

**Adult Learning:  
A Toolkit for UW Professional &  
Continuing Education Instructors**



### Needs Assessment Worksheet

To help you develop your curriculum, complete the table below.

<b>Information needed to develop my course</b>	<b>What do I already know about this issue/topic?</b>	<b>What do I need to research or learn more about in relation to this issue/topic?</b>
<i>Outcomes:</i> What should students be able to <u>know</u> or <u>do</u> (skills) as a result of my class?		
<i>Students:</i> Who are my students? Beyond the content, what do my students need?		
<i>Learning community:</i> What issues do I have? What issues do I anticipate?		
<i>Content:</i> Who are the content experts available to help?		
<i>Logistics:</i> Class size? Technology? Scheduling?		

## Learning Objective Worksheet

There are several models to follow for developing learning objectives. Here are two:

**SMART Model:** This model is used to build simple, applied learning objectives.

S is for Specific; specify what you want your learners to achieve

M is for Measureable

A is for Achievable

R is for Relevant

T is for Time-bound

**A-B-C-D Model:** This model is often used to help create behavioral learning objectives.

A is for Audience. Name the learning audience within the learning objective.

B is for Behavior. Indicate the behavior you wish to see exhibited.

C is for Condition. State the conditions where the behavior will occur.

D is for Degree. To what degree will the learner be enabled.

## Curriculum Design Worksheet

Complete this worksheet to help you design your curriculum.

1. Theme/Topic: In general, what knowledge and skills areas will be the focus of this course/session?
2. Goals and Objectives: What are the learning goals for the course? What will students know more about after completing this course? What new skills will students have as a result of taking this course?
3. Essential questions: What key questions do you want students to answer as the course/session progresses?
4. Summary of Activities: How will students attain the learning objectives noted above? What activities will students engage in? (lectures, group discussions, jigsaw, role play, projects, experiential learning, etc.)
5. Resources and Materials: What resources will I use to help students accomplish the learning objectives? (readings, guest speakers, research, cases, etc.)
6. Assignments/Assessments: How will I determine if students have achieved the learning objectives? What rubrics will I use to assess learning?

## Teaching Methods

Use this worksheet to explore the various types of teaching methods possible for an adult learner to attain the desired learning outcomes.

Method	Description	Samples
Case Studies, Role Plays, Small Group Discussions	Students realize the learning on their own. Students assume new roles and/or are put into situations that are different than their own real role.	Problem-based learning Group Role Play Practice Social Interactions
Lectures	Students gain knowledge through guidance from an instructor/content expert in a formal setting. This could include distance learning, webinars and webcasts.	Lectures, conferences, seminars, workshops Video and audio conferences Webinars, webcasts
Experiential Learning	Students participate in structured and semi-structured experiences outside the classroom which require real-world interaction and engagement with the learning domain. Experiential learning requires structured debriefing and/or reflection for students to draw conclusions and apply their new knowledge and skills.	Practicum Internship On-the-Job Training Service Learning Ropes courses Labs
Games and Simulations	Students perform tasks in an artificial setting as they would in real life.	Simulations (paper and computer-based) Structured games
Projects	Students reflect on their understanding of concepts, information and ideas and work individually (or in small groups) to synthesize and re-present the content.	Reports Presentations Poster Sessions Theses
Self-Study	Students acquire knowledge and skills through self-learning using structured materials	Paper and computer-based activities and learning modules

## Learning Theories

Learning Theory	Key Contributors	What is the Theory About?	Examples of the Theory
Andragogy	Knowles (1968)	The art and science of helping adults learn.	Adult learners need to know why they are learning something; they learn through doing and problem-solving; the subject should be of immediate use.
Behaviorism	Skinner (1938)	All behavior can be explained through stimulus-response	Does not account for all kinds of learning as it disregards activities of the mind; positive and negative reinforcement techniques in the classroom.
Brain-based Learning	Caine (1991)	Based on the structure and function of the brain	Teachers should maximize the natural learning processes by designing or orchestrating "lifelike, enriching, and appropriate experiences for learners."
Communities of Practice	Lave and Wenger (1991)	Structure of communities and how learning occurs in them	Apprenticeships, school-based learning, service learning, real problem solving.
Cognitive Development	Piaget (1936)	Focus on the inner mental activities exploring mental processes of children	Information comes in, is processed, and leads to certain outcomes; i.e. symbol manipulation, information mapping, and mental models.
Computer-based Collaborative Learning	Koschmann (1996) Hakkinen (2002)	Multi-faceted pedagogical practices using Information and Communication Technology	No unified theory, diverse standpoints currently exists on how collaborative learning and technology can work together, various applications are being examined.
Constructivism	Vygotsky (1978); Dewey, Piaget, and	Learning is an active constructive process	Learner is not a blank slate but brings past

	others		experiences and cultural factors to the situation.
Experiential Learning	Kolb (1975)	Emphasizes role that true experiences have in learning processes	Concrete experiences; observation and reflections; forming abstract concepts; testing in new situations.
Multiple Intelligences	Gardner (1983)	Eight or more different intelligences	Traditional schools often focus on only two intelligences, verbal/linguistic and logical-mathematical. More balanced curriculum includes more equal emphasis on other intelligences by role-playing, music, cooperative learning, reflection, visualization, physical education.
Project-based Learning	Boud and Feletti (1991); Helle, et. al. (2005)	Both approaches begin with problem or question raised	This is often an adult learning model that starts with a problem orientation, often favored in work-based settings. Question raised, leads to experiment or hypothesis, verified, then reviewed.
Transformative Learning	Mezirow (1991)	Learner challenges assumptions through a critical lens	Ability to create new meaning in the process.

## Teaching Notes

### Session XX

Date XX

Objective(s): Here is where you note your learning objectives for the day's session.

