DOCUMENT RESUME

ED 290 840 CE 049 251

TITLE	Research-Based Model for Adult Consumer-Homemaking Education.
INSTITUTION	Ball State Univ., Muncie, Ind.
SPONS AGENCY	Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE	86
NOTE	244p.
AVAILABLE FROM	Vocational Education Services, 840 State Road 46 Bypass, Room 111, Indiana University, Bloomington, IN 47405.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	Adult Education; *Adult Programs; *Consumer Education; Delivery Systems; Educational Planning; Home Economics; *Homemaking Skills; *Marketing; *Models; *Program Development; Program Evaluation; Program Implementation

ABSTRACT

This model is designed to be used as a guide by all teachers and designers of adult vocational consumer and homemaking courses who usually function as program planners. Chapter 1 contains an operational definition, the rationale, and description of intended users. Chapter 2 presents the model description with an overview and discussion of the major components: planning, marketing, delivery, and evaluation. The fully developed model concludes the chapter. Chapters 3-6 cover planning, marketing, delivery, and evaluation. Each chapter contains guidelines for these strategies and resources that may be used. A 29-item bibliography is included. (YLB)

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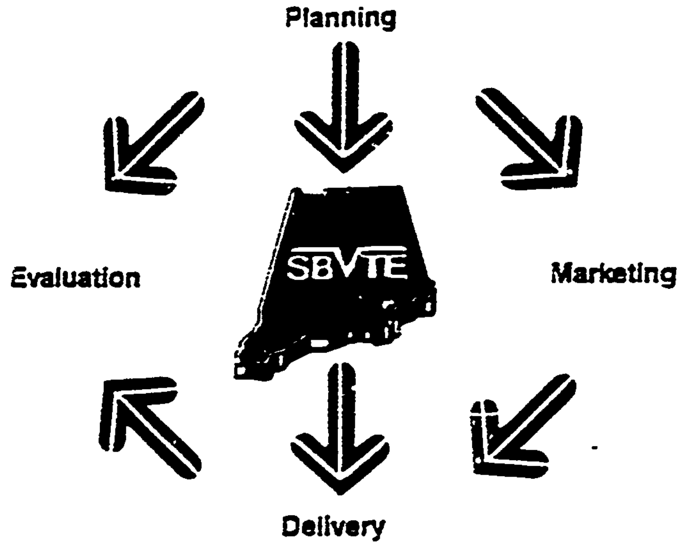
Research-Based Model for Adult Consumer-Homemaking Education



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CE049251

Project Number 10-86-3D-CH/R

**Indiana
State Board of Vocational
and Technical Education**

Published by: The Indiana State Board of Vocational and Technical Education
401 Illinois Bldg.
17 W. Market St.
Indianapolis, In. 46204

Printed at: Ball State University
Muncie, In.

Copies available from:

Vocational Education Services
840 State Road 46 Bypass, Room 111
Indiana University
Bloomington, Indiana 47405
(812) 335-6711

ACKNOWLEDGEMENTS

To our advisory committee members:

Mrs. Ruth Cummins	Miss Joan McTurnan
Dr. Carol Fisher	Mrs. Jan Ray
Mrs. Vicki Harris	Mr. Don Whitehead

For your help in revising the survey instrument, in locating resources, in making "model" recommendations, and advising and helping us in other ways;

To the Ball State Community

Sharon Shaffer/Contracts & Grants
Cathy Blackwell/Purchasing
Nancy Lindell/CAST Dean's Office

For your specialized skills, cooperation, and generosity;

To our community "helpers":

The Delaware County Chamber of Commerce
Blackford County Clerk's Office
Jay County Clerk's Office
Randolph County Clerk's Office

For their friendliness, courtesy and willing assistance;

To our "official" staff:

Debbie Bonnet, Third Party Evaluator
Sonja Binder, Project Secretary

For their patience, suggestions, skill, and cooperation;
For Sonja's willingness to learn new skills and to extend herself far beyond normal clerical duties;

To our favorite helpers, our husbands:

Andy Case
John Finn

For their patience, understanding, cooperation, and support;

We extend our sincere thanks! Because of your help, we feel proud to present this model to guide organizers and teachers of adult Consumer and Homemaking programs.

Most gratefully,

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Chapter 1

INTRODUCTION

Operational Definition of Adult Education

"Adult education", as used in the development of this model, differs from the concepts of "continuing education" and "lifelong learning" which are much broader terms in that they encompass formal and informal educational approaches including self-directed learning. Adult education, as defined here refers to formal education, specifically to a variety of organized methods to provide learning experiences for individuals aged 16 years or older who are out of secondary school. While the target audience focuses on those 18 years or older, it is recognized that some individuals between the ages of 16 and 18 might need or be interested in the programs.

The definition is limited to formal education because this model focuses on vocational consumer and homemaking education programs. Only formal education programs are authorized and funded by federal legislation to assist the states in preparing adults for the occupation of homemaking.

"Adult vocational consumer and homemaking education" is, therefore, the ultimate focus of this model. The objective has been to develop a model program for adult vocational consumer and homemaking education in Indiana. Using the operational definition, the objective was to develop a model program which enables the use of a variety of organized methods to provide learning experiences for individuals, aged 16 years or older, who are out of secondary school, in preparing them for the occupation of homemaking.

Rationale

By the year 2,000 the United States will have become "a nation of adults" with the largest age group ranging from 30 to 44 years of age and a rising curve for those from 45 to 64. The larger number of adults in the population will in itself, stimulate greater interest in adult education but when combined with rapid social and technological changes, the impact seems enormous (Cross, 1984). Continuing education and lifelong learning appear to be inevitable.

