assess the gaps between where they are now and where they want and need to be in terms of their personal competencies.

**Orientation to learning** – Because adults are motivated to learn after they experience a need, they enter an educational activity with a life-, task-, or problem-centered orientation to learning. The chief implication of this assumption is the importance of organizing learning experiences (i.e., the curriculum) around life situations, rather than according to subject-matter units. For example, instead of calling courses Composition I, II, III, they might be labeled as Writing Better Business Letters, Writing for Pleasure and Profit, and Improving Your Professional Communications in an adult education program.

## TEACHING ADULTS AND NON-TRADITIONAL STUDENTS – page 2

**Motivation to learn** – Although the andragogical model acknowledges that adults will respond to some external motivators—for example, a chance for promotion, a change of jobs, or a change in technology—it proposes that the more potent motivators are internal—such benefits as self-esteem, recognition by peers, better quality of life, greater self-confidence, self-actualization, and so on. Adults may not be motivated to learn what we have to teach them. Consequently, educators of adults need to focus their efforts around how their subject matter relates to the internal motivators of adult learners that we just mentioned.

**Why learn something** – Adults have a need to know a reason that makes sense to them, as to why they should learn some particular thing—why they need to learn the subject matter the teacher has to teach them. Adults will expend considerable time and energy exploring what the benefits may be of their learning something, and what the costs may be of their not learning it before they are willing to invest time and energy in learning it. Therefore one of the first tasks of the educator of adults is to develop a “need to know” in the learners—to make a case for the value *in their life performance* of their learning what we have to offer. At the minimum, this case should be made through testimony from the experience of the teacher [who needs to become increasingly a facilitator of learning] or a successful practitioner; at the maximum, by providing real or simulated experiences through which the learners experience the benefits of knowing and the costs of not knowing. It is seldom convincing for them to be told by someone [like the professor] that it would be good for them.

There is a growing body of knowledge about how adults learn and a body of technology for facilitating learning, and this is changing the role of teacher/professor and requiring that he or she know things few professors/teachers know and probably none of his or her associates knows. In working with adult learners in educational contexts the professor must know, believe in and be skillful with *andragogy*—the art and science of helping adults learn—and how it differs from *pedagogy*—the art and science of teaching youth... This is the mark of a professional.

## Teaching Technologies

**Preparing the learners for the program/course** – A most common introduction to the participants is sharing the purpose, objectives, meeting time and place, potential benefits, the participatory nature of the learning design so the adult learners develop some realistic expectations about how they will be involved, and things to think about such as what special needs, questions, topics, and problems they hope will be dealt with.

The first question an andragog asks in constructing a process design, therefore, is “What procedures should I use to help prepare the adult learners to become actively involved in this course and to meet their expectations?”

**Setting the climate** – A climate conducive to learning is a prerequisite for effective learning. Two aspects of climate are important: physical and psychological.

**Physical climate** – The typical classroom setup, with chairs in rows and a lectern in front, is probably the one least conducive to learning that the fertile human brain could invent. It announces to anyone entering the room that the name of the game here is one-way transmission—the proper role for the students is to sit and listen to the professor. The effective educator of adults makes a point of getting to the classroom well before the learners arrive. If it is set up like a traditional classroom, consider moving the lectern to a corner and rearrange the chairs in one large circle or several small circles. If tables are available, place five or six at a table. A bright and cheerful classroom is a must.

## TEACHING ADULTS AND NON-TRADITIONAL STUDENTS – page 3

**Psychological climate** – Important as physical climate is, psychological climate is even more important. The following characteristics create a psychological climate conducive to learning:

- **A climate of mutual respect.** Adults are more open to learning when they feel respected. If they feel that they are being talked down to, ignored, or regarded as incapable, or that their experience is not being valued, then their energy is spent dealing with these feelings at the expense of learning.
- **A climate of collaboration.** Because of their earlier school experiences where competition for grades and the professor's / teacher's favor was the norm, adults tend to enter into any educational activity with rivalry toward fellow learners. Because peers are often the richest resources for learning, this competitiveness makes these resources inaccessible. There are climate-setting exercises that can be used to open courses which put the learners in to a sharing relationship from the beginning for this reason.
- **A climate of mutual trust.** People learn more from those they trust than from those they aren't sure they can trust. And here educators of adults [ones who seek to help adults learn] put in a position of teacher of adults, are at a disadvantage. Students in schools learn at an early age to regard teachers [and professors] with suspicion until teachers / professors prove themselves to be trustworthy. Why? For one thing, they have power over students; they are authorized to give grades, to determine who passes or fails, and they hand out punishments and rewards. For another thing, the institutions in which they work present them as authority figures. Professors will do well to present themselves as a human being rather than as an authority figure, to trust the people they work with and to gain their trust.
- **A climate of support.** People learn better when they feel supported rather than judged or threatened. Teachers of adult learners try to convey their desire to be supportive by demonstrating their acceptance of them with an unqualified positive regard, empathizing with their problems or worries, and defining their role as that of helper. It will help for professors to organize the learners into peer-support groups and coach them on how to support one another.
- **A climate of openness and authenticity.** When people feel free to say what they really think and feel, they are more willing to examine new ideas and risk new behaviors than when they feel defensive. If professors demonstrate openness and authenticity in their own behavior, this will be a model that the adult learner will want to adopt.
- **A climate of pleasure / fun.** Learning should be one of the most pleasant and gratifying experiences in life; it is, after all, the way people can achieve their full potential. Learning should be an adventure, spiced with the excitement of discovery. It should be fun. Dullness is the unacceptable part of the adult learners' previous educational experience, and the professor will improve the learning climate by making a lot of use of spontaneous [not canned] humor.
- **A climate of humanness.** Learning is a very human activity. The more people feel they are being treated as human beings, the more they are likely to learn. This means providing for human comfort—good lighting and ventilation, comfortable chairs, availability of refreshments, frequent breaks, and the like. It also means providing a caring, accepting, respecting, and helping social atmosphere.

TEACHING ADULTS AND NON-TRADITIONAL STUDENTS – page 4

The second question an andragog asks in constructing a process design is “What procedures should I use with this particular group to bring these climatic conditions into being?”

**Involving learners in mutual planning** – The andragogical process model emphasizes learners sharing the responsibility for planning learning activities with the facilitator. There is a basic law of human nature at work here: People tend to feel committed to any decision in proportion to the extent to which they have participated in making it. The reverse is even more true: People tend to feel uncommitted to the extent they feel that the decision or activity is being imposed on them without their having a chance to influence it.

The professor will increase learner commitment if they make clear they are coming in with a *process plan*—a set of procedures for involving them in determining the content of their study. Learners need the security of knowing that the professor has a plan, but even this process plan is open to their influence. It may be well to use teams of participants, with each team having responsibility for planning one unit of the course.

The third question the andragog answers in developing a process model, therefore, is “What procedures will I use to involve the learners in planning?”

**Diagnosing their own learning needs** – At the very simplest level, learners can share in small groups what they perceive their needs and interests to be regarding the acquisition of knowledge, understanding, skill, attitude, value and interest in a given content area of the course. One member of each group can volunteer to summarize the results of this discussion. This way, the learners will at least enter into the learning experience with some awareness of what they would like to get out of it. A learning need is not a need unless perceived so by the learner. It is possible to induce a deeper and more specific level of awareness by having learners engage in some of the new body of technology being developed for facilitating this process, with emphasis on such self-diagnostic procedures as in simulation exercises, assessment techniques, competency-based rating scales, and videotape feedback.

So the fourth set of questions the andragog asks in constructing a process design is “What procedures will I use in helping the participants diagnose their own learning needs?”

**Translating the learning needs into objectives** – Having diagnosed their learning needs, participants now face the task of translating them into learning objectives—positive statements of directions of growth. Some kinds of learning [such as identifying criteria for various steps in accomplishing a particular task] lend themselves to objectives stated as terminal behaviors that can be observed and measured. Others [such as decision-making ability] are so complex that they are better stated in terms of direction of improvement.

The fifth question the andragog asks is “What procedures can I use for helping involve the adult learner in translating their learning needs into learning objectives?”

**Designing a pattern of learning experiences** – Having formulated the learning objectives, the professor and the adult learner then have the mutual task of designing a plan for achieving them. This plan will include identifying the resources most relevant to each objective and the most effective strategies for utilizing these resources. Such a plan is likely to include a mix of total group experiences [including input by the professor], and subgroup [learning-teaching team] experiences, and individual learning projects. A key criterion for assessing the excellence of such a design is, “how deeply are the learners involved in the mutual process of designing a pattern of learning experiences?”

## TEACHING ADULTS AND NON-TRADITIONAL STUDENTS – page 5

So the sixth question the andragog asks is “What procedures can I use for involving the learners with me in designing a pattern of learning experiences?”

**Helping adult learners manage and carry out their learning plans** – Learning contracts are a most effective way to help learners structure and conduct their learning. Students [adult learners] contract with the professor to meet the requirements of the university courses in which they are enrolled. [Incidentally, even though there may be a number of nonnegotiable requirements in university courses, the means by which learners accomplish the required objectives can be highly individualized.] Students going out on a field experience, such as a practicum or internship, will contract with the professor and the field supervisor. Contracts may also specify how the learner is going to continue to learn on their own. Learning contracts are also used for continuing personal and professional development.

The seventh question that andragog asks is “What procedures can I use to make certain the learners are full engaged and involved with me in managing and carrying out their learning plan?”

**Evaluating the extent to which the learners have achieved their objectives** – In many situations institutional policies require some sort of “objective” (quantitative) measure of learning outcomes. However, the recent trend in evaluation research has been to place increasing emphasis on “subjective” (qualitative) evaluation—finding out what is really happening inside the learners and how differently they are performing in life. In any case, the andragogical model requires that the learners be actively involved in the process of evaluating their learning outcomes.

The eighth question, therefore, that the andragog asks is “What procedures can I use to involve the learners responsibly in evaluating the accomplishment of their learning objectives and meeting the course requirements?”

