Handout 1: A Philosophy for Adult Education

It is important to preserve the uniqueness of individuals and groups within a reasonably disciplined social context. Doing so allows for and promotes ways of preserving the differences we need to live and grow. Adult education has the important general purpose to discover and present to the adult the opportunity to advance as a maturing individual. This philosophy points toward the use of adult education for the development of free, creative, and responsible persons in order to advance the human maturation process.

The philosophy of adult education is based on the belief that:

1. Adult behavior can be changed to some extent.

2. Adult education should be designed to help people mature and grow.

3. Adults must be offered and helped to use the opportunity to act responsibly in several facets of their lives: political, vocational, cultural, spiritual, and physical.

4. Adults should assume the obligation to learn to become productive individuals.

5. Adults have untapped resources of creative potential that should be utilized.

6. Every conscious adult can learn.

7. All adults can be helped to make better use of their intellectual capacity.

8. Adults need to live together in a community to grow and mature, and they need to learn how to do this.

9. All adults should find some ways to express themselves constructively and creatively.

10. Traditional teaching procedures and learning facilities are often inadequate.

11. An understanding of freedom, discipline, and responsibility promotes the discovery and productive use of our talents'.

12. Such vital concepts as freedom, discipline, and responsibility can be comprehended by experiencing them through a variety of inspired learning experiences in a host of subjects.

13. What is called a free or democratic society must strongly emphasize lifelong learning for all its citizens if they purpose to remain free and use their freedoms effectively.

14. Each adult participating in a learning experience should have the opportunity to help diagnose, plan, conduct, and evaluate that experience along with his/her fellow learners and administrators.

15. The civilizing process is evolutionary and will advance in proportion to the number and intellectual quality of the adults who play an active role in the process.

16. Many adults associate education with a school. Education can take place at home, in church, in a factory, on a farm, in many different places.

17. The means are as important as the ends.

18. A human being is neither "good" nor "bad," but essentially an adaptable, educable person in a state of becoming, as well as being, and capable of a degree of excellence he/she rarely attains.

19. Behavior is conditioned by feelings and emotions as well as by reason and rational judgment.

20. Human beings seek fulfillment or happiness.

21. Adult education can help condition persons to live in a society and at the same time sensitize them to ways in which that society can be improved.

22. Up to the present, the democratic idea has seemed to fit the nature of human beings and also adult education.

Handout 2: Adult Education Teaching Methods and Strategies

Method	Purpose	Strategies for Success
Lecture	To provide a large amount of information (knowledge) in a limited amount of time.	• Develop attention getters to gain and hold learners' attention. • Prepare a detailed outline with key points. • Organize and structure material in a logical sequence. • Make frequent changes in the teaching-learning environment. • Frequently use visual aids to add clarity • Show enthusiasm.
Guest Speaker	To provide knowledge and experience from a recognized expert on the topic.	• Determine the guest speaker's equipment needs. • Prepare the learners prior to the guest speaker's presentation. • Promote the raising of questions by the learners. • Provide resource person with: 1. Objective of the discussion 2. Length of the session 3. Learners' prior knowledge and experience 4. Number and background of learners
Panel of Experts	To provide a variety of viewpoints on a particular issue, problem, or topic from a panel of experts.	• Clearly define the issue to be discussed, and share with panelists prior to the symposium. • Select four to six experts for the panel. • Select panelists with a diversity of backgrounds and experiences. • Have each panelist prepare a brief presentation on the issue, problem, or subject. • Have the facilitator make transitional comments between each presentation. • After the presentations let panelists participate in discussion and respond to audience questions.

Method	Purpose	Strategies for Success
Large Group Discussion	To provide an opportunity for learners to think together constructively for purposes of learning, solving, problems, making decisions, and/or improving human relationships.	• Guide learners into selecting the topic for discussion. • Prepare a list of leading questions that will stimulate thinking and discussion. • Arrange the learning environment to promote discussion. • Establish an atmosphere in which learners have an equal opportunity to participate.
Small Group Discussion	To provide an opportunity for learners to think together constructively for purposes of learning, solving, problems, making decisions, and/or improving human relationships.	• Give small groups defined tasks so they can stay focused during conversation. • Leave time for small groups to report back to large group so they are accountable for what they shared. • Arrange the learning environment to promote discussion. • Establish an atmosphere in which learners have an equal opportunity to participate.
Case Study	To provide an account of an actual problem or situation an individual or group has experienced. An effective method of provoking controversy and debate on issues for which definite conclusions do not exist.	• Present the case in writing with 3 or 4 questions that will generate discussion. • Be prepared with leading questions to stimulate thinking and discussion. • Arrange the learning environment to promote discussion. • Establish an atmosphere in which learners have an equal opportunity to participate • Guide the discussion toward the intended outcome.
Role-play	To provide learners with the opportunity to experience common human-relations problems in a secure environment.	• Determine the specific objective(s) to be accomplished. • Design the role-play to meet the specified objectives. • Prepare learners participating in the role-pay for their roles, and provide situations and scripts if necessary. • Analyze and summarize the role-play to relate to the specified objective.