Specific target populations meriting special attention in consumer and homemaking education have emerged. In addition to the traditional family, new groups include the single parent, displaced homemakers, the new poor, the working woman, and the single adult (Spangler in Border, 1984). Consumer and homemaking education can assist these individuals in coping with the social changes which have created their new roles. Education concerning parenting, money-management, time-management, nutrition, coping with stress, self-esteem, and other concepts taught in consumer and homemaking education can help meet the needs of these individuals. Vocational home economics educators must be alert to changes as they occur and must be creative in anticipating and meeting the needs brought about by these changes. Organized programs in adult consumer and homemaking education provide an excellent opportunity for helping adults cope with change.

Intended Users

This model is developed to be used as a guide by all teachers and designers of adult vocational consumer and homemaking courses in Indiana who usually function as the program planners. Other intended users are administrators of such programs including coordinators, directors, and supervisors of secondary and post-secondary schools. Advisory committee members will also find it helpful in viewing the total process of planning, marketing, delivery, and evaluation before making recommendations. Vocational home economics educators of students who become teachers of adult homemaking education courses are also intended users, as are those students.

While not developed specifically for other users, it is believed to be of value for designing and implementing plans for all formal adult education programs. It might, therefore, be used by university directors of continuing education, by program directors for YMCA's or YWCA's, by businesses, by non-vocational home economics educators, by educators in other areas of vocational educational--indeed, by any adult educator using a formal education approach. It may be used by persons holding teaching certificates as well as those with knowledge and expertise but without certification. The flexibility and thoroughness of the model should accomodate these varied uses.

Outline of Contents

In addition to a operational definition, the rationale, and a description of intended users, this publication will contain five major parts. Chapter 2 contains the model description with an overview and discussion of the major components; the fully developed model is presented at the end of the this chapter. Following the model description are chapters on planning, marketing, delivery, and evaluation. Each contains guidelines for these strategies and resources which may be used if desired.

Chapter 2

MODEL DESCRIPTION

Development of Model

The procedure for developing the proposed model has evolved primarily from the experiences of the project staff and of its advisory committee. These experiences included teaching adult education courses, taking or studying courses as an adult, administering adult programs for credit and non-credit, and teaching courses in adult methodology at the undergraduate and graduate levels. While it might appear that the varied experiences of those participating would create disagreement, that was not the case. There was unanimous agreement on the components included, their importance, and their sequence.

After a basic model was developed, a more extensive review of literature of models of adult education revealed that the tentative model was more complete than other models developed; components of other models were present in this one although placed differently. The most helpful model was published by Houle (1972) who shows the decision points and components of an adult educational framework.

The proposed model possesses the same advantages found in Houle's model. It has the added advantages of simplicity and comprehensiveness.

Advantages

The model presented in this publication has two noted advantages. It is both logical and practical. While its specific advantages are numerous, all will ultimately fall within these categories.

Superficially, the model appears to reflect the sequence of steps taken in developing a program and would, therefore, appear to be quite logical. However, the sequence is somewhat ideal for it would be the exception rather than the rule for the decision-making process to develop in such an orderly manner. In reality, it might begin in numerous places since it is assumed that "Any design of education can best be understood as a complex of interacting elements, not as a sequence of events" (Houle, p. 32).

It is also unrealistic to assume that the mind works in a logical fashion. Thus, while the model is presented in what appears to be a logical sequence, it is recognized that circumstances and individuals differ and that the model will not necessarily be followed in the sequence shown. It is expected, however, that all major concepts will be included and, frequently, in the sequence shown. Furthermore, it will serve as a logical sequence for the inexperienced adult educator who seeks guidelines for program development.

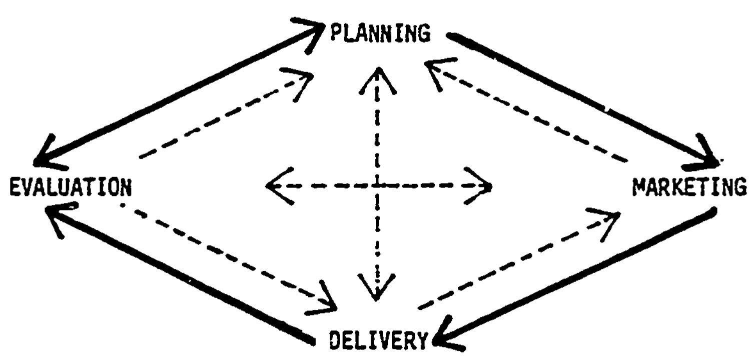
This flexibility of the model contributes to its practicality. Flexibility is not limited to the sequencing of concepts but also is evident in its application in many situations. Its flexibility should extend beyond home economics concepts to other vocational education subject matter, indeed to any subject matter. It should be flexible enough to adapt to team teaching, to institutional or business settings, to laboratory or non-laboratory settings, and to any locale.

The model is also practical in that it anticipates, in detail, each step needed. The comprehensiveness of the model contributes further to its flexibility. There will be some situations in which all aspects of the model are needed. In other cases, some components will be omitted. Businesses may not be involved or an already existing needs assessment may be used. Comprehensiveness is strengthened by the inclusion of marketing, a major component of adult programs which is necessary for program success.

While it might seem contradictory to say that the proposed model is both comprehensive and simple, that is indeed the case. It is comprehensive because all needed components are present. It is simple because the design of the model enables one to focus on the four major concepts. Their simple presentation enables them to be easily remembered and applied. Using the sub-concepts will yield direct support for the main concepts so that they will be better comprehended and remembered. Third level concepts are equally important and provide specific directions for implementation. A brief narrative of the major components follows.