**By answering these eight sets of questions, the professor [the facilitator of adult learning] emerges with a *process design*—a set of procedures for facilitating the acquisition of the course content by the adult learner.**

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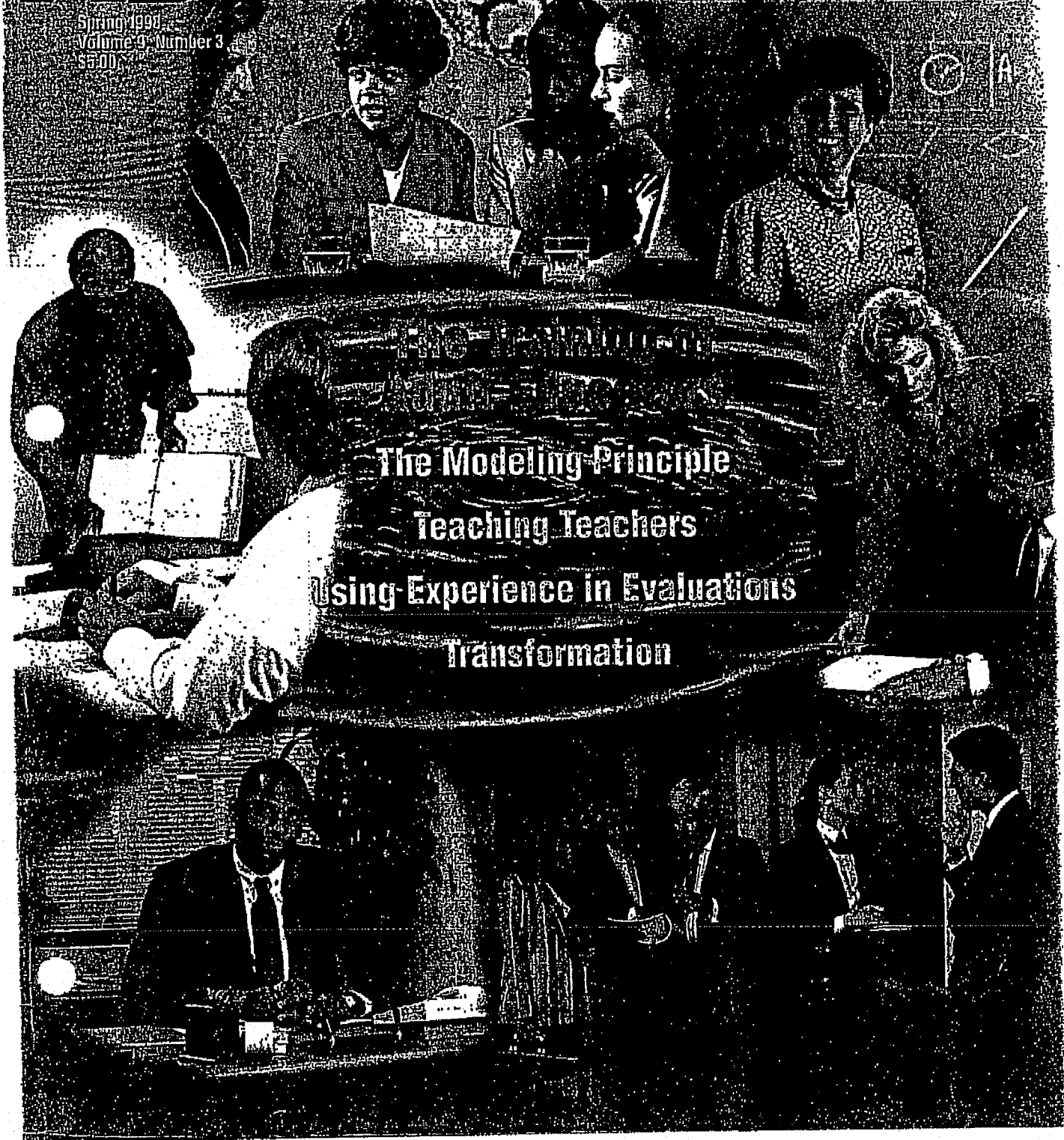
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The Modeling Principle  
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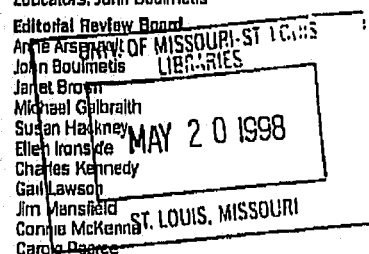
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THE TRAINING OF ADULT EDUCATORS

# Modeling the Preparation of Adult Educators

By John A. Henschke

# W

hen we say "adult educators," we may indicate a broader range of individuals than one would think upon first consid-

eration. If adult educators are people who "help adults learn," then their ranks must include: (1) leaders in voluntary associations; (2) executives, training officers, supervisors and foremen in corporations; (3) teachers, administrators and group leaders in various educational institutions; and (4) program directors, writers and editors in educational areas of mass media; as well as (5) professional adult educators who have been prepared specifically for this vocation and make it their permanent career.

Other than those in the last group, most of the "adult educators" mentioned above have had little or no formal instruction to prepare them to "help adults learn." Some may have attended a preparatory workshop designed to help them understand how to teach adults. Others may have studied a book such as Robinson's *Introduction to Helping Adults Learn and Change* or Renner's *Instructor's Survival Kit*, or any of a number of quick learn-as-you-go guides.

Available to all "adult educators" are graduate courses and formal master's and doctoral programs in adult education. There are also programs of preservice

training for adult educators; training for part-time instructional staff, paraprofessional instructors of adults and volunteers; and continuing education in the professions. There is training in organizations; training of consultants; training in business and industry; and training of human resources development specialists. All of these approaches feature one or more persons who conduct preparatory activities with emerging educators of adults.

### The Modeling Principle

Each of the above mentioned approaches to adult education has a unique validity. Yet I have observed, in almost a quarter of a century of preparing adult educators to help adults learn, that the validity of teaching ultimately derives from a single element: modeling.

Modeling, according to the dictionary, means providing an example worthy of imitation, a standard by which a thing can be measured. For an educator, that means exemplifying the lessons being taught. It means walking what you talk, not "Do as I say, not as I do."

If we look to ancient times, we may find Moses as a model prophet and law giver, Confucius as a model thinker, Abraham as a model of faith, Socrates as a model questioner, Jesus Christ as a model of forgiving

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love, and Tullius Cicero as a model of eloquent oratory. Their personal influence is still pervasive in our time.

If we review the history of our nation, we may find George Washington to be a model of prudence, integrity and patriotism; Thomas Jefferson to be a model of learnedness; Teddy Roosevelt to be a model of courage, and Abraham Lincoln to be a model of honesty and justice. And we can see how their modeling of these virtues has helped shape the world we live in—as clearly as we can see their images carved into Mt. Rushmore.

As adult educators, we are models. Students learn more from our actions than our words. They want to see if our actions match our words. With this in mind, if we believe that adults learn in a certain way, then it follows that we take it upon ourselves to model the conduct and attitude that demonstrate and support what we're trying to teach them.

A guiding principle and statement in the University of Missouri-St. Louis, School of Education is: "If I am not modeling what I am teaching, I am teaching something else." One could also say: "If I am modeling what I am teaching, I am teaching what I am modeling." This principle is much like that of the Zaddik Rabbi, who says the personality of the teacher takes the place of the teaching—she or he is the teaching. For us, whose task is to help other adults learn, it means risking being ourselves, trusting our feelings and acting on them, thereby engaging a like commitment from our students.

### An Outline for Modeling

There are certain ingredients that go into the making of a model. Understanding each of these ingredients can help us in our practice of modeling in the preparation of adult educators.

*Andragogy.* One ingredient is the theory of andragogy—the art and science of helping adults learn. Its primary principle is the desire, potential and ability for self-directedness on the part of the learner. Other principles include: perceiving the learner's

experience as a resource for learning, seeing developmental tasks of social roles as crucial in activating the need and readiness for learning, learners need a situation-centered or problem-centered orientation to learning, understanding that motivation of adult learners is internal rather than merely external, and learners need a valid reason why they need to learn something to appreciate its importance.



**As adult educators, we are models.  
Students learn more from our  
actions than our words. They want to  
see if our actions match our words.**



I experienced these principles of andragogy in my studies at Boston University with Malcolm Knowles, who popularized the theory in the United States and has now passed the torch of leadership (modeling) in adult education to our generation. I've heard people say that Malcolm provided a set of injunctions from which we will gain benefit if we follow them, and that if a teacher has some notion of what Knowles is talking about, both learner and teacher will greatly benefit in a learning situation.

I have implemented these principles of andragogy in my own teaching of adult education and in working with master's and doctoral students at University of Missouri-St. Louis. Teaching the way I was taught has worked well for me, as I have seen many adult educators blossom and flourish in their research and practice.

Eduard Lindeman said that andragogy is the true method by which adults keep themselves intelligent about the modern world, and that its use would make a qualitative difference in the life of our time. He further

asserted the practical nature of andragogy: theory becomes fact, and words become responsible acts and accountable deeds.

*Attitude.* A second ingredient is attitude. Someone said that if andragogy is used only as a method for conducting learning activities, it may become mechanical and lose its dynamism. Andragogy is more than mere method; it is an attitude of mind and heart, and it becomes a transforming power and positive influence in modeling the preparation of adult educators. An attitude of caring for the learner as a valuable, unique person, and of helping the learner to accomplish his or her educational goals, is essential for an adult educator; it is like the warp and woof of an exquisitely beautiful cloth weaving.

*Congruence.* A third ingredient is congruence. In mathematics, if two numbers give the same remainder when divided by a given value, they are said to be congruent. In adult education, if we apply our andragogical principles consistently, we will achieve congruence with learners in the form of a mutual agreement of voluntary conformity. For that to happen, we must have congruence between theory and practice, even though we may think that's not very scholarly. Congruence of theory and practice need to be like two geometric figures exactly superimposed on one another, or like an architectural plan for a building and the actual building.

*Trust.* A fourth ingredient is trust. To be effective, an adult educator needs to have trust in the ability and potential of learners (emerging adult educators) to understand the learning process and make the right choices. Trust takes the form of:

- Purposefully communicating to learners that they are each uniquely important;
- Believing learners know what their goals, dreams and realities are like;
- Expressing confidence that learners will develop the skills they need;
- Prizing the learners to learn what is needed;
- Feeling learners' need to be aware of and communicate their thoughts and feelings;

- Enabling learners to evaluate their own progress in learning;
- Hearing learners indicate what their learning needs are;
- Engaging learners in clarifying their own aspirations;
- Developing a supportive relationship with learners;
- Experiencing unconditional positive regard for learners; and
- Respecting the dignity and integrity of learners.

The adult educator must initiate trust with learners. If he or she effectively models the principles of adult education, learners have a golden opportunity to become great adult educators themselves. If trusted, the learners may learn something, which otherwise, they would have learned less well, more slowly, or not at all. A lack of trust seriously hampers the learning process.



### The adult educator must initiate trust with learners.



#### Building blocks

I like to encourage emerging adult educators to focus on five building blocks: (1) beliefs and notions about adults as learners; (2) perceptions concerning the qualities of effective teachers/facilitators; (3) phases and sequences of learning process (theory of how learning takes place); (4) teaching tips and learning techniques; and, (5) implementation of the prepared plan. Modeling—*andragogy, attitude, congruence, and trust*—while using these building blocks, helps to move the preparation of adult educators full circle from concept to reality.

