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ABSTRACT

This document is part of a series designed to help adult home economics education supervisors and instructors meet the consumer-homemaking needs of the low-income adult learner. The information contained in this part provides idea starters for developing ways to make more effective instructional presentations. Various methods and techniques applicable to the teaching of home economics to low-income adult learners are presented in chart form. A brief description of each method, guides and purposes for using, and suggested learning experience are provided. A source list and bibliography are included. Other publications in this series include: "Creating A Learning Environment," "Determining Program Content," and "Motivating the Learner." (Editor/CK)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

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Home Economics Education

Selecting Teaching Techniques

Ideas for Instructors
of Consumer-Homemaking Programs

WORKING WITH ADULTS



THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT / ALBANY, NEW YORK 12224

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Foreword

Consumer-homemaking centers are designed to help meet the needs of individuals in disadvantaged areas. The programs at the centers generally encompass the range of home economics. The participants attend the centers voluntarily and sustained attendance in the programs to satisfy individual needs. Many of the participants have lost traditional methods, techniques, and materials which are used at the centers need to be innovative in their appropriateness for specific individuals.

The development of materials designed to help individuals improve their effectiveness as participants at local consumer-homemaking centers in the State was initiated by Laura M. Edwards, Bureau of Home Economics Education. The purpose of this publication is to encourage supervisors and teachers of teaching methods and techniques when they present information to individuals and groups. This series include: *Creating A Learning Environment, Determining Program Content,*

Appreciation is expressed to Dorris M. Cross, associate professor of home economics at Buffalo College at Buffalo, for preparing the materials for this publication. Assistance rendered by Gertrude Jacoby, consultant to the Bureau of Home Economics Education. Nelson S. Nelson, Bureau of Continuing Education Curriculum Development, coordinated the project and publication.

H. GEORGE MURPHY, *Director*
Division of School Supervision

Foreword

designed to help meet the needs of individuals living in socio-economically, the centers generally encompass the range of topics associated with home the centers voluntarily and sustained attendance is dependent upon the ability needs. Many of the participants have lost faith in formal education, so the at are used at the centers need to be innovative and selected in terms of individuals.

igned to help individuals improve their effectiveness as they work with partic- centers in the State was initiated by Laura M. Ehman, Chief, Bureau of Home this publication is to encourage supervisors and instructors to use a variety en they present information to individuals and groups. Other publications in *ing Environment, Determining Program Content, and Motivating the Learner.*

ris M. Closs, associate professor of home economics education, State University materials for this publication. Assistance relating to content was provided Bureau of Home Economics Education. Nelson S. Maurer, associate in the ulum Development, coordinated the project and prepared the manuscript for

HERBERT BOTHAMLEY, *Chief*
Bureau of Continuing Education
Curriculum Development

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Overview

Selecting Teaching Techniques is part of a series designed to help adult home economics and instructors meet the consumer-homemaking needs of the low-income adult learner. This part provides idea starters for developing ways to make more effective instruction.

The material may be used independently or with the other parts in this series. Such information for inservice training of selected personnel or as a topic for discussion at a meeting. In addition, the material may be used as a resource for the development of learning by the instructor or by the staff as they coordinate their various responsibilities. Also, the material may be used by educational institutions as part of a preservice training program for persons entering the field of home economics education.

The instructor needs to keep in mind that it is the learner who must perceive and learn what is being taught. To assist the learner with this task, the instructor needs to utilize methods which will provide the motivation for this learning and permit a linkage of the adult learner's interest, and abilities to his present situation.

Familiar as well as new teaching methods need to be used by the instructor. A variety of methods to stimulate and maintain interest, increase participation, and prompt effectual learning methods may be used in any learning experience. Methods and techniques as well as materials should be selected in terms of their appropriateness for specific participants because much of the consumer-homemaking center is individual in nature.

Various methods and techniques applicable to the teaching of home economics to low-income adults are presented in chart form. A brief description of each method, guides for using, purposes, and learning experience are provided. Methods are listed for individual work, individual learning, group work, and small or large group work.