Major Components

The sequence proposed for the model involves four major concepts: planning, marketing, delivery, and evaluation. Their interactive relationships with each other might best be explained by this diagram.



Solid lines show the primary sequence of activities. Broken lines show the dependence of an activity on another. Thus, the preferred or "ideal" sequence is to begin with planning the program, to market the program, to deliver the program, and to evaluate it. Evaluation procedures are planned before the program is marketed or delivered and it may be implemented throughout the program.

Successful marketing depends on successful planning, as does successful delivery and evaluation. Likewise, delivery depends on successful marketing since marketing promotes the program and creates adequate enrollment. Evaluation depends on the other three activities since they are the focus of the evaluation. An overview of these steps follows.

PLANNING

Planning is considered to be the first major step in developing adult consumer-homemaking programs even though it is recognized that programs may begin with serendipitous occurances or with the planner's preferred way of operating. Even when programs are initiated in one of the other major phases-marketing, delivery, or evaluation, the procedure shifts immediately to planning, It is not possible to proceed without some amount of planning although when the planning is inadequate, results are usually unsatisfactory.

The proposed model provides an "ideal" but flexible sequence of planning concepts.

1. A possible activity is identified.
2. A decision is made to proceed.
3. The delivery system is defined.
4. The planning team is formed and organized.
   a. The advisory committee is formed.
   b. Partnerships with businesses, agencies and/or educators are formed for cooperative efforts.
5. Community needs and offerings are assessed.
6. Programs are designed.
   a. Objectives are planned.
   b. Content is selected.
   c. The target audience is determined.
   d. Time and location are planned.
   e. Resources are identified.
   f. Responsibilities are designated.
7. Financial arrangements are made.
8. Special arrangements are made.
   a. Instructors are trained.
   b. Contracts are negotiated with businesses,agencies, and/or educators.

Discussion of these components will follow in Chapter 3.

MARKETING

For programs of adult consumer and homemaking education, it is assumed that attendance is voluntary rather than mandated. Consequently, marketing programs for the purpose of immediate and long-range recruitment and community support are critical for program implementation. Without adequate enrollment, programs will cease to exist. Marketing is essential in creating awareness of the existance of programs, and motivating potential students to attend. Thus, advertising before the program is implemented is essential.

Marketing also involves a continuous program of public relations. Some adults are quite reluctant to return to "school". Hearing of the successes of the program and learning of its enjoyment for current students helps, over time, to entice them to "give it a try".

Thus marketing consists of advertising for purposes of recruitment and enrollment and of public relations activities to inform and create receptive feelings. Chapter 4 will discuss marketing strategies which can help guide an educator of adults in accomplishing these goals.

DELIVERY

Delivery strategies, also known as teaching techniques or learning activities, are quite complicated. They do not exist as a simple list from which the teacher makes one or more selections per lesson. Instead, they must fit into "the larger patterns of life", a phrase coined by Houle (1972) to reflect lifestyle. This is the first component of the "Delivery" segment of the proposed model as presented:

DELIVERY

1. The format is fitted into the larger patterns of life.
    a. Techniques are planned for different socio-economic backgrounds (lifestyles).

b. Techniques are planned for different learning styles.

2. The plan is put into effect. Learning experiences appropriate for different lifestyles and learning styles are coordinated with objectives, content, and resources.

A knowledge of the learner's characteristics has long been identified as the foundation of curriculum planning. In this model for adult consumer-homemaker programs, those characteristics are analyzed in terms of students' socio-economic backgrounds as they affect lifestyles and of students' basic learning styles. This basic information, when combined with that derived from the needs assessment, will help establish a firm, supportive foundation on which to build a program.

The framework for that program is then established. It consists of coordinating the content with the objectives, the teaching methods, and the resources. While each of these exists as a separate entity, each leans heavily upon and supports the others.

Chapter 4 contains a more thorough discussion of these. In addition, it provides teaching and planning aids to assist the teacher.

EVALUATION

When plans have been carefully made for marketing and delivery, it is possible to determine evaulation techniques and purposes while still in the planning stage. When evaluation techniques are planned during or even after the implementation of marketing and delivery strategies, the function of evaluation is easily altered. It might even, inadvertently, be designed to show only the strengths of the program; consequently, subsequent programs will be deprived of a record of weaknesses which could have been avoided in the planning of new programs.

This proposed model stresses planning evaluation techniques when planning the adult program as shown in the "Evaluation" segment of the model.

EVALUATION

1. Initial plans are coordinated with evaluation techniques.
   a. Formative and summative techniques for evaluating adult programs are planned and implemented.
   b. Program value and methodology are assessed.
2. Evaluation results are used in future plans for other programs.

Both formative techniques (evaluation during the program) and summative techniques (evaluation at the end of the program) are advocated since it is believed that evaluation should be an on-going process. These techniques differ in both purpose and form. In general, evaluation purposes focus on student growth and program design and/or program design and delivery. Results of formative evaluation can assist in making immediate changes while summative results might help in designing new programs or in redesigning existing ones.

A thorough discussion of purpose and guidelines for conducting evaluations will be included in Chapter 5. Resources to assist in evaluating will also be provided.