#### Summary

You may wish to incorporate other ingredients as part of modeling the preparation of adult educators—based on your experience, someone else's experience, or an interesting theory you've heard. In any case, my observations tell me that the aforementioned ingredients—*andragogy, attitude, congruence, and trust*—are basic considerations. I have found that it is possible to be yourself and to be congruent in a university setting without sacrificing academic quality or rigor. I have found this to be true in varying time-frames within non-academic settings as well, meaning that all people who "help adults learn"—not just professional adult educators—can use the modeling principle in the preparation of adult educators.

I agree with an adult educator friend of mine who said that if we model this thing we are talking about, we are going to get it right yet.

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from TELEVISION AND ADULT LITERACY, a Ford Foundation report



# **MATERIALS & METHODS**

**In Adult  
and Continuing Education**

**INTERNATIONAL — ILLITERACY**

*Editor*

**CHESTER KLEVINS**

**TRAINING TEACHERS OF ADULTS.....414**

**John A. Henschke**

**KLEVENS PUBLICATIONS Inc.  
Los Angeles**

# Training Teachers of Adults

1. Beliefs and notions about adult learners.
2. Perceptions concerning qualities of effective teachers.
3. Phases and sequences of the learning process.
4. Teaching tips and learning techniques.
5. Implementing the prepared plan.

The best results will be attained by making improvements on each building block as it applies to a specific teaching situation. Each step taken will lead to some improvement. The more steps that are taken, the more improvement will result.

John A. Henschke

Associate Professor Adult Education  
University of Missouri-St. Louis

The adult continuing education literature and popular belief suggest that competence in subject matter has traditionally served as a sufficient qualification for individuals who teach adults. For most educators and trainers in programs serving adults, neither adult teaching experience nor formal preparation for teaching the adult learner is a requirement for obtaining a position. Many of the institutions conducting adult education programs have no requirement for teachers other than knowledge of the content of the subject to be taught. It is assumed by many that if one knows the content or subject matter, competence in teaching it to other adults is automatically included in that knowing.

*Results of this process of teacher assignment has often led to dropouts in a wide variety of programs.* While it cannot be assumed that everything lacking in a learning experience points to the teacher, teacher performance obviously has some responsibility.

The number of adults involved in learning experiences of one kind or another has recently risen exponentially: currently, 23 million Americans — 10 million more than 15 years ago. It is also known that adults as consumers of education or learning have become increasingly sophisticated in their knowledge of what constitutes good teachers. Furthermore, adults are for the most part voluntary learners and will disappear if their needs as determined by themselves, are not met in that educational or training program. In addition, even those adults who are required by some boss or employer to remain for whatever reason, will have psychologically "checked out" of the learning experience if their perceived learning needs are not met. Today's rapidly changing, technologically oriented society has created a need for teachers and trainers whose outlook reflects understanding and concern for the unique needs of the adult learner.

Many institutions have not been willing to insist that a teacher must become equipped for teaching adults by participating in a systematic training program; nor have they provided the opportunity for those teachers who would become involved willingly. This chapter is designed primarily to assist the non-experienced teacher of adults and, also, will be useful to those who have some experience and training in the field.

There are five important building blocks of a systematic training program for non-experienced teachers of adults:

## I. BELIEFS AND NOTIONS ABOUT ADULT LEARNERS

The first building block seems to be a reflective starting point for the teacher. Who is this learner we call an adult? Many definitions are in current usage. The following descriptors adapted from the works of Malcolm S. Knowles<sup>6</sup> and Frank Hoffman<sup>7</sup> would seem to characterize the notion of the adult as a learner.

First, the adult learner has a concept of self that has the potential and desire for increasing self-direction which is interdependent and not in isolation. This means that in the learning situation the adult:

1. Accepts and loves responsibility.
2. Oriented toward the future.
3. Values initiative.
4. Opens to opportunities.
5. Solves problems.
7. Context
8. Ideology

The key for the teacher is to design programs to take advantage of the learner's potential and desire for increasing interdependent self-direction.

Second, as an adult learns, grows, and develops, he or she builds an increasing reservoir of experience. This experience becomes a vast resource to draw on for helping others to learn as well as advancing one's own learning. Thus, structuring the learning situation to take advantage of those resources should at least help to:

1. Create positive attitudes in the learner toward the instructor, one's self as a learner, the subject and learning situation, expectancy for success.
2. Relate the instruction to the learner's needs.
3. Increase stimulation of the learner's attention, awareness, interest, involvement, and interaction.
4. Encourage, optimize and integrate learner emotion.
5. Achieve the learner's progress toward self-chosen goals.
6. Reinforce learner participation, positive changes and continuous learning.

## II. PERCEPTIONS CONCERNING QUALITIES OF EFFECTIVE TEACHERS

The second building block focuses upon the teacher. It is self-diagnostic. What are qualities of effective teachers? How do I measure up? Where do I need improvement? How will I accomplish that improvement? From David W. Cochran<sup>8</sup> and many other sources comes an overall picture of the abilities and qualities teachers need to help assure satisfactory learning by the learners.

### QUALITIES OF AN EFFECTIVE TEACHER

1. Interest in the Students and the Subject Being Studied. Students are quick at determining how interested teachers are in them and the subject being taught. You can't have one to the exclusion of the other. Effective teachers demonstrate sincere concern and interest in their students' progress and well-being.
2. Ability to Communicate Well. Communication is the act of helping others learn concepts, skills and attitudes. Teachers communicate by speaking, listening and writing. Communication includes presenting material in a clear and straightforward manner using language and written materials geared to learners' comprehension levels. Since learning is an active process, communication methods used must actively engage students.
3. Good Knowledge of the Subject. Successful teachers and trainers have a thorough and comprehensive knowledge of the subject they are teaching. The expectation of students is that the teacher will be able to respond to their questions and help them develop their areas of interest. However, when challenged by a question, the teacher of adults needs to admit to not knowing the answer as well as expressing willingness to work with the student to find the answer.
3. Prepared to Teach the Lesson. Good teaching and good planning go hand in hand. Planning requires an investment of time. It should be a joint venture done with students so that their needs are addressed. The basic ingredients of planning are establishing goals, selecting techniques and materials to achieve these goals, and evaluating to see if the goals have been met.
4. Enthusiastic. Enthusiasm is catching. If one is deeply interested in a group of ideas, a set of facts, or a type of work, one is also more likely to get others interested. Enthusiasm is the natural celebration of the joy of learning a new bit of knowledge or a new skill. Students love enthusiastic teachers, and will as a result get "steamed up" about learning. It affords them the opportunity to explore new ideas and expand themselves in new directions with the support of a knowledgeable and exciting teacher.

Other qualities of an effective teacher would certainly include: Desire to Instruct, A Sense of Humor, Being Flexible, Fact, Patience, Using a Variety of Teaching Techniques, Sensitivity and Courtesy.

Using Figure 1, "map out" plans to make the improvements needed in your teaching practice.

### III. PHASES AND SEQUENCES OF THE LEARNING PROCESS.

The third building block for equipping non-experienced teachers of adults is to focus on the various phases and sequential steps in the learning process. When learning is viewed as a learner merely absorbing a body of information, then teaching becomes the vehicle for "throwing" or "spraying" as much information as possible at the learner. However, when learning is understood as a process which has a number of manageable steps in which the learner becomes deeply involved, then teaching becomes the vehicle and road map for helping the

To What Extent, in my teaching, do I:	What Will I Do To Make the Improvements I Want?			
Scale	0	1	2	3 4
Slow interest	Lo			Hi
Communicate well	0	1	2 3 4	
Possess Knowledge	Lo			Hi
Prepare Plans	0	1	2 3 4	
Exhibit Enthusiasm	Lo			Hi

1. Place a "p" indicating present level on each item;  
 2. Place a "D" indicating desired level of performance on each item; and,  
 3. Develop a professional development plan on what you will do to move yourself from present level to desired level on each item. (List in space provided at right above.)

FIGURE 1

learner internalize, develop, practice, and refine proficiency in the application and use of that knowledge.

An interesting model which Cochran<sup>1</sup> has suggested is that the teacher keep the learners yearning, learning, earning, and returning. This means that the teacher needs to be a guide and:

1. Provide that for which the learner's Yearn, such as: new and advanced parts of the subject; developing a spirit of inquiry; another expert resource on the topic; reading and studying outside; being helped to find out answers to their questions.
2. Provide that which will help the learner's Learn, such as: incremental parts of the subject; using time well; classroom group involvement; being well prepared.
3. Provide that which will help the learners Earn.  
 Success  
 Confidence  
 Interest



4. Provide that which will cause the learners to Return.
    - For enthusiasm. For finding sincere teacher interest.
    - For moving forward. For experiencing affirmation.
    - For sharing their learnings and progress.
- Another way to look at the *learning process* may be portrayed through an adaptation of Gene Custer.<sup>2</sup>
1. Determine the content to be included.
    - Identify specific knowledge and skills to be taught.
    - Know who will be in the program.
    - Determine present level of performance.
    - Establish objectives.
    - Design performance test.
    - Determine learning techniques to be used.
  2. Look at the task and the way results are achieved.
    - Determine learner's orientation — visual, auditory/verbal or physical.
    - Determine whether information is processed, learned, and applied, systematically or intuitively.
    - Determine whether learner motivation is low or high.
    - Select media and techniques.
    - Determine how to use the media and techniques.
  3. Organize and develop the training presentation.
    - Organize and develop handouts.
    - Develop plan for delivery.
  4. Deliver the presentation.
    - Practice and time your presentation.
    - Do a pilot presentation.
    - Evaluate outcomes.
    - Save final materials for later use.

#### IV. TEACHING TIPS AND LEARNING TECHNIQUES.

The fourth building block for equipping non-experienced teachers is to make them aware that there are a multiplicity of teaching techniques and tips that will breathe life into a learning experience for participants. Some of the more familiar presentation techniques would be the lecture, reading, slides, audiocassette, motion picture, and demonstration. Certainly each of these approaches could be enhanced given a little thought. The lecture is the most frequently used technique for disseminating knowledge. It is a one-way organized communication of information by a resource person. To increase the interaction and enrich the internalizing of the information presented, listening groups could be formed before the lecture. Their purpose would be to listen to the lecture for things: (1) they wish clarified, (2) they want to take issue with, (3) they want to have elaborated, and (4) problems of practical application. After the lecture each group gets together to develop their questions. Then the lecturer responds to each question raised. Buzz groups of four to six people could also be formed to discuss particular issues

or ideas raised in a lecture by a resource person. Lectures could also be accompanied by overhead visuals, flip charts, filmstrips or newsprint to help learners grasp the information.

A motion picture and slides present information to participants through the ear and eye. Its message and purpose can be advanced by discussing in small groups of four or five people the meaning, application, and use in various situations and then sharing insights with the larger group. Another approach would be for the teacher to prepare specific questions to be discussed in small groups following the film.

