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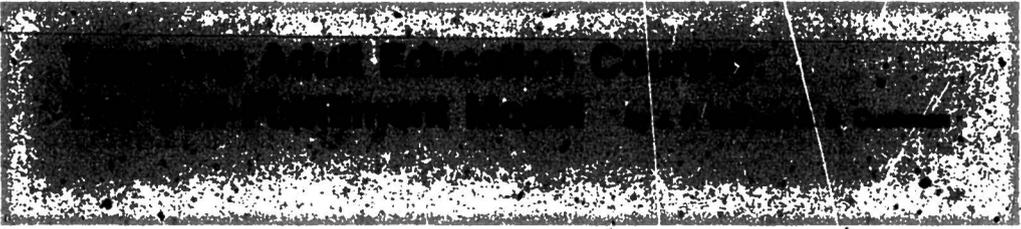
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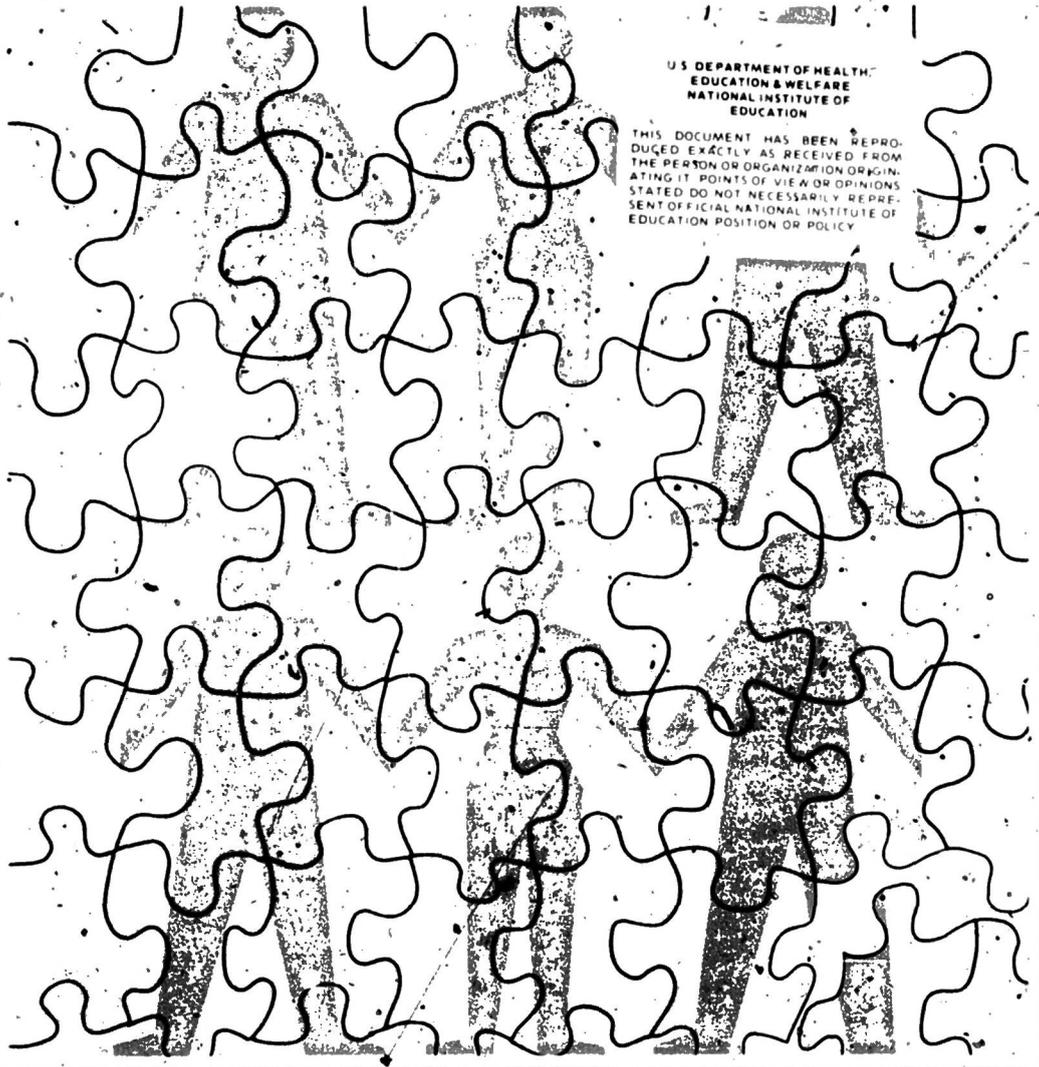IDENTIFIERS   New York

ABSTRACT
                The model described here was developed for use as a
program planning guide by teachers, many of them tradesmen and lay
people, at the secondary school level, who offer courses to adults
pursuing interests that will add meaning to their lives. Ten features
of the model are listed: (1) The purpose is to assist learners in the
pursuit of interests which they believe will add meaning to life; (2)
the general public is the clientele; (3) recruitment is brought about
by the director of adult education; (4) recruitment procedures rely
heavily on mass media use; (5) the learners' needs are assessed by
determining their felt needs using the ask them approach; (6)
instructional focus is on topics and projects; (7) subject matter is
organized as an outline of information or procedures; (8) the
atmosphere is informal; (9) there is variability among learners; and
(10) program evaluation is focused on the teacher's methods and
satisfaction of the learners. This booklet includes a description of
adult learners; the implementation of the model including making
administrative arrangements, recruiting, determining instructional
needs, planning the program, planning for teaching the instructional
units, and using teaching tools; and method-centered-evaluation. One
table on when and how to use 29 different teaching tools and two
tables showing teacher and student feedback forms are included.
(EM)

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CONTENTS

Joe P. Bail and Harold R. Cushman are professors in the Department of Education, New York State College of Agriculture and Life Sciences, Cornell University

Teaching Adult Education Courses: The Self-Fulfillment Model

PREFACE

Adult education at the secondary-level of the public schools is growing rapidly. Many people pursue interests that will add meaning to their lives. Other adults upgrade their marketable skills. And still others improve their management ability. For example, 30 percent of the 9 million people in occupational education courses are adults. Many people have time on their hands because of the shorter work week or earlier retirement. Others face shifting occupational requirements. Employees go into business for themselves. All need more schooling; and so adult education enrollments expand.

However, regular teachers are less apt to teach adult courses than in the past. Their salaries are at an all-time high. The shorter work week prevails. And their bosses put less pressure on them. Therefore, tradesmen and lay people teach more and more of the adult education courses. They bring excellent technical qualifications to their teaching. But they do not always possess expertise in how to teach. They need tools that will help them do the job better. Since early 1972 an effort has been made at Cornell University to spell out and clarify alternative models for organizing, teaching, and evaluating adult education courses. Three objectives have been central:

1. To describe the specific features of three alternative procedural models.
2. To try out and revise the models to fit the actual conditions in which teachers work.
3. To place the models in the hands of the teachers who need them the most.

Phase 1. Construction, and Description of the Alternative Models.

Ideas from two main sources were used as building blocks for the models. First, we read the recent books, journal articles, and research reports published by adult education leaders. These were located with the help of the Educational Resource Information Center (the ERIC System) at Syracuse University. Secondly, we observed and interviewed 52 of the most successful adult education teachers in New York State. We were especially interested to learn about the procedures they were using. State Education Department people and directors of occupational and (or) adult education helped us locate these outstanding educators.

Three separate models were put together and described in a first draft publication. The self-fulfillment model is for use with people who want to pursue interests that will add meaning to their lives. The employee training model is for improving people's specific technical competencies related to employment. And the business management model is for helping owner-operators or managers become successfully established in a profitable enterprise. Eleven experienced adult education teachers reviewed the first draft during the 1973 Summer Session at Cornell. Their ideas were used to revise the draft material for use in the tryout.

Phase 2. Try-Out and Revision of the Models Under Field Conditions.