A source list is included but it is not to be considered exhaustive nor interpretive. The State Education Department. A bibliography is provided to give the opportunity for further study on this topic.

Overview

of a series designed to help adult home economics education supervisors meet the needs of the low-income adult learner. The information contained in this series provides ways to make more effective instructional presentations.

or with the other parts in this series. Supervisors may use the information with personnel or as a topic for discussion during a general staff meeting. It may be used as a resource for the development of lesson plans by an individual supervisor or as a resource for the development of lesson plans by an individual supervisor. Also, the information may be used in a preservice training program for persons entering the field of home economics education.

That it is the learner who must perceive and make meaning out of what is presented is the task, the instructor needs to utilize methods, materials, and media to facilitate learning and permit a linkage of the adult learner's background, needs, and abilities.

Methods need to be used by the instructor. A variety of methods will be used, including participation, and prompt effectual learning situations. One or more methods should be used. Methods and techniques as well as materials and media should be selected for specific participants because much of the work and instruction at this level is individual in nature.

Methods used in the teaching of home economics to low-income adult learners are listed in this series. Each method, guides for using, purposes for using, and suggested materials are listed for individual work, individual and small or large group work.

This series is not to be considered exhaustive nor interpreted as being approved by the Department of Education. It is provided to give the opportunity for further investigation of the field of home economics education.

Teaching Methods and Techniques

FOR INDIVIDUAL WORK

<i>Method</i>	<i>Guides for Using</i>	<i>Purposes for Use</i>
INDEPENDENT STUDY		
Working alone on self-initiated projects, with or without supervision	<ul style="list-style-type: none"> • Plan with participant project to be initiated and determine steps for accomplishing it. • Allow participant to work independently giving direction and help when needed. • Provide a variety of appropriate resources. 	<ul style="list-style-type: none"> • Individualizes instruction for members of group with varying interests and needs. • Increases specificity. • Gives scope and direction in an area of interest. • Provides solutions to individual problems.
PROGRAMED INSTRUCTION		
Arranging materials in small step sequences to be pursued by participant at his own rate of speed and containing built-in evaluation and positive reinforcement	<ul style="list-style-type: none"> • Select or prepare appropriate material. • Plan with participant when and how to use program. • Determine whether to use at center or elsewhere. 	<ul style="list-style-type: none"> • Individualizes instruction. • Provides solutions to individual problems. • Presents factual information, definitions, basic ideas.

Teaching Methods and Techniques

FOR INDIVIDUAL WORK

Guides for Using

Plan with participant
object to be initiated
and determine steps for
accomplishing it.

Allow participant to
work independently giving
direction and help when
needed.

Provide a variety of
appropriate resources.

Select or prepare appro-
priate material.

Plan with participant
when and how to use
program.

Determine whether to use
at center or elsewhere.

Purposes for Using

- Individualizes instruc-
tion for members of a
group with varying
interests and needs.
- Increases specific skills.
- Gives scope and depth to
an area of interest.
- Provides solutions for
individual problems.
- Individualizes instruc-
tion.
- Provides solutions for
individual problems.
- Presents factual infor-
mation, definitions, and
basic ideas.

Suggested Learning Experiences

- Prepare and construct
projects in such areas as
home furnishings, foods,
clothing, and child devel-
opment.
- Suggest interest readings
while having coffee in
the living-resource area.
- Provide materials for use
at home.
- Reinforce skills in clothing
construction or food prep-
aration.
- Pursue a special interest
in home economics related
to such content phases as
family relationships, child
development, and consumer
economics.

FOR INDIVIDUAL WORK
(continued)

Method	Guides for Using	Purposes for Using
PROGRAMED INSTRUCTION (continued)	<ul style="list-style-type: none"> • Combine with other methods of instruction. • Catalog and store within access of aide, instructor, and participant. 	<ul style="list-style-type: none"> • Releases teaching time for other priority needs. • Encourages participant's independence. • Gives additional stimulation for academically-oriented participant.

