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ABSTRACT

Adult teaching and learning is a suggested course of study which emphasizes teacher behavior in relation to adult learning. In the development of the syllabus for this course, a considerable amount of time was spent using the curriculum development process described by Ralph Tyler. A broad range of concepts and behavior patterns were identified in the literature. Those concepts and behaviors which occurred most frequently were included in the course of study. The syllabus was designed to allow maximum flexibility in a course of study. The significance of each area of study was presented for the purpose of helping the instructor understand why the concept or behavior should receive consideration. The behavioral objectives were developed for the expressed purpose of providing direction to the process of changing the behaviors of the teachers of adults. The suggested areas to study contain the concepts and behaviors pertaining to adult teaching and learning which appear necessary to the achievement of the stated objectives. A variety of learning experiences have been suggested so that the teachers of adults will have an opportunity to achieve the behavioral objectives. Effective evaluation is needed to determine how well one is succeeding in achieving the objectives. A number of ways have been suggested to evaluate the behavioral objectives. (For related documents, see AC 008 317, 319-322.) (CK)

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HEURISTICS OF ADULT EDUCATION

Courses of Study for Professional Preparation of Educators of Adults

edited by Vincent J. Amanna

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ADULT TEACHING AND LEARNING

Denzil O. Clegg

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ADULT TEACHING AND LEARNING

AN EXAMINATION OF TEACHER BEHAVIOR AND ITS RELATION TO ADULT LEARNING

A SYLLABUS FOR THE PROFESSIONAL PREPARATION OF TEACHERS OF ADULTS

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June, 1970

HEURISTICS OF
ADULT EDUCATION

Courses of Study for the Professional Preparation of Educators of Adults

PART I	SEMINAR IN ADULT BASIC EDUCATION
PART II	SOCIOLOGY OF IMPOVERISHED LIFE STYLES
PART III	PSYCHOLOGICAL IMPLICATIONS OF DEPRIVATION ON ADULT LEARNERS
PART IV	ADULT TEACHING AND LEARNING
PART V	METHODS AND MATERIALS IN ADULT BASIC EDUCATION
PART VI	EVALUATION IN ADULT BASIC EDUCATION

FORWARD

> HEURISTICS: Serving to discover or reveal; applied to arguments and methods of demonstration which are persuasive rather than logically compelling, or which lead a person to find out for himself.
>
> Webster's New International
> Dictionary of the English Language

The appropriateness of the title Heuristics of Adult Education for this series may not be apparent to the reader and we should, therefore, make clear our purposes in its preparation.

Adult education in the United States is experiencing an expansion that is to some considerable extent without precedent. The tremendous changes that followed World War II were largely manifest in increases in volume, achieving essentially the same objectives as those of the first half of this century, but with larger numbers of people. However, during the past decade a rather different adult clientele has emerged and its visibility has confronted the adult educator with questions about the adequacy of his preparation as a professional. The undereducated, economically impoverished adult has waited until only recently on the periphery of social institutions. Through the convergence of a number of related, fortunate circumstances, his plight has arisen as a prominent concern of the American educational exterprise. His social and cultural devience from the parent society has proven to be the dimension which presents the actual challenge to the adult educator and in its turn to the composition of his professional preparation. He finds that the alienation resulting from prolonged deprivation is highly resistant to amelioration through the more prosaic components of graduate study in adult education.

We are confronted with the dilemma of a double problem. On the one hand the adequacy of professional training for adult educators must be caused to accomodate the new clientele. This is not viewed at this point in time, nor in this particular project as a matter of finding substitutes for parts of the professional curriculum, but rather a concern for enlarging competencies and understandings. On the other hand, however, there are few clear indicators of precisely what should be included; what cognitive and experiential learnings are most efficacious in relation to the objectives of graduate study.

Hence, the present project is viewed as heuristic; a clear and open invitation to everyone concerned about the competence of the professional educator of adults to discover and reveal the adequacies and shortcomings of this present effort at persuasion--a persuasion that we have discovered some guideposts in the evolution of a design for a portion of graduate study in adult education. But this is also an invitation to those who would discover where further pursuit of curriculum design for graduate study will lead, and then to share their findings with those of us who have had a part in the present project.

Vincent J. Amanna
University of Colorado
June, 1970

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A special thank-you is in order for the off-campus students who participated in the field testing of the course at Craig and Longmont, Colorado. Their warm response and enthusiastic participation led the authors to believe that the project was headed in the right direction.

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DEVELOPMENT AND USE OF THE SYLLABUS

Under provision of Section 309(c) of the Adult Education Act of 1966, the University of Colorado prepared under sub-contract with colleges and universities six courses of study for the professional preparation of adult basic education personnel. The courses of study will be made available to institutions of higher education for the purpose of providing undergraduate and graduate students the opportunity to study adult teaching and learning. The six courses of study are:

1. Seminar in Adult Basic Education
2. Sociology of Impoverished Life Styles
3. Psychological Implications of Deprivation on Adult Learners
4. Adult Teaching and Learning
5. Methods and Materials in Adult Basic Education
6. Evaluation in Adult Basic Education.

Adult teaching and learning is a suggested course of study which emphasized teacher behavior in relation to adult learning. Studies of teaching behavior are hardly beyond the exploratory stage. Studies on teaching behavior in relation to adult learning are practically nonexistent. Therefore, in the development of the syllabus a considerable amount of time and effort was spent using the curriculum development process described by Ralph Tyler (1950).

A broad range of concepts and behavior patterns were identified in the literature. Those concepts and behaviors which occurred most frequently were included in the course of study. Based on the authors' experiences, concepts and behaviors not always associated with the field of adult education were included. For example, material in personnel management was used since this area of study does emphasize behavior in an adult setting.

The syllabus was designed to allow maximum flexibility in a course of study. Areas may be expanded, added, or dropped depending on the teacher-learner setting. Variations in format will be noted and each instructor is encouraged to continue to make variations for the purpose of finding the most effective learning experiences for teachers of adults.

The course of study was field tested on campus and off campus. Revisions were made based on the field tests, but each instructor should continue to evaluate the course content, behavioral objectives, learning experiences, questions for evaluation, and sources of information.

Significance. The significance of each area of study was presented for the purpose of helping the instructor understand why the concept or behavior should receive consideration. In addition, the significance statements were designed in a way to provide support for the behavioral objectives which were selected.

Behavioral objectives. The behavioral objectives were developed for the expressed purpose of providing direction to the process of changing the behaviors of the teachers of adults. The objectives were stated in a form that is helpful for selecting learning experiences, guiding instruction, and evaluation.

Suggested areas to study. The suggested areas to study contain the concepts and behaviors pertaining to adult teaching and learning which appear necessary to the achievement of the stated objectives. References have been indicated where one can learn more about the area.

Learning experiences. A variety of learning experiences have been suggested so that the teachers of adults will have an opportunity to achieve the behavioral objectives. There are many learning experiences which can be used to achieve the same objective, and a particular learning experience may be useful in acquiring several objectives. The instructor needs to exert a great amount of time and effort in selecting those learning experiences which contribute the most to the development of more effective teacher behavior.

Evaluation. Effective evaluation is needed to determine how well one is succeeding in achieving the objectives. A number of ways have been suggested to evaluate the behavioral objectives. Here too, the instructor needs to use his own initiative and determine if there are more effective ways to measure the result(s) of the teaching-learning experiences.

References. In each area of study, core readings have been listed. In addition, supplemental readings have been identified in References. It is suggested that new references, teaching materials, and aids be added in order to provide an up-to-date course of study.