Fifteen adult education teachers whose training and experience were judged to be representative of such teachers in New York State were invited to field test the models. All were employed to teach one or more courses offered in a variety of occupational fields by occupational education centers. This group tried out the models during the 1973–74 school year. We supplied each teacher with a *Self-Help Kit* containing printed materials we believed would be useful for beginning teachers. We included in the kit a copy of a mimeo publication entitled *Three Alternative Procedural Models for Adult Education Courses,* which spelled out our ideas. We asked each teacher to study the three models and select the best one for her or his course. Then we asked them to try out the guidelines and procedures for implementing the model they had chosen. During the year we observed the teachers using the models and listened to their comments. At the end of the year they gave us extensive feedback in the form of suggestions for improvement. These ideas were used to revise our material.

Phase 3. Putting the Models in the Hands of Teachers Who Can Use Them.

Three publications were written as an outcome of the project:

1. *Teaching Adult Education Courses: The Self-Fulfillment Model.*
2. *Teaching Adult Education Courses: The Employee Training Model.*
3. *Teaching Adult Education Courses: The Business Management Model.*

All three of the publications were published by the New York State College of Agriculture and Life Sciences and are available from the Mailing Room, Building 7, Research Park, Ithaca, New York, 14853.

The suggestions of the try-out teachers were used to select the contents of a revised *Self-Help Kit,*

which includes the three publications above. This kit is available at cost from the Instructional Materials Service, Education Department, Stone Hall, Cornell University, Ithaca, New York, 14853.

Also, we have presented our ideas before many groups of adult education leaders and teachers. We are available for consulting on inservice education programs for adult education personnel — as time permits.

If you enjoy this bulletin and find it useful, perhaps you will pass the message on to a friend. We need all the help we can get to spread the word that there are alternatives for organizing, teaching, and evaluating adult education courses.

I. FUNDAMENTALS

Before we can tell you how to use the self-fulfillment model, you need to master some basics. So in this section we'll discuss a few ideas that will help you get your feet on the ground. Before you leave this section we want you to be able to answer several questions:

- What are the unique features of the model?
- In what situations should you use it? Not use it?
- How will your adults differ from the youngsters

you went to school with?
- How will your class differ from the ones you remember from your school days?
- What purposes will the adults in your class have?
- Can your adults learn? How well?
- How can your adult class members help each other learn?
- What must you know about needs? Instructional needs? Unfelt needs?
- What must you be to teach adults successfully?

You won't find it hard to find the answers to these questions. We've purposely chosen a simple, straightforward format.

The Self-fulfillment model has at least 10 unique features.

1. The primary *purpose* of courses organized and conducted in the form and spirit of the self-fulfillment model is to assist the learner in the *pursuit of interests* which she or he believes will add meaning to life. The learner may see these interests as assisting him or her to advance culturally, occupationally, physically, politically, or spiritually.

2. The *clientele* of courses using the self-fulfillment model is usually the *general public*.

3. *Recruitment* is normally brought about by the *director of adult education*.

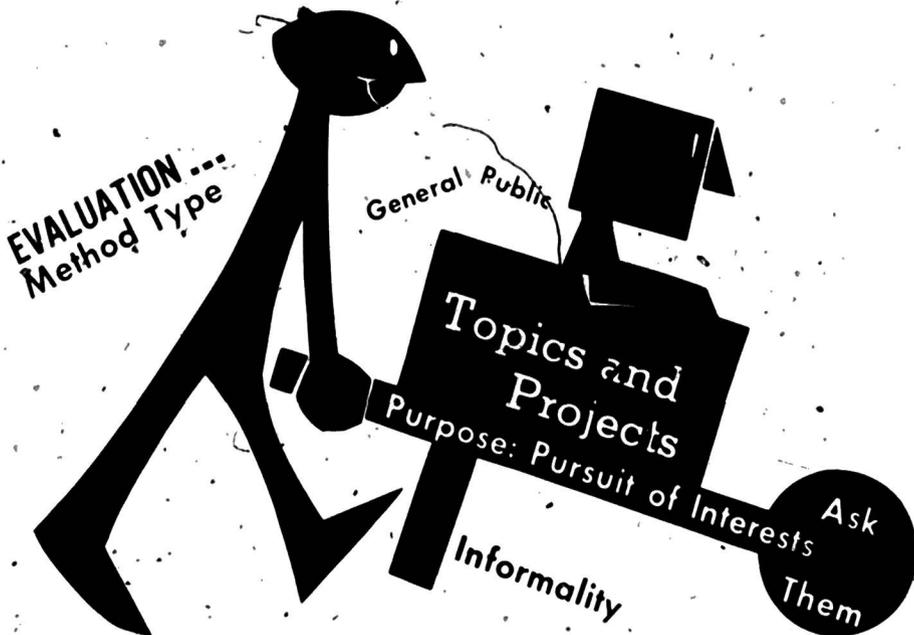4. *Recruitment* procedures rely heavily on the per-

Figure 1. Self-fulfillment model.

Figure 2. The students are the general public. Their diversity is a major feature of self-fulfillment courses.

suasive powers of the *mass media*. Brochures are the most effective. However, newspapers and radio are used to fill slow-enrollment courses. Television is seldom used.

5. The assessment of the learners' instructional needs is focused on determining their *felt needs* using the *ask them* approach.

6. The main focus of *instruction* is on *topics and projects*.

7. Organization of subject matter for teaching is usually in the form of an outline of *information* to be presented or *procedures* to be followed.

8. *Informality* is a *special feature* of self-fulfillment courses.

9. *Variability* of the *learners*, on several dimensions, is likewise a *special feature*.

10. Program *evaluation* is most likely to focus on the teacher's *methods* and the degree of *satisfaction* achieved by the learners.

The Self-fulfillment model is easy to use. But as is the case with all simple tools, it's easy to misuse, too.

1. You may find it useful to visualize the self-fulfillment model as a form of transportation — a vehicle used by the teacher to move the learner from where he or she is to some place the learner wants to go. We have shown this in figure 1. We chose the wheelbarrow to symbolize this model because it is one of the simplest transportation devices we know. A lot can be said for simple and easy-to-use vehicles. For one thing, the current energy crisis doesn't affect them. But that doesn't make it the best vehicle for *every* purpose. It's only best if it fits your circumstances.

2. Use this model when both your purpose in offering the course and the main purpose of your learners in taking the course is the pursuit of interests that the learners believe will add meaning to their lives.

3. Don't use the self-fulfillment model for employee training or for helping owner-operators or managers become successfully established in a business. That

: The Chinese used it as a taxicab centuries before the birth of Christ.

5

would be like using the wheelbarrow to transport goods or people across the United States.

4. Some of the reasons people misuse this model are: lack of experience with the subject matter of their course, lack of energy, lack of courage, lack of imagination, or lack of training.

5. Remember, the screwdriver is a wonderfully simple tool. It's great for sinking screws. But it's only fair for driving nails or splitting boards.

The adults in your self-fulfillment course differ from the students with whom you went to school (1).

1. Most of the members of your class are there because they want to be.

2. They attend your class as a part-time activity.

3. Your students are no longer children. They've had experiences, developed opinions, and acquired know-how.

4. They have more prejudices.

5. They are more fixed in their ways.

6. They like to talk more in class — and they do.

7. Some of your students may be older than you are.

8. Your students are on their own — no need to nag them into learning.

And your class is likely to differ a lot from those you remember (1).

1. Your class is likely to be less formal.

2. Paper and pencil examinations aren't likely to be as important.

3. Your students will learn a lot from each other.

4. You have less authority over your adult learners than your teachers had over you.

5. Your class will involve more group interaction.

Even if the purpose of your course is self-fulfillment, adults will enroll for a variety of reasons (2).

1. Some will enroll for self-fulfillment reasons such as:
   a. To deepen an understanding of a hobby, interest, or latent ability.
   b. To fill leisure time with something meaningful.
   c. To become a better-citizen.
   d. To learn to be a better family member; father, mother, budget maker, consumer, provider.

2. Others will enroll for occupational reasons such as:
   a. To develop a skill, to improve their performance on the job.
   b. To make up a deficiency or complete a certificate
   c. To increase their income.
   d. To meet a requirement demanded by business, industry, or profession.

The adults enrolled in your class can learn (3,4).