Time	Purpose	Activity	Materials
8:00-8:15	To help students reflect on the purpose of the class and how it will benefit them	XXX	XXX
8:15-8:30	Get to know students	Student Information Inquiry: Name, Major, Class Year, Country of Origin, Eng. Fluency, Clubs/activities, career goal.	Student Info Sheet
8:30-9:00	Review Syllabus	Go over syllabus completely. Discuss Academic honesty, esp. plagiarism	Syllabus
9:00-9:15	Break	Break	Break
9:15-9:35	Provide framework for XXX	PPT Lecture & Discussion	PPT
9:35-9:50	Introduce Cumulative Assignment	Class Discussion	Syllabus
9:50-10:00	Review today's session. Questions.	Class led discussion – What are your key takeaways?	
10:00-10:05	Preview Next Session		



## Teaching Methods – Cliff Notes

Below are two teaching methods that you might try for your class. These methods are relevant for any audience, and are particularly salient for adult learners because of the way they engage the student in the learning process.

### Think Pair Share

Think-Pair-Share allows for students to think about a question or problem silently. The student may write down thoughts or simply just brainstorm in his or her head. When prompted, the student pairs up with a peer and discusses his or her idea(s) and then listens to the ideas of his or her partner. Following pair dialogue, the teacher solicits responses from the whole group. When teachers use this technique they don't have to worry about students not volunteering because each student will already have an idea in their heads, therefore, the teacher can call on anyone and increase discussion productivity.

#### Benefits of Think Pair Share (TPS) are:

- Develops capacity to articulate an idea and use new terminology
- Develops the idea that the source of power is in each learner (students created the content for your job as an instructor)
- This exercise gets all students talking in each lesson. I have several students in my class who love to participate during lessons and discussions, but there are many students who would rather sit back and just listen. TPS helps me get those students (introverts, processors, shy folk, ELLs) involved in the discussion and helps them build confidence.
- It helps with information retention because it is “active” vs. “passive” learning.
- Provides safety – rather than sharing with the full group, gives students a chance to “test” their ideas and clarify their ideas in a pair.

Turn and Talk is a similar activity with similar benefits; it basically removes silent thinking at the beginning and possibly the larger debrief portion of the activity.

## Lotus Teaching Method – Students Creating the Learning

In the Lotus, the teacher puts the central idea/topic in the center of a grid and then asks students to contribute related ideas about the central idea, one for each remaining space on the grid.

Once the grid is complete, the teacher splits up the class into eight groups; one for each of the new student-generated ideas, related to the initial central idea.

Each group then creates a new grid, using their secondary idea as the central idea on the new grid. The groups then complete their new grid with new ideas related to their new central idea.

The Lotus helps students to make threads and relationships across and among topics and ideas to create new learning.

	Central Idea	

## Gallery Walk – Students Creating the Learning

This discussion technique allows students to be actively engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaningful questions, documents, images, problem-solving situations or texts.

### **How to Use**

#### 1. Write

Create six questions or prompts about the current topic of study, and write each one on a piece of chart paper or on a white board. Hang or place the questions or prompts in various places around the classroom to create six stations. Images, documents, problems, or quotes may also be used.

#### 2. Group

Group students into teams of three to five students, depending on the size of the class. Each group should start at a different station.

#### 3. Begin

At their first station, groups will read what is posted and one recorder should write the group's responses, thoughts, and comments on the chart paper or white board. For individual student accountability, you may also have the students record their own responses on a worksheet (see template below), or put their initials below what they wrote. Having different colored markers for each student is also an option.

#### 4. Rotate

After three to five minutes, have the groups rotate to the next station. Students read and discuss the previous group's response and add content of their own. Repeat until all groups have visited each station. To involve all group members, you can have groups switch recorders at each station.

#### 5. Monitor

As the teacher, it is important to monitor the stations while the students participate. You may also need to clarify or provide a hint if students don't understand or misinterpret what is posted at their station.

#### 6. Reflect

Have students go back to their first station to read all that was added to their first response. Bring the class back together to discuss what was learned and make final conclusions about what they saw and discussed.

## **When to Use**

Use a Gallery Walk at any point in the lesson to engage students in conversation:

- After reading a story to discuss ideas, themes, and characters
- After completing a lab to discuss findings and implications
- To examine historical documents or images
- Before introducing a new topic to determine students' prior knowledge
- After students have created a poster or any other type of display project, or even before they submit it for a grade, use I Like, I Wonder, Next Steps (see below)

### ***Variations on the Gallery Walk***

#### *Graffiti*

The items posted around the room do not have to be questions, but can be ideas or concepts or even math problems. Large sheets of paper or chart paper are placed on the walls of the classroom. Students write their responses, draw pictures and record their thoughts on the given topic on the graffiti wall. Students are encouraged to use colored markers to make the wall interesting and to identify each student's work/response.

#### *I Like, I Wonder, Next Steps*

Use a Gallery Walk format for students to get feedback on their work. Hang student products, such as drawings, visual representations, poster projects, etc. Students, individually or in groups, rotate around the room and provide feedback to the creator of the work. Students are required to record one thing they like about the work displayed, one thing they wonder about it, and one thing the creator could do next or improve. This can be done before work is submitted to the teacher so that students may use their classmates' feedback to improve their products. Students can write feedback on chart paper posted by each work, or they can use three different colored sticky notes (one for each category) to write their feedback and stick it directly onto the student product for instant feedback.

#### *Gallery Run*

This is a quicker version of a Gallery Walk. The questions posted at each station are lower level questions involving knowledge or comprehension. Students don't need to spend as much time discussing questions at each station, so they rotate them through at a quicker rate. You can post many more than 6 questions so students get much more practice.