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This booklet is a revised and abridged reprint of "Let's Teach Adults," brought out by the Florida State Department of Education in 1954. In this printing, references have been broadened to apply to the country as a whole. The four chapters, intended for use by teachers and directors of adult education programs, discuss beginning first classes effectively, creating variety in classroom experience, using available audiovisual aids and human resources, and evaluating oneself as a teacher Objective self evaluation tests for both teachers and student conclude the manual. (se)

The National Association for Public School Adult Education

WHEN YOU'RE TEACHING ADULTS

THE NATIONAL ASSOCIATION FOR PUBLIC SCHOOL ADULT EDUCATION

1201 Sixteenth Street, Northwest, Washington, D.C. 20036

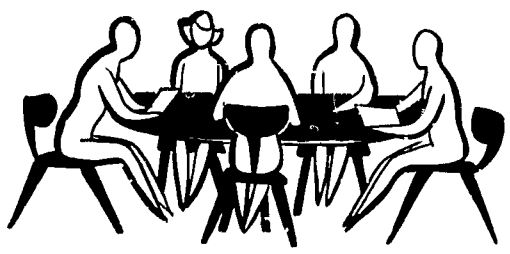
In this booklet, you will find:

- Suggestions on where and how to begin teaching the adult class ..... page 5
- How to involve adult students in planning the program ..... page 7
- A variety of suggested teaching methods and how to use them ..... page 10
- Descriptions of helpful teaching aids, their availability and use ..... page 14
- Checklists for teacher and students to evaluate the success of the course ..... page 20

The National Association for Public School Adult Education is the national voice of public-school adult-education programs in the United States. Professional services offered by the NAPSAE include:

- Inservice training programs for local and state directors of adult education
- Services of a specialist to interpret public-school adult education to the educational field and the lay public
- Centralized information service for all public-school adult education
- Program grants and consultative services to state departments of education
- Publications in specialized areas, designed to assist all those concerned with adult education (see inside back cover)
- A forum for the exchange of ideas and opinions by the country's leading adult educators — both teachers and administrators
- Publication of periodicals for teachers and administrators
- An annual conference of the membership.

WHEN YOU'RE TEACHING ADULTS



Abridged and revised from **Let's Teach Adults,** published by the Florida State Department of Education.

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Foreword

ONE OF THE most attractive and useful handbooks for teachers of adults yet developed was first published in 1954 by the Florida State Department of Education. The booklet, entitled *Let's Teach Adults*, although prepared primarily for programs of adult education in Florida, has been in use in many communities throughout the United States.

Because of the difficulty of keeping the publication in print and handling the routine details of distribution, the Florida State Department of Education granted the National Association for Public School Adult Education permission to reprint or adapt the original publication in part or in its entirety.

Using the title, *When You're Teaching Adults*, the NAPSAE has issued an abridged and somewhat revised edition of the publication originally developed in Florida. Some changes have been made to bring the manuscript up to date and to broaden references to apply to the country as a whole rather than to a single state.

Acknowledgements to the authors of the original publication can best be made by quoting from the introduction to *Let's Teach Adults*.

> Realizing the many advantages which accrue from broad representation and participation in an undertaking of this kind, arrangements were begun in April, 1953, for a summer workshop which would involve a number of selected teachers, administrators, and college personnel. The workshop was held on the campus of the Florida State University under the joint direction of Dr. S. E. Hand, State Department of Education, and Dr. Coolie Verner of the Florida State University, during the three weeks of June 15 - July 3, 1953, and was devoted exclusively to the task of preparing the kind of handbook required.
>
> The State Department of Education acknowledges with sincere appreciation the excellent cooperation of county superintendents and local directors of adult education throughout the state in releasing certain of their key personnel for these three weeks. The cooperation of the Extension Division of Florida and Stetson University in sending a member of their staff to participate in this undertaking is also appreciated.
>
> Special thanks go to Dr. M. L. Stone and Dr. Verner of the Florida State University; to the former for his

enthusiasm for the project, his wholehearted cooperation in the planning stages of the conference, and in making the facilities of the University available for the workshop; to the latter for his cooperation and guidance during the workshop and for assisting in the editing of the manuscript following its close.