1. Chronological age is only one of many variables involved in aging.

2. Individual differences strongly influence learning.

3. Health, wealth, maturation, previous experience, I.Q., education, and personality drastically influence the ability to learn.

4. Adult learning ability also varies with what is to be learned.

5. All normal people continue to learn all of their lives.

You can anticipate that the general mental ability of your adult class members will be entirely acceptable (5).

1. Effective mental capacity probably reaches its peak in the thirties.

2. When other factors are taken into account, there is very little difference in mental ability related to age within the 18–60 age range.

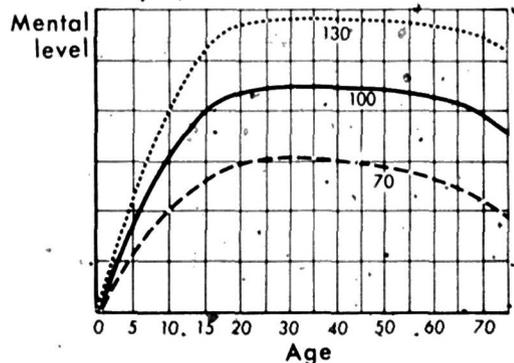3. A 75-year-old person and a youngster of 12 are similar in effective mental capacity.

Figure 3. Growth and decline of general mental ability. Patterns of growth and decline of mental ability, as measured by general intelligence tests, are shown for a span of 75 years. Note that the horizontal scale is condensed after age twenty. The curves show the average course of change in mental level of three representative persons whose intelligence quotients (IQs) differ. The three have IQs of 70, 100, and 130, respectively. Seventy is the upper IQ limit of the least-retarded category; 100 is average; and 130 is the lower limit of the very superior classification. (Source: Sorenson (4). Reprinted with permission from McGraw-Hill.)

4. Sustained mental activity, use of imagination, reasoning, and studying new sources of information may well be essential to effective mental growth in the twenties and thirties as well as its maintenance throughout the adult years.

5. Learning may take just a bit longer for the elderly and occur at the individual's own speed instead of at an external and fast pace.

6. Some reasons for the decline in speed of learning by elderly people are less acute vision, less acute hearing, slower reaction time, greater reluctance to learn, and increased fear of failure

Your adult learners will help each other learn if you give them a chance.

1. Every person brings something different to the group.

2. Sharing their skills and know-how builds the self-confidence of adults in their ability to learn.

3. Adults can help each other by tutoring arrangements, working together on projects, or demonstrating to an entire class.

4. When adult students run the show, the classroom atmosphere becomes more friendly, less formal, and less restrained.

5. Members may help provide special project materials for others in the class

Understanding the "needs" of your adult learners is a must.

1. What is meant by the term "needs"?

a. Maslow (6) sets forth five levels of need arranged in the order of their likely emergence including: biological, safety, love, esteem, and self-actualization (fulfilling one's potential).

b. The satisfaction of one level of need sets up conditions in which higher level needs may emerge.

c. A second interpretation of need is based on the assumption that human well-being depends on keeping a balance between internal forces produced by energy (food intake, for example) and external conditions produced by environment (7).

d. To keep the human system in equilibrium with external forces, certain needs must be met.

e. A need, then, represents an imbalance or gap between the present situation or state of being (what is) and a goal (what should be).

f. A need can be expressed as a gap in a person's understanding, attitudes, or skills.

g. It can be interpreted as desired economic, social, or environmental changes, or by practices to be followed.

2. What are felt needs (7)?

a. A felt need exists when an individual recognizes the gap between her or his present situation and a goal.

b. The teacher of adults can expect this individual to be aware of the need and to be motivated to tackle the problems that must be solved to fulfill the need.

c. For example, an individual who has never grown beautiful flowers but has a strong desire to do so is highly motivated to learn the specific skills and facts essential to such an undertaking.

3. What are unfelt needs (7)?

a. An unfelt need exists when someone other than the individual sees the gap between the present situation and what should be, even though the individual does not.

b. The teacher of adults cannot expect this individual to be interested in solving the problems that must be solved to fulfill unfelt needs.

c. For example, a farmer who does not keep milk production records or who is unaware of appropriate standards for milk production is unlikely to feel a need for increasing milk production.
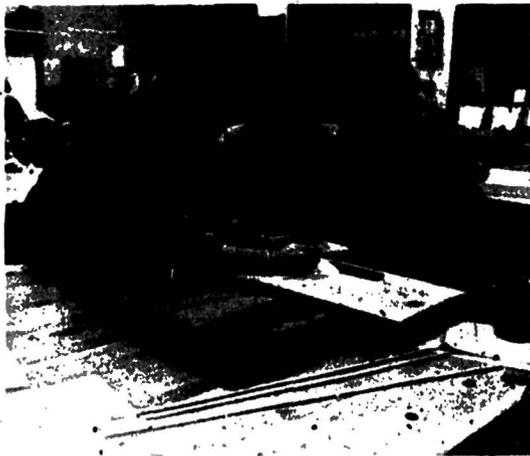

Figure 4. Other special features of the self-fulfillment course are informality (a) and students helping each other (b).

4. How can unfelt needs be converted to felt needs (7)? By helping an individual to.

a. Recognize her or his present situation,

b. Develop appropriate goals, and

c. Become aware of the gap between the two and of the problems that must be solved to close the gap.

5. What are instructional needs?

a. In those instances where the individual already possesses the prerequisite skills, understandings, attitudes, and knowledge, he or she can go ahead and fulfill these felt needs without the aid of an instructor.

b. On the other hand, if the individual must develop the prerequisite abilities necessary for the solution of problems and the fulfillment of needs, he or she has a need for instruction.

c. Instructional needs, then, are the skills, understandings, attitudes, and knowledge that the teacher can help an individual to acquire to fulfill his or her needs

As the teacher, you are the key to an effective program (8).

1. You must have a sincere interest in and capability for working with adults.

2. You must know your subject matter.

3. You must be emotionally and intellectually committed to your adult class.

4. You must be willing to learn

5. You must be enthusiastic

Now go back to page 1. Try to answer the questions in the first paragraph. Look up the answers if you need to. Or write out the answers on a sheet of paper. Some people find that helpful. But don't leave this section until you've mastered the basics. They're going to be mighty useful.

II. IMPLEMENTING THE SELF-FULFILLMENT MODEL

Now that you've mastered some basics, let's get to the main point. How can you use the self-fulfillment model to organize and conduct your adult education course? We won't ask you to do much memorizing in this section. Instead, concentrate on applying the ideas to your own course. This section is organized in the order in which you're likely to encounter certain tasks. First you'll find a passage dealing with making advance arrangements; followed by some advice on how to determine the needs of your learners and plan the instructional program. This is followed by directions for planning informational units of instruc-

tion. This section ends with a segment on using teaching tools effectively. We're proud of this part of the bulletin — especially the "Master Key to Adult Education Teaching Tools." As you read, take a mental inventory of this section. You will probably want to refer back to it later on.

A. Making Advance Arrangements

You can rely on the Director of Adult Education to make certain routine administrative arrangements. The Director normally:

1. Submits your name for appointment as the course instructor.

2. Takes charge of overall coordination of the adult education program with various community-wide agencies and organizations.

3. Assesses the degree of community interest in various programs.

4. Garners the program suggestions of appropriate advisory groups.

5. Obtains administrative permission for the various programs to operate.

6. Submits budget proposals for the adult education program through administrative channels.

7. Obtains approval of a tuition rate structure.

You will need to work closely with the Director of Adult Education in making certain other administrative arrangements for your course.

1. Clearing your teacher certification.

2. Developing a brief course description.

3. Learning about the budgetary constraints placed on the operation of the course.

4. Understanding the business procedures to be employed in budget disbursements.

5. Establishing the number of hours of instruction to be offered.

6. Setting the schedule for classes.

7. Making arrangements for use of classroom and other school facilities.

8. Establishing tuition to be charged for the course.

Recruitment procedures for self-fulfillment courses rely heavily on the persuasive powers of the mass media.

1. The clientele of the self-fulfillment course is the general public.

2. The Director of Adult Education coordinates all releases to the public carrying information about the program.

3. Printed brochures describing the several program offerings are circulated widely in the community and are especially effective.