Appendices. The information in the appendices has many uses. The ideas on more effective teaching were selected because of their emphasis on teacher behavior. The techniques can be used when needed. The student projects can be used as handouts and the unpublished papers can be used as either handouts or reference material.

TO THE INSTRUCTOR

Your student learners are adults who will be teachers of adult learners. Your actions and the methods you use with your adult students will become their model when they enter the teaching-learning process with other adults. Therefore, you need to answer the question, what is my role and function as a teacher of adult learners who will be teachers of adult learners?

One way to approach this question is to suggest that you are a learner of learners learning about learners.[1] No doubt about it, you as the instructor of this course will be learning a great deal about yourself and your learners as you direct the learning activities. Your overall objective will be to help your adult students develop and conduct more effective learning experiences for the many learners in adult education. The learner relationships are shown in Figure 1.

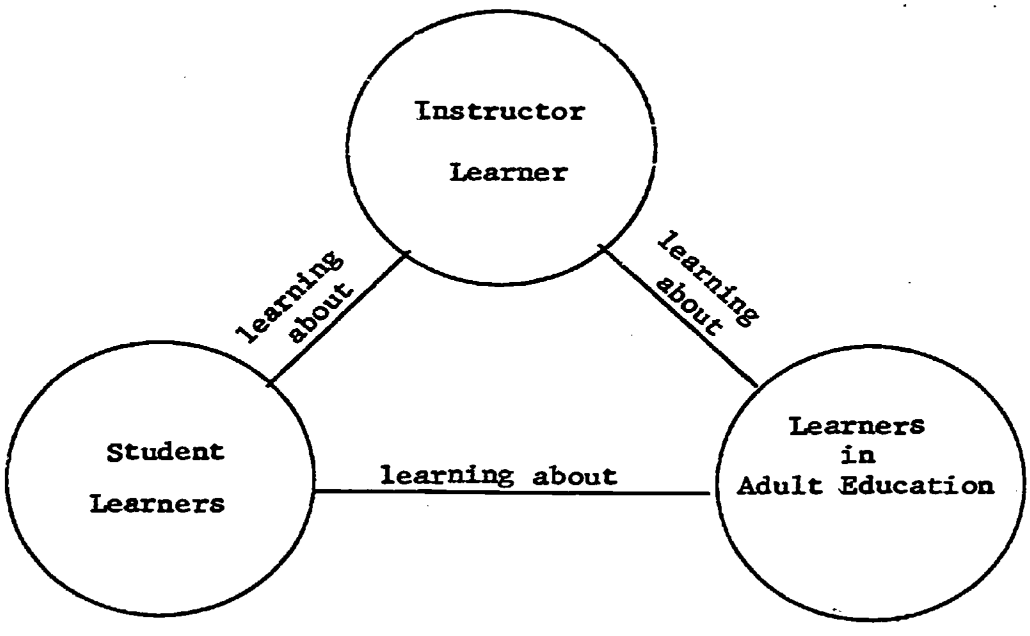
Instructor
Learner
learning about
learning about
Student
Learners
learning about
Learners
in
Adult Education

Figure 1. Learner of Learners Learning About Learners

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[1] From a discussion with Vincent Amanna, Director, Region VIII Adult Basic Education Project at the University of Colorado.

To help define your role with your adult learners, it is suggested that you study several points of view on the teaching-learning relationship between the adult learner and the instructor. Boyd (1966) stated that too many teachers of adults approached the teaching-learning relationship as though the learners were children or youth. The rationale for working differently with adults is: "The adult learner unlike the child or adolescent can approach subject matter directly without having an adult in a set of intervening roles between the learner and the subject matter (p. 180)." A model of Boyd's ideas is shown in Figure 2.

Stanius (1969) would like the adult educator to be a helper/resource person. The student learner would proceed at his own pace defining his own learning objectives:

> The emphasis is on the process of learning, i.e. learning by discovery, learning by complete involvement. The self-learning student is actively involved in his own tasks, he alone is responsible for his acts. Moreover, the knowledge and skill that each individual learns may be different from that learned by others (p. 5).

The adult educator would relate to the student's needs and problems through the helping process. Thus, the adult educator would exert influence on the individual student through the helping-learning process by providing printed or human support.

Pine and Horne (1969) have identified a number of useful principles and conditions for adult learning which will help you acquire the helping and problem solving skills needed in this course. From time to time, study the principles and conditions and apply them to the teaching-learning situation in your class. Have your students discuss the way they see you using each principle and condition. This experience will help you, but more important your adult students will be experiencing the kind of a teacher-learner relationship which they will need to develop with their adult learners.

"All that goes by the name of adult education is not, in psychological terms, adult education. Perhaps more often than we are aware, or would care to admit, adult education is child-youth education conducted with older students."

Child at Home	Child at School	Youth	Adult
The child through acts of incorporation and introjection identifies with the parent's activities and prohibitions as they handle various subject matters	The child identifies with the teacher's structured activities and standards in relation to various subject matters feedback is on the child's handling of activities and standards as perceived by the teacher.	Youth identifies with a model who provides standards of performance for subject matter teacher employs and encourages the use of the model.	The adult having his own standards and expectations based upon his own recognized identity establishes what he wants to learn and goes directly to the subject matter.

The teacher of adults does not have as his objectives the setting of standards. Nor does he use rewards and punishments as teaching techniques. The teacher's basic task is to help the adult reach the adult's learning objectives which need to be defined in terms of the structure and intent of the course, program, workshop, or whatever the format might be. The objectives may be too narrow or too broad. In either case if they appear to violate the structure of the course or the nature of the subject matter as the instructor perceives it, then the instructor has the responsibility to make the situation and conditions clear to the learner. The relationship between learner and instructor should be such that open and free inquiry is expected. The discussion is based on evidence and logical argument but not on authority, love, or fear.

Figure 2. Teaching-Learning Relationships[1]

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[1] Boyd, R. D. A psychological definition of adult education. Adult Leadership, 1966, 15, 160-162, 180-187.

THE BEHAVIORAL SETTING FOR LEARNING

What is important to know and understand in adult learning? This unit is an examination of six main groups of variables which affect adult learning. These groups of variables follow the model presented by Klausmeier and Goodwin (1966) which emphasizes efficiency in achieving long and short term learning goals. The six groups of variables, as shown in Figure 3, provide the behavioral setting for learning. The following questions help to focus the main concerns.

1. What do we need to know about the adult learner?
2. How important is the teacher?
3. What do we need to know about learner and teacher behavior?
4. What is the important subject matter of adult learning?
5. How does the group affect adult learning?
6. What outside forces need to be considered?

Teachers of adults are faced with different kinds of problems in achieving educational objectives. The ability to analyze problems to determine what variables may be changed to produce more efficient learning is one of the important behaviors needed to be an effective teacher of adults.