Assigned or suggested reading material that is essential to developing understanding of an idea must be accessible and at a reading level the learner is able to comprehend. It is unrealistic to expect that the material will be read outside of class. Hence, a crisp printed outline of the main ideas or a series of questions for which this material may provide answers, could improve the process of learning.

Audiocassettes have the advantage of being able to be listened to many times for a lecture message. If one has a cassette player, time that is otherwise spent listening to the radio or just in silence could be used to listen. As with the reading material suggestions above, a copy of the outline or appropriate probing questions should be advantageous to the learner.

A demonstration has the instructor verbally explaining and performing step-by-step, an act, procedure or process. One caution is that the instructor should make sure the participants can see as well as hear all that goes on.

Other techniques are group discussion which would have ten to twenty people discussing a problem for a fifteen to twenty minute period. Huddle groups of two or three people could discuss for a few minutes an issue raised.

A case study brings a small group of people together to analyze and solve a problem or a case situation. A simulation has the learners acquire skills in a setting that simulates the real settling where skills are required. A role play becomes an impromptu dramatization of a problem or a situation, followed by discussion. A teaching/learning team is a group of three to six people working cooperatively to teach and help others develop knowledge and skills.

Many more techniques are available and explained in the expanding adult education literature. In designing a learning experience, a variety of techniques need to be included that will enhance the interest and excitement of the adult learners as well as improve their knowledge, skill and attitude.

A quick way to determine the usefulness of any techniques for use in one's teaching practice would be to use Figure 2.

#### V. IMPLEMENTING THE PREPARED PLAN

The fifth building block for equipping non-experienced teachers of adults is the final step of conducting a program.

This is a most crucial part of the process. It seems that this step cannot be directly taught. It is not readily articulated, openly expressed or stated. It is unspecifiable. It is what Dirk<sup>3</sup> refers to as "The Tacit Dimension of Practical Knowledge."

Techniques I Would Like to Use	Yes	No	Purpose For Which I Would Use This Technique
1. Lecture			
2. Listening Groups			
3. Buzz Groups			
4. Motion Picture and Slides			
5. Reading			
6. Audiocassettes			
7. Demonstration			
8. Group Discussion			
9. Huddle Group			
10. Case Study			
11. Simulation			
12. Teaching/Learning Team			

FIGURE 2

This is like an integration of the explicit and objective subject matter knowledge of one's practice into the personal constructions and performances of one's work. It is the developing of an intuition of what needs to be done in this specific situation to take the next step which will carry the learning forward. It is as though attitude is of utmost importance — attitude toward one's self, toward the great potential of adults as learners, the opportunity of being involved in turning the light on in their eyes.

- An attitude of being open to ideas that are different from those in the design.
- An attitude of caring and showing it.
- An attitude of treating adults as individual adults who are unique.
- An attitude of supportiveness toward learners.
- An attitude of considering the learning process as important.

Implementation is the creation of a climate which nurtures the seeds of adult learning into a glorious flower that flourishes. It is practical intelligence, practical reasoning, practice of the art of teaching adults which is different from talking about the rules of adult education. It is not just talking about adult education. It is doing adult education and doing it well. This comes from following our inner sense, honing the skill, and practice, practice, practice, until it is refined like a costly and precious gem.

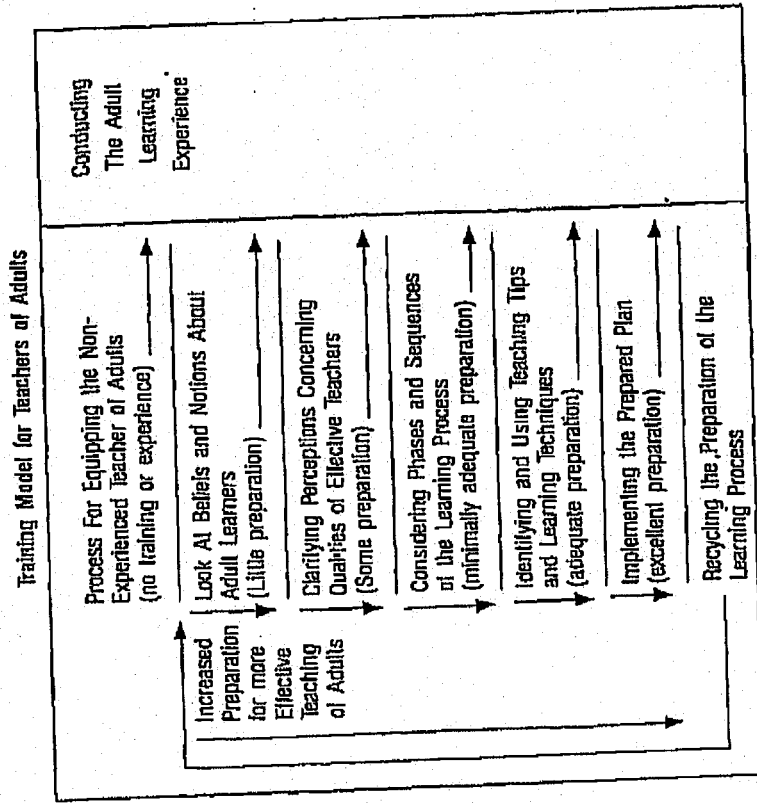


FIGURE 3

SUMMARY

The expansive growth of adult and continuing education has brought with it many teachers who have subject matter expertise but have not background, training or experience in teaching adults. Although there are many of these people who are naturally successful in teaching adults, others may need assistance in becoming equipped for effective teaching in an adult learning setting. Five important building blocks for beginning to equip non-experienced teachers of adults. (1) looking at beliefs and notions about adult learners; (2) clarifying perceptions concerning qualities of effective teachers; (3) considering phases and sequences of the learning process; (4) identifying and using good teaching tips and learning techniques; and, (5) implementing the prepared plan. Certainly there is not only one way to accomplish this task, however, this is an outline of one way to begin this important work.

QUESTIONS AND EXERCISES

1. When you begin your next adult education class what procedures will you use to establish a climate of mutual respect, cooperation rather than competition, informality, supportiveness, warmth of relationship with you, etc.?
2. Prepare for your next adult learning program an outline of how you will engage students in examining, clarifying, and influencing the objectives of the course.
  - Acquaint them with your plan of work for the course and their responsibilities in it
  - Help them prepare to carry the responsibilities you expect of them.
  - Make them aware of the material and human resources available for accomplishing their objectives
3. It has been suggested that ninety-five percent of the teacher's preparation for teaching a course should be devoted to the procedures and only five percent on the content of the course. Do you agree or disagree? Explain why you agree or disagree Refer to Figure 3.

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# **Create an Atmosphere of Trust Wherever We Are**

## **Trust in the Corporate System Utterly Important in HCM**

- Trust – A theme that emerges throughout the change research
- General climate and ambiance of trust in a corporation brings positive results
- Formal leaders having personal credibility are trusted

## **Trust in the Corporate System Utterly Important in HCM (continued)**

- Trust takes time to build day by day
- Trust is a solid and dynamic foundation for building and maintaining a corporation
- Meeting these conditions will result in:
  - Supporting directions of growth in people, and the
  - Corporation reaping great benefits.

## **Trust in Adult Learners Takes the Form of:**

- 1. Purposefully  
Communicating to  
Learners that They  
Are Each Uniquely  
Important***

**Trust in Adult Learners  
Takes the Form of:**

**2. *Believing Learners  
Know What Their  
Goals, Dreams and  
Realities are Like.***

**Trust in Adult Learners  
Takes the Form of:**

**3. *Expressing  
Confidence That  
Learners Will  
Develop the Skills  
They Need.***

**Trust in Adult Learners  
Takes the Form of:**

- 4. Prizing the Learners to  
Learn What is  
Needed.*

**Trust in Adult Learners  
Takes the Form of:**

- 5. Feeling Learners'  
Need to Be Aware of  
and Communicate  
Their Thoughts and  
Feelings.*