4. Newspapers and radio stations are used to fill "slow enrollment" courses.

5. Television offers a challenging but little-used outlet for publicizing program offerings.

Figure 5. *Recruiting is done through the mass media. A brochure arriving in the mail may bring the news of a course to a potential student.*

6. Mass media releases feature such information as:
   - Course titles and descriptions
   - Locations at which courses will be taught
   - Dates and hours
   - Tuition and other requirements
   - Instructions for registration

B. Determining Needs and Planning the Instructional Program

The "ask them" technique provides an effective procedure for assessing the felt needs of the enrollees in your self-fulfillment course.

Figure 6. *The instructional focus is on topics or projects.*

1. Only persons with strong felt needs are likely to enroll in self-fulfillment courses.

2. The pursuit of interests, as perceived by the learner, is what self-fulfillment courses are "all about."

3. The identification of felt needs takes the form of either topics to be discussed or projects to be completed or some combination thereof.

4. You should try to discover the felt needs of your adults at the first meeting of the group.

5. You may prepare a list of topics or projects from which they may choose. But above all, be sure to ask the enrollees what they want to do in the course. Buzz sessions, questionnaires, or other devices may be used to accomplish this.

The instructional program for your self-fulfillment course is planned by the enrollees at the first meeting.

1. List the topics and (or) projects on the chalkboard as they are suggested by class members.

2. Select topics and (or) projects to be pursued as group activities according to the will of the majority.

3. Schedule each topic and (or) project for tentative dates taking into consideration:
   - Logical sequence
   - Seasonality
   - Number of meetings needed for each

4. Provide for individual or small group instruction as needed.

5. Encourage informality by: your dress, round-table seating arrangements, use of first names, encouragement of enrollee participation, and provision of light refreshments during the meeting.

6. Create a learner-centered atmosphere by being a good listener, encouraging everyone to participate, finding out what each person already knows, expressing a desire to take class members into partnership as teachers, and fostering a "one for all and all for one" spirit among the group.

7. Place the tentative program in the hands of class members before the second meeting.

C. Planning for Teaching Informational Units of Instruction[2]

State the TITLE of your topic in concise understandable terms that are meaningful to the learners.

1. Word the title so that it accurately describes what you plan to teach. If you plan to give instruction in only part of a large subject matter area, you may restrict the title; for example, "Protecting Your Child's Health" might be limited to "Proper Dental Care For Your Child." Sometimes you will want to break a complex subject into two or more small areas to make your teaching easier. Thus, "Controlling Our Environment" might be divided into, "Controlling Water Pollution," "Clearing Up Air Pollution," and "Safe and Effective Rodent Control."

2. Use words that are commonly used by your learners, for example, "The Aesthetics and Economics of Landscaping" for some audiences might be better stated as "Why Landscape the Home?"

3. Personalize the title of the unit if that will reflect the true nature of the teaching situation. If, for example, you have in mind a series of units of instruction that will result in the development of individual landscape plans by class members, you might title your first unit, "Why Landscape Your Home."

Orient yourself to the important aspects of the SITUATION in which you will be teaching.

1. Take a while to think about yourself in relation to the topic to be taught. Get your bearings with respect to such issues as: -
- What will this topic include? Where will it start? Where will it end?
- What do you know about the topic already?
- What will you need to learn in order to teach it? Where can you find out what you need to

know? Whom can you turn to for help?

2. Now take a minute to think about your learners and what you know about them:
- What do they already know?
- What abilities do they already have?
- What is their attitude likely to be toward this subject? Will it be inherently interesting to them?
- How does this topic relate to the motivations and lives of the learners?
- How will you provide for recall and help your students apply what they know to new situations?
- How will you evaluate their learning?
- How will you tell them how well you think they are doing?

3. Now turn your thoughts to the physical aspects of the situation in which you teach:
- Where will your teaching take place? Visualize your classroom, laboratory, shop, and other available facilities.
- What instructional materials are available to you, for example, references, manuals, bulletins, audio-visual aids, resource units, models, tools, objects, crops, animals?
- What additional resources in the community might be used to supplement school resources? Are exemplary models available? How about consultants?
- How much time do you have to teach the topic? How is this time scheduled and spaced?

4. Now try to picture yourself teaching this unit to your adults in your physical set-up using the resources available to you:
- What teaching objectives must receive top priority?
- What format will be most useful for analyzing your subject matter?
- How will you motivate your students?
- What models will you provide?
- How will you manage practice effectively?
- How will you provide for individual differences?
- How will you provide for recall and help your students apply what they know to new situations?
- How will you evaluate adult learning?
- How will you provide feedback?

5. Don't write. Keep thinking until some of these issues fall in place and you can begin to picture yourself teaching this topic.

State your TEACHING OBJECTIVES in terms of the specific measurable attributes you hope to observe in your learners after you have taught (9).

1. Teaching objectives are the WHY of your teaching.
2. The advantages of clearly-stated objectives are:
- They provide you with a sound basis for deciding on the subject matter, materials of instruction,

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For suggestions concerning the planning and teaching of 'operational or procedural units of instruction,' see *Teaching Adult Education Courses The Employee Training Model*

and the teaching procedures to be employed in your teaching.

- They enable your adult learners to establish realistic goals of their own and evaluate their progress as instruction progresses.
- They allow you to evaluate your student's learning in terms of specific observable behavior.

3. Your first step is to identify by name the observable behavior that you will accept as evidence that the learner has achieved what you want her or him to.

- Use words with specific meanings to describe what the learner will be doing when he or she is succeeding, for example, list, locate, contrast, identify, estimate, and so on.
- Avoid words that are indefinite, denote actions that are not observable, or that can be interpreted in different ways, for example, know, understand, appreciate, enjoy, believe, grasp the significance of.
- Now let's look at some examples of the sort of statements you will have when you finish this step:

  If the title of your unit reads, "Why Landscape Your Home," you might start your teaching objectives with such statements as:
  1. The learner will define the term landscaping.
  2. The learner will list the reasons for landscaping.
  3. The learner will identify applications of the principles involved in landscaping.

4. Secondly, further define your teaching objectives by describing the important conditions under which the desired behaviors will be expected to occur. In deciding on the conditions to be imposed on the learner, ask yourself three questions: What will the learner be provided? What will the learner be denied? What are the conditions under which the behavior will occur?

- Some examples of how to state conditions follow:
  Given an attentive audience
  Given before and after pictures
  Given a variety of plant materials
  Given a description of family circumstances
  Given a list of government agencies
  Without the aid of references
  Without prompting
  Upon request
  When called on in class
- Now let's go back to the teaching objectives we started to write previously and let's add some important conditions under which the indicated behavior will be expected to occur:

  Remember, our title was: "Why Landscape Your Home." Now with conditions added, our objectives will read:

1. Without prompting, the learner will define the term landscaping.
2. Upon request, the learner will list the reasons for landscaping.
3. Given appropriate diagrams, the learner will identify applications of the principles involved in landscaping.

5. Specify the criteria of (minimum) acceptable performance by describing how well the learner must perform to be considered acceptable:

- Time as a criterion; Example: within 30 minutes.
- Minimum number as a criterion; Example: at least 15 out of 20.
- Percent or proportion as a criterion; Example: 70 percent.
- Important characteristics of performance as criteria; Examples: correctly, clearly, succinctly, accurately.
- Now let's complete the teaching objectives we've been working on by specifying the criteria of minimum acceptable performance:

  Remember, the title of our unit was, "Why Landscape Your Home." Now with the criteria of minimum acceptable performance added:

1. Without prompting, the learner will correctly define the term landscaping.
2. Upon request, the learner will list 4 major reasons for landscaping.
3. Given appropriate diagrams, the learner will correctly identify applications of at least 6 out of 9 principles involved in landscaping.

Make an ANALYSIS of the main questions to be answered by this unit.