The National Association for Public School Adult Education greatly appreciates the services made to the nation as a whole by Dr. Thomas D. Bailey, State Superintendent of Public Instruction in Florida, and Dr. S. E. Hand, Director of Adult and Veteran Education, State Department of Education, in making this manuscript available to us.

This booklet is a part of a series issued by the NAPSAE for use by teachers and directors of adult-education programs, particularly those operated under the auspices of the public schools. The manuscript was prepared for publication by the Division of Publications of the National Education Association. The booklet was designed by the Art Unit of the NEA Publications Division. Mrs. Mary-Ellen Sayre, Editor of Special Publications for NAPSAE, did the editing of the original manuscript.

The publications program of which this booklet is a part was made possible by a grant to NAPSAE from The Fund for Adult Education.

—E. D. Goldman, President

Part 1

Where To Start?

When you, the teacher, face your class of adult students for the first time, you will also find yourself facing some challenging new situations and some unique problems. And you may look forward to some new and satisfying rewards. This booklet is designed to help you anticipate some of these problems, and to provide you with some guides to the techniques and resources which have met with success in other adult-education classes.

A good beginning is the most important goal of your first class meeting, and this involves, first of all, some knowledge of your students—why have they decided to "go back to school," what do they hope to gain, and how adequate is their background?

WHO ARE YOUR ADULT STUDENTS?

You see before you adults of all shapes, sizes, and ages. The bald, the well-thatched, the elderly, the young, the college graduate, the high-school drop-out, the professional, and the laborer—indeed, the adults in a typical class are less alike than a class of children would be!

The adult learner has three main assets which give him an advantage over younger students in the task of learning new things:

- **He has experience in living.** Real learning takes place rapidly when facts are related to experiences.
- **He is in school with a purpose,** and he wants to enjoy his class work almost as much as he wants to learn. He gives up his own time—time he could spend with his family or in his home—in return for knowledge. Sometimes this drive for achievement is a source of discouragement. The adult learner may expect more of himself than he is really capable of producing.
- **He wants his learning experiences to have immediate usefulness.** The most efficient learning takes place when an immediate need

is felt. Since an adult rarely has long-range objectives, the teacher must plan class work in terms of immediate needs.

Some Cautions

Although the adult mind has many assets, there are at least three handicaps to overcome:

- **There is a steady, though slight, decline** in ability to see and hear after 14 years of age. Our arms aren't long enough and everyone mumbles. The older we get the more we need to find compensation for our failing sight and hearing.
- **The older we get the slower is our reaction time.** This has two aspects: adults do not have the energy to talk or move rapidly—they no longer wish to be cheerleaders or to run races—and it takes more time to tighten bolts or write sentences. The general pace may be slower, but the goal remains the same. Adults need more time to learn to coordinate the many different operations of an over-all job.

These specific handicaps do not prevent the adult from learning; they do make it necessary, however, to provide more time and understanding in the learning situation. Adults commonly make the mistake of allowing themselves less time than they need rather than more. Their standards of achievement are high, and they are impatient with mistakes. In those areas not requiring manipulative skills, adults will learn more rapidly than children, while physical decline will make it necessary to take more time for learning those things which require physical activity.

Any adult who decides to enter school after he has been out for a number of years is making a momentous decision. "To go or not to go" has been pondered often and long before he finally makes his appearance in your classroom. "Can I learn at my age?" "Why did I choose to come?" are some of the unspoken doubts in his mind. You will have only one class period—the first—to remove these doubts and reassure him so that he will leave saying, "I'm glad that I came!"

GETTING ACQUAINTED

You are host to the members of your class. As they arrive, meet them at the door and introduce yourself. A natural, friendly manner and the normal courtesies extended to adults anywhere should be observed here, too. When all are assembled, introduce yourself to the entire group. (It might be well to write your name on the board.)

This is a good way to establish the kind of atmosphere that

will help group progress, and you, as leader, have the responsibility to do this. An important source of learning is the free exchange of ideas in the group, so strive for the friendliness and informality that will encourage this. Asking everyone to wear a large name badge has been found to be most helpful in quickly establishing a friendly group.