FOR INDIVIDUAL AND SMALL OR LARGE GROUP WORK

INTERVIEW

Asking questions of one or more persons relative to information for the group or individual	<ul style="list-style-type: none"> • Review with participant purpose of visit and type of information that can be gained. • Plan with participant how, when, and where the interview will be conducted. • Discuss and summarize with participant findings gained from the interview. 	<ul style="list-style-type: none"> • Provides firsthand facts and background information on special topics. • Secures opinions of specialists in a field. • Gives experience and confidence in acquiring information from another individual. • Improves communication in an interview-type situation.
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FOR INDIVIDUAL WORK
(continued)

Techniques for Using

Purposes for Using

Suggested Learning Experiences

Combine with other methods of instruction.

Dialog and store within process of aide, instructor, and participant.

- Releases teaching time for other priority needs.
- Encourages participant's independence.
- Gives additional stimulation for academically oriented participant.

- Provide instruction for additional work away from center.

FOR INDIVIDUAL AND SMALL OR LARGE GROUP WORK

Interview with participant purpose of visit and type of information that can be gained.

Interview with participant how, when, and where the interview will be conducted.

Discuss and summarize with participant findings gained from the interview.

- Provides firsthand facts and background information on special topics.
- Secures opinions of specialists in a field.
- Gives experience and confidence in acquiring information from another individual.
- Improves communication in an interview-type situation.
- Interview participants to determine program interests and needs.
- Have participants interview each other and then introduce each other to members of the group informally.
- Interview guests invited for refreshments.
- Have participants interview several prospective employers and educational personnel and bring findings back to group.

FOR INDIVIDUAL AND SMALL OR LARGE GROUP WORK
(continued)

Method	Guides for Using	Purposes for Using
LABORATORY WORK		
Applying knowledge in a realistic situation by individuals or groups with the emphasis on skills as well as factual knowledge	<ul style="list-style-type: none"> • Plan the activity with participants considering: <ul style="list-style-type: none"> Project selection Steps involved Evidences of accomplishment Standards of workmanship Project evaluation 	<ul style="list-style-type: none"> • Gives actual experience in a realistic situation • Develops managerial ability. • Provides opportunity to use information with supervision. • Reinforces learnings by doing. • Develops skills. • Increases self-confidence through the realization of successful product completion.
OBSERVATION		
Watching persons or things for specific purposes and often under different circumstances	<ul style="list-style-type: none"> • Clarify with participants purpose of observation and conditions under which observation is to be made. • Review behavior and courtesies expected of good observers. • Share findings with group. 	<ul style="list-style-type: none"> • Allows the gathering of firsthand information on behavior and procedure • Increases knowledge of immediate environment. • Provides a comparison of various methods and equipment.

FOR INDIVIDUAL AND SMALL OR LARGE GROUP WORK
(continued)

Guides for Using

Purposes for Using

Suggested Learning Experiences

Plan the activity with participants considering:

Project selection
Steps involved
Evidences of accomplishment
Standards of workmanship
Project evaluation

- Gives actual experiences in a realistic situation.
- Develops managerial ability.
- Provides opportunity to use information with supervision.
- Reinforces learnings by doing.
- Develops skills.
- Increases self-confidence through the realization of successful product completion.

- Plan project work in such content areas of home economics as child development, clothing, consumer education, family health and home nursing, foods, housing and home furnishings, and management.

• Clarify with participants purpose of observation and conditions under which observation is to be made.

• Review behavior and courtesies expected of good observers.

• findings with group.

- Allows the gathering of firsthand information on behavior and procedures.

- Increases knowledge of immediate environment.

- Provides a comparison of various methods and equipment.

- Observe children in the adult center.

- Observe people performing specific tasks.

- Make survey of community relative to identified factors.