1. Much of your teaching in self-fulfillment courses will involve informational-type units of instruction.
2. The analysis is a system for organizing the content or WHAT of your teaching.
3. You are guided in making the analysis by your teaching objectives, your knowledge of subject matter, and available references.
4. A list of the key questions (and answers) is a useful way to organize subject matter in situations where the real thrust of your teaching is to have your learners acquire factual knowledge or learn related information.
5. An alternative format for analyzing the content of information units is that of the common outline.
6. This type of analysis is usually organized as a series of key questions listed in logical sequence — each followed by a listing of the main elements contained in the answer.
7. Many references contain carefully developed key questions that you can use.

8. Example: At this point let's go back to our unit on "Why Landscape Your Home" and look at the key questions you might wish to use for organizing this particular subject matter for teaching.

Key Questions (and answers)

What is meant by the term landscaping (10)?
- Landscaping means creating a plan to make the best use of the space available in the most attractive way
- It means shaping the land to make the most of the site's natural advantages
- It means building fences walls and patios
- It means selecting and growing the plants that best fit the design

What are the main reasons for landscaping (11)?
- Makes the home more beautiful
- Increases the value of the property
- Provides shade and windbreaks
- Obtains privacy for outdoor family activity
- Provides an outlet for the creativity and energy of the owner

What principles are involved in designing a landscaping plan (10)?
- Principle of balance.

In a design there must be a primary focal point or center of interest around which the landscape plants structures and open spaces are grouped or balanced. The arrangement of these landscape elements should give a sequence leading to or away from the focal point. For example the front door is the focal point of the front or public area of the home. Landscape elements are balanced around this point. Mass color line, or texture must be equalized on each side of a real or imaginary point to satisfy one's sense of balance. Balance can be achieved by either symmetrical or asymmetrical arrangement.

Symmetrical — A good example is a formal garden arrangement. Plant arrangemen. on one side of the axis is the exact duplicate of the other side. Basic design is rectangular.

Asymmetrical — An informal balance is achieved through the use of contrast in shape and size. For example, a group of small plants around a pool or a group of plants used to balance a large open area of lawn. An informal design has asymmetrical balance and more natural lines, and is not confined by rectangular forms or straight lines. Other examples a large tree on one side of the property will balance several small trees on the other side. a medium-sized tree on one side will balance a group of shrubs on the other side.
- Principle of simplicity

Simplicity is achieved through a repetition of landscape materials. Repeat a few well-arranged forms colors or textures in various areas.

Simplicity is destroyed if too many different kinds of plants are used in the design.
- Principle of scale or proportion

Scale means the size of units such as open space buildings and plantings. Proportion is a pleasing relationship of one part of the design to another part and to the whole design. If scale is kept constant throughout the design, the design will have proportion. For example, if a lawn appears too long and narrow, we may be unfavorably reminded of a bowling alley. A large shade tree needs a setting in scale with its size. Otherwise it will look crowded and uncomfortable. A low, ranch style home would need a low-growing shade tree while a tall narrow home would need a tall mature tree as part of the setting in order to achieve a sense of proportion.
- Principle of contrast

Harmony can be achieved by the use of contrast in size texture, and color of plants. Use a low plant near a tall one or a broad-leaf plant next to a narrow-leaf plant. One can also use contrast in plant colors. A dark green evergreen offers a striking contrast against a white house.

- Principle of harmony

Harmony is achieved in a landscape when for example, colors of various objects blend together rather than clash. This is especially true of exterior finishes roof colors, and plant color combinations. Harmony is also achieved when three of one kind of plant are grouped together rather than having a single plant.
- Principle of repetition

Repetition simply indicates the need for a reappearance of attractive materials in several locations in the landscape. Good repetition can be obtained by repeating the exterior finishes, roof colors similar plants and other materials in several locations throughout the landscape.
- Principle of variety

In order to offset any monotonous effect of repetition, some variety in the choice of plants and other landscape materials must be used. Variety gives extra interest to outdoor is around the home grounds.
- Principle of sequence

An orderly natural combination of landscape materials best describes the principle of sequence. Arranging of landscape materials in the proper sequence would be to place low objects in the foreground, intermediate objects in the far foreground and tall objects in the background.
- Principle of emphasis

Many houses have features that make the house unpleasant to look at. Undesirable features of a house may be de-emphasized by landscaping so as to make the house look more pleasing to the eye.

9. Before you leave analysis, you may wish to re-examine your teaching objectives and revise them in the light of the subject matter to be taught in your informational unit.

Select the TEACHING PROCEDURES you will use in teaching your unit.

1. Teaching procedures are the WHO, WHERE, WHEN, and HOW of your teaching.
2. First, let's get in mind some of the great variety of teaching tools commonly used in teaching informational units of instruction.

Group Interaction Techniques

Buzz Sessions	General Discussion
Brain Storming	Panel Discussion
Debate	Role Playing

Educational Technology:

Slides and Film Strips	Audio Tape Recorder
Sound Motion Pictures	Single Concept Films

Teacher-Centered Techniques:

Lecture	Problem-Solving
Teacher Explanation	Individual Instruction
Team Teaching	Demonstrations

Visual Aids:

Charts and Posters	Chalk Board
Flannel and Magnet Boards	Models
Flip Chart	

Techniques for Using Community Resources
Field Trip
Resource Persons

Learner Collection of Information

3. Secondly, let's examine the teaching tasks that are vital for teaching informational units

- Communicate teaching objectives to the class members
- Maintain motivation of the learners
- Supply exemplary models
- Provide for proper sequencing of subject matter
- Guide initial trials of learners
- Provide for individual differences
- Manage practice effectively
- Provide for recall through systematic review
- Evaluate student performance
- Give feedback on progress
- Help students apply knowledge in new situations.

4. Select the teaching tools that you believe will best enable you to carry out each of the teaching tasks you plan to perform. Some criteria for your consideration in doing this are:

- Use teaching procedures known to be effective with adults, for example, demonstrations, practice, use of educational technology, use of visual aids, field trips, resource persons, and so on.
- Avoid extensive use of procedures less popular with adults, for example, long lectures, audio-visual aids that are hard to see or hear, recitation, supervised study, and written examinations.
- Provide opportunity for class members to participate in giving instruction at a level consistent with their capabilities. Every class will have members who are capable of giving demonstrations, assisting with individual instruction, planning and conducting field trips, and so on.
- Use a variety of procedures
- Select teaching procedures that are workable in view of time available and the setting in which you will use them
- Above all, keep your eye on your teaching objectives and select procedures that will result in the kinds of behavior changes you have in mind for your learners.

5. Example:

Now let's take a look at some teaching procedures that could be used to teach "Why Landscape Your Home?":

Teaching Procedures

First Hour

- Introduce the unit by showing a large picture of a well landscaped home. Use the picture to illustrate the several facets of what is meant by the term landscaping.
- Describe your objectives in teaching this unit.
- Illustrate the main reasons for landscaping by showing "before and after" 2 × 2 slides of homes in your area.

- Have class members call out the answers to key questions 1 and 2 (of analysis) and record answers on the chalkboard

Second Hour

- Explain the nine principles involved in designing a landscaping plan using the overhead projector to give diagrammatic illustrations of each principle. (See *Landscaping Your Home*, Department of Agricultural Education, Ohio State University, pages 4-13)
- List the principles on the chalkboard. Pass out xerox reproductions of the diagrams previously used on the overhead frames and have the students label the principle illustrated by each.
- Circulate among class to provide feedback. Review if necessary.

Third and *Fourth Hours*

- Visit a new home site and point out how the residential grounds may be made more useful by adding walks, terraces, fences, and other structures. Discuss the placement of trees and shrubs for shading and screening.
- Visit an older home that has aging plant material. Point out the changes that could be made to improve the usefulness and pleasantness of the site.

List the MATERIALS OF INSTRUCTION needed for each class session.

1. Most of us find it useful to list the materials needed for each class. A glance at the list should serve to remind you of the things you will need to have available for your classes.

2. Example: Now to add the finishing touch to our example of a teaching plan for "Why Landscape Your Home?":

Teaching Materials:

First Session (two hours)

Large picture of a well landscaped home
2 × 2 slides of "before and after" landscaping
Slide projector and screen
Paper for quiz
Overhead projector frames illustrating nine principles of landscaping
Xerox copies of the diagrammatic illustrations of the nine principles for class members

Second Session

Field trip data sheet for collecting information during the field trip

D. Using Teaching Tools Effectively

You already have a good start on using teaching tools effectively. You are aware of the teaching tasks which are vital for teaching informational units. And

you know how to select appropriate, teaching tools for performing each task. What you probably need now is to develop skill in using each teaching tool effectively.