Many adults are bashful about their reasons for attending classes, but each may have his private hopes, desires, needs, and purposes. Try to help him feel at ease. Perhaps the following suggestions will be helpful to you—they've worked in other groups:

- Encourage each class member to become acquainted with the others.
- Be sure that everyone feels that he belongs.
- Be informal, friendly, and personal—without affronting anyone's sense of dignity.
- Encourage everyone to share in group activities.
- Help everyone feel that his own opinions and thoughts are important.
- Let the program grow with and from the group.
- Remember that you, too, are a member of your group.

HOW TO INVOLVE YOUR STUDENTS IN PLANNING

It will help the class to develop the right attitude toward the subject to invite them to discuss it in terms of their own needs, interests, and goals. Then you can help them understand better the kind of background necessary to profit from your instruction. A general outline of the subject area of the course may help members of the class to select, interpret, and relate it more objectively to their needs.

One of the most important parts of your job is that of identifying the real needs of each member in your group. If you don't do this, you invite disaster. To be successful in helping each person to reach his objectives, you must understand his needs as he sees them. There are many ways to learn these needs.

Use Group Discussion

Write the title of the general subject area, and some of its major subdivisions, on the board. Then encourage members of the group to discuss it. This will help you learn what it means to each of them. If you have trouble getting them to talk, try asking a

general question: "What things do you want to learn about the subject?" If no one answers, then ask specific individuals the same question. Write their answers on the board. Make some suggestions yourself if they haven't covered the field adequately. After you've listed everything on the board, see if there is agreement. Find out the things they would like to learn first, second, third, and so on. Wherever possible, you'll be governed by the majority. If class opinion has to be overruled, make it clear why the limitations of physical facilities, time, and resources require a different approach. Rewrite the choices on another section of the board, and then give a brief explanation of the specific things that may be covered under each topic. Again, you should secure the group's suggestions or approval. Don't forget to keep a copy for yourself of the accepted and approved outline.

Try Writing It Out

Another method you can use to determine individual needs or objectives is to have each person write down what he wants to learn. These expressions of interest and goals can be assembled into a plan for the course. You can vary this procedure by getting group members to hand in the questions they would like to have discussed at the next meeting. You can prepare answers to many of these and base your discussions on them. Questions of a similar nature can be used together. In this way, all good questions will find a place. This procedure will always give the instructor a lead for a major discussion subject at class meetings. Announcing the subject in advance will give the group an opportunity for research and study. A prepared student, as you well know, always feels more comfortable and secure in class or during a discussion period.

In addition to the subject content of the course, the group should participate whenever possible in such problems of class management as deciding when the class is to meet, and time and length of the "break." These "break periods" are important to adults—they help them come up for air before the next plunge.

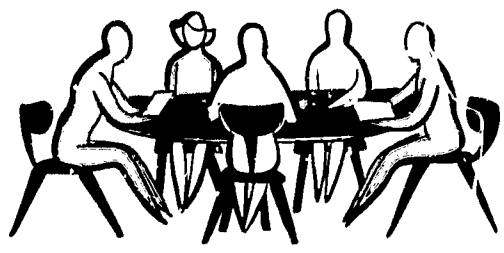
Encouraging Personal Conversation

Some members of the class will have definite ideas about their needs and will be able to talk about them. Others will be hesitant to speak and will need help in recognizing their goals. Still others will express their interests and needs only through a personal talk, so be sure to make yourself available for such interviews, before or after class, as may be most convenient for both of you. An informal meeting of the class, held early in the term at someone's home, may speed the get-acquainted process.

TIPS FOR SUCCESSFUL TEACHING

- A good teacher talks clearly and slowly; uses large, clear writing and pictures; makes individual adjustments for those who may have difficulty seeing or hearing.
- Since adults dislike "busy work," a good teacher devises ways of varying practice drills when skill courses require them.
- The adult's desire to learn demands a business-like approach, so a good teacher must have a well-organized presentation. He cannot waste time or be slipshod.
- A good teacher presents the course in many short units rather than a few long ones. This gives the students a feeling of progress and attainment.
- A good teacher helps the class members understand that, so far as possible, each one will proceed at his own speed of learning.
- A good teacher never hurries those who are learning complicated manual movements. Use the breakdown approach, and introduce the next operation only after the first is mastered.
- The slowdown in physical ability means shorter lesson assignments and more time for the average lesson in those skills involving muscle movement.
- A good teacher uses every opportunity to praise good work and minimize faults or mistakes. Accent the positive.
- With less required homework and fewer deadlines to meet, adults should find learning a pleasure. You and your students should both enjoy the process.