**Trust in Adult Learners  
Takes the Form of:**

**6. *Enabling Learners to  
Evaluate Their Own  
Progress in Learning.***

**Trust in Adult Learners  
Takes the Form of:**

**7. *Hearing Learners  
Indicate What Their  
Learning Needs Are.***



**Trust in Adult Learners  
Takes the Form of:**

- 8. *Engaging Learners in Clarifying Their Own Aspirations.***

**Trust in Adult Learners  
Takes the Form of:**

- 9. *Developing a Supportive Relationship with Learners.***

**Trust in Adult Learners  
Takes the Form of:**

***10. Experiencing  
Unconditional  
Positive Regard  
for Learners.***

**Trust in Adult Learners  
Takes the Form of:**

***11. Respecting the  
Dignity and  
Integrity of  
Learners.***

# The Foundation of Trust: Credibility Cores

## 1. Integrity –

- \* *Congruence*
- \* *Humility*
- \* *Courage*

# The Foundation of Trust: Credibility Cores

## 2. Intent –

- \* *Motive*
- \* *Agenda*
- \* *Behavior*

## The Foundation of Trust: Credibility Cores

### 3. Capabilities –

- \* Talents
- \* Attitudes
- \* Skills
- \* Knowledge
- \* Style

## The Foundation of Trust: Credibility Cores

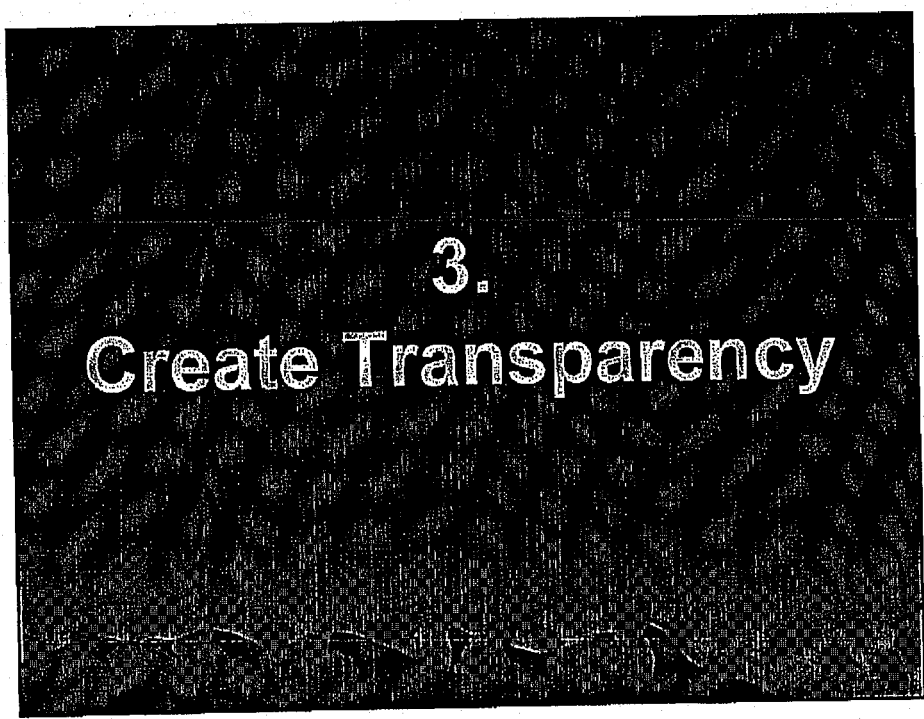
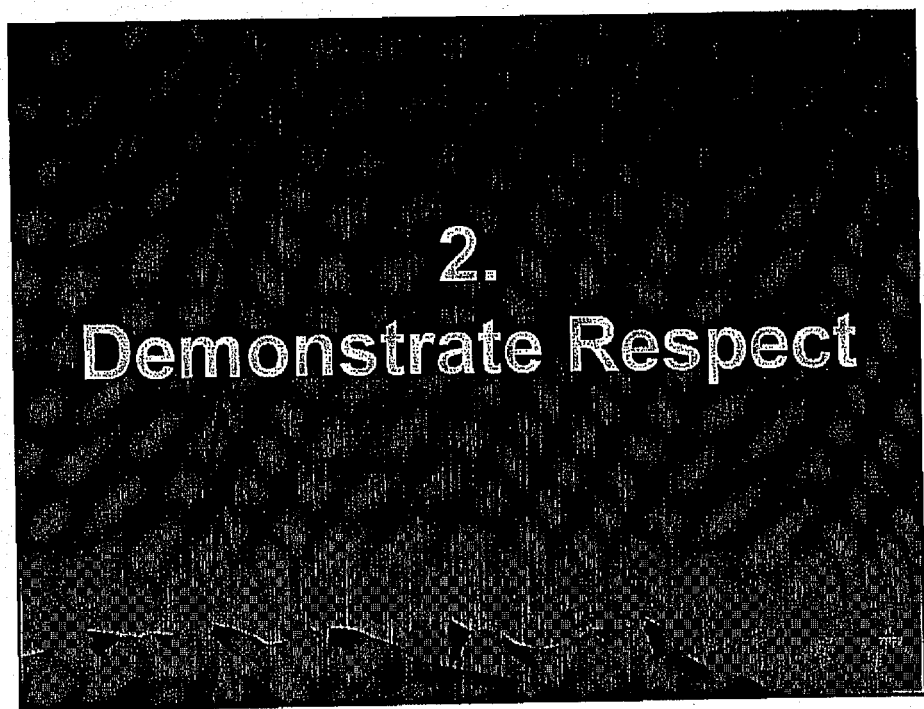
### 4. Results –

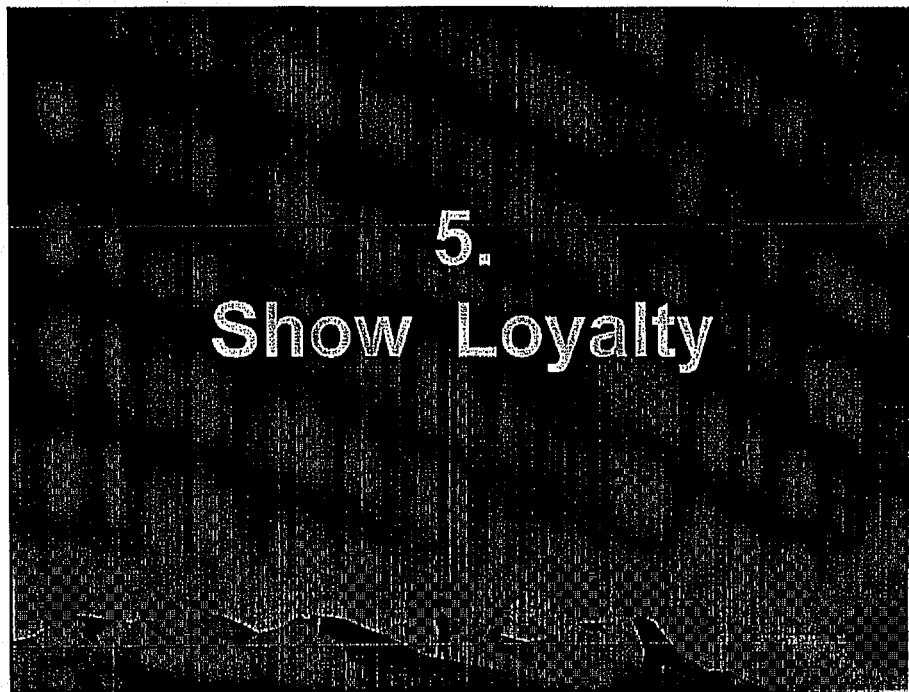
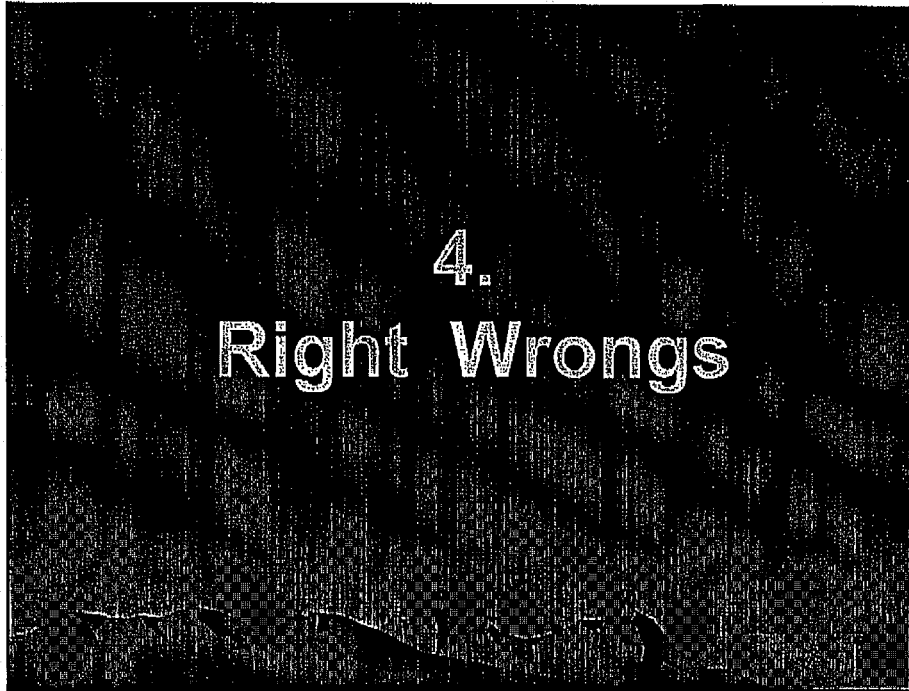
- \* Past, Present, Future
- \* Take Responsibility
- \* Expect to Win
- \* Finish Strong

# Behaviors in Trust

1. Talk Straight
2. Demonstrate Respect
3. Create Transparency
4. Right Wrongs
5. Show Loyalty
6. Deliver Results
7. Clarify Expectations
8. Get Better
9. Confront Reality
10. Clarify Expectations
11. Practice Accountability
12. Listen First
13. Keep Commitments
14. Extend Trust

# 1. Talk Straight

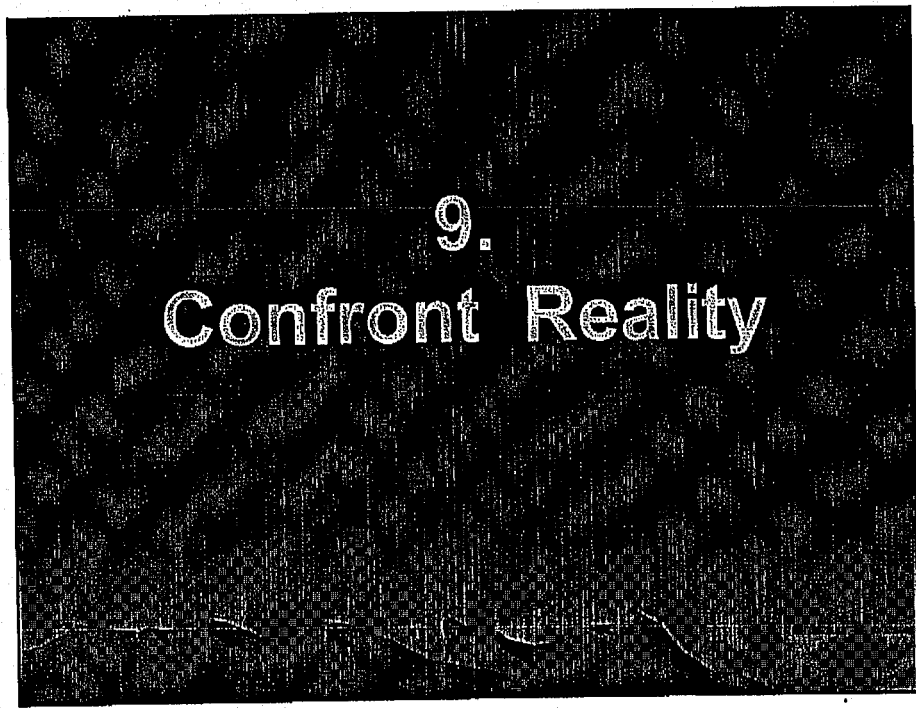




**6.**  
**Deliver Results**

**7.**  
***Clarify Expectations***





10.  
Practice Accountability

11.  
Clarify Expectations

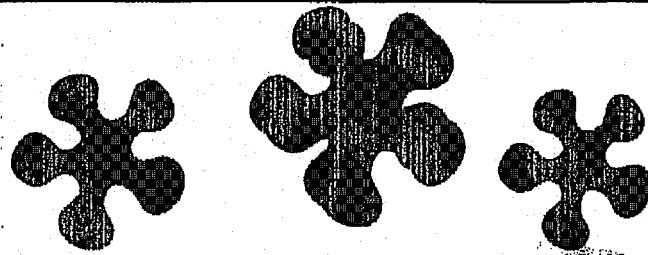


**14.  
Extend Trust**

***The One Thing That  
Changes Everything***

*As You Are Thinking About the Adults  
You Will Teach, What Would / Do You  
Consider to Be Their:*

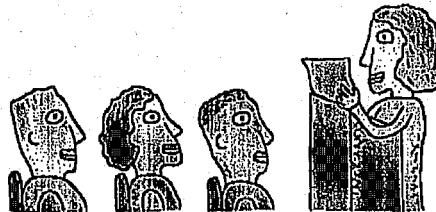
- **Immediate concerns**
- **Low self-concept**
- **Different value systems**
- **Use of defense mechanisms**
- **Sensitivity to non-verbal communication**