FOR INDIVIDUAL AND SMALL OR LARGE GROUP WORK
(continued)

Method	Guides for Using	Purposes for Using	Supplies
STUDY TRIP			
Visiting outside the adult learning center as a group and arranged by instructor, aide, or participants	<ul style="list-style-type: none"> • Plan trip and determine goals with participants. • Select place to go and things to see in relation to goals, accessibility, and time. • Plan for transportation. • Prepare participants by clarifying purpose of trip, standards for safety, and proper conduct. • Summarize with participants the findings and reactions of the trip. 	<ul style="list-style-type: none"> • Provides firsthand information and knowledge of a service, product, or facility. • Improves understanding and appreciation of business, industrial, and social resources in the target community and surrounding area. 	

FOR SMALL OR LARGE GROUP WORK

DEMONSTRATION

Giving a presentation of a process by the instructor, aide, participant, resource person, or a combination of these	<ul style="list-style-type: none"> • Determine points to be taught. • Plan procedures for presentation and time allocation. 	<ul style="list-style-type: none"> • Presents new learnings or skills. • Establishes standards for work. 	
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FOR INDIVIDUAL AND SMALL OR LARGE GROUP WORK
(continued)

<i>Guides for Using</i>	<i>Purposes for Using</i>	<i>Suggested Learning Experiences</i>
<p>trip and determine ls with participants.</p> <p>ect place to go and ngs to see in relation goals, accessibility, time.</p> <p>n for transportation.</p> <p>pare participants by rifying purpose of p, standards for ety, and proper duct.</p> <p>marize with partici- ts the findings and ctions of the trip.</p>	<ul style="list-style-type: none"> • Provides firsthand information and knowledge of a service, product, or facility. • Improves understanding and appreciation of business, industrial, and social resources in the target community and surrounding area. 	<ul style="list-style-type: none"> • Plan student trips to such places as: Farmers' market Food stores Clothing stores Department stores Elementary schools BOCES centers Adult Basic Education Centers Health clinics Libraries Day-care centers Neighborhood houses Social service agencies

FOR SMALL OR LARGE GROUP WORK

<p>termine points to be ught.</p> <p>an procedures for resentation and time location.</p>	<ul style="list-style-type: none"> • Presents new learnings or skills. • Establishes standards for work. 	<ul style="list-style-type: none"> • Demonstrate new products or projects to motivate interest. • Demonstrate new procedures participants will be using.
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FOR SMALL OR LARGE GROUP WORK
(continued)

Method	Guides for Using	Purposes for Using
DEMONSTRATION (continued)	<ul style="list-style-type: none"> • Assemble equipment, supplies, and teaching aids. • Summarize approved procedures which were shown. 	<ul style="list-style-type: none"> • Gives participants a chance to share specialties and strengths.
BRAINSTORMING		
Responding to a specific topic in a quick, creative, and imaginative manner	<ul style="list-style-type: none"> • Present problem or concern to group. • Record ideas from the session. • Review ideas, screen, and evaluate in terms of problems or concern. • Summarize and possibly apply some of the acquired ideas. 	<ul style="list-style-type: none"> • Provides an opportunity for participants to express ideas without judgmental restriction. • Secures quickly a variety of ideas upon which to base plans and decisions.
BUZZING		
Considering specific subjects by small groups of participants with each group having a leader and recorder	<ul style="list-style-type: none"> • Present topic and indicate expected outcomes. • Allow a specific amount of time for the session. 	<ul style="list-style-type: none"> • Clarifies main ideas and implications following a film or presentation.

FOR SMALL OR LARGE GROUP WORK
(continued)

Guides for Using

Purposes for Using

Suggested Learning Experiences

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Assemble equipment, supplies, and teaching aids. • Summarize approved procedures which were shown. | <ul style="list-style-type: none"> • Gives participants a chance to share specialties and strengths. | <ul style="list-style-type: none"> • Have participants present demonstrations of their specialties to create interest and promote self-confidence. |
| <ul style="list-style-type: none"> • Present problem or concern to group. • Record ideas from the session. • Review ideas, screen, and evaluate in terms of problems or concern. • Summarize and possibly apply some of the acquired ideas. | <ul style="list-style-type: none"> • Provides an opportunity for participants to express ideas without judgmental restriction. • Secures quickly a variety of ideas upon which to base plans and decisions. | <ul style="list-style-type: none"> • Have participants suggest ideas for recruitment, open house, and publicity. • Secure ideas when total group is faced with a common problem. • Use as a warmup prior to other types of discussion. |
| <ul style="list-style-type: none"> • Present topic and indicate expected outcomes. • Allow a specific amount of time for the session. | <ul style="list-style-type: none"> • Clarifies main ideas and implications following a film or presentation. | <ul style="list-style-type: none"> • Secure ideas for project selection, center learning experiences, and specific problem solutions. |