Method	Purpose	Strategies for Success
Brainstorming	To solicit creative ideas or to identify possible solutions to problems. Allows learners to express opinion and ideas without threat of being judged by other learners.	- Begin brainstorming session with a specific topic or problem. - Emphasize the quantity of ideas is desirable; the more ideas offered, the better. - Have the facilitator keep the group focused on the topic or problem. - Have a recorder document all ideas. - Have the facilitator explain all the ground rules of a brainstorming session: - All opinions and ideas pertaining to the topic are welcome. - Judgment of opinions and ideas is not allowed. - Criticism is not allowed. - Expanding on the ideas of others is encouraged.
Demonstration	To model the correct step-by-step procedures needed when performing a specified task.	- Keep the learners interested by involving them in the demonstration. - Assemble all equipment and supplies, and rehearse prior to the actual demonstration. - Keep the demonstration simple- do not try to teach too much in one demonstration. - Check for clarity by asking questions, and watch for signs of confusion. - Outline steps (procedures) using some form of visual aid. - Restate key points several times. - Provide time for learners to apply and practice the "newly" acquired skill.
Field Trip/Tour	To provide an opportunity for learners to observe practices, problem situations, or to bring learners in contact with persons or objects that cannot be seen by other means.	- Determine the specific objective (s) to be accomplished. - Select an appropriate site. - Explain special circumstances of the site visit. - Plan a follow-up and summary. - Write "thank you" letters to the appropriate individuals.

Handout 2: Adult Education Teaching Methods and Strategies Reflection

How could you use several different training methods to meet the needs of participants with diverse learning styles and intelligences?

Review the teaching methods and strategies chart and consider one strength and limitation to each method presented?

Handout 3: Facilitation Techniques

What do facilitation techniques look and sound like?

Many of the same techniques that classroom trainers use are helpful in group discussions and focus groups. Here are ten techniques that are described along with suggestions for when to use the technique. What these techniques might look and sound like is also included. Each facilitator needs to consider how to personalize what these techniques look and sound like.

1. Initiate, propose and make suggestions – Deliberately set the stage for the work the group needs to do by clarifying the discussion's original purpose and suggesting approaches to accomplish it. You might use this technique . . .
    - To start a meeting, discussion
    - If the group needs to re-focus
    - If the group is running dry of ideas
    - When the group is better at reacting than initiating
    - To refresh a stagnated discussion thread

    What might this technique look/sound like?
    - ➢ I'd like to suggest we begin our session by . . .
    - ➢ Let's divide into small groups and brainstorm our agenda/objectives for today.
    - ➢ To get us started, let's review the three action items for our question.
    - ➢ This may not be what the group has in mind, but let's consider . . .
    - ➢ I think there are still ideas we haven't considered
    - ➢ We seem to have hit a roadblock in our threaded discussion, let's consider a different interpretation or take another point of view . . .

2. Divide into subgroups – Increase involvement and energy by lowering the risk of participation and increasing the amount of "air time," surface multiple aspects of an issue quickly. You might use this technique . . .
    - When you want more participation
    - To encourage quiet participants
    - To provide a change of pace
    - To explore an idea in greater depth
    - When the risk of participating in large group is too great

    What might this technique look/sound like?
    - ➢ Consider the objective and time allowed for the activity
    - ➢ Subgroup
    - ➢ Decide if you give directions before they move to groups or after
    - ➢ Assign recorder, reporter and group leader
    - ➢ Let's spend a bit more time developing this idea and divide into small groups
    - ➢ Tell the group how much time they have to complete the assignment
    - ➢ Be sure to include what they will do and why they are doing this activity

3. Use questioning to draw people out, elicit information and opinions. – Create a comfortable opening for participants to share ideas, thoughts and concerns. You might use this technique . . .
   - In the early stages of a discussion while participants are getting comfortable with the situation and each other.
   - To help the group stay divergent
   - To get additional information
   - To get additional opinions
   - To get additional interpretations on an issue
   - When ideas start to dry up or slow down
   - When there are barriers to identify and solutions to seek out
   - To encourage lurkers to participate

   What might this technique look/sound like?
   - What are the concerns for applying this idea?
   - How would you use this information?
   - What has been your experience in similar situations?
   - How has this worked in the past?
   - What are issues or problems that have surfaced in this situation?
   - How does this proposal compare to your situation?
   - What's stopping us from moving forward?
   - What are other interpretations?

4. Use silence to make space – A short pause can give a participant the time to collect thoughts and decide what they want to say and how they want to express it. Quiet participants may not be contributing for a variety of reasons. More verbal participants may intimidate them, they may be unsure of the reception for their ideas, or they may feel inferior to the group and not want to seem foolish or "not as smart". You might use this technique . . .
   - To allow participant to decide what they want to say
   - When quiet participants need to think about participating
   - When participants need to determine the personal risk of participating
   - When you think the group knows the answer
   - To allow participants to get in touch with ideas and feelings
   - When a participant gives a "wrong" answer
   - When participants are confused or agitated

   What might this technique look/sound like?
   - Stop talking
   - Don't ask another question
   - Don't rephrase the question already asked
   - Show the flip chart with the topic and "Your ideas here" at the top
   - Stay relaxed
   - If you have to talk, say, *"Let's take a minute and silently think about what that means to you."*
   - When you've asked a difficult "open" question, you might say, *I'll give you a few minutes of quiet to think about your answer."*

5. Keep track of multiple topics and build on the ideas of others – Keep track of the various elements being discussed and treat each as valid and worthy of discussion. Help the group round out its

discussion by surfacing points of view that may be present but have not been expressed. When the facilitator publicly keeps track of the various issues it helps the participants stay involved and engaged. You might use this technique . . .