*Techniques for  
Teaching to Learner  
Characteristics*

*Immediate Concerns*

- Use realistic problems
- Use adult-oriented material
- Use concrete situations



## *Low Self-Concept*

- **Respect the learner**
- **Involve learner in planning & decisions**
- **Tap learner's experiences**



## *Different Value Systems*

- **Relate education to life**
- **Direct plans of work to skills of learner**
- **Encourage discussions around value shifts**
- **Make no moral judgments**



### *Use of Defense Mechanisms*

- Allay learner's excuses without attacking
- Emphasize importance of goal-seeking
- Encourage learners to become constructive
- Accept learners patterns of self-protection



### *Sensitivity to Non-Verbal Communication*

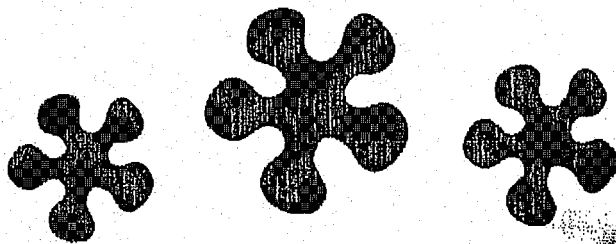
- Be alert for clues about learner's feelings
- Respond positively to learner non-verbals
- Avoid negative responses to learners





*As You Are Readying Yourself to Teach  
Adults, What Techniques Would / Do You  
Use to Address Their Additional Learner  
Characteristics of*

- **Alienation**
- **Reticence & Lack of Self-Confidence**
- **Hostility & Anxiety Toward Authority**
- **Fear of School, Failure & Change**
- **Limitations from Deprived Home Life**
- **Cultural Exclusion**



*Techniques for  
Teaching to  
Additional Learner  
Characteristics*

### *Hostility and Anxiety Toward Authority*

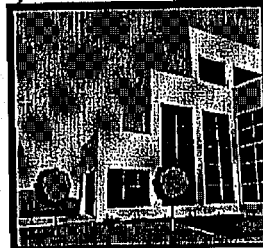
- **Project yourself as a friend or guide**
- **Be genuinely honest**
- **Express a warm regard for each person**
- **Dress conservatively**
- **Allow controversy in group discussions**
- **Speak in conversational tone**

### *Fear of School, Failure & Change*

- **Seating, responses & homework voluntary**
- **Teach good study habits**
- **Encourage interaction**
- **Set a warm, informal, relaxed atmosphere**
- **Reassure learners in small successes**

## *Limitations From Deprived Home Life*

- Encourage learners to overcome handicaps
- Emphasize quiet, comfortable place to study
- Have learners use supplementary aids
- Expand use of library, agencies, etc.



## *Cultural Exclusion*

- Link learner's with cultural enrichment
- Identify schedules of community activities
- Invite University Outreach & Extension faculty to address expressed needs
- Schedule field trips with learners



## ***What (or Who) is a Difficult Participant?***

- **It is *NOT* a person:**
  - who can't learn,
  - who doesn't want to learn, or
  - who in some way is trying to disrupt the presentation
- **It *IS* a person:**
  - who has something *keeping* them from learning

## ***Latecomers***

- |                                 |                                |
|---------------------------------|--------------------------------|
| • <b>Room arrangement</b>       | • <b>Shorter breaks</b>        |
| • <b>Start on time</b>          | • <b>Use curiosity</b>         |
| • <b>Thank participants</b>     | • <b>Offer an incentive</b>    |
| • <b>Value added activities</b> | • <b>Integrating latecomer</b> |

### ***Domineering***

- **Small groups**
- **Physical proximity**
- **Use tokens**
- **Ask someone else**
- **Throw body block**
- **Exploit pauses**
- **Bridge to another**
- **Shift eye contact**

### ***Know-it-alls***

- **Acknowledge expertise**
- **Enlist help**
- **Consider mentoring**

### *Skeptics*

- **Use practical examples**
- **Make skeptic address specific doubts**
- **Diffuse negative energy**

### *Socializers*

- **Use small groups**
- **Ask if there is a question**
- **Decrease your voice's volume**
- **Ask them to share**

*Bored*

- **Change the pace**
- **Maintain a benefit-based approach**
- **Remain intensely practical**

*Confused*

- **Present the agenda**
- **Review class activities**

## *Sleepers*

- **Group activities**
- **Vary voice**
- **Refreshments**
- **Breaks**

## *Evaluation of Workshop*

- **What did you like the best?**
- **How could we have improved the workshop?**
- **What is the most important thing you learned?**
- **How can you use what you learned?**
- **As a result of this workshop I will.....**



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## The Dynamic of a Living Lecture in Career and Technical Education

### Abstract

*This chapter introduces the lecture as a long standard learning technique. The background is provided with the extensive value and scope, including the elements of good lectures. Weakness of the lecture centers around its being overused and/or misused. Strengths of the lecture include its familiarity, well accepted, and provides much information in a short period of time. A theoretical context is provided for maximizing the benefit of a lecture, which includes: guiding questions for use; a foundational learning theory; stressing engagement and interaction as integral; and, a large group theory to heighten engagement and interaction. Actually coupling listening teams (clarification, rebuttal, elaboration, application) with the lecture will make the lecture dynamic and vibrant. Fifteen additional groupings with varying purposes may be used to enhance the lecture with further engagement and interaction. Future trends will see stronger emphasis on including other supportive learning techniques in conjunction with the lecture to enhance its value and benefit.*

### Introduction

The lecture is one of the oldest and most direct learning/teaching educational techniques. Thus, since it has been so universally used, it has almost acquired a hallowed distinction of importance. Its use in career and technical education may have influenced it to approach becoming considered as sacred. The long period of time of its life has influenced many people to confuse lecturing and learning/teaching as being synonymous.

A lecture, as the etymology of the word suggests, was originally a reading, especially a reading aloud. In modern usage it has been extended to a formal oral exposition of a topic (Griffith, 1973). The lecture is used to present a lot of information on a topic/subject, and its greatest value is probably one of the most efficient ways for providing a large number of facts in a short period of time.

In adult education, however, the lecture is coming to be less depended upon as skill is gained in other learning and teaching techniques that involve a greater degree of active participation by students. It is helpful in introducing subjects that are new, in summarizing the literature of any given field, in recapping the work acquired during a course, and in integrating diverse materials, ideas, along with concepts into an orderly system of thought.

From a different point of view, the lecture is largely a one-way process of communication from teacher to participant. It does not allow for much interaction between students and teacher, and among the students. Although not in a specific sense, but in a general sense it takes into account the needs, interests, and feelings of individuals. The lecture has its pros and cons, has some value, but by itself can go only so far in accomplishing the educational result that may be hoped for by the lecturer and the participants.

The objectives of this chapter are: To set forth the value and scope of the lecture as it has been used throughout its long life; to present some of the weaknesses and strengths of the lecture; and, to provide a theoretical context for the why and how the lecture needs to be used to maximize its benefit; and, to articulate how the lecture may become dynamic and brought to life vibrantly as it is creatively combined with other educational methods, formats, techniques, sub-techniques, and devices.

### **Background**

Lectures go way back in history as a means to deliver volumes of information, but the results have been questionable as to how much of that information is retained and internalized. It has had some very important aspects as to its scope and value. Knowles (1950) indicates that a good lecture has the following characteristics. It is well organized, with ideas developed in logical sequence. When a generalization is made, an illustration drawn from familiar experiences of participants is included. The sequence starts with simpler materials and moves to the increasingly complex. Present material is to be related to past and future material. Main points are listed, enlarged upon in turn, and next are reviewed. At the end, the main points and ideas are summarized and it is completed with a summary with conclusions being drawn.

### *Value and Scope of the Lecture*

Beal, et al., (1962) thinks the lecture has some dynamic characteristics. It allows for complete and detailed information without the distraction of interruptions. Conveying content to a group in this way is very rapid. The lecture is controlled by the speaker, is an abstract form of group interaction, and therefore requires a high level of speaker competence and audience cooperation. It also permits participants to be passive or active in their attention. It requires an audience definitely wishing to learn. Utmost care is given to avoid stating half truths or distortion of facts. Any emotional appeals included are done tastefully and not bombastically. It is a very commonly used technique.

Zelko (1967) suggests that the lecture may be regarded by many as old-fashioned or eclipsed by some newer techniques, but still remains a viable way to instruct. It is a prepared presentation of knowledge, information, motivation, persuading and influencing attitudes. If it is considered good, it must motivate group interest, be well organized and clear. Clear organization means: Starting at one point in time, continuing logically, and moving from that point through the location; using topical or logical sequence that seems to best suit the points at hand; launching with the point easiest to comprehend and moving toward more difficult minor and then major points of interest; discussing a plan or process that effects the future; developing a need or problem situation and then show a solution. The good lecture is developed and supported by concrete examples, illustrations and comparisons, statistics and data, and quotation. If possible, the actual presentation needs to engender exchanging ideas, response, interest, understanding, pleasure or perplexity as the case may be.

Berry (1968) adds that the lecture may be used to motivate as you introduce the subject, arousing interest as the stage is set for what is to come. It enables going directly to the desired objective without the attention of the group being diverted. To be most beneficial, language will be used that is conversational and easy to understand, preferably with short, accurate sentences. Using it as a summary at the end of a session may also be beneficial.

This (1972) puts forward the idea that if a lecture is used at all, it needs to be laced with cogent questions that are not supportive of the concepts being conveyed. He adds an interesting twist that a lecture can serve as a symbolic

healer in secular evangelism to reduce the tension, frustrations, and possible feelings of guilt arising from the structure of the highly competitive world in which we live.

Griffith (1973) asserts that it will be stimulating if adjusted to the attention span of the listeners. Focus needs to be on enriching the lives of the learners, used to explain terms, clarify difficult concepts, summarize, and evaluate.

Boyd (1975) gave a very telling opinion in which he addresses approaches and methods on how to conduct supervisory training. He includes in the book such categories as: Knowing the job of the trainer and the supervisor; determining what training the supervisor needs; designing training approaches to help supervisors grow; examples of training approaches and methods; and, evaluating training to improve its effectiveness. The only place I could find in the book where he refers to the lecture is in a workshop on the topic of *Operations Supervisors' Performance Standards*, in which he provides limited space for a *brief lecture* on MBO [Management by Objectives] and what is meant by planning, directing and controlling.

Elbe (1976, 1988) characterizes the lecture as discourse, and as such provides elements that make it excellent. These elements are: The material fits the time available for the lecture; precise examples and illustrations are unrelentingly included; allusions to the personal or the world outside, arousing curiosity, providing surprise, and using casual humor enhance its use; room for improvisation quality is provided within its scope; providing for frequent breathing space lends credibility; and, the ending maintains continuity with what has gone before and what lies ahead.