Part 2



Aid Learning with a Variety of Methods

There are many methods and techniques of instruction that you can use, and these should grow out of the situation, changing as the situation changes. Select your methods to meet the conditions that grow out of the relationships which you develop with your group. Choose those methods that hold the greatest promise of meeting the needs of your students. The following are some of the more frequently encountered methods available to you.

THE LECTURE

We have learned many of the things we know from listening to lectures. People will always learn by listening to others. It is a quick way to cover a lot of ground, and can save valuable time; especially if the one who is talking knows the important points that will help others to dig into the subject easily. Apply the following rules of moderation to your lectures to enhance their interest and effectiveness:

- Have a specific reason for using the lecture. One that is known and acceptable to your students.
- Make definite provisions for combining other methods along with the lecture.
- Organize your lecture according to a definite plan, so it will be sure to interest the group.
- Keep to the subject, and avoid talking over the heads of the group in language that is too technical.
- Develop a sensitivity to the responsiveness of the class.

- Be prepared to alter the plan according to the requirements of the situation. (Suppose the morning paper reports a scientific discovery that's at variance with your text.)
- Be as brief as possible, then turn to other methods. Don't lecture all the time; use the lecture method only when the occasion really calls for it.

Adults learn best through participation, so try some of the following in connection with your lecture:

- question and answer periods during the lecture
- group discussions about student experiences
- demonstrations to awaken and maintain interest, thus stimulating individual, intelligent observation of debatable subject matter
- illustrations through the use of actual cases and visual aids.

THE DISCUSSION

Most people enjoy talking and discussing things. As a classroom method, discussion is most helpful in:

- clarifying ideas
- reconstructing ideas based on group experience and knowledge
- arriving at a clearer understanding of the topic under discussion
- serving the interests of the group
- encouraging individual participation
- developing social attitudes in the individual
- reaching group decisions
- planning for action.

The discussion method has definite limitations, however, that you should recognize. For example, not many students are trained to participate in discussions. You should employ the discussion method only as students grow in ability to profit by it. It isn't very well adapted for presentation of technical or authoritative information, and, of course, you can't use it to teach skills. Discussion may be combined with other things to add variety. Try incorporating one of the following into a discussion:

- Lecture forum—a lecture followed by a question-answer period. This method is weak in that one person's views are likely to predominate. Its strength lies in the fact that information can be supplied in an organized and orderly fashion.
- Symposium—three or more persons with different points of view discuss a many-sided question. This method provides for audience participation through directing questions to the panel, but is not satisfactory for small groups.

- Panel discussion—similar to a symposium, but less formal, with people of different backgrounds presenting their views on a question. This requires a skilled moderator to prevent one person from dominating the discussion.
- Debate forum—one speaker arguing for, another against an issue. This is useful in sharpening issues if it is followed by objective questions and comments on the part of the audience.
- Forum dialogue—a form of discussion in which two people carry on an informal conversation in which they may or may not have opposing views. As the discussion nears the peak of interest, the audience is invited to participate.
- Movie forum—substitutes one or more movies for speakers. The film should be selected for its value in raising real issues, with the presentation followed by a period of class discussion. The film should be carefully selected and previewed by the teacher.
- Group interview—characterized by an inquiring reporter asking pertinent questions of members of the group, then opening the discussion to everyone present. The topic must be carefully chosen, and the reporter must constantly refer questions back to the group to make this method effective.

THE DEMONSTRATION

This method consists of the illustration of a process by the leader or a pupil. It helps the student to visualize something which may be difficult to understand completely by description alone. Demonstration may be used as a substitute for individual instruction in some situations, such as in shop work, commercial, and homemaking classes. It is particularly effective when students have an opportunity to perform the operation under the observation of the teacher.