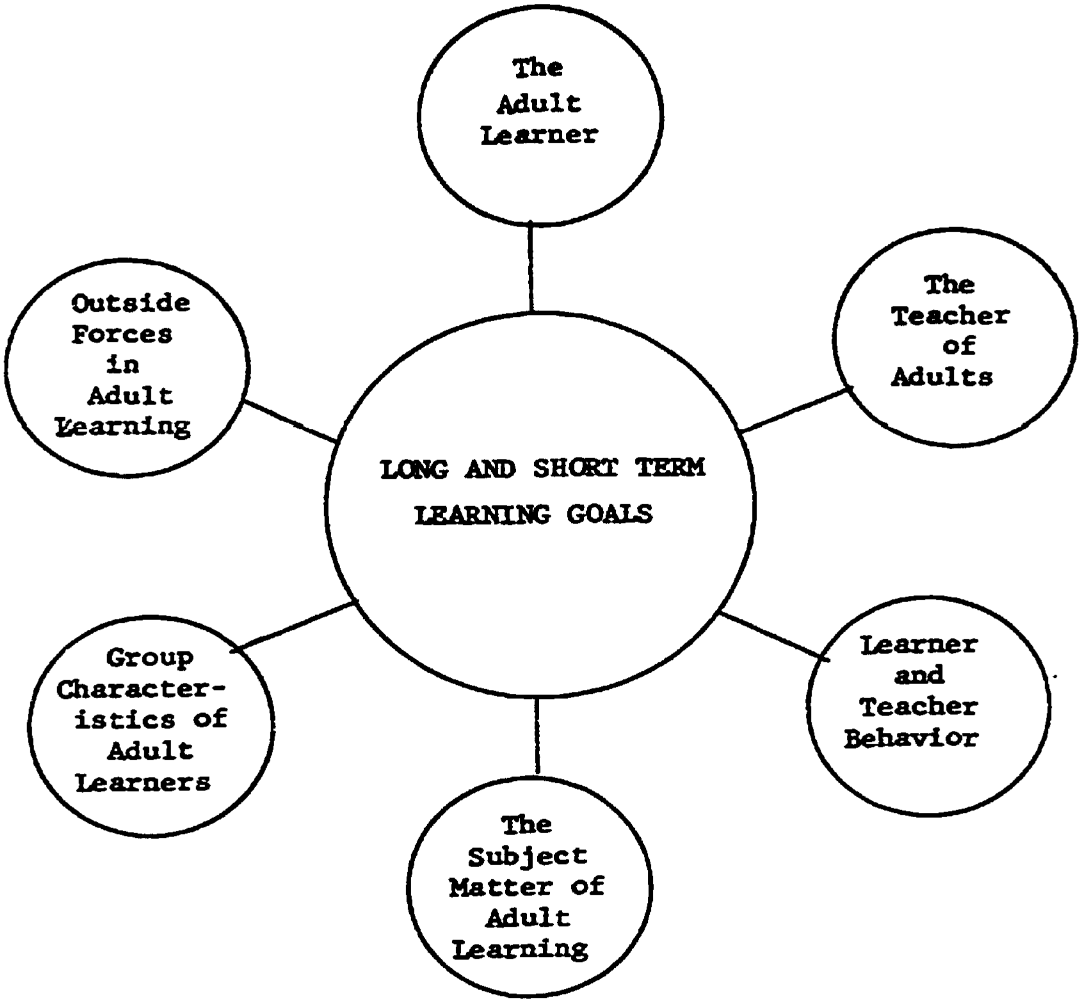
The Adult Learner
The Teacher of Adults
Outside Forces in Adult Learning
LONG AND SHORT TERM LEARNING GOALS
Group Character-istics of Adult Learners
Learner and Teacher Behavior
The Subject Matter of Adult Learning

Figure 3. The Behavioral Setting for Learning

The Adult Learner

Significance of the Adult Learner

In most situations, the adult learner is the most important variable to be analyzed in relation to the behavioral setting for learning. Socio-cultural characteristics of the adult learner lead to both negative and positive relationships in the teaching-learning setting. Of real significance is the consideration of the adult learner and how he may differ from children and youth who remain in school.

By looking at adult learners as individuals and at their characteristics as members of a group, adult educators involved in planning programs and teaching adults have the basic inputs for designing effective learning experiences.

Behavioral Objectives

As a result of learning:

1. The teacher of adults will be able to recognize the difference between the adult learner and children and youth learners.

2. The teacher of adults will be able to recognize the needs and interests of adults.

3. Based on the uniqueness of the adult learners, their needs and interests, the teacher of adults will be able to formulate educational objectives for the adults.

Suggested Areas to Study

The adult learner. In examining the literature, numerous studies, reports, and points of view may be found concerning the adult learner. As to the uniqueness of the adult learner, Hendrickson (see Appendix) and Miller (1964) provide us with substantial insight.

Self-concept. The leader-teacher in the adult learning enterprise will maximize the results of his efforts and the efforts of the adult learner in considering the importance of the self-concept, its influence upon the behavior that occurs, and the effect it has upon the amount and quality of learning that is accomplished.

Perception. In any adult learning enterprise there are essentially three elements: (1) the leader-teacher; (2) the adult learner; and (3) the environment. Perceptions of this setting by the leader-teacher and by the learner will affect the behavior of each and will be an important determinative factor in the amount and quality of learning that occurs. Perception is always perception of situations, persons, and issues.

Affective characteristics. What are the interests of the adult learner? What are his motives for being in the learning enterprise? What are some of his attitudes toward himself, others, and the learning to be achieved? In the learner's system of values, what is the priority listing? What emotions and feelings are evident as the learner expresses himself to the leader-teacher and to members of the group? Failure to recognize the importance of the affective characteristics spells tragedy for the leader-teacher and the learner (Combs and Snygg, 1959).

Mental maturity. What are the factors to be considered in analyzing mental maturity? First, there is the personal factor, which includes habits, interests, skills, knowledge, and ability to learn new skills. Second, the emotional factor includes attitudes and emotional blocks. Third, there is the social factor of the individual's life. And fourth, a major concern for any adult learning effort is the occupational concern. Any leader-teacher in adult education would do well to recognize this breakdown for counseling purposes.

Physical maturity. Indications are that very little time has been given to this aspect of the adult learner. Some reference is made to the fact that poverty environment is a reason for severe handicap in mental, social, and economic achievement. The result of such an existence may be a feeling of fatalism, helplessness, dependence and inferiority. Any evidences of such feelings are important factors in future learnings for the adult.

Demographic data and health factors. Age, sex, marital status, cultural background, race and health factors are important parts of the life of any adult. However, their importance does not lie in their factuality. Rather, their importance lies in the effect they have on the behavioral and affective characteristics of the learner. If the above factors have had the effect of hindering the growth and development of the learner, the leader-teacher should consider the importance of the developmental tasks concept and its importance in future learning experiences (Havighurst, 1952).

Learning Experiences

1. Involve the student in an experience allowing comparison, and contrasting adult learners with children and youth.

2. Describe the characteristics of undereducated adults. Suggest using a variety of experiences to achieve this task--literature review, visit adult classes, view selected movies, or interview specialists who work with undereducated adults.

3. Write educational objectives based on needs and interests of adults.

Evaluation

1. At the conclusion of the teaching-learning enterprise, is the adult student able to list specific ways in which the adult learner differs from the child or youth learner?

2. Is the student able to identify and enumerate the needs and interests of the adult learner?

3. Has the student written a statement of objective based on needs and interests which is both measurable and achievable?

Core Readings (See Appendix for Supplementary Reading)

Combs, A. W., & Snygg, D. Individual behavior. New York: Harper and Row, 1959.

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Miller, H. L. Teaching and learning in adult education. New York: MacMillan, 1964.

Shoffner, S. M. Self concept: Its role in breaking the poverty cycle. Agricultural Science Review, 1969, 3, 23-29.

The Teacher of Adults

Significance of the Teacher of Adults

A list of teacher characteristics can be as extensive as the characteristics of the adult learner. Some characteristics are directly related to teacher effectiveness with adults while other characteristics have little or no significance in the teaching-learning process. The problem then becomes one of isolating from the numerous lists of characteristics the ones which make a difference with the adult learner.