To get you started we have developed a "Master Key To Adult Education Teaching Tools." Perhaps a few words about how we created it will help you understand what it is and how it can help you.

1. First we classified the teaching tools commonly used in teaching adults into six categories:

- Group interaction techniques
- Visual aids
- Educational technology — sometimes called educational hardware
- Teacher-centered techniques
- Techniques for using community resources
- Shop or laboratory experiences

2. Next we made a list of teaching tasks that each teaching tool is well-suited for. Diagrams showing teaching and learning interactions should help you estimate the physical situation.

3. Then we wrote a brief description of how to go about using each tool properly. These descriptions aren't exhaustive. But they do give you the main steps to follow, and at the end of each description we cited the best references we know of for finding out more about each specific teaching tool.

4. And last of all we tied it all together by collecting all of the references cited in the "Master Key . . ." in a Self-Help Kit for Adult Education. If you missed where to send for this, look in the preface.

5. Our hope is that you will be courageous. Use the "Master Key . . ." to help you select and use appropriate teaching tools for performing each of your teaching tasks. Don't be afraid to experiment. Most of them are easy to use.
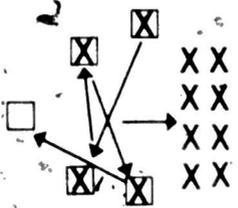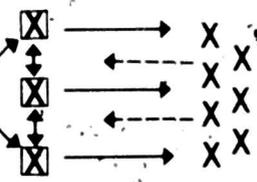
Table 1   Master key to adult education teaching tools
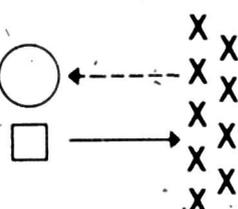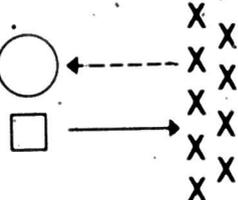
A. Group interaction techniques

Teaching tools	Teaching tasks well-suited for	How to go about it
Buzz session	Maintain motivation Provide for individual differences	Divide into small groups (about 5 or 6) Sit around tables. Appoint discussion leader and reporter for each group Explain the topic Discuss for under 15 minutes Pull groups together Get report from each group End with general discussion (12, 13, 14)
Brainstorming	Provide for individual differences	Problem is sighted Group members express ideas on the subject All ideas are accepted and recorded Recorded ideas are then considered and discussed. (12, 13, 14)
Debate	Maintain motivation Help individuals apply knowledge and skills in new situations	Select the issue of debate Prepare room Divide the group into those pro and con Select a moderator Alternate speeches pro and con Stage rebuttals pro and con
General discussion	Maintain motivation Provide for individual differences	Arrange seating so all can be seen and heard. Select a discussion leader Maintain informality Stay on the subject. Direct comments to entire group Summarize (12, 14)
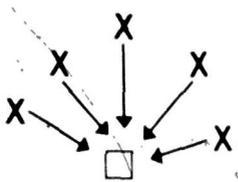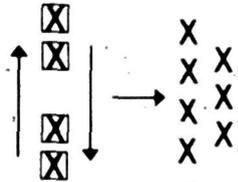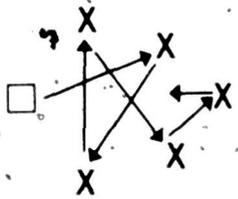
X Student

X Student in special role

☐ Instructor

→ Speech

15

A Group interaction techniques (Cont'd)

Teaching tools	Teaching tasks well-suited for	How to go about it
Panel discussion	Present information in a logical sequence	Decide on topic, select moderator, choose three to five panel members with differing opinions and experiences. Maintain informality, inviting comments from audience. (12, 13)
Role playing	Maintain motivation. Provide exemplary models. Demonstrate skills. Guide initial trials	Select two to four players and explain their roles and attitudes in seclusion from audience. Prepare audience for what they will observe. Stop role playing when interest is high. Discuss (12, 13)

B Visual aids

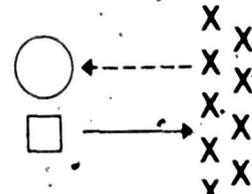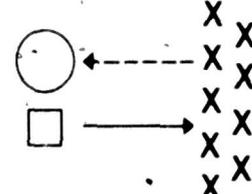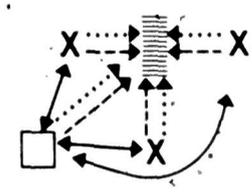| Teaching tools	Teaching tasks well-suited for	How to go about it
Charts and posters	Maintain motivation. Present information in a logical sequence. Smaller groups	Select only clearly supportive materials. Place chart or poster prominently. Introduce at proper time. Stand to the side. Explain chart or poster clearly (15a, g, j)
Flannel and magnet boards	Maintain motivation. Present information in a logical sequence. Demonstrate skills. Smaller groups	Prepare all materials to be used beforehand. Practice presentation. Work standing to the side. Talk facing the class. Introduce materials at proper time. Explain clearly (15b, j)

X Student
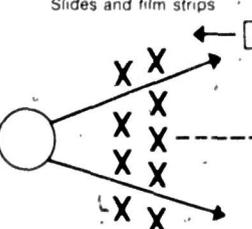
⊠ Student in special role

☐ Instructor

→ Speech

-→ Visual or sight

◯ Visual aids

B Visual aids (Cont'd)

Teaching tools	Teaching tasks well-suited for	How to go about it
Flip chart	Maintain motivation Present information in a logical sequence Provide for recall Smaller groups	Prepare materials in proper sequence beforehand or practice illustrations. Situate flip chart prominently Stand to the side. Introduce materials at proper time Clearly explain. (15g.)
Chalkboard	Maintain motivation Present information in a logical sequence, emphasizing particular points	Eliminate glare. Erase irrelevant materials beforehand. Pre-draw (print) complicated diagrams; cover, uncover at proper time Stand to the side. Face the class Use pointer. (14, 15g.)
Models	Maintain motivation. Provide exemplary models Present information in a logical sequence Demonstrate skills	Be familiar with models. Plan clear remarks Use logical sequence Label the model. Situate it prominently Clearly explain. Use a pointer. Answer questions (14)

C Educational technology

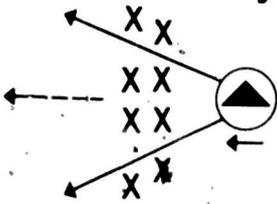|		
Slides and film strips	Maintain motivation Provide exemplary models Present information in a logical sequence	Select pertinent materials. Preview Prepare room. Gain knowledge of projector's use Plan presentation and discussion Show slides leading discussion as you proceed. (1, 14, 15d, 15e, 15f)

X Student
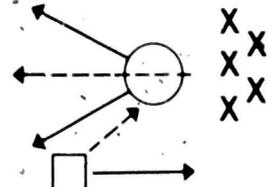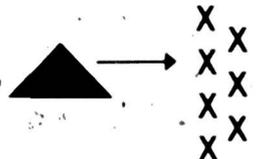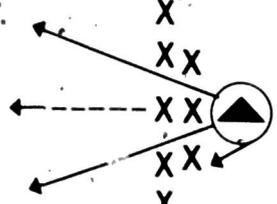
☐ Instructor

→ Speech

⇢ Visual or sight

🔾 Visual aids

▤ Object(s) usually used for demonstrating — e g models

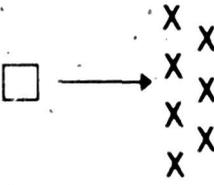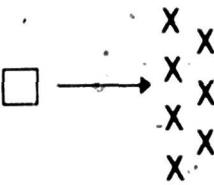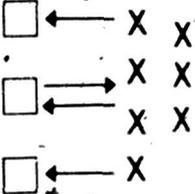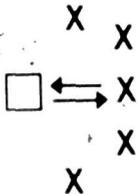⋯▶ Manipulation or use of other senses (touching, smell, taste)