DRILL AND PRACTICE

Drill and practice are very useful in those subjects where repetition is an important factor in learning. In fact, practice may be expected to take considerably more time than demonstration. Classes which may use this method to advantage are those such as typing, shorthand, English grammar, and arithmetic. Don't be misled, however, by thinking that repetition alone constitutes learning. There are certain principles which should be applied in drill and practice:

- The drill should be meaningful, varied, brief, and informal.
- Drill should be used in the correction of errors.
- Drill should not be competitive, since all people will not progress at the same rate.

THE PROJECT

Projects are special jobs or tasks growing out of class work, and selected by students because of their special interest. They may be organized into units that can be planned and executed either by a group or on an individual basis. This type of organization is very useful in classes where there is physical activity, such as sewing, shop, agriculture, and electronics. The students must be free to select their own projects without being dominated by the leader. The leader must be careful to use this time (a) where it is needed most, (b) where the push is needed to move ahead, and (c) where both he and the group recognize that it is needed.

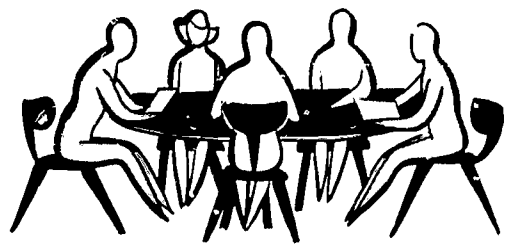
THE PROBLEM

This may be described as any situation which presents a difficulty to the student. It may take the form of a decision to be made, a question to be answered, a choice among different ways of performing an act, a solution to be found, or a relationship to be determined. The problem should be real, and to be really effective, it should be initiated by the learner. It may have originated in his class work, or in his daytime job. Several steps are involved in problem-solving: (a) recognizing and defining the problem, (b) gathering and analyzing the data, (c) forming and testing a solution, and (d) measuring its success or failure.

INDIVIDUAL INSTRUCTION

There are times when you must use individual instruction. This method is very useful in shop work of all kinds, citizenship and literacy classes, and skill subjects. As you move about the classroom, you will find opportunities to help by using your own ideas or those of other class members. But do use individual instruction when it fits either the situation or the needs of the individual. Of course, you can't use it all the time, and there are times when it would be unwise to present topics individually that could be presented just as well by group methods. Then, too, you shouldn't forget that sharing experiences with the group is an important part of learning.

Part 3



Use All Resources

You have many resources to enrich your teaching and challenge your ingenuity. Such aids as the chalkboard, maps, a globe, photographs, the bulletin board, scale materials, slides, films, radio and TV, recordings, guest lecturers—all these are at hand to make your teaching techniques more interesting and colorful. And your job becomes easier when you take advantage of them!

CHALKBOARD

The teacher who turns frequently to a chalkboard and lists words, statements, or problems—who quickly draws a picture, a graph, or a map—helps his class to make the learning situation more vital and real. Such presentation centers the attention of the entire group on a specific point or issue.

Also the teacher who finds frequent opportunities for class members to go to the chalkboard and record notes, work out problems, and draw graphs or pictures gives them the kind of action that helps them tie learning into behavior.

No teacher would be content to limit the value of the chalkboard to such few statements as we have made here, but the list is suggestive, not exhaustive. Any teacher who takes the time to study the use of the chalkboard and who develops skill in its use will reap many rewards in the successful learning of his class.

TEXTBOOKS

A good textbook is next in value to the chalkboard. Just because of the rapid development of audio-visual devices, or of the stress placed on varied methods of instruction, don't assume that textbooks are old-fashioned things to be carefully avoided. Every real teacher knows that this is not true.

No textbook was ever intended as a replacement for the teacher, or to be used alone. Certainly, the teacher who centers all instruction around one or more textbooks has much to learn. In fact, such teachers are not even giving textbooks a fair chance.

A good text is a convenient reference which a student can use for an orderly preview of what he is to study, as a guide through the maze of his studies, or for review. Today, with pictures, charts, graphs, references, summaries, beautiful formats, and attention to style, good textbooks represent one of the best teaching aids available.

MAPS, GLOBES, AND CHARTS

No classroom is complete without current maps, charts, and other display materials appropriate for the subject, whether it be health, science, social studies, or mathematics. Often the most effective ones can be homemade—try this!