Information in the literature suggests that more attention be given to affective characteristics as compared to cognitive, psychomotor, and demographic characteristics in any teacher preparation program. Therefore, the objectives of this unit are designed to emphasize the teacher characteristics which refer to the emotional or feeling tone of the teacher--interests, attitudes, understandings, perceptions and values of an individual.

Behavioral Objectives

1. The teacher of adults will understand that his behavior and the behavior of group members is both a cause and result of the climate or feelings in the teaching-learning setting--acceptance, rejection, and being ignored.

2. The teacher of adults will be helped to understand that his own self-concept is a key variable to effective teacher behavior.

3. The teacher of adults will recognize the importance and influence of perception on teacher behavior.

Suggested Areas to Study

The affective domain. The affective domain and affective characteristics are ways of referring to the behavior patterns of the teacher of adults. The implication is that the behavioral patterns of the teacher of adults is an important factor in the facilitation of maximum learning. Desired behavioral patterns for effective teaching-learning are that the teacher should exhibit a sense of humor, a respect for his students, a sensitivity toward the needs of his students, love for people, faith in student's ability to learn, a sense of the dramatic, and skill in making use of the experience of his students.

It is also desirable that the educator be congruent. That is, the educator must be aware of feelings and attitudes which are experienced. He also accepts the learner as he is and for what he can potentially be. Combs and Snygg (1959) suggested that acceptance of self by the educator will enable the educator to accept the student.

> Good teaching requires that the teacher himself has discovered who he is and what he is trying to do, just as he is attempting to assist the student in discovering these things for themselves. It is only when people are able to accept themselves that they are able to engage with any great degree of freedom in exploring themselves. To make this possible, those who teach the students must themselves be capable of acceptance. . . . Acceptance is understanding without judging. . . . Acceptance of a person where he is does not mean we must be resigned to leaving him there (pp. 390-391).

Climate for learning. Combs and Snygg suggest that atmospheres are not accidental, nor are they matters of physical environment alone. One contributing factor in the formation of the atmosphere is the interaction of the people with one another. In the teaching-learning setting this means the interactions between the teacher and the learner. The teacher's unawareness of this fact does not make it non-existent. The climate for learning provides the stage upon which learning occurs and is the product of the interaction of the teacher and the learner. This climate can be ignored only at the risk of making the process of learning haphazard and inefficient.

The self-concept. The self-concept is the person as he sees himself. For the teacher of adults to effectively facilitate the learner's studying of self-concept, he will need to be aware of the influence of his own self-concept in the on-going process between student and teacher. Self-concept is the product of previous experience and also an important determinative force influencing future experiences. If the product of previous experiences is a negative self-concept, can a positive self-concept be learned? Learning understood as a life-long process implies that it is possible to learn a new self-concept. But the teacher of adults will need to be aware that part of the learning of the new self-concept is the unlearning of the old self-concept. To be the instrument through which this goal of a new self-concept is reached, the teacher of adults will need to be able to understand, perceive, identify, and empathize with the student, not as the teacher perceives the situation, but as the student perceives his own situation (Shoffner, 1969; Rushing, 1970) (see Appendix).

Perception. Kelley (1962) suggests that the psychological self is fed through the perceptive process. Through the perceptive process only a filtered part of the stimuli from the environment impinges upon the person. The filtered part of the stimuli which comes into consciousness is the stuff of growth for the personality, and it builds attitudes, habits and knowledge. The food for the psychological self which feeds through the perceptive process determines the quality of learning and development which occurs when an individual is placed in the context of an educational experience.

Perception becomes an important factor in the dynamic interplay which occurs between the leader-teacher and the learner. Included in this perception of their respective situations is the leader-teacher's perception of the learner; the leader-teacher's perception of himself; the learner's perception of the leader-teacher; and the learner's perception of himself. The perception of each participant will affect the amount and quality of learning and development which takes place within a particular setting.

Learning Experiences

1. Through the sharing of values, attitudes, emotions, and feelings the adult teacher will be helped to understand that his behavior and the behavior of others is affected by the climate and feelings of the group. (Use the 2-5-8 experience on feelings.)

2. The teacher of adults will look at his behavior and explore possible factors affecting how he views himself in relation to others in his immediate group (Rushing, What Kind of Leader Am I?) (see Appendix).

3. The teacher of adults should have opportunities to compare his perception of persons, situations, and issues with the perception of other group members and will engage in discussion that will facilitate his learning the importance of perception. (Visit one or more classes to observe and compare your observations with those of other group members.)

Evaluation

1. The learner experienced the expression of such feelings as acceptance, rejection, and being ignored and their effect on the learning situation.

2. Through self analysis, the adult teacher expressed understandings about himself as a key factor in effective teacher behavior.

3. The adult teacher checked his perception with the perception of others to sharpen his skills in perceiving what certain behaviors may mean.

Core Readings

Combs, A. W., & Snygg, D. *Individual behavior*. New York: Harper and Row, 1959.

Kelley, E. The fully functioning self. In A. W. Combs (Chm.) *Perceiving, behaving, becoming*. ASCD Yearbook. Washington, D. C.: Association for Supervision and Curriculum Development, 1962.

Rushing, A. E. An improved self-concept: A developmental task for the adult student. Fort Collins: Colorado State University, 1970.

Shoffner, S. M. Self-concept: Its role in breaking the poverty cycle. *Agricultural Science Review*, 1969, 3, 23-29.

Learner and Teacher Behavior

The Significance of Learner-Teacher Behavior

When the teacher and the learner come together in the teaching-learning setting they exhibit a pattern of behavior. The teacher is usually placed in the role of initiator and facilitator of any learning expected to occur. Therefore, it is the teacher who acts (behaves) and it is the learner who acts (behaves) in response. The behavior of the teacher elicits a respondent behavior from the learner. Thus, the teacher's behavior and language set the emotional climate of the teaching-learning setting. Teacher behavior also controls the flow of interaction within the setting, and there is a definite correlation between teacher behavior and learner behavior. The teacher who is anxious about the results of his efforts will contribute to anxiety on the part of the learner. If the teacher is free and creative he will tend to develop freedom and creativity in his learner.

Behavioral Objectives

1. The adult teacher is made aware of the patterns of teacher behavior and learner behavior and their effect on the amount of learning which takes place and the level of interest maintained.

2. The adult teacher understands the dynamic nature of the interactions occuring among group members and the importance of this interaction in relation to the behavioral patterns of each group member.

3. The adult teacher is able to recognize the concept of perception in his understanding of his own behavior and the behavior of other members of the group.

Suggested Areas to Study

Behavior. What are some of the factors which cause you to behave as you do when you go into the teaching-learning setting? (1) As a teacher? (2) As a learner? Klausmeier (1966) suggests that teacher and learner behavior consists of three components. They are: (1) the learning processes, (2) the teaching methods, and (3) the interactions between the teacher and the learner. Rogers (1969) also gives strong support to these three components.

Perceptual view of behavior. What are some of the things seen by the learner(s) as he enters the teaching-learning setting? What does the teacher see upon entry into the teaching-learning setting? What effect does this have upon their behavior? Combs and Snygg (1959) make a strong case for the importance of perception, its effect on behavior, and its application to the goals and purposes of the educational enterprise. Kunz and Richardson (1968) report on studies supporting the hypothesis that the self image (concept) of the individual affects his perception. The studies also support the hypothesis that perception affects behavior. It is suggested that at least three areas related to perception be pursued. They are: (1) the perceptual view of behavior, (2) the effect of the self on perception, and (3) the effect of perception on behavior.