🔾 Projection

17

Teaching tools	Teaching tasks well-suited for	How to go about it
Sound and motion pictures	Maintain motivation. Provide exemplary models. Present information in a logical sequence.	Select films carefully. Gain complete knowledge of projector use. Preview film. Prepare equipment and location for projection. Orient students. Show film. Follow up with discussion. (1, 14)
Overhead projector	Maintain motivation. Present information in a logical sequence.	Gain knowledge of projector use. Plan out presentations. Rehearse. Allow class participation. Vary your techniques. (14, 15e, 5j).
Audio tape recorder	Maintain motivation. Present information in a logical sequence	Gain knowledge of equipment. Plan. Select appropriate materials. Preview tapes. Check proper volume. Prepare listeners, clarify misconceptions. Present tape. Discuss. (1)
Single-concept films	Maintain motivation. Present small amount of information in a logical sequence.	Select appropriate film or films. Gain complete knowledge of projector for use. Preview carefully. Prepare classroom. Plan lesson and discussion. Show film at appropriate time during session. Review and discuss the concept involved. (1)

X Student

☐ Instructor

➔ Speech

⇢ Visual or sight

Projection

◯ Visual aids

Audio-visual aids
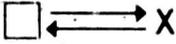
▲ Audio aids

18

D. Teacher-centered techniques

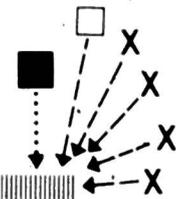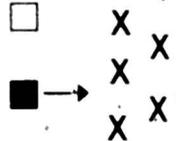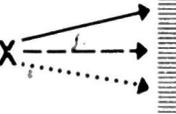| Teaching tools	Teaching tasks well-suited for	How to go about it
Lecture	Present information in a logical sequence. Demonstrate skills. Communicate Teaching objectives	Select appropriate topics. Organize and sequence the lecture. Be concise. Make it real and above all, interesting. (12, 13, 14)
Teacher explanation	Present information in a logical sequence. Demonstrate skills. Guide initial trials	Formulate clear statements. Stay on the topic. Observe for feedback. Summarize.
Team teaching	Demonstrate skills. Guide initial trials. Manage practice effectively. Provide for individual differences	The team of from two to six plan together. One teacher conducts the lesson while other teachers or aids answer students' questions or provide individualized instruction. The team evaluates together. A team may also be formed using students with special course-related skills (12)
Problem-solving	Present information in a logical sequence. Guide initial trials. Provide for recall. Apply knowledge to new situations	Select problem area and define a problem statement. State decisions to be made. Identify alternative courses of action. Weigh alternatives on basis of pertinent factors. Formulate solution (12)

X Student

☐ Instructor

➡ Speech

D Teacher-centered techniques (Cont'd)

Teaching tools	Teaching tasks well-suited for	How to go about it
Individualized instruction	Provide for individual differences in current knowledge and ability	Determine pupil's special needs. Plan instruction. Provide materials and adequate study area. Instruct. Answer all questions. Evaluate. Plan new instruction (1, 16, 14)

E Techniques for using community resources

Teaching tools	Teaching tasks well-suited for	How to go about it
Field trip	Maintain motivation. Provide exemplary models. Demonstrate skills. Provide for individual differences	Coordinate plans with all concerned in advance of trip. Arrange for transportation. Clearly explain the objectives to the class and host. Review and evaluate the experience (1, 13, 14)
Resource person	Maintain motivation. Provide exemplary models. Demonstrate skills	Contact resource person in advance and plan the presentation. Prepare the meeting room in advance. Preview the class. Conduct the class. Review the experience (1, 14)
Learner collection of information	Maintain motivation. Provide for individual differences. Provide for recall. Help individuals apply knowledge to new situations	Outline the problem. Guide information collection. Explain. Give it meaning. Question. Evaluate.

X Student

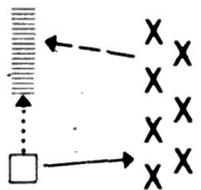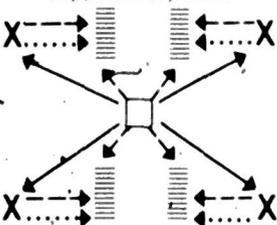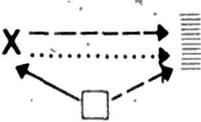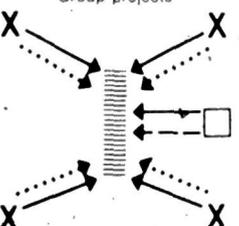☐ Instructor

■ Outside instructor or resource person

→ Speech

--→ Visual or sight

····► Manipulation or use of other senses (touching, smell, taste)

≡ Object(s) usually used for demonstrating — e g. models

20

F Shop or laboratory experiences

Teaching tools	Teaching tasks well-suited for	How to go about it
Demonstrations	Provide exemplary models Present information in a logical sequence Demonstrate skills	Instructor selects materials and location Presents the demonstration stressing key points and safety factors in under 15 minutes Audience imitates demonstration with guidance from instructor (12, 14)
Supervision of practice	Guide initial trials Manage practice effectively Provide for individual differences Provide feedback evaluation.	Become proficient in the task you will oversee Organize to insure safety Provide instruction as needed. Provide feedback. (14)
Individual projects	Provide for individual differences Help apply knowledge and skills to new situations	Provide for equipment and supplies. Guide project selection. Have learner draw a sketch and make up a bill of materials. Provide individual instruction as needed Monitor to insure safety Cooperative evaluation of project with students. (16)
Group projects	Maintain motivation Help individuals to apply knowledge and skills to new situations	Provide for equipment and supplies as well as interpersonal relations. Guide project selection. Provide individual and group instruction as needed. Monitor to insure safety. Cooperative evaluation with group. (1)

X Student

☐ Instructor

→ Speech

○ Visual aids

—→ Visual or sight

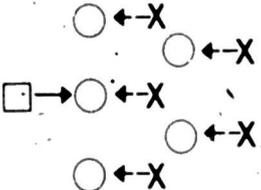•••▶ Manipulation or use of other senses (touching, smell, taste)

▤ Object(s) usually used for demonstrating — e g. models

F Shop or laboratory experiences (Cont'd)

Teaching tools	Teaching tasks well-suited for	How to go about it
Use of job sheets	Communicate teaching objectives to class Present information in a logical sequence Guide initial trials	Teacher selects a task and prints a sheet of sequenced instruction for completing the task Students must be capable of performing each step of outline Prepare equipment Distribute outline Provide supervision and instruction (14)

III. EVALUATING THE SELF-FULFILLMENT COURSE

'You probably feel as if you've come to the end already. But the fact that you're still with us proves that you aren't exhausted yet. This section describes the philosophy behind the "method-centered" approach to evaluation. Then we give you an example so you'll know exactly what we're talking about. This is followed by a very useful two-page form that is used to obtain feedback from the folks enrolled in the Continuing Education Program at the Broome-Delaware-Tioga BOCES. We're sure you'll get lots of ideas for improving your course if you follow the system. You'll pick up a few feathers to put in your cap too. And that's good.

Figure 7. The method is evaluated through the students' satisfaction.

Use the method-centered approach for evaluating your self-fulfillment course.

1. The method-centered approach to evaluation seeks answers to two questions:
   - What guidelines and procedures have proven effective for achieving the purposes of a given educational program?
   - To what extent has the teacher followed the guidelines and procedures?

2. When applied to the self-fulfillment course, these questions become:
   - What guidelines and procedures are effective for organizing and conducting adult education courses that cater to the pursuit of interests that will add meaning to the lives of the enrollees?
   - To what extent has the teacher followed the guidelines and procedures for organizing and conducting self-fulfillment courses for adults?

3. Three assumptions underlie this approach to evaluation:
   - The adult education profession has had sufficient experience to select preferred methods.
   - The teacher and the adult enrollees are in the best position to assess the degree to which the preferred methods have been incorporated in a given course.
   - Improvement in future programs can be achieved by more diligent application of these methods.