Summary

The four major components of the model have been presented. Each component supports and leans on the remaining components, thus producing this interactive model:

RESEARCH-BASED MODEL TO MEET ADULT CONSUMER-HOMEMAKING EDUCATION NEEDS

PLANNING

1. A possible activity is identified.
2. A decision is made to proceed.
3. The delivery system is defined.
4. The planning team is formed and organized.
   a. Advisory committee is formed.
   b. Partnerships with businesses, agencies, and/or educators are formed for cooperative efforts.
5. Community needs and offerings are assessed.
6. Programs are designed.
   a. Objectives are planned.
   b. Content is selected.
   c. Target audience is determined.
   d. Time and location are planned.
   e. Resources are identified.
   f. Responsibilities are designated.
7. Financial arrangements are made.
8. Special arrangements are made.
   a. Instructors are trained.
   b. Contracts are negotiated with businesses, agencies, and/or educators.

EVALUATION

1. Initial plans are coordinated with evaluation techniques.
   a. Formative and summative techniques for evaluating student progress are planned and implemented.
   b. Program value and methodology are assessed.
2. Evaluation results are used in future plans for other programs.

MARKETING

1. Advertising is planned and implemented.
2. Public relations activities are planned and implemented.

DELIVERY

1. The format is fitted into the larger patterns of life.
   a. Techniques are planned for different socioeconomic backgrounds (lifestyle).
   b. Techniques are planned for different learning styles.
2. The plan is implemented.
   Learning experiences appropriate for different lifestyles and learning styles are coordinated with objectives, content, and resources.

Chapter 3

PLANNING

Introduction

Thorough and comprehensive planning will prevent the occurrence of numerous errors when marketing, delivering, and evaluating adult consumer and homemaking programs. The components of planning were presented in the previous chapter. In this chapter, each will be discussed. Some planning resources will also be presented at the end of the chapter.

A Possible Activity is Identified

A likely first step in the adult education program planning process is to identify a possible activity. This may be stimulated by an obvious community need (Job retraining might be necessitated by the closing of a major business; this might also create the need for "coping" courses in money management, stress management, etc.), by the availability of a new source of finances (A foundation grant might provide funds for nutritional planning instruction for low-income mothers), by social interest (A local "historical" celebration might stimulate interest in learning pioneer methods of food preparation, quilting, etc.), by a university planning to expand its adult offerings, or by other factors. This step represents initiating the idea.

A Decision is Made to Proceed

"Going ahead" is frequently an automatic decision. If the idea sounds good, why not look into it or investigate it? More often than not, this step is taken for granted.

In situations i: which someone reacts negatively, a conscious decision-making process may be involved. This is also likely in situations where the activity is completely new, such as classes in stress reduction taught within the setting of business or industry to employees. If such classes had not been offered previously, it is assumed that the executive board for the company would make a formal decision regarding proceeding with the investigation.

The Delivery System is Defined

Defining the delivery system carefully at the beginning stages does much to ensure a successful adult education program. A sponsoring group or organization such as a business, a school corporation, a civic or professional organization, or a church, needs to assume responsibility for the planning, marketing, instructing, evaluating, and record keeping needed for conducting a successful program. In some cases, two or more groups or organizations will work as partners in sponsoring a program. It is essential that everyone involved has a clear understanding of the responsibilities of each sponsor.

It is advisable to have a written list of responsibilities agreed upon by all involved. Not only does such a written list jog the memory, but it can also prevent countless misunderstandings. A careful defining of responsibilities in the beginning stages is instrumental in implementing an adult education program of high quality.

The Planning Team is Formed and Organized

Even in small communities in which one adult consumer and homemaking course is taught each year, teamwork can help ensure that the course is a success. A teacher, acting alone, might have a successful course but the chances are higher if help is sought.

Advisory committees are helpful in all situations. In communities where courses might be taught in cooperation with business or community agencies, partnerships need to be established.

ADVISORY COMMITTEE IS FORMED

What is an Advisory Committee?

A school advisory committee is a group of lay persons in the community who serve in various advisory capacities and perform many different services in connection with educational programs. Sometimes they serve in a general advisory capacity and sometimes for a special phase of a program. Their rcle is to advise or help but not to assume administrative responsibility.

For advice in the teaching of one or two courses, a temporary advisory committee needs to be formed. It will be disbanded after it has performed its functions.

More extensive, on-going adult education programs are sometimes established. In those cases, the advisory committee should be on-going with rotating membership. Replacing one-third of the membership annually will provide for the participation of new members while maintaining members with varied amounts of experience.

What are the Purposes of the Advisory Committee?

The overall purpose of the advisory committee is to help coordinate educational and community activities in order to strengthen the educational program. More specific purposes that the committee can perform are to:

1. provide a two-way system between those responsible for the program and the community to help gain public support,
2. help establish the objectives of the program,
3. help locate facilities for teaching,
4. help gain cooperation with agencies or businesses,
5. make suggestions regarding the assessment of community needs and interests, and
6. assist the teacher with the selection of evaluation procedures.

Who Might be Asked to Serve?

Individuals not directly involved with the program who are knowledgeable about the community, about adult educational programs, and/or about consumer and homemaking education would be able to provide a great deal of help. Suggestions, by position, are:

1. an individual influential with the media;
2. adults who have been active in taking community adult education courses;
3. professionals who have directed various types of adult education programs, such as:
   a. directors of adult programs in area career centers for G.E.D. qualifications,
   b. directors of university non-traditional studies programs,
   c. directors of extension homemaker programs,
   d. consumer and homemaking teachers,
   e. teachers of home economics-related

occupations, and
   f. directors of continuing education for retired citizens, for churches, or other community agencies such as the YWCA or YMCA; and
4. business and/or labor leaders who are interested in the relationship between personal growth and worker productivity.

Since it is difficult to convene large numbers of people and since some individuals are reluctant to state opinions in large group meetings, it is recommended that committee size be kept reasonably small. Five to ten members is a "workable" range with eight being a recommended size for participation and management.