Human relations. The importance of the human relations factor in the teaching-learning enterprise is supported by Combs (1967) who suggests that the only "constant" present in the teaching-learning process is the "constant" of the human relations factor. Rogers (1967) puts the teacher in the role of facilitator and suggests that the teacher's effectiveness is dependent upon the attitudinal qualities which exist in the personal relationship between the facilitator and the learner.

Learning Experiences

1. Each student should participate in exercises of enumerating and describing patterns of teacher behavior and learner behavior that may occur in the teaching-learning setting.

2. Each student will develop a list of behaviors, describe each behavior and the expected respondent behavior as it might occur in the teaching-learning setting.

3. Each student will be asked to write a case study from personal experiences in teaching-learning to illustrate (negative or positive) the influence of the behavior of the teacher and/or the learner upon the climate for learning.

Evaluation

Following participation in the teaching-learning experience:

1. To what extent is the student cognizant of the influence of his behavior upon the respondent behavior of others in the group?

2. To what extent is the student aware of the verbal and non-verbal interactions among members of the group; and to what extent is the student aware of the influence of these interactions in determining the behavior patterns of each individual?

3. Can the student integrate the concept of perception into an explanation of his responses to the behavior of the other group members?

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The Subject Matter of Adult Learning

The Significance of Subject Matter

The subject matter of adult education ranges from academic subjects to leadership training, from work skills to creative expression, from home and family living to world affairs. The idea which is significant here is not the learning of specific subjects (reading, writing and arithmetic), but the subject matter of adult learning, a unique body of theory, knowledge, practice, methods and techniques developed or adapted specifically for adult teaching and learning. The effective adult teacher will recognize the importance of combining the two subject matters.

Behavioral Objectives

1. The adult teacher is able to distinguish between specific types of subjects and the subject matter of adult learning (theory, knowledge, practice, methods and techniques).

2. The adult teacher is able to organize the various type(s) of subject matter with the subject matter of adult teaching and learning for the purpose of providing more effective learning experiences.

Suggested Areas to Study

Types of subject matter are provided by Johnstone and Rivera (1965): (1) vocational, (2) hobbies and recreation, (3) home and family life, (4) academic subjects, (5) religion, (6) personal development, and (7) public affairs.

Worlds of experience (Miller, 1964) provide an analytical model for viewing the nature of change desired with the four worlds which the adult directly experiences and out of which his needs for education emerge: (1) personal and social world, (2) the world of work, (3) the world of form, and (4) the physical world.

Developmental tasks of early adulthood, middle age, and later maturity provide a framework for subject matter areas to study (Havighurst, 1952).

Principles and conditions for learning which will help adult educators acquire problem solving and helping relationship skills are identified by Pine and Horne (1969).

Theory, research, and practice in adult teaching and learning may be found in Brunner and associates (1959), Knowles (1960), Miller (1964), Jensen, Liveright, and Hallenbeck (1964), the new Handbook of Adult Education in the United States (1970), and the many publications of the National Association for Public Continuing and Adult Education.

Methods and techniques are many and varied (Carpenter, 1967; Bergevin, Morris, and Smith, 1963).

Learning Experiences

1. Each student should design for himself a framework for viewing the subject matter areas which may be found in adult education (see Figure 4).

2. Each student should begin a handbook on the subject matter of adult teaching and learning which will help him in his work with his adult learners.

3. Each student should design several learning experiences for a group of adults in his field utilizing his knowledge in adult learning.

Worlds of Experience	Subject Matter (Examples)	Nature of Change Desired			Common Elements in Programs
		Techniques	Beliefs	Values	
Personal and Social	Interpersonal relations Social problems Moral & ethical issues	Improve techniques	Examine beliefs	Change values	1. People feel deeply about the subject. 2. People want answers to clear up confusion. 3. People are in conflict with values.
Work	Occupational education Business administration Industrial skills New technology	Transmission of techniques	Empirical testing of beliefs	Little emphasis	1. High level of motivation present. 2. Practical, useful, helps pay check.
Form	Humanities Plastic arts Performing arts	Develop creative skills	Raise level of appreciation or analytical skills		1. Women are most interested. 2. Concern for things not logical or familiar. 3. Resources often limited.
Physical	Sciences	Most emphasis	Beliefs about the physical world	Little emphasis	1. Usually a gap between professional and layman. 2. Complex methodologies involved.

Figure 4. Framework for Viewing Subject Matter and Behavior Changes in Adult Education. Prepared from Miller (1964, pp. 6-18).

Evaluation

To what extent is the student oriented to learning about both specific types of subjects and the subject matter of adult teaching and learning? Levels of evaluation: to what extent does the student--

______ (a) devote most of his work to one or more types of subjects?

______ (b) devote most of his work to the subject matter of adult teaching and learning?

______ (c) work on both the various types of subjects and the subject matter of adult teaching and learning?

______ (d) integrate the subject matter of adult teaching and learning with the various types of subjects?

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Group Characteristics of Adult Learners

Significance of Group Characteristics

In the adult teaching-learning setting, what is the importance and the influence of the group upon the teaching-learning which occurs? What are the characteristics of the group? What characteristics are most important to know in planning for maximum learning? What is the influence of the group upon the individual's behavior? What is the influence of the individual upon the group's behavior? These and similar questions will need to be dealt with in the planning of educational enterprises for adults.

Some participants may enter the adult teaching-learning setting with the assumption that "a group is a group." Others may enter the setting viewing the group as a mere collection of individuals, and still others may see the group as a number of persons bound together into an entity by common interests and experiences.

To assure and achieve maximum learning in the teaching-learning setting, it is important to know something about group characteristics and group functions. Knowledge of these two elements will increase the effectiveness of the educational effort and enhance the possibility of maximum learning.

Behavioral Objectives

As a result of the learning:

1. The teacher of adults will understand group characteristics and their influence on learning.

2. The teacher of adults will recognize the effect of changing the nature of a group from a collection of individuals to a group as a composite whole.

3. The adult teacher will create illustrations of: (1) the positive influence of the group upon an individual, (2) the negative influence of the group upon an individual, and (3) the influence of the group upon the climate for learning.

Suggested Areas to Study

Characteristics of the group. In order to better understand the group as an entity (composite whole), something concerning the nature of the parts should be our concern. Klausmeier (1966) suggests that the parts to be considered are: (1) number, (2) structure, (3) attitudes, (4) cohesiveness, and (5) leadership.

Number and structure are indicative of the size of the total group. It may mean that the number in the group put together will equal a small group. It may mean that the total number of members in a given group is sufficiently large to be divided into a number of small groups. Thus, number and structure become factors in planning different learning experiences for each group.

Attitudes about the group are present when a person becomes a member and emergent attitudes may result from being a group member. Sayles and Strauss (1966) provide some insight into the "why" and "how" of group formation; a framework for looking at the structure of the group, including leadership, and an explanation of factors contributing to group cohesion.

Further insights into the nature of the group, its functions, and the effects of leadership upon the group are provided by Beal, Bohlen, and Raudabaugh (1962) as they make a case for the dynamic nature of the group.

Learning Experiences

1. The adult student will observe a group's behavior and classify it as facilitative or hindering to the learning experience.

2. The adult student will be asked to identify points and experiences in the life of his immediate group where he felt there was movement from a collection of loosely related individuals to a cohesive-supportive group. This movement will happen as the result of a variety of planned experiences in the course.