4. The method approach has several advantages:
   - It provides the inexperienced teacher, the administrator, or the lay person, with a means for comparing the conduct of a program with norms recommended by experienced and knowledgeable persons.
   - It may suggest why a program has produced specific results.
   - What is more important, it may suggest remedial measures.
   - The method approach, therefore, deals with why the program is where it is and how it can be improved.

The evaluation of your self-fulfillment course using the method-centered approach involves five discrete steps:

1. Competent professionals make a job analysis of what the teacher must do to conduct an effective program.
2. Guidelines and procedures are defined for each phase of the analysis.
3. Data are collected on the extent to which the recommended guidelines and procedures have been followed by the teacher and the resulting degree of participant satisfaction.
4. Students complete feedback forms supplied by the adult education director.
5. The evaluator, usually the teacher, weighs the evidence and:
- Rates the program on the basis of adherence to recommendations and learner satisfaction.
- Suggests remedial action.

Examples.

1. See Table 2. Guidelines and procedures for organizing and conducting self-fulfillment courses — An example of method-centered evaluation.
2. See Table 3 for an example of a form used for obtaining feedback from enrollees.

Table 2. Guidelines and procedures for organizing and conducting self-fulfillment courses — An example of method-centered evaluation

	Strength	Will try
Directions		
1 Place a check mark ( ) in the column labeled Strength following each of the items below that you accept and have fully implemented in your self-fulfillment course this past year. Go all the way through the checklist before proceeding to Direction 2.		
2 Go through the checklist again. This time place a checkmark ( ) in the column Will Try following each item not fully implemented this past year, but which you are willing to accept tentatively and which you will attempt to implement in your self-fulfillment course this next year.		
1 The teacher's major purpose is to assist the learners in the pursuit of interests that they believe will add meaning to their lives		
2 The major purpose of a majority of the enrollees taking the course is to pursue interests that they believe will add meaning to their lives		
3 The teacher works closely with the Director of Adult Education in making administrative arrangements for the course		
a Develops a brief course description		
b Determines budgetary constraints		
c Understands business procedures employed in budget disbursements		
d Establishes the number of hours of instruction to be offered		
e Sets the schedule for classes		
f Makes arrangements for use of classroom and other school facilities		
g Establishes tuition to be charged for the course		
4 Recruitment procedures rely heavily on the persuasive powers of the mass media		
a The clientele of the course is the general public		
b All releases to the public are coordinated by the Director of Adult Education		
c Printed brochures are widely circulated		
d Newspaper announcements are used if needed		
e Radio spot announcements are used if needed		
f Mass media releases feature		
(1) Course title and description		
(2) Location at which course is offered		
(3) Dates and hours		
(4) Tuition and other requirements		
(5) Instructions for registration		
5 The instructional program is planned by the enrollees at the first meeting		
a Topics and or projects are listed on chalkboard as suggested by class members		
b Topics and or projects to be pursued as group activities are selected on the basis of the will of the majority		
c Each topic and or project is scheduled for specific dates taking into consideration		
(1) Logical sequence		
(2) Seasonality		
(3) Number of meetings needed for each		
d Provision is made for individual or small group instruction as needed		

Table 2. Continued

    e. Informality is encouraged by
      (1) Type of clothing worn by the teacher
      (2) Round-table seating arrangements
      (3) Use of first names
      (4) Encouragement of enrollee participation
      (5) Refreshments served during meeting
    f. A learner-centered atmosphere is created by
      (1) Being a good listener
      (2) Encouraging everyone to participate
      (3) Finding out what each person already knows about the subject matter of the course
      (4) Taking class members into partnership as teachers
      (5) Fostering a "one for all and all for one" spirit among group members
    g. The tentative program is placed in the hands of class members prior to the second meeting
6. The teacher makes detailed written plans for each informational unit of instruction by
    a. Stating the title in concise terms meaningful to the learners
    b. Becoming aware of the important aspects of the situation in which teaching will take place
    c. Stating teaching objectives in terms of the specific measurable atributes the learners may display. Specifically
      (1) The observable terminal behavior that shows the learner has achieved
      (2) The important conditions under which the desired behavior will be expected to occur
      (3) The criteria of minimum acceptable performance
    d. Making an analysis of the main questions to be answered by the unit or an outline of the subject matter to be dealt with
    e. Selecting teaching procedures to be used in teaching the unit that will
      (1) Achieve the teaching tasks which are vital for teaching informational units
        • Communicate teaching objectives to the class members
        • Maintain motivation of the learners
        • Supply exemplary models
        • Provide for proper sequencing of subject matter
        • Guide initial trials of learners
        • Provide for individual differences
        • Manage practice effectively
        • Provide for recall through systematic review
        • Evaluate student performance
        • Give feedback on progress
        • Help students apply knowledge in new situations
      (2) Be effective with adult learners
      (3) Provide for class member participation
      (4) Provide variety
      (5) Prove workable in view of available time and setting
      (6) Achieve the teaching objectives
    f. Listing the materials of instruction needed for each class session
7. The teacher uses the following teaching tools effectively
    a. Group interaction techniques
      (1) Buzz session
      (2) Brainstorming
      (3) Debate
      (4) General discussion
      (5) Panel discussion
      (6) Role playing
    b. Visual aids
      (1) Charts and posters
      (2) Flannel and magnet boards
      (3) Flip chart
      (4) Chalkboard
      (5) Models
    c. Educational technology
      (1) Slides and film strips
      (2) Sound motion pictures
      (3) Overhead projector
      (4) Audio tape recorder
      (5) Single concept films
    d. Teacher-centered techniques
      (1) Lecture
      (2) Teacher explanations

'Table 2. *Continued*

       (3) Team teaching
       (4) Problem solving
       (5) Individualized instruction
    e Techniques for using community resources
       (1) Field trip
       (2) Resource person
       (3) Learner collection of information
    f. Shop or laboratory experiences
       (1) Demonstrations
       (2) Supervision of practice
       (3) Individual projects
       (4) Group projects
       (5) Use of job sheets

8. The teacher uses the method-centered approach for evaluating the self-fulfillment course

    a. The evaluation form is based on an analysis of what the teacher of a self-fulfillment course must do to conduct an effective program
    b The evaluation form specifies guidelines and procedures for each phase of the analysis
    c. Data is collected that indicates the extent to which the recommended guidelines and procedures have been followed by the teacher
    d. Feedback is obtained from class members
    e The evaluator(s) weighs the evidence and
       (1) Rates the program on the basis of adherence to recommendations and learner satisfaction
       (2) Suggests remedial action

Table 3. Enrollee feedback form*

Course or subject
Instructor   Date

Your instructor and the Administrator of Continuing Education wish to enlist your help in evaluating the educational program you are about to complete. Your thoughtful consideration in answering the items will help us in appraising whether or not change is needed in the program

A INSTRUCTOR

	Excellent	Very Good	Good	Fair	Poor
1 How well did she or he attain the objectives?					
2 How well informed on the subject?					
3 How well were sessions kept alive and interesting?					
4 How well was she or he understood?					
5 How well did she or he illustrate to clarify points?					
6 How well did she or he stimulate thoughtful discussion and participation from the class?					
7 How well did she or he maintain a helpful manner?					
8 How well was each topic summarized?					
9 My overall rating of the instructor is					

B MATERIAL

1 Was the content beneficial to your needs?   No
                                       To some extent
                                       Very much

2 The amount of material covered was   Adequate
                                       Too little
                                       Too much

*Courtesy of the Continuing Education Program, Broome-Delaware-Tioga Board of Cooperative Educational Services

Table 3. *Continued*

C. INSTRUCTION

Should there have been   More   Same   Less

Lectures?
Class participation?
Outside assignments?
Use of visual aids?
Laboratory (shop time)?
Number of students registered?
Emphasis on textbook?
Prerequisites (background study)?

D GENERAL

1 What direct benefits did you derive from the course?

2 Comments about the course and your suggestions for improving it

3 Do you feel a need for more advanced courses?   YES   NO

If yes, suggest course title or subject matter that could be offered in sequence to the completed course

4 Are you planning on applying your knowledge by seeking employment?

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