- To help the group add ideas from their own experience to group brainstorming
- To help the group stay divergent and avoid convergent thinking too soon
- When the group gets stuck
- When the idea is incomplete
- When others have expertise to add to the idea just expressed

What might this technique look/sound like?

➢ Writing ideas on flip chart in the same location
➢ Drawing arrows on the flip chart to show relationship to another's ideas
➢ *How can you expand on that idea?*
➢ *What is the relationship between those two ideas?*
➢ *Who has had a similar experience?*
➢ *What do others of you think about this?*

6. Use flip charting to generate additional discussion and record ideas – Strengthen full participation by charting to validate ideas, provide a record of a discussion, and stimulate new – often more creative – ideas. You might use this technique . . .

- To keep a visual reminder of ideas from the group
- To acknowledge and demonstrate value in contributed ideas
- To help sort and organize ideas as they are collected
- To encourage participation and discussion
- To focus the discussion
- Move all or part of a comment in an asynchronous chat of a threaded discussion to the appropriate thread

What might this technique look/sound like?
➢ Ask, *"Did I accurately record your idea?"*
➢ Write the participants words or gain permission to alter them
➢ Connect or group like kinds of ideas
➢ Use more than one color on the flip chart
➢ Use symbols, icons or star people to add emphasis and sort ideas
➢ Refer to charting tips

7. Listen for common themes, bar irrelevant details and redirect discussion - When different opinions or disagreements polarize a group, it is difficult for participants to recognize they have anything in common. Set aside comments not relevant to the discussion, validate areas of disagreement, and focus on areas of agreement.

- When a contribution is unclear
- When a contribution is taking the group off track
- When time is critical
- When the participant is confused
- When conversation needs a summary
- When it's time to focus on the concept or pattern of responses
- When it's time to be convergent and see a bigger picture

What might this technique look/sound like

> ➤ NOT writing a contribution on the flip chart or use the parking lot if you can use the idea elsewhere.
> ➤ Ask the participant to relate their idea to the current discussion
> ➤ Paraphrase the comment before barring it.
> ➤ *Let's come back to our main point/objective. . .*
> ➤ *I'm not sure how this example relates to our objective.*
> ➤ *What's the main idea or common theme here?*
> ➤ *Is there a pattern to these responses?*

8. Organize the sequence of speakers – When several participants indicate a desire to talk at the same time, publicly create a speaking order. This procedure relieves the facilitator of the responsibility of keeping track of who is to speak next. You might use this technique. . .

- When several participants want to speak at once
- When participants are interrupting one another, vying for attention
- When the facilitator can't keep track personally of who has spoken and who is waiting to speak.
- Move all or part of a comment in an asynchronous chat of a threaded discussion to the appropriate thread

What might this technique look/sound like?
Start by asking all who want to speak on a particular topic to raise their hands.
> ➤ Create a speaking order: Chris, you're first. Mary you are second, and Lee you are third.
> ➤ When Chris has finished, "*So, who was second? OK, Mary, your turn.*"
> ➤ After Lee, ask, "*Who else would like to say something?*"
> ➤ If you've moved a comment to a new thread, explain why it goes better in another place.

9. Paraphrase to clarify or show understanding – Use your own words to reveal what you think the speaker meant, to clarify and validate your understanding. Ask for confirmation that you "got it right". You might use this technique . . .
- When participant information is unclear
- When the participant is upset and needs acknowledgement
- When a participant has been lengthy

What might this technique look/sound like?
1) Convey your interest in understanding what another means:
   > ➤ Ask questions
   > ➤ Ask for more information
2) Reveal what the other's statements mean to you:
   > ➤ Give an example
   > ➤ Rephrase what the other has said

10. Have group members relate specific examples to a general idea or make a summary – Support participants to identify what is important from the group's discussion – what it really means as it relates to the discussion's original purpose. You might use this technique . . .

- When the group has had enough input and needs to develop a theme/concept
- When several ideas are "on the table" and no organization is apparent
- To eliminate confusion
- To make the example of greater value to others in the group without similar experience
- At the end of a module; before a transition to the next content piece
- Before a break or at the end of the day
- To be sure the group has the idea, especially if it is a foundation for future information
- When it's time to be convergent and see a bigger picture

What might this technique look/sound like?
- ➢ We've heard read examples, is there a theme to them?
- ➢ What is the larger idea behind that example/suggestion?
- ➢ Have other examples occurred that are similar to this one?