3. The adult student should have opportunity to practice the skill of analyzing when the group atmosphere affected the climate for learning, negatively or positively.

Evaluation

Following his participation in a group experience:

1. To what extent is the adult student able to recognize and enumerate group characteristics--positive or negative in effect?

2. Can the adult student identify stages in the development of group life and tell how these stages are affected by group characteristics?

3. Is the adult student able to distinguish between positive and negative factors contributing to the climate for learning?

Core Readings

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Outside Forces in Adult Learning

Significance of Outside Forces

Two forces converge on the adult learner which influence his responses as he enters the teaching-learning setting. They are (1) internal forces, and (2) external forces. Here we are primarily concerned with the external (outside) forces.

When the adult learner enters the teaching-learning setting, his past experiences will affect his interest and capacity to learn. Therefore, it is important for the teacher to know something about the life of the learner in order to understand what he needs and how best to design meaningful learning experiences. The teacher who is sensitive to the outside forces which affect the learner will increase his own effectiveness immeasurably.

Behavioral Objective

The teacher of adults will evaluate the life of the student outside the teaching-learning setting as a means to increase his own understanding of the behavior of the student.

Suggested Areas to Study

Klausmeier (1966) provides a structural framework for studying and analyzing outside forces that influence learner behavior. The framework consists of two major divisions. There are the outside forces affecting (1) the student, and (2) the entire setting. Those forces directly affecting the student include (1) the home, (2) the neighborhodd, and (3) broad cultural influences. The forces having impact upon the entire setting are (1) other persons and agencies such as elected officials, religious personnel, civic and social groups, and (2) community expectations.

Further insight into the outside forces affecting the student will reveal that in the home the following factors are important. They are: (1) the type of home life, (2) the standard of living, (3) the type of home, (4) male dominated, (5) no male image, (6) the amount of living space available, (7) the kind and quality of dress, (8) the attitude toward learning, (9) immediate needs, and (10) the motivation to learn. Under the heading "neighborhood" consideration should be given to: (1) the acceptance of a leader, (2) the neighborhood power structure, (3) acceptance by the group, (4) mobility, (5) night travel, (6) stay in own neighborhood, (7) participation in neighborhood activities, and (8) opportunity to change. Cultural influence factors that are important include: (1) past history of the family and of the individual, and (2) ethnic background and customs.

An in-depth analysis of the outside forces affecting the entire setting will look at community leadership for such qualities as: (1) attitudes--accepting, friendly, (2) goals--community and individual, (3) ability to reach people of different levels, (4) ability to gain trust of the learner, (5) acceptance of the teacher by the learner, (6) realistic approach to problems, (7) sincerity toward the learner, and (8) patience toward the learner. A second set of outside forces affecting the entire setting will be the administrative organization. Component parts include: (1) expectations and support, (2) realistic timetable, (3) compatibility of goals with goals of the learner, (4) necessary facilities, equipment and personnel, and (5) coordination with other educational agencies. Curriculum requirements are also classified as outside forces. Questions to be asked about them are: (1) are they set for the level of the learner, and (2) are they helpful in reaching the goals of the learner? Community expectations, as an outside force would include: (1) interest expressed by the community, (2) recognition of the students, and (3) class space made available.

Learning Experiences

1. The teacher of adults will design an instrument for his own use in collecting data about the adult student. The data will focus on outside forces affecting the teaching-learning setting.

2. The teacher of adults will write a case study for class presentation illustrating the effect of outside forces upon the learner.

3. The teacher of adults will design and present a role-play of the positive and the negative effect of some outside force which affects the "entire setting."

Evaluation

What evidence(s) is there in the teacher's behavior that the teacher recognizes the presence of outside forces and their effect upon the learner performance?

Core Readings

Fox, R., Luszki, M. B., & Schmuck, R. Diagnosing classroom learning environments. Chicago: Science Research Associates, Inc., 1966.

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BEHAVIORAL PATTERNS FOR TEACHING

The purpose of this course is to develop more effective teacher behavior with adult learners. Research contributions in this area suggest that a teacher of adults must be more than a knowledge expert on the adult teaching-learning process. He must be in communication with the adults he seeks to help; and, he needs to understand that there is a relationship between his behavior and the behavior of the learner.

Schroeder's knowledge model and behavioral model on effective teaching help to illustrate two different designs for developing more effective teachers of adults:

> It can be said that educational programs (meaning approach to planning, determining objectives, content, organization of learning experiences, instructional techniques, methodology, and evaluation procedures) do to a considerable extent reflect the designer's conception of ideal outcomes of the ideal product. Thus, any appraisal of our present status (mode of operation) and any suggestion for possible improvement must be preceeded by an understanding of possible product models. There appears to be at least two such clearly distinguishable models that might at this point be examined.

Knowledge Model	Behavioral Model
Emphasizes personal acquisition of information presumed to be correlated with effective teaching. The "mystical leap" is made from knowing to doing.	Emphasizes acquisition of patterns of behavior necessary to resolve actual problem situations.
An effective teacher is one who:	An effective teacher is one who:
1. Knows the subject matter. 2. Understands personal and group behavior. 3. Is familiar with learning and motivational theory. 4. Knows how to design a lesson plan.	1. Is able to recognize and bring into sharp focus instructional problems when faced with them. 2. Is predisposed and able to individually search for possible solutions by drawing on his experiences and the experiences of others.

5. Is familiar with philosophic writings and thoughts of the most important educational philosophers.
6. Is familiar with various instructional techniques and devices.
7. Is familiar with the historic development of educational institutions.

3. Is able to elicit the type of behavior or interaction in the classroom which is necessary to execute the solutions conceived.
4. Sees potential for growth in all living things.
5. Exhibits such behavioral patterns as flexibility, sensitivity, expansiveness, etc.

My observations of both pre-service and in-service teacher training programs together with information gathered from discussions with those responsible for the execution of same lead me to conclude that the knowledge model is currently the most predominant. The question remains, however, is this desirable? To at least tentatively answer this question, let us speculate for a moment concerning the probable procedural, policy, attitudinal, and growth outcomes of each model.

Knowledge Model	Behavioral Model
1. Classroom procedure will be quite traditional and academic with a definite content emphasis. Involvement of the group in planning and execution will be minimal. Lecture will be employed as the primary technique. Relevance of content to resolution of actual teacher problems, if of any concern, will most probably appear as a final lecture topic. Motivation is assumed.	1. Classroom procedure will be functional in nature with a process emphasis. Involvement of the group in planning and executing will be extensive. Technique selection and teacher behavior will largely follow the dictates of real or simulated teacher problems. Motivation is built into the system. Methods are taught by example.
2. Policies are adopted which reflect the notion that in-service training is done to the individual for his benefit by some academician outside the system. The cost of both time and money are largely assumed by the teacher himself; thus the conception that an in-service experience is of exclusive benefit to the individual and is an extra to rather than an integral part of the job.	2. Policies are adopted which reflect the notion that in-service training is done with the individual, the system, and the profession. Time off with pay is provided for in-class and out-of-class study. In-service training is not conceived of as having an end. It is a continuous, systematically scheduled process, the content of which changes in direct proportion to the emergence of problems. Furthermore, it is a process which might well require local leadership with outside resources as needed.