FOR SMALL OR LARGE GROUP WORK
(continued)

Method	Guides for Using	Purposes for Using	Sug
BUZZING (continued)	<ul style="list-style-type: none"> • Share results of each group with all participants. • Make plans for implementing results. 	<ul style="list-style-type: none"> • Identifies questions or ideas to be answered by a resource person or during a study trip. 	
CIRCULAR RESPONSES			
Sitting in a circle with participants contributing to question or topic being discussed	<ul style="list-style-type: none"> • Select a topic which has many answers so members can respond without fear of failure or embarrassment. • Give each participant a chance to contribute without creating undue notice of those who do not respond. • Record and summarize contributions of participants. • Allow questions and comments from the group following the cutoff point for the discussion. 	<ul style="list-style-type: none"> • Encourages participants to respond and after making a satisfactory contribution once, it is usually easier to make the second contribution. • Secures many points of view very quickly. • Provides time for each participant to contribute. 	

FOR SMALL OR LARGE GROUP WORK
(continued)

<i>Guides for Using</i>	<i>Purposes for Using</i>	<i>Suggested Learning Experiences</i>
<p>the results of each step with all participants.</p> <p>the plans for implementing results.</p> <p>select a topic which many answers so others can respond without fear of failure or embarrassment.</p> <p>the each participant a chance to contribute without creating undue pressure of those who do respond.</p> <p>record and summarize contributions of participants.</p> <p>allow questions and comments from the group following the cutoff point for the discussion.</p>	<ul style="list-style-type: none"> • Identifies questions or ideas to be answered by a resource person or during a study trip. • Encourages participants to respond and after making a satisfactory contribution once, it is usually easier to make the second contribution. • Secures many points of view very quickly. • Provides time for each participant to contribute. 	<ul style="list-style-type: none"> • Identify main concepts of a trip or guest speaker. • Have participants give name and answer other non-threatening questions about themselves. • Secure ideas about group concerns and solutions for problems. • Summarize main ideas following activities such as a film or study trip.

FOR SMALL OR LARGE GROUP WORK
(continued)

Method	Guides for Using	Purposes for
PANEL		
Presenting information or opinions on a specific topic by four to six persons	<ul style="list-style-type: none"> • Determine topic to be considered. • Select panel members qualified to give reliable points of view. • Have leader of group introduce panel members and topic. • Allow each panel member to speak whenever he has a contribution. • Summarize comments frequently. 	<ul style="list-style-type: none"> • Gives points of view of several authors. • Helps adults to see that there can be several right answers to a number of issues. • Presents different points of view of a situation and decision made. • Motivates further interest in the topic.
DISCUSSION		
Sharing by the group of ideas in relation to a common topic, frequently led by the instructor.	<ul style="list-style-type: none"> • Select topic for discussion in which participants have sufficient information and experience. • Orient group to topic and desired outcome. • Plan total group decision after participants have gained adequate self-confidence as members of the group. 	<ul style="list-style-type: none"> • Formulates conclusions for ideas. • Establishes criteria for ideas. • Explores an idea. • Organizes plan. • Stimulates opinions and beliefs.

FOR SMALL OR LARGE GROUP WORK
(continued)

Guides for Using

Purposes for Using

Suggested Learning Experiences

- Determine topic to be considered.
- Select panel members qualified to give reliable points of view.
- Have leader of group introduce panel members and topic.
- Allow each panel member to speak whenever he has a contribution.
- Summarize comments frequently.