FILMS

In selecting motion pictures, filmstrips, and other audio-visual materials for your class, you should know your objectives as precisely as possible, as well as what relevant materials exist. Sources of information on instructional films include: H. W. Wilson's *Educational Film Guide* and *Filmstrip Guide;* the Educators Progress Service's *Educator's Guide to Free Films,* and *Educator's Guide to Free Slidefilms;* plus catalogs issued by producers and film rental libraries. (See reference section, p. 24.)

Finding a nearby source from which your film can be obtained *when* you want it can be a problem. In many cases, the first place to try would be the film library operated by your school board. Your state university extension division or state department of education may have films which are available on loan or at low-cost rental, described in lists or catalogs which are available to you on request. You should also know the film rental sources in your locality. Film rental libraries are eager to acquire material to meet your needs. A useful reference in locating film libraries is *A Directory of 3,660 16mm Film Libraries,* U. S. Office of Education (Bulletin 1959, No. 4).

Many business concerns distribute useful films free, and don't forget that many members of the community who travel make a hobby of preparing films of their trips which they will be happy to show your group.

The amount an audience learns from a film is directly affected

by *how* the film is used. The following ideas are suggested to guide your use of films:

- Select the film or filmstrip on the basis of the purposes and interests of both the group and its leader.
- Preview, or re-preview, the film, always.
- Plan the session and make use of other materials.
- Discuss the film with the group before showing: why you are showing the film, what to look for, facts, problems, new concepts.
- Discuss the film after showing: answers to questions, new learnings, meaning of the film content.
- Engage in follow-up activities: related reading, written reports, trips, other films, and tests.
- Reshowing the film may be beneficial, to reinforce learning and allow for additional class comment.

You may want to coordinate the showing of a film with some of the class methods you have selected. Films are particularly good for this, and are a useful and interesting way of adding variety and holding or increasing interest.

RADIO AND TELEVISION

Radio and television are ideally suited to adult education. There are two main possibilities for using them in this field. First, by judicious selection, you may find a number of commercially produced programs, such as documentaries, which relate closely to what the class is studying. Second, in many areas, more and more teachers are thinking not only of the 30 or so students in each classroom. Either they themselves, or their schools (at their request), are obtaining broadcast and telecast time so that the wider community can receive the benefits of adult education. If you are interested in the specific techniques and processes involved in planning an actual telecast or broadcast, we suggest that you contact the NEA Division of Audio-Visual Instructional Service for first-hand information in this area.

OTHER AUDIO-VISUAL DEVICES

The term "audio-visual" is quite broad, usually covering, in addition to the items already mentioned, recordings, all types of still pictures, slides, graphs, charts, posters, and displays. You can

make effective use of many of these, given some planning as to what would be appropriate for your class. As an example, recordings can be especially helpful in foreign-language classes, speech work, or in teaching English to the foreign-born. For professional guidance in using these audio-visual aids, the NEA Division of Audio-Visual Instructional Service will be most helpful.

SUPPLEMENTAL PRINTED MATERIALS

You will need to rely constantly on the use of printed materials to supplement your program of class activities. The greater the variety of appropriate materials you have available, the easier it will be for you to help develop communication. Printed materials are of four general types:

- Free and inexpensive leaflets and pamphlets
- Books, magazines, newspapers, and periodicals
- Manuals, study guides, and workbooks
- Self-prepared, duplicated instructional materials.

Many industrial companies furnish advertising material that you will find useful, such as charts, diagrams, and units for class activities. Watch the advertisements in current magazines or use *The Publishers Trade List Annual* and *Educators Index to Free Materials* at the library for help in finding free and inexpensive materials. *Free and Inexpensive Learning Materials*, published annually by the Division of Surveys and Field Services, George Peabody College for Teachers, is also helpful. Each member of your group can bring to class items in the area of his special interest, thus helping to build up an information file useful to the whole school.

A wide variety of good books by outstanding writers is now available in inexpensive paperbound copies. They bring the thinking of the best minds of all times and places to the reader at his convenience. It is possible to acquaint students with good reading, as in the case of the man who wrote to the publisher of the pocket editions: "Just read *The Odyssey!* Boy, that guy Homer can write! Do you have any more books by him?" "Paperbounds" are good in remedial and developmental reading.