3. The clientele will come to worship such symbols as credit hours, degrees, diplomas, etc. The point at which one arrives educationally is quite clearly defined. Negative attitudes toward continuing education are nurtured. Continued dependence rather than individual acceptance of responsibility for self-learning is encouraged. The whole in-service experience is viewed as drudgery and as an imposition.	3. Since the clientele is motivated by real or simulated problems, they may come to value the primary ends of in-service experience, which are (a) improvement of the teacher's ability to cope with teaching problems, (b) improved effectiveness of the educational system, and (c) improvement of the over-all teaching profession. Clients may come to accept the notion that there is no end to learning, just temporary plateaus--that in-service experience is merely designed to facilitate engagement in an endless process of becoming. Positive attitudes may be developed concerning continuing education. Finally, the interests requisite to the continuation of learning outside the formal classroom setting may be acquired.
4. Much of that which is learned has little transfer value and is not fully integrated into the behavioral repertory of the individual. Thus, much of the learning efforts so vitally needed to resolve ever increasing educational problems are "spilled" on barren soils.	4. By the very nature of the learning design, that which is learned is directly relevant to problems sensed by the clientele; thereby, reducing or completely negating transfer problems and the problem of supervicial learning.
5. The criteria for evaluation will reflect the acquisition of factual knowledge assumed to be predictive of teacher effectiveness.	5. Criteria for evaluation will emphasize the successful resolution of actual learning problems (pp. 4-7).

The behavioral model supports the design of this course. The model serves as a basis for selecting behavioral patterns which will help the teacher solve the problems confronted in adult teaching and learning. The behavioral areas of communication, verbal communication, nonverbal communication, empathy, leader behavior, and problem solving were selected because it was felt that these were some of the most important behaviors which need to be considered in developing effective teachers of adults.

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Communication

Significance of Communication

Two persons come together. One of them sends a message, the other receives it. Communication has occurred. On the surface, it would appear that communication between two or more persons is a simple matter. The only necessity for communication is that you have a sender and a receiver of the message. To the sender, it is clear what the message is that he is sending. He reasons, "How could anyone not know what I mean?" The assumption is that by merely sending a message he has communicated with the receiver.

The implied question is, "Has the sender of the message communicated, or has he merely dispensed some information?" What is the distinction between the two and what is the impact of this distinction for the adult teaching-learning setting?

Distinction between dispensing information and communicating information can be made by defining the former as the simple conveyance of factual data, material that can be stored and reported, for example, by the computer. Communication, on the other hand, is a more complex process, involving several levels of participation. The implication from such a distinction is that the teacher of adults may function as a conveyor belt by which information is passed along to the learner, or the teacher of adults may enter into a process of participation with the learner. Here the teacher becomes a communicator in contrast to the conveyor belt image.

Behavioral Objective

The teacher of adults is able to use learner responses (negative and positive; verbal and non-verbal) in improving his communications skills, and maximizing learning and learner participation.

Suggested Areas to Study

Communication and perception. There is a story about the tree that falls in the forest and is not heard unless its sound waves are picked up by a hearing apparatus. In the same way, the adult learner who is being addressed by the teacher of adults will hear only the information which is within his range of perception. Strauss and Sayles (1960) support the importance of perception in communication by pointing out that people interpret the same stimulus in different ways.

Communication and expectation. The teacher of adults must always be aware that the adult learner has come to the teaching-learning setting with his own experience and background. Out of this experience and background the learner has developed certain expectations of himself and of others. The expectations of the learner will act as a filter in his receiving what the teacher of adults intends to communicate. The learner will pick up what he expected to, but what was not expected will not register as it is made available (Strauss and Sayles, 1960).

Communication and involvement. Information about the surface of the moon, when delivered by the astronaut to the novice, will be accepted as reality. But the moon expert receiving these reports will "hear" them with scepticism, or enthusiasm, depending upon how well they fit his own involvement in moon study. In this manner, the adult learner involved in the study of a particular body of knowledge will receive what the teacher of adults presents, at the level of his own involvement with the information.

Case study in communication.

In the morning when Mr. A enters his office he reads his incoming mail (written communication). In sorting his mail he encounters a number of pamphlets which are designed to describe the merits of various business machines (pictorial communication). Through the open window the faint noise of a radio is heard, as the voice of an announcer clearly praises the quality of a brand of toothpaste (spoken communication).

When his secretary enters the room she gives him a cheerful "good morning," which he acknowledges with a friendly nod of his head (gestural communication) while he continues with his conversation on the telephone (spoken communication) with a business associate. Later in the morning he dictates a number of letters to his secretary, then he holds a committee meeting (group communication) where he gathers the advice of his associates. In this meeting a number of new governmental regulations (mass communication) and their effect upon the policies of the firm are discussed. Later in the meeting a resolution to the employees of the firm concerning the annual bonus (mass and group communication) is considered.

After the committee has adjourned, Mr. A, engaged in thoughts concerning unfinished business (communication with self), slowly crosses the street to his restaurant for lunch. On the way he sees his friend Mr. B, who in a great hurry enters the same luncheon place (communication through action), and Mr. A decides to sit by himself rather than to join his friend, who will probably gulp down his coffee and hurry on (communication with self). While waiting, Mr. A studies the menu (communication through printed word) but the odor of a juicy steak deflects his gaze (chemical communication); it is so appetizing that he orders one himself.

After lunch he decides to buy a pair of gloves. He enters a men's store and with the tips of his fingers carefully examines the various qualities of leather (communication through touch). After leisurely concluding the purchase, he decides to take the afternoon off and escort his son on a promised trip to the zoo. On the way there, John, watching his father drive through the streets, asks him why he always stops at a red light and why he does not stop at a green light (communication by visual symbol). As they approach the zoo, an ambulance screams down the street, and Mr. A pulls over to the side of the road and stops (communication by sound). As they sit there he explains to his son that the church across the street is the oldest in the state, built many years ago, and is still standing as a landmark in the community (communication through material culture).

After paying admission to the zoo (communication through action), they leisurely stroll over to visit the elephants. Here John laughs at the antics of an elephant who sprays water through his trunk at one of the spectators (communication through action), sending him into near flight. Later on in the afternoon Mr. A yields to the

> pressure of his son, and they enter a movie house to see a cartoon (communication through pictures). Arriving home, Mr. A dresses in order to attend a formal dinner and theater performance (communication through the arts) (Ruesch and Bateson, 1951, cited in Berlo, 1960, pp. 2-3).

Learning Experiences

1. The teacher of adults will observe interactions in the teaching-learning setting and classify them as (1) information dispensed, or (2) communication--message sent, message received.

2. The teacher of adults will use feedback from the sender to see if the message sent is the same as the message received.

3. The teacher of adults will enumerate instances where learner expectations were (1) different from, and (2) comparable to teacher expectations.

4. The teacher of adults will design a case study in teaching and learning illustrating the same concepts presented in the case of Mr. A.

Evaluation

Evaluation of the communication process may be accomplished by using the following guide in observing the learner, the teacher, and the interaction between the two.

1. Is the learner listening?
2. What verbal, and non-verbal clues does the learner give?
3. Is the learner asking the teacher to repeat?
4. Is the learner asking the teacher to illustrate?
5. Is the learner asking the teacher to clarify?