In addition to selecting committee members to represent groups, select members as individuals also. Look for members who:

1. work cooperatively as a team member willing to examine various alternatives rather than promoting a personal position;
2. indicate an interest in adult consumer and homemaking education;
3. express a willingness and ability to prepare for, attend, and participate in the meetings;
4. are active and knowledgeable in consumer and homemaking education, adult education, and/or adult consumer-homemaking education; and
5. demonstrate "good" problem-solving abilities.

<u>What are Guidelines for Functioning?</u>

1. Send invitational letters to individuals requesting their participation. Explain the <u>advisory</u> status of

the committee, state the importance of the committee, explain the responsibilities of the committee, announce the first meeting time and date, the duration of time the committee will serve, the location of the first meeting and indicate follow-up. If possible do this 6 weeks before the meeting. A sample invitational letter is included in resources at the end of this chapter.

2. Immediately after each response, send an official appointment letter such as that found in the resources for this chapter.
3. Select a comfortable meeting place (Classroom desks are not comfortable) with convenient parking. Refreshments or a beverage might be appropriate; each is especially helpful for a late afternoon meeting (4 p.m. or later).
4. One week before the meeting, send a copy of the agenda for the meeting, the room location, parking arrangements, and notice of refreshments. This will serveas a reminder of the meeting. (Steps 2 & 3 may be combined when time is short.) A sample agenda is in the resources for this chapter.
5. If possible, make reminder phone calls to members the day before the meeting.
6. Provide nametags.

7. Since this temporary committee will probably meet no more than twice, you may wish to chair it yourself and use an audio tape recorder to record minutes. For on-going committees, a chairperson and secretary from the membership need to be elected. A constitution such as that found in the accompanying resources will enable the committee to function more smoothly. This should also be developed and approved by the membership.

8. Agenda items for the first meeting might include:
    a. introductions,
    b. an overview of the agenda,
    c. an explanation of the project,
    d. an explanation of committee members' functions,
    e. recommendations from the committee regarding the needs assessment survey including recent ones by other agencies that might provide needed data,
    f. suggestions from the committee for helpful contact people in the media, businesses, and community agencies, and
    g. an agreement on the next meeting date.

9. Agenda items for the second meeting might include:
    a. an approval of minutes from first meeting,
    b. an overview of the agenda,
    c. a report of survey findings,
    d. recommendations of what should be taught in the courses offered,
    e. recommendations regarding schedule, location, time, and other plans for the courses to be taught, and
    f. recommendations regarding course evaluation.

10. A somewhat informal, although organized meeting will increase individual participation. A planned agenda, presented at the beginning of the meeting, with requests for added items will increase awareness of

the purposes of the meeting and the work load to be accomplished.

11. Limit meetings to a maximum of two hours.
12. Send thank-you letters to committee members at the termination of the project. Summarize their contributions in the letter such as the one in the resources at the end of this chapter.

<u>PARTNERSHIPS WITH BUSINESSES, AGENCIES, AND/OR EDUCATORS ARE FORMED FOR COOPERATIVE EFFORTS</u>

Knox, writing in "Adults and the Changing Workplace", states that:

> Agencies that provide vocational education and training programs for adults should collaborate with each other when collaboration promises to benefit learners, agencies, or society and should proceed independently when it does not (AVA, 1984, p. 201).

Potential benefits to adult learners include offering greater access, equity, range, convenience, lower expense, quality, relevance, and application. By collaborating, <u>providers</u> may benefit in various ways, such as complementarity, resource sharing, in-kind contributions, and marketing. Benefits to the <u>community</u> might include reducing duplication, filling gaps, increasing public understanding, and increasing the impact on performance (AVA, 1984).

In addition to benefits, there are various costs involved with collaboration. These include differing goals, time and money, slow response, and restricted opportunities for potential learners. Knox reminds us that:

> Successful collaboration among providers, as with any partnership, depends on commitment to shared goals, complementary contributions, and equitable benefits to all partners. To initiate and sustain such cooperation, practitioners must be willing to negotiate and renegotiate mutually satisfactory arrangements (AVA, 1984, p. 207).

If, as a provider, collaborating with a partner would be helpful in a particular situation, start the process by making a list of potential partners. Then answer the following questions.

- Why is it desirable to form a partnership with each group listed?
- What are common concerns?
- What could each group contribute to the partnership?
- What could each group gain from the partnership?
- How would forming the partnership help potential learners?
- How would forming the partnership benefit the community?

Partnerships are voluntary, long-term relationships between two or more individuals or groups. Implicit in the formation of any partnership is the understanding that both partners will contribute and both will benefit. A true partnership is a shared commitment of time, resources and personnel.

Perhaps a teacher has an instructional program s/he would like a business to pay for and provide for some of its employees; or perhaps a school and a business or a community organization can jointly plan and sponsor a course or program to meet a perceived community need. Working together, resources are used more effectively and the program is likely to reach more people and thus have a greater impact.

A partnership can be initiated by either member. To initiate a partnership, select one potential partner to contact first and do some careful research to get to know as much as possible about that business or group. Be well prepared before the first contact is made. A Community Advisory Council can help set the stage for the success of partnership activities in the community and a Linker can actually make the contacts and work out the details (Dwyer, 1985).