- Gives points of view from several authorities.
- Helps adults to realize there can be several right answers to a number of issues.
- Presents different sides of a situation so a judgment and decision may be made.
- Motivates further interest in the topic.

- Have panel of participants show and tell about helpful experiences they had at the center.
- Invite teacher, school administrator, or school-community liaison person to inform participants about school and how they can help their children succeed in school.
- Invite several area clergy to come and tell about the services they provide to the community through their churches.

- Select topic for discussion in which participants have sufficient information and experience.
- Orient group to topic and desired outcome.
- Plan total group decision after participants have gained adequate self-evidence as members of group.

- Formulates conclusions for ideas.
- Establishes criteria.
- Explores an idea.
- Organizes plans.
- Stimulates opinions and beliefs.

- Plan phases of activities that affect the total group such as study trips, resource people, upkeep of facilities, selection of center supplies and equipment, recruitment and public relations.
- Summarize benefits gained from the above experiences.

FOR SMALL OR LARGE GROUP WORK
(continued)

Method	Guides for Using	Purposes for Using	Sug
DISCUSSION (continued)	<ul style="list-style-type: none"> • Guide discussion and keep comments relevant to topic being discussed. • Create comfortable climate in which each person feels free to speak. 		<ul style="list-style-type: none"> • H • c • h
ROLE-PLAYING			
Acting spontaneously various roles within a real-life situation	<ul style="list-style-type: none"> • Plan the situation and define roles to be played. • Select members and orient remaining participants to the desired outcomes. • Follow the action with a discussion. 	<ul style="list-style-type: none"> • Provides practice for anticipated experiences. • Explores ways individuals interact with each other. • Shows the possibility of varied solutions to a problem. • Discovers personal feelings and emotional responses in specific situations. 	<ul style="list-style-type: none"> • • • •

FOR SMALL OR LARGE GROUP WORK
(continued)

<i>Guides for Using</i>	<i>Purposes for Using</i>	<i>Suggested Learning Experiences</i>
de discussion and keep ments relevant to ic being discussed.		<ul style="list-style-type: none">• Have informal total group discussion on selected topics when members are having coffee.
ate comfortable mate in which each son feels free to ak.		
an the situation and fine roles to be ayed.	<ul style="list-style-type: none">• Provides practice for anticipated experiences.	<ul style="list-style-type: none">• Show the way participants should act on a study trip or before a guest speaker.
lect members and ient remaining partici- nts to the desired tcomes.	<ul style="list-style-type: none">• Explores ways individuals interact with each other.	<ul style="list-style-type: none">• Suggest a shopping scene where a customer is attempting to return some unsatisfactory merchandise.
allow the action with discussion.	<ul style="list-style-type: none">• Shows the possibility of varied solutions to a problem.• Discovers personal feelings and emotional responses in specific situations.	<ul style="list-style-type: none">• Act out a parent-teacher discussion about a child's problem at school.• Present a homemaker's reaction to a door-to-door salesman.

Source List

AFL-CIO
Pamphlet Division
815 16th St., NW.
Washington, D.C. 20036

Adult Education Association of the
U.S.A.
1225 19th St.
Washington, D.C. 20036

Alcoholics Anonymous
Box 459
Grand Central Station
New York, N.Y. 10017

Allyn and Bacon, Inc.
470 Atlantic Ave.
Boston, Mass. 02110

American Banking Association
Banking Education Committee
90 Park Ave.
New York, N.Y. 10017

American Home Economics Association
1600 20th St., NW.
Washington, D.C. 20009

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Division of Home Economics Education
1510 H St., NW.
Washington, D.C. 20005

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Ann Arbor, Mich. 48104

Appleton-Century-Crofts
Division of Meredith Corp.
440 Park Ave., South
New York, N.Y. 10016

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Cooperative Extension Service
Auburn, Ala. 36830

Basic Books, Inc.
404 Park Ave., South
New York, N.Y. 10016

Behavioral Research Laboratory
Box 577
Palo Alto, Calif. 94302

California Migrant Ministry
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