If your group does not have access to a library, you might start a "Put-'n'-Take" plan. Let your students bring books and magazines for a general shelf, and then each may take one for every one he brings. As one adult educator has written, "There is real hope for a culture that makes it as easy to buy a book as to buy a pack of cigarettes."

Magazines and newspapers stimulate interest in local, national,

and world affairs. The adult with "no time to read at home" will enjoy reading the daily newspaper during odd moments in class and at break or rest periods. In one school, magazines were collected from hotels and placed on a reading table in the classroom. Many enjoyed browsing during free time or taking them home to read longer stories and articles.

Study guides, manuals, and workbooks are helpful because they provide progressive learning experiences toward predetermined goals and give instruction in the performance of skills. Of course, no leader would try to use workbooks without having the proper reference texts available for student use.

A dictionary and a good encyclopedia are necessary, and all members of the group who are not familiar with such reference materials will profit by some instruction on "how to find what you want to know." Many adults will give up too soon if what they want is not found immediately under a specific heading, because they do not understand the simple procedure of following cross-references. Another useful aid is the *World Almanac*.

Factual information directly related to individual work and class discussions is important. Materials at various reading levels should be included in all subject-matter fields. The student cannot do his best work with reading materials beyond his comprehension.

HUMAN RESOURCES

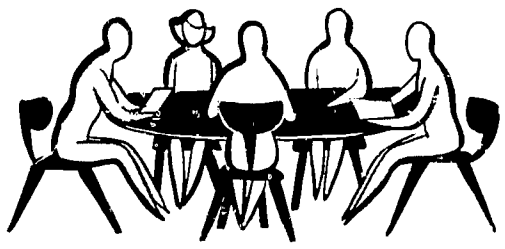
Don't forget that people can be useful in your teaching, too. You'll find them everywhere—in every community, in every situation, even in your classroom. The group can help determine the people most directly related to the problems they are studying. Many group, community, and civic improvements develop when a class, in its search for the solution to a real problem, invites the attention and participation of local people. Their training, experience, and interest bring real information to the problem at hand. Everyone is a resource person in one way or another, and no list could be complete.

In looking for materials or for talents, you will find many institutions or agencies able to help you. Some of them, like libraries, adult education councils, film councils, schools, and universities, cut across all areas of interest and are able to suggest a variety of resources. Others you will not think of so readily—those whose main business is not education or the collecting of information. Local government agencies, health, recreation, industrial, and other public and private agencies which serve special needs of people are excellent sources for information and personal assistance. You can get pamphlets, audio-visual aids, and charts from them.

Also, you can get people—people who have acquired a great deal of knowledge about subjects which are related to the work they do. They like to tell about their organizations, their work, or their hobbies. They have suggestions for program ideas or assistance which their organizations may give to your group. They are willing to serve as speakers or discussion leaders. You'll want to devise your own list of people whom you know to have ability and willingness to help you. Set up a file, so you can have their names and special skills at your fingertips. Then, when the group is ready, you can suggest the person who can help most in getting information for intelligent problem-solving. In building your file, it will be useful to include names of people associated with community institutions and organizations, as well as the kinds of help which either they or their organizations can offer.

Finally, the most important key to the resources for learning is you, yourself. Through the centuries, students have been won by the magic of the teacher's smile, the strength of his encouragement, and the wisdom of his advice. The effective leader keeps the group together, keeps it moving toward the goal, and helps it find the way to satisfaction in learning.

Part 4



Self-Evaluation

CHECK YOURSELF

How do you think you measure up to the many-faceted challenges of teaching adults? Here's a checklist you might want to use—or adapt—to help you rate yourself, much as you might rate a student whom you were helping.