The Community Advisory Council can set policies, identify critical issues in the community, suggest possible partnerships, help select and work with the

Community Linker, promote the partnership concept, monitor partnership activities, and assist with on-going public relations programs. The Community Linker is the "seller" of the partnership who does the "one-to-one" contact work of getting the partnership established and started. It is important that the Linker be well organized, have a good working knowledge of the community and groups involved, relate well to people, think on his/her feet, and work thoroughly but efficiently. After partnerships are formed, the Linker continues to act as a networker of information and relationships between partners, the advisory group, and the community (Dwyer, 1985). According to "Indiana Partners in Education" the Linker:

> directs the community partnership effort and acts as a manager, facilitator, problem-solver, honest broker, catalyst, planner, entrepreneur, trouble-shooter and resource person (Dwyer, 1985, p. 16).

If a teacher is serving as his/her own Linker, s/he should focus on the objective for forming the partnership. Learn as much as possible about the business or agency with whom a partnership is desired. Try to contact the chief executive officer for a commitment to the partnership. He/She may ask that details be worked out with someone else, but the initial approval of the top person is important for future success.

Correct timing increases the likelihood of success with the business executive. A time that is usually good for a first telephone contact with a business person is mid-morning on a Tuesday or Wednesday. If trying to contact a teacher, call during his/her scheduled preparation period so the call does not interrupt a class.

During the first telephone contact, the person calling should introduce himself and ask for a twenty or thirty minute appointment to discuss how the two might work together on a common concern. Indicate what the partnership can do for the business or group. Suggest that a meeting could be arranged at a time and place convenient for him/her. Ask if there is additional information that would be helpful before the meeting.

Follow up the telephone call with a letter on business stationery that includes a telephone number. The letter should reconfirm the date, time, place and purpose of the meeting. Enclose any additional information requested.

Arrive for the meeting promptly. Dress in a business-like suit and well shined shoes. Have a brief written agenda prepared that can be shared with the business person after shaking hands and engaging in a few moments of small talk. Use this informal time to relate to the business how much is known about it and interest in it. Be business-like but friendly while proceeding through the agenda to show what the partnership can do for the business. Indicate the kind of commitment desired from the business. Ask if there are specific questions or concerns that would support or discourage partnership. Try to deal with any questions or concerns that are expressed. Agree to send additional information if it is needed. Try to get a commitment to the partnership. If the executive wishes to think about it, get a specific time to call to follow up. Thank him/her for the ime given for the meeting.

Follow the meeting with a thank you letter and any additional information that was requested. If a follow up call was agreed upon, make it promptly at the specified time. If a partnership arrangement is agreed upon, put it in writing and ask the other person to confirm, in writing, that the agreement was stated correctly.

Building partnerships takes time. It may take months-even up to a year-to get the idea planted in the consciousness of all personnel to be involved in the partnership. However, planning and organizing can proceed during the time that commitments are being made.

For more specific help in forming partnerships, to consult the references by Vocational Education Services, Dwyer, and O'Connell.

Community Needs and Offerings are Assessed

WHY ASSESS NEEDS?

The determination of the types of courses that adults are interested in-or express a need for studying-should be an early step in any adult education program planning effort. Data need to be gathered to justify a new program as well as to expand or continue an existing program. Current information that indicates which courses students wish to study needs to be provided in order to anticipate adequate enrollment.

APPROACHES TO NEEDS ASSESSMENT

Four possible approaches for such needs assessment, ranging from direct to indirect, have been identified by Witkin (1984). They are:

1. direct assessment using the survey research method (survey),
2. tapping key community people for the perceptions of needs (key informants),
3. inferring needs from patterns of on-going services (rates under treatment), and
4. inferring needs from known associations of local social characteristics and obvious social health problems (social indicators).

These may be used alone or in any combination. In deciding which one(s) to use, it is helpful to consider the advantages and disadvantages of each. While the survey approach is the most direct and most valid, it is also complicated, time-consuming, and expensive. Tapping key community people is always relatively easy, quick, and inexpensive, although likely to be biased (Witkin, 1984); the advantages are readily apparent when an advisory committee exists since that committee should consist of such key community people.

Inferring needs from patterns of on-going services provides information about needs that are being met, but is weak in addressing and assessing unmet needs (Witkin, 1984). Gathering data about current and recent community offerings fits into this approach.

The last approach, inferring needs from known associations...lends itself to a variety of quantitative correlational procedures but yields indirect data. "Known associations" implies the existence of appropriate quantitative data.

To determine which needs assessment approach meets the purposes, constraints, and resources of a specific program, one needs to clearly understand (1) why it is wanted, (2) how broad it should be, (3) the kinds and amount of data needed, (4) how data will be collected, and (5) any constraints that exist (Witkin, 1984). In analyzing the written survey in the resources at the end of this chapter, the answers to these questions are:

1. (Why?) To gather data indicating the needs and interests of adults for consumer and homemaking courses to help in planning such courses.
2. (How broad?) It should cover the four county area known as Area Vocational Area Number 22, encompassing Delaware, Blackford, Jay, and Randolph counties and should be a large enough sample size to generalize to the population of adults.
3. (Kind and amount of data?) To determine what consumer and homemaking concepts are most desired and what have been most recently offered in order to know which courses to offer; to discover the preferred times and days for courses and willingness to pay in order to plan more desirable schedules and costs.
4. (How to collect data?) Collection of data was completed via a mailed questionnaire.
5. (Constraints?) Constraints which existed included keeping the questionnaire brief and

simple, sending three times the actual number of surveys for which responses were needed, and sending only one reminder. Questionnaires and reminders were limited by expense.

The Survey Method

A direct approach using the survey research method simply refers to gathering opinions, preferences, or perceptions of fact by means of written questionnaires or interviews. In this model, the purpose of the survey is to provide data for making decisions regarding establishing priorities for planning. Sometimes another community agency might have recently gathered such data so that repeated efforts will not be necessary.