6. Is the learner repeating what he has heard to see if he is getting it right?

7. Does the learner seem to understand?

8. Is the teacher being clear?

9. Does the teacher take time to clarify?

10. Is the teacher using words and terms that are understood?

11. Is the teacher being direct and to the point?

12. Is the teacher checking to see what the other person has heard?

13. What non-verbal clues is the teacher giving?

14. Are the teacher and the learner really following each other?

15. Are the teacher and the learner really listening?

16. Are they maintaining the continuity or jumping from one thing to another?

17. What kinds of non-verbal clues are being communicated?

18. Are they checking for understanding?

19. Are they doing the job of clarifying the problem statements as asked?

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Verbal Communication

Significance of Verbal Communication

Adult learning is largely a result of the teacher's behavior in reinforcing adult learner responses, initiating and guiding learner activities, and encouraging learner involvement in the learning process. Studies of teaching behavior (affective behavior) are beginning to analyze patterns of verbal and non-verbal teacher-learner interactions.

Interaction analysis is a method to help persons directly concerned with the teaching-learning process to understand more fully the importance of the behavioral patterns of the teacher.

By studying his own behavioral patterns in some systematic, objective manner, the teacher of adults may gain further insight into his own pattern of influencing the teaching-learning process.

Behavioral Objective

The adult teacher will evaluate his own verbal behavioral patterns by analyzing the interactions in the teaching-learning setting.

Suggested Areas to Study

The Flanders system of interaction analysis focuses on the verbal behavior between the teacher and his students. All verbal statements are categorized in three areas: (1) teacher talk--indirect influence and direct influence, (2) student talk, and (3) silence or confusion. Ten categories of interaction are used when gathering data for analysis (Amidon, 1969).

Teacher talk, indirect influence.

1. Accepting feelings: accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may

be positive or negative. Predicting or recalling feelings is included.

2. Praising or encouraging: praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "um hm?" or "go on" are included.

3. Accepting ideas: clairfying, building, or developing ideas suggested by a student. As a teacher brings more of his own ideas into play, shift to Category 5.

Teacher talk, direct influence.

4. Asking questions: asking a question about content or procedure with the intent that a student answer.

5. Lecturing: giving facts or opinions about content or procedures; expressing his own ideas, asking rhetorical questions.

6. Giving directions: directions, commands, or orders with which a student is expected to comply.

7. Criticizing or justifying authority: statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.

Student talk.

8. Responding: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.

9. Initiating: talk by students, which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.

Silence or confusion.

10. Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer (p. 21).

Learning Experiences

1. The adult teacher is asked to systematically assemble and analyze data collected by observing the teacher-learner interactions in one or more classrooms.

2. The adult teacher uses the interaction analysis as a method of analyzing audio or video tape recordings of his own teaching.

3. Have the adult teacher differentiate through role play expressions of various behavioral patterns.

Evaluation

To obtain evidence of the adult teacher behavioral pattern improvement, collect interaction data over a period of time. Compare the various sets of data for the ten categories of interaction. Learner evaluations should be obtained to provide qualitative information (effective versus ineffective) concerning teacher performance in relation to the interaction data.

Core Reading

Allen, D., & Rayn, K. Microteaching. Reading, Mass.: Addison-Wesley Publishing Co., 1969.

Amidon, E. J. Interaction analysis. Theory Into Practice, 1968, 7(5), 159-167.

Amidon, E. J. Interaction analysis. In W. R. Hathaway (Project Director), Urban area adult basic education. Report of the USOE Adult Basic Education Workshop, United States International University. San Diego, Calif.: California Western Campus, July 7-18, 1969.

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Nonverbal Communication

Significance of Nonverbal Communication

Adult teachers communicate with students through nonverbal behavior more than they realize. Through nonverbal cues attitudes, feelings, and opinions of the teacher are revealed.

Too often teacher-learner discussions are teacher-centered. Teachers talk too much. Through the use of silence and nonverbal cues, learner participation can be increased.

Behavioral Objective

The adult teacher is able to use nonverbal behavior to facilitate learner participation in the learning experience.

Suggested Areas to Study

Nonverbal cues have been identified in four broad categories (Allen and Ryan, 1969): (1) facial cues (a smile, a frown, a serious or quizzical look), (2) body movement (moving toward the learner or adopting some type of "thinker" pose), (3) head movements ("yes" and "no" nods or the cocking of the head), (4) gestures (pointing, motioning to go on or stop).

Nonverbal activities are forms of communication. Galloway (1968) discusses how the use of space in the room, the use of time, teacher travel, and nonverbal control measures affect the learning situation.

Interaction analysis similar to the verbal technique provides an objective way of looking at and classifying nonverbal communication (Galloway, 1968; and Lail, 1968). Figure 5 is a summary of categories for interaction analysis using nonverbal categories.

Summary of Categories for Interaction Analysis Using Nonverbal Categories

		Verbal[1] (Flanders)	Nonverbal (Galloway)	
			Encouraging I.	Restricting II.
TEACHER TALK	Indirect Influence	1. ACCEPTS FEELING		
		2. PRAISES OR ENCOURAGES	2. CONGRUENT: nonverbal cues reinforce and further clarify the credibility of a verbal message.	12. INCONGRUENT: contradiction occurs between verbal and nonverbal cues.
		3. ACCEPTS OR USES IDEAS OF STUDENT	3. IMPLEMENT: implementation occurs when the teacher actually uses student's idea either by discussing it, reflecting on it, or turning it to the class for consideration.	13. PERFUNCTORY: perfunctory use occurs when the teacher merely recognizes or acknowledges student's idea by automatically repeating or restating it.
		4. ASKS QUESTIONS	4. PERSONAL: face-to-face confrontation.	14. IMPERSONAL: avoidance of verbal interchange in which mutual glances are exchanged.
	Direct Influence	5. LECTURES	5. RESPONSIVE: change in teacher's pace or direction of talk in response to student behavior, i.e., bored, disinterested, or inattentive.	15. UNRESPONSIVE: inability or unwillingness to alter the pace or direction of lecture disregarding pupil cues.
		6. GIVES DIRECTIONS	6. INVOLVE: students are involved in a clarification or maintenance of learning tasks.	16. DISMISS: teacher dismisses or controls student behavior.
		7. CRITICISMS OR JUSTIFIED AUTHORITY	7. FIRM: criticisms which evaluate a situation cleanly and crisply and clarify expectations for the situation.	17. HARSH: criticisms which are hostile, severe, and often denote aggressive or defensive behavior.
STUDENT TALK		8. STUDENT TALK-RESPONSE	8. & 9. RECEPTIVE: involves attitude of listening and interest, facial involvement, and eye contact.	18. & 19. INATTENTIVE: involves a lack of attending eye contact and teacher travel or movement.
		9. STUDENT TALK-INITIATION		
		10. SILENCE OR CONFUSION	10. COMFORT: silences characterized by times of reflection, thought, or work.	20. DISTRESS: instances of embarrassment or tension-filled moments, usually reflecting disorganization and disorientation.

[1] For a complete and detailed discussion of the verbal categories in this summary, see the article in this issue by Edmund J. Amidon on "Interaction Analysis and Teacher Education," pp. 159–67.

Figure 5. Interaction Analysis Using Nonverbal Categories (Lail, 1968)

Learning Experiences

1. Introduce a provocative question and turn the discussion over to the group and see how long the discussion can be kept going without having to break in with comments.

2. Through a group of observers, video tape analysis, or an interaction analysis point out the nonverbal patterns of communication used and not used by the adult teacher.

Evaluation

To what extent does the adult teacher use nonverbal communication to facilitate learner participation in the learning experience?

Core Readings

Allen, D., & Ryan, K. Microteaching. Reading, Mass.: Addison-Wesley Publishing Co., 1969.

Galloway, C. Nonverbal communication. Theory Into Practice, 1968, 7(5), 172-175.

Lail, S. S. The model in use. Theory Into Practice, 1968, 7(5), 176-180.