	Feel Competent	Could Use Help	Wonder How Class Sees Me
Do I really enjoy working with adults and helping them learn?	____	____	____
Have I studied and reflected on the need for adult education?	____	____	____
Am I aware of individual differences among adult students, and how these affect my relationships with them?	____	____	____
Have I conscientiously sought to identify individual differences in my class group?	____	____	____
Have I prepared my material to deal with these differences?	____	____	____
Have I a system for making continuous evaluation of an individual's growth?	____	____	____
Have I arranged to devote ample time to the preparation and leadership of my adult group?	____	____	____
Am I striving to become more of a leader and a learner in my class, and less of a formal instructor?	____	____	____

	Feel Competent	Could Use Help	Wonder How Class Sees Me
Do I accept student criticism with a sense of understanding?	____	____	____
Am I bringing in qualified people who make contributions toward the group objectives?	____	____	____
Do I know what equipment is available and am I using it to best advantage?	____	____	____
Have my materials and methods been adapted to and grown from the everyday experiences of my adult group?	____	____	____
Am I making use of the members of my group who can contribute to group goals?	____	____	____
Am I making use of libraries, museums, public agencies, civic organizations, and news media?	____	____	____
Am I keeping the group moving from the simple to the complex?	____	____	____
Am I using information from today's meeting in preparation for tomorrow's?	____	____	____
Have I made the best arrangement of the physical equipment to meet the needs of handicapped individuals?	____	____	____
Have I brought about a comfortable social atmosphere for the group?	____	____	____
Am I allowing my leadership to be improved by group evaluation?	____	____	____
Have I established good relations with other members of the staff and am I familiar with their programs?	____	____	____

HELP YOUR STUDENTS RATE THEMSELVES

The responsibility for successful class activity isn't yours alon and we hope this booklet hasn't sounded as if it were. No, as ir dividuals in a group, the students also have an obligation—to yo to the other class members, and to themselves. Their flexibilit interest, cooperation, and creativity are a pretty good index to th success of your own efforts. So why not suggest to your student that they examine their own participation? Below is a checklis of questions that might be used to help them rate themselves.

	Good	Fair	Need Improvemen
Do I just sit and listen or do I propose new ideas?	____	____	____
Am I shy about admitting I don't understand, or do I ask questions?	____	____	____
Do I keep my knowledge to myself, or do I share it when it will prove helpful?	____	____	____
Am I shy about giving opinions, or do I speak up if I feel strongly about something?	____	____	____
Do I concentrate only on details under immediate discussion, or do I try to summarize and relate class ideas?	____	____	____
Do I get off the track easily, or do I understand group goals and try to work toward them?	____	____	____
Am I indifferent to others' efforts or do I encourage them to do well?	____	____	____
Am I satisfied with mediocre projects, or do I stimulate the group to undertake worthwhile projects?	____	____	____
Do I allow ill feeling to develop, or am I a mediator and peacemaker?	____	____	____
Am I inflexible, or am I willing to compromise (except where basic issues are involved)?	____	____	____
Do I sit by while others hog the floor, or do I encourage others' participation, giving everyone a fair chance?	____	____	____

A learning situation must be realistic. There is no point in teaching swimming in a classroom when the skill can be exercised only within a body of water. It is not always this easy, however, to test the practicality of a learning situation. For this reason, the teacher must many times use various methods of fact finding (acquiring information from the students rather than giving information to them) to determine the appropriateness of the learning situation as perceived by the students. Acquiring information from the student, then, not only helps the teacher determine the extent to which the learning situation is realistic, but it helps develop a shared experience between student and teacher which enables them to make a partnership out of the entire learning process.

Another well-known principle of learning is that active participation on the part of a student is far more functional than passive reception. People *do* learn by doing and to deny students this opportunity is to limit the depth and richness of their educational experience. More than this, however, individuals have basic needs for belonging and recognition which the teacher can best meet by actively involving the student in the learning process. To deny these needs by restricting the instructional process to various ways of one-way communication (no matter how ingenious and entertaining the one-way communication method may be) is to limit an individual's opportunity of identifying as a person with other students.

It is important, too, that an individual have a share in setting his own expectancies about learning. Trying to meet expectancies imposed upon us by others is frequently frustrating. To share in setting expectancies results frequently in setting expectancies higher than those that might be given to us by others.

Finally, each teacher must be aware of the classroom methods which will enable each student to relate to other members of his class. "Acceptance" is a two-way process. A sweet and kindly manner on the part of the teacher does not necessarily mean that the student feels "accepted" by the teacher. He needs the opportunity to actively engage in learning experiences with the other students as well as the teacher if he is to bring all of his emotional and intellectual resources to bear in helping him make maximum use of the learning opportunity.

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If this book has been helpful, you may be interested in other titles published by NAPSAE for teachers and students:

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