The needs assessment survey is a research technique. Unless procedures used are carefully planned and implemented, results are not likely to be valid, reliable, or usable. Guidelines for conducting the needs assessment survey follow. More complete information on the survey method of descriptive research techniques can be located in most research methodology textbooks. The text listed by Leedy (1980) in the bibliography is especially easy to use.

Selecting the Sample. To generalize findings from your sample to the larger population, the survey must be representative and of a large enough number. Random selection of subjects from the population is the best way to insure representativeness. The table by Krejcie and Morgan (1970), in the resource section at the end of this chapter, can serve as a guide for sample size; generally 500 subjects are adequate but the more, the better. Other things being equal, large samples are more likely to be accurate than small ones.

Methods for random selection include:

1. Computerized random selection--Computers may be programmed to randomly select names.
2. Table of random numbers such as those found in most statistics textbooks.
3. Lottery--Names are assigned numbers and then the numbers are drawn.
4. Roulette wheel--Names are assigned numbers and the wheel is turned to produce the numbers.
5. Drawing--Names may be drawn blindly.
6. Systematic--Every "nth" subject may be selected with "n" being randomly selected.

Sources from which listings of "all" adults may be secured are limited. Each has a weakness.

Since they are public record, voter registration records are the most accessible. Some county clerk's offices use a computerized random selection system for selecting jurors and will make this available at little or no cost. These records tend to become quickly outdated but are more current at or near election time.

Telephone numbers give access only to adults with telephones; if a telephone survey is the technique being used, this is the recommended procedure. Since all numbers are not listed in the telephone book, a scheme that will randomly generate numbers is recommended. The first three digits should, of course, be limited to the telephone exchanges in the area being surveyed. The next four can be computer generated and randomly assigned to the prefixes. Make sure that duplicate numbers are not present. Since many numbers are not operational, are business numbers, or might even belong to children, three to four times the quantity of numbers needed will have to be generated.

City directories list the names of most adults in a given area. This technique is not recommended since much of the information is obsolete by the time the directory is printed, since many of the names are relisted several times using first name, middle name, nick-names, etc., and since employees who live outside the area may be listed. It is also a painfully slow process!

Like city directories, census data are usually provided too late to be usable. Mobility of citizens quickly outdates most publications.

Utility companies, for a price, (usually high), will sometimes make available a random-selected list of users. Since more people use water or electricity than gas, it is best to limit the choices to water or electric utility companies.

Regardless of the method chosen, assure approximately equal representation by sex. If the source indicates the household, rather than the individual, a predetermined way to select sex of the respondent is needed.

<u>Sampling Design</u>. For expediency, simple random sampling is recommended. Stratified random sampling, guaranteeing an equal number of men and women, can be used when names are known by sex. However, this is rarely the case. It can be guessed with some accuracy when voter registration records are used and when telephone numbers are used a request to speak with the adult male or female can be made. With a large enough sample size and with random selection, the numbers of males and females selected are expected to approximate their proportions in the population.

Because responses to mailed questionnaires are usually quite low, approximately six times the actual number needed must be mailed. For 400 responses, about 2400 will need to be mailed. Suggestions which might help increase the return rate are:

1. Keep the survey form as brief as possible.
2. Use short, simple statements or questions with responses that can be "marked" rather than written.
3. Ask only for essential information avoiding personal questions about income, religion, educational background, etc.
4. Ask only one question at a time.
5. Use first class postage unless you have several months to wait for responses.
6. Include postage on the return, addressed, envelope.
7. Avoid using terms associated with women if possible ("Home Economics", "Consumer and Homemaking Education") in order to encourage responses from men.
8. Place the return address on the questionnaire.
9. Use post-cards for reminders in order to save money.

Responses to interviews are much higher. If telephone interviews are used, once the contact has been made, the response rate approximates 100 percent, the same as personal interviews.

An added advantage of the interview method is that it is possible to clarify the meaning of a question and to probe for implications of the answers. It also enables adults with literacy or visual problems to participate.

Disadvantages of interviewing include possible interviewer bias and a longer time commitment for the interviewer. The "one-to-one" interviews also require added time and money for transportation and they can present certain personal safety risks. The telephone interview substantially reduces costs and risks.

The method for recording interview responses must be determined. If they are recorded via an audio-tape recorder, request permission first. Using a coded procedure for recording responses tends to work best since it saves time for replaying tapes and can put answers into a form immediately usable.

In summary, the survey can provide much helpful information. While there is no "perfect" method, all have certain advantages. The developers of the present model recommend the telephone survey with randomly generated numbers and trained interviewers in order to save time, money, and frustration and in order to assure a large enough sample size.

Using Key Informants

This model for adult consumer and homemaking education builds into its design the use of key citizens from the community as informants. It builds this component in as the advisory committee. Since this committee's composition and functions have been previously discussed, they will not be repeated. It is recommended that this committee not serve as the only approach to needs assessment but that it can help supplement information received by other means.

Rates Under Treatment

Determining what programs and techniques are implemented in the community can provide insight into predicting what might succeed. This can best be done by assessing community agencies which offer educational programs. These might include telephone interviews with the directors at the YMCA and YWCA, the home economics chairperson or dean of colleges and universities, secondary school home economics department chairpersons, program chairper[illegible] social service organizations such as Altrusa Cl[illegible] [illegible]wanis Clubs, etc., social service agencies, churches, retirement clubs, and

Extension Homemaker Club presidents or agents. This topic can also be addressed when the population is surveyed by asking about courses previously taken or currently being taken. To repeat, the weakness is that unmet needs are not addressed.