Renner (1983) provides a few tricks of the lecturing trade. Limit it to six major points. Summaries at the beginning and end are appropriate. An occasional pause is helpful to give listeners a chance for time to catch up and summarize for themselves. Articulate time for questions and stick to it. A little humor injected helps participants retain more learning. Although participants expect to be lectured to, limit the time devoted (perhaps 10 minutes at most) to the dreaded boring-lecture-monster.

Custer (1984) opines that a straight lecture is the most appropriate method for a presentation in some instances. He states that the straight lecture is most appropriate when: The group is over 40 or 50 people; information is

straightforward and likely to prompt few questions or changes in attitudes or habit patterns; time for the presentation is very limited; and/or, the lecturer has exceptional skills in holding the attention of a large group. Nonetheless, he offers the caution that even in these situations (*a straight lecture*), presenters often stop during the lecture asking for questions or feedback.

GP Courseware (n. d.) in addressing the usefulness of the lecture, indicate that it is a verbal presentation by the instructor, has a place in instruction, may be appropriate for the audience with limited background in a topic, presents an organized body of ideas or information, and presented in such a way as to assist encoding by the learner. It provides for active involvement of the learners.

Freedman and Yarbrough (1985) take the attention from the lecture to the lecturer when he indicates more than any other method (*teaching and learning*) a lecture is a performance, the lecturer is the focus of 'star', and the set, props, and script affect the outcome. The outcome or statement of purpose is essential and will elicit participants' comprehension and recall of those ideas in the future. The lecturer will be clear up front what outcomes are to be produced.

Cranton (1989) calls the lecture an instructor-centered technique (that is, the majority of the content conveyed directly by the instructor). It is efficient and effective for large groups when providing lower levels of the cognitive domain (knowledge and comprehension). It has minimum use at the higher (more complicated) levels of the cognitive domain and for some aspects of the affective domain.

Eitington (1996) shares some very positive sides to the lecture. The growth activity to which we have been most exposed is the lecture when it works. It grabs our attention, sharpens the differentiation between alternative actions, captures our involvement and interest, motivates us to new experience, and gets us emotionally engaged. The good lecture disciplines our use of time and our actions in a way we cannot or have not done for ourselves.

Ukens (2001) alternates between calling it a lecture or lecturette, in which information is quickly conveyed to large numbers of people not knowledgeable in the topic when interaction or discussion is not desired or is not possible. A straight lecture is effective in certain circumstances: When the learners have zero grounding in the subject matter, when rules and

regulations have to be passed along, and when matters of finance, fact, and law are being discussed.

Vella (2001) folds the lecture into a learning task. The lecture seeks to ask, tell in dialogue, address whose voice is heard in the learning situation, invites clarifying questions from the learners, sets the learning task, and reflects the cognitive, affective, and psychomotor aspects of learning.

Wang (2008b) labels the lecture as informative speaking. It is most appropriately used when: The primary goal of the learning transaction is cognitive transfer; information is organized and presented in a short time frame; it provides a framework for learning activities and further study; difficult concepts, problems, or ideas are identified, explained, and clarified; a controversial issue is analyzed; relationships are demonstrated among apparently dissimilar ideas, and between previously learned and new information; learners beliefs, attitudes, and behaviors are challenged; a creative mind at work is modeled; an expert's thought process as the lecture 'thinks out loud'; and, the audience is stimulated or inspired to further inquiry. The lecture needs to be laced with meaningful examples, frequent summaries, simple language, and with an appropriate speed of delivery.

Despite all the plaudits emphasizing the benefits for using the lecture in learning, there are some who are hesitant about it. In a cycle of learning, it seems to be somewhat lacking in closing the loop. Action on what is suggested in the lecture is difficult to take, when one is just listening to someone speaking. So, let us consider some of the weaknesses of the lecture.

*Weaknesses of the Lecture*

Eitington (1996) loses no love on the lecture. It has been: Continually cussed and discussed; moved off center stage by newer involving methods; lowering motivation, curiosity and creativity in learners; hard to tell if the message is getting through; has high 'tune out' and 'turn off' potential; delivered poorly; ignoring various listening and learning styles of participants; disorganized; dull, boring, and a waste of time; ignoring the old adage that the mind can absorb only as much as the seat can endure; an opportunity for the speaker to 'talk down' to the audience; very limited in helping retention of learning last more than 24 hours; unappreciated in a

democratic culture; endorsing the authority figure concept; archaic as a teaching device since Socrates gave it up in 450 B.C; and, disallowing well formulated questions that may lead learners to improved insight. He also suggests that the lecture is a golden opportunity for some lecturers to exemplify: How little about how adults learn they know; their extremely limited range of facilitation skills; playing only to the bright participants; over-burdening participants with detailed content; discounting their vital roles of setting directions, answering questions, providing feedback, and helping learners define objectives or solve problems; willingness to surrender ownership of learning, thus shortchanging participants; and, too much confidence in words and their own voices, despite the well-known fact that listeners have short attention spans and poor retention rates.

Beal, et al. (1962) offers cautions about using the lecture which underscores its weakness and disadvantage. It may be overused. It is inferior to some other techniques for bringing out divergent points of view upon a topic. It can not move a group toward consensus or action. It does not bring about a resolution of differences of opinion among a group. It does not bring to light the most unique and interesting experience of individuals to a group. It does not help one to see the point of view of others in a controversial situation. It is the most deceptively easy way out of diverting a group from its real purpose. It deals more in abstractions than concrete reality. It is a poor response to a group who definitely wishes to learn.

Wang (2008b) asserts some of the negatives of lecturing. It may be misused. It exposes the audience to one person's views. It may present inaccurate information without being challenged. It may provide no verbal interaction between the speaker and the audience. It may discourage learner involvement in the teaching – learning transaction. Feedback from the audience may be too subtle to determine the effects of the lecture. The lecture is often judged on the entertainment quality to the audience rather than on the worthwhileness of the content. Lectures are many times not spoken loudly enough, with clear diction, having appropriate choice of words, and accompanied with changing voice inflections for emphasis and variety.

Nonetheless, there are still some who would not be willing to dismiss the lecture. They consider that there are strengths to the lecture, and some of the strength comes as a result of coupling it with other methods and techniques. Let us hear what they have to say.



### *Strengths of the Lecture*

Zelko (1967) extols some of the strengths and qualities of the lecture. Its direct and clear nature grows out of the fact that the instructor is in more control of the instruction than with any other method. The purpose, scope, organization and sequence of points, type and detail of development, manner of stating points, and conservation of time are all within the instructor's control.

Blackburn (1984) says that the lecture has the advantage of being the most familiar teaching technique with adult learners. If your main concern is to provide information that is for short term retention only, then the lecture is just the correct choice. Lectures are of best benefit when they are coupled with a change of pace, and a variety of other techniques. When lecturing, provide a road map or outline to indicate to your listeners where you are going, how you are going to get there, and how long it will take; so that, they may anticipate events, a change of pace, following a logical sequence, relating familiar information to new material, examples from participants' personal experiences, readings, or previous discussions they may have had with others. Include organized handouts, structured notes, and space for participants to add their own ideas. Use gestures to emphasize points, move about the room, ask questions and wait for answers, pose problems to be solved, get them into discussion groups, and have them give demonstrations.

Apps (1991) said that the lecture is the most criticized of all the teaching tools. Lectures may be used effectively, especially in conjunction with other techniques. There is a place for short, succinct lectures. The lecture may be enhanced with stories and humor to keep interest and help amplify major points. The lecture needs to be laced with as simple and concrete language as the subject matter allows. A printed handout with the major points of the lecture will be deeply appreciated.

Despite the fact that there are those who would say that the lecture should be used in combination with other supportive techniques to maximize the benefits, not much in the way of a theory is provided that supports the idea. As an adult educator I have found over the years that I need to have an educationally sound reason for doing what I do, or I find myself going in many directions, instead of being clear about the direction I am headed. Following are some ideas to support this.

## A Theoretical Context for Using the Lecture to Maximum Benefit

I ask myself three guiding questions when considering the choice of any adult learning method or technique (including the lecture) that I may think about using in an adult learning experience where I am in charge. I seek to answer these questions with an educationally sound answer. The questions follow. How does my selection and use of this method or technique fit into my understanding of the way adults learn, change or grow (what is my learning theory)? What position does this method or technique hold in the context of the learning goals or objectives toward which I am working in the adult learning / teaching situation (what is my learning design for this experience)? What immediate and observable learning needs does this adult learning technique or method meet at this time with these participants (what is the specific relevance now)? It may be well for each of us and, incidentally, an improvement for our field when we as professionals are preparing for and conducting learning experiences, to ask and answer for ourselves these questions (Henschke, 1975).

My theory about how adults learn is very much in line with Knowles' (1995, 1996) theory of andragogy – the art and science of helping adults learn. It has six assumptions and eight process elements.

### Assumptions:

Concept of the learner – As adults, we have a deep psychological need to be self-directing—to be perceived by others and treated by others as able to take responsibility for ourselves.

Role of the learner's experience – Adults possess a greater volume and a different quality of experience than youths. It means that adults are themselves the richest learning resource for one another for many kinds of learning.

Readiness to learn – It is when adults experience a need to know or be able to do something to perform more effectively in some aspect of their lives — marriage, the birth of children, the loss of a job, divorce, the death of a friend or relative, or a change of residence.

Orientation to learning – adults enter an educational activity with a life-, task-, or problem-centered orientation to learning.

Motivation to learn in adults – They are much more internally oriented (self-esteem, confidence, recognition by others) than externally oriented (chance for promotion, change of technology).

Why learn something – Adults have a need to know a reason that makes sense to them, as to why they should learn some particular thing, rather than because the teacher said so.

#### Process Elements:

Preparing the learners for the program – Learners become informed on the contents of this experience.

Setting the climate – A climate conducive to learning is a prerequisite for effective learning. Two aspects of climate are important: physical and psychological.

Involving learners in mutual planning – Learners sharing the responsibility for planning learning activities with the facilitator.

Diagnosing their own learning needs – Learners can share in small groups what they perceive their needs and interests to be regarding the acquisition of knowledge, understanding, skill, attitude, value and interest in this learning experience

Translating the learning needs into objectives – Participants now face the task of translating them into learning objectives—positive statements of directions of growth

Designing a pattern of learning experiences – This plan (mutually designed by the leaders and the participants) will include identifying the resources most relevant to each objective and the most effective strategies for utilizing these resources.

Helping adult learners manage and carry out their learning plans – Learning contracts are a most effective way to help learners structure and conduct their learning.

Evaluating the extent to which the learners have achieved their objectives – Finding out what is really happening inside the learners and how differently they are performing in life.

You may be oriented toward another adult learning theory that guides your practice. However, it is important that one have an adult learning theory that guides your practice. It is my considered opinion that it is best for all concerned that the educator has one that guides her/his practice.

The next element that I think is so crucial in the context of using the lecture to maximum benefit is the issue of engagement. I recently heard that in most lectures there are 73 % of the people who are not engaged. This means that only 27 % are engaged. This just won't do. If we are to use the lecture to maximum benefit, the engagement needs to be at least 73 % if not much higher. We need to be trying for 95 % or above.

Moser (2008) in addressing a group of adult educators concerning the connection between higher education and society emphasized the necessity of engagement, which is a meaningful and mutually beneficial collaboration with partners. These partners may be in our audience listening to our lectures; partners who come from education, business, public and social service, non-profit sector; partners who are contributors to the theoretical base of adult, vocational, career, and technical education.

Fite (1963) in describing the impetus for building the Kellogg Center for Continuing Education at the University of Oklahoma indicated that Thurman White's vision made it different from any other Kellogg Center around the USA. White's vision was to conceptualize space and its role in learning promulgated the acceptance of lifelong learning. Thus, it became a complex of buildings built in such a way that would facilitate interaction and engagement among those who would come to be involved in continuing education.

All of this focuses on a theory of large group meetings (Knowles, 1970, 1980) which is a prominent part of conferences. This is premised on the idea that the educative quality of the large group meetings is a direct function of the quality and quantity of the interaction and engagement; and, that the interaction and engagement are influenced by the platform, audience, and the relationship between the two.

Thus, formulating questions to help choose various learning techniques (including lectures), assumptions and processes for infusing life into learning, strong emphasis on engagement and interaction in learning, and influencing the upward swing in the quality of learning, all combine to help prepare the lecture to become more dynamic. However, this must be coupled with the actual implementing of a higher percentage of participation and retained learning.

### *How the Lecture May Become Dynamic and Brought to Life Vibrantly*

Before a lecture is presented, the audience (large, relatively large, medium sized, or smaller) will be given a handout centered on the topic that will be presented in the lecture. The audience also may be asked to serve as 'listening teams' according to the section of the room they are sitting in – one section to listen to the lecture for points they wish to have clarified (the clarification team), a second section listen to the lecture for points with which they disagree or take issue (the rebuttal team), the third section to listen to the lecture for points requiring elaboration (the elaboration team), and a fourth section to listen to the lecture for problems of practical application they wish the speaker to address (the application team). (Knowles, 1970, 1980; Henschke, 1975).

The lecture would be between five and seven minutes. After the short lecture the teams are asked to 'buzz' in groups of four or five to pool their thinking about points they want raised, or questions they have generated which they are prepared to ask. Time for the 'buzz' group work may be gauged according to when the 'decibel' level in the groups gets quieter (perhaps five or six minutes). Following this work, one member ( an appointed spokesperson from each group) gives a summary of its deliberations, or asks one question, and the speaker responds to each item in turn, until time runs out or all the items are discussed. This process maintains a high level of engagement and interaction.

I have used this process with great success since 1971, The first time I used it was with a Rotary Club in rural Missouri, when presenting my vision of the adult education program I would implement in that region. I published an article about this process (Henschke, 1975). I used it at a national adult education conference, a regional adult education conference, and a state adult education conference to illustrate it as a learning / teaching technique. I demonstrated the use of it in an online course with graduate adult education students. I used it with 100 conference participants at the Arabian Society for Human Resource Management in Egypt, where the topic was "Staying Ahead of the Curve of Human Capital Management." I used it on Instructional Television with 80 Doctoral students in North Dakota on the topic of "Andragogy, Malcolm S. Knowles, and Dynamic Adult Learning." I used it with university faculty with the topic being on "How to Work with

Adult Learners." I used it with Nursing faculty with the topic being "Understanding the Theory of Large Group Meetings and How the Lecture May Be Used to Great Benefit." These are just a few of the times that I have used this learning technique.

In addition to the interactive lecture process coupled with listening teams described earlier, the lecture could be used with the following groups and the purposes for which each is brought together, as illustrated in Table 1. These procedures could be followed in responding to and dealing with the content that was presented in the lecture. The rationale for this is that one of the components [activity units] of learning design models is small groups of various sizes and for a variety of purposes (Knowles, 1970).

*Table 1. How the lecture may become dynamic and brought to life vibrantly*

<u>GROUPS</u>	<u>ORGANIZED FOR THE PURPOSE OF</u>
+ Topical Discussion	1. Reacting to - 2. Testing the Meaning of - 3. Sharing Ideas about - + Informational Inputs on a Given Topic - From Reading - From Speakers
+ Laboratory	1. Analyzing Group Behavior 2. Experimenting with New Behavior 3. Sharing [Providing] Feedback Regarding The Effects of Various Behavior
+ Special Interest	1. Categorizing Interests of Participants 2. Describing Experiences 3. Exploring Common Concerns
+ Problem-Solving	1. Developing Solutions to Problems of Concern To the Total Assembly + Procedural Matters + Substantive Issues
+ Planning	1. Making Plans for Activities within the Design 2. Generating Plans for Back Home Application

*Table 1. How the lecture may become dynamic... [cont'd]*

<u>GROUPS [cont'd]</u>	<u>ORGANIZED FOR THE PURPOSE OF [cont'd]</u>
+ Instructional	1. Receiving Instruction (Facilitation of Learning) Through the Services of Resource Experts in Specialized Areas of + Knowledge      +Understanding +Skill            +Attitude + Value           +Interest
+ Inquiry	1. Searching Out Information, and 2. Reporting Their Findings to the Total Assembly
+ Evaluation	1. Sculpturing Proposals for Evaluating the Results of the Activity +For the Approval of the Total Assembly +Perhaps Executing the Approved Plans
+ Skill Practice	1. Practicing Specified Categories of Skills
+ Consultative	1. Giving Consultative Help to One Another
+ Operational	1. Carrying Responsibility for Operation of The Activity +Room Arrangements +Refreshments +Materials Preparation +Equipment Operation
+ Learning-Teaching Teams	1. Taking Responsibility for Learning All They Can About a Content Unit 2. Engaging the Total Assembly in an Active Learning Experience of the Content They Acquired

Table 1. How the lecture may become dynamic... [cont'd]

GROUPS [cont'd]

ORGANIZED FOR THE PURPOSE OF [cont'd]

+ Dyads

(Two-Persons) 1. Helping Each Other By

- +Exchanging Personal Experiences
- +Coaching Mutually
- + Planning Strategies
- +Generating Assistance for Each Other in Additional Ways

+ Triads

(Three Persons)

1. Announcing to the Others the Help Each Needs
2. Providing Ideas for Addressing Each Person's Needs
3. Inviting a Few Groups to Tell the Best Ideas to the Total Assembly
4. Other Mutually Helpful Suggestions

+ Buzz Groups

(Four or Five  
Persons  
Randomly  
Assigned)

1. Meeting in the General Assembly
  - +Pooling Problems
  - +Brainstorming Ideas
  - +Recording Reactions
2. Reporting These Ideas Through A Spokesperson to the General Assembly

Future Trends

Renner (1983) quite early suggests the a lecturer mix activities in such a way that the participants are alternately passive (sit, hear, see) and active (problem-solve, write, construct, discuss, move around, walk, speak, converse with others, and operate equipment. He also adds that extra time



be allowed for working with and thinking about complex materials, perhaps providing handouts before the lecture. Switching to techniques other than lecturing helps him (and perhaps will help others in the future): Become less tied to his notes and his spot in front of the audience; have more time and energy to spend on helping participants learn; be more available to learners and assist them in taking charge of their own learning; allow the participants to share responsibility for the success of the learning activity. He cautions that one experiment with new ideas only at a pace that is personally comfortable to the lecturer.

Eitington (1996) characterizes his thoughts about future trends by prefacing his remarks with a begrudging – ‘if you must lecture’ here are some things that you make certain to include. A wide variety of ideas may be: Make certain to structure the techniques in combination with the lecture is such a way that will help the adults to actively learn; have as wide a variety of techniques as is possible to use with the lecture; help then set directions, encourage them asking questions and respond to them, provide feedback, and help them set objectives and solve problems. Try a panel presentation from the audience. Have them do pre-work in reading. Ask the audience to answer such questions or thought stimulators as: Why delegate? What are the purposes of delegation? What are the problems in delegation? What controls make delegation work? Other elements may be included: Pre-work in case or problem analysis, problem census, problem swap, interest inventory, incident for involvement, problem probe, exercise excitement, anxiety reducer, structured note taking, flipchart fill-up, present vs. preferred status, quiz the expert, the two-step, and thought stimulator. Mid-talk interventions of various kinds are suggested, as is a question and answer period.

Wang (2008a) included a section of a chapter on the future trend that strongly focuses in learner-centered learning. There are five key changes to practice in this area: The balance of power between the teacher and participants in teaching; the balance of power between the teacher and participants in classrooms; the balance of power in the relationship between the teacher and participants; focus on an expanded function of the content we teach; and, the alternative purposes of evaluation. In the future the emphasis will need to be placed on using content as a means to learning instead of making certain the lecture is completed and the content is ‘covered’. Teachers / lecturers in the future will need to help learners discover how they learn, engage in inquiry-based or discovery learning, and

so move toward greater responsibility on the part of participants for their own learning. Techniques will need to be coupled with the lecture to make certain learners will be able to continue learning on their own after their formal learning experiences are completed. All of this will need to engage the learners in continuous lifelong learning.

### Conclusion

A general background for the lecture is provided indicating that it is the most prominent learning technique used in a variety of educational settings. The value and scope of the lecture is presented with the various elements that are generally included in a lecture. Weaknesses of the lecture are articulated and considered. Strengths of the lecture are then forcefully presented. Next, a theoretical context is outlined for making certain the lecture is used to maximum benefit. These include: questions to be considered when choosing the lecture (or another technique); a theory for how adults learn with assumptions and process elements; strongly asserting the importance of engagement and interaction; and, providing a theory of large group meetings to heighten engagement and interaction. In addition, actually implementing the idea of active listening teams for probing the lecture content; and suggesting fifteen different groups, each with it own unique purpose, to be coupled with the lecture, will make it become dynamic and brought to life vibrantly. Future trends will see stronger emphasis on including other supportive learning techniques in conjunction with the lecture to enhance its value and benefit.

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### **Key Terms and Definitions**

**Active** – energetic, lively, brisk

**Andragogy** – the art and science of helping adults (humans) learn

**Dynamic** – forceful, powerful, energetic

**Engagement** – the state of fitting and working together of parts, so that  
motion of one produces motion of another

**Interactive** – mutual or reciprocal action or influence upon each other

**Lecture** – a formal discourse delivered on any subject, intended for  
Instruction

**Passive** – characterized by a state of inactivity, not readily responding

**Pedant** – one who makes a display of learning in unduly emphasizing  
minutiae

# End of Meeting Statement

As a Result of this Lindenwood University  
Sibley Day 2011 Session, I will .....

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