Social Indicators

The use of existing measures of social characteristics and the prevalence of social and health problems can indirectly indicate needs. A high divorce rate might, for example, indicate the need for courses on marriage preparation, problem-solving in marriage, communication skills, conflict resolution, etc.

Do not, however, rely too heavily on this since the public may not necessarily perceive a problem to be of personal importance nor believe that education can help solve the problem. For example, the developers of the present model anticipated that the public would be interested in courses related to coping with divorce because of the increase in divorce statistics. However, survey results did not show a high rank in this area.

Summary

Needs assessment is undertaken in order to determine Consumer and Homemaking Education courses that are needed and to anticipate (and attempt to solve) problems related to scheduling and cost. The four main approaches each have advantages and disadvantages which can be weighed in relationship to purposes, resources, and constraints. These approaches may be used singly or in combination. It is recommended that some combination using the advisory committee as key informants be used.

An example of the written survey used by the model developers is included in the resources with an explanation of the results. The questionnaire may be used without permission and may be adapted for further use.

Programs are Designed

OBJECTIVES ARE PLANNED

"... if you're not sure where you're going, you're liable to end up someplace else-and not even know it", is a statement that is important to remember (Mager, 1962, p.vii). The planning team should think in terms of broad goals or objectives for the entire program. It has been said that a goal is a dream with a date on it. Program goals or objectives might include an indication of the particular groups to reach with classes this year, the number and types of classes to offer, the number and/or types of partnerships to form, or a particular community need or problem to address.

Broad goals might deal with one or more of the three goals of intervention for adults at various stages of the life cycle-namely, alleviation of deprivation, enrichment and prevention.

An adult's motivation and need for education are most likely propelled by life-state concerns and tasks (Merriam, 1984). As a basis for determining appropriate concerns and tasks, refer to the table by Merriam in the resources at the end of this chapter.

Both general objectives for the entire program and specific behavioral objectives for each class period need to be carefully planned as a foundation for a successful learning experience. According to Tyler's classic model for curriculum decisions (1949), objectives from three sources may be included in the curriculum. Sources of objectives are student characteristics-their needs and interests (as influenced by such factors as age, socioeconomic level, background education experiences, and abilities), societal conditions and expectations, and the content of the field of study. The three sources of objectives-students, society, and content of the field-will probably yield more tentative broad general objectives than can be included in the curriculum and should be screened to establish priorities and filter out objectives that are least likely to be achieved.

Philosophy of education, the first screen, helps a planner decide what is most important to teach. The other screen, psychology of learning, takes into account factors that affect what a particular group of students is likely to be able to learn and/or achieve (Tyler, 1949). Tentative general objectives that have survived the screening process are ready to be restated as precise instructional objectives. Objectives, whether general for an entire program or unit or specific for one class period, should describe or define what the learners need to do in order to demonstrate their attainment of the objectives. Not only does this help the teacher plan which learning experiences would be most effective, but it also indicates appropriate evaluation techniques.

Objectives are divided into three domains or categories of learning. The cognitive domain deals with rational learning-the knowing and thinking skills that emphasize use of the mind and the intellectual abilities. The affective domain focuses on emotional learning-caring, feeling and attitudes. The pychomotor domain relates to physical learning-doing, manipulating and developing physical skills. All the subject matter areas in home economics involve all three domains to some degree.

Each domain is divided into a hierarchy of levels-from simple to complex. For each domain, students need to start at the lower levels and sequentially move up to higher levels. Adult learners should start at the level where they are and proceed to more complex levels.

The key to a well stated objective is an appropriate action verb. The verb selected should clearly indicate what the learner will be expected to do. If it is truly a performance objective, conditions under which the performance is to occur should be indicated. What are the givens, the conditions, the restrictions which are placed on the student when s/he is demonstrating the terminal behavior? Often, the standard or criterion is added to an objective to indicate how well the student must do the specified task to be acceptable. The following check list might be used to evaluate performance objectives (Blankenship & Moerchen, 1979, p. 46).

Criteria	Obj. 1	Obj. 2	Obj. 3
1. Objective is complete--contains conditions, only one action verb, and standards.			
2. Objective describes postinstructional behavior expected of learners.			
3. Conditions could be controlled by the teacher.			
4. Standards are clear and mathematically possible.			
5. Objective is workable--performance could be measured for different learners.			
6 Objective reads fluently and is grammatically correct.			
7. Intent of the objective is clear so that learners would know what is expected.			
8. Objective seems appropriate for students indicated.			

Note that as one writes performance objectives, one also builds a framework for evaluation. Evaluation should be a natural outgrowth of objectives.

Should one wish more detailed help with stating behavioral objectives, the reference by Chamberlain and Kelly is especially helpful in identifying appropriate action verbs for each level of each domain. Blankenship and Moerchen provide helpful information about setting conditions and standards.

CONTENT IS SELECTED

The many social and technological changes that have affected life styles have created changes in the types of consumer and homemaking classes needed by the public. In fact, the public itself has changed since men are more direct targets of today's programs as they share the same needs and interests with women. Today's most popular program topics tend to deal with coping with stress, with employment, and with developing personal qualities instead of with food and clothing skills.

The procedures recommended in the previous section on needs assessment are of primary importance in determining what to teach. However, a statement of interest or need does not necessarily mean that the respondent is committed to following through by taking courses.

Some general guidelines that might help in deciding what to offer are:

1. Adults are practical; they prefer useful information. Select knowledge or skills that they can apply.
2. The knowledge and skills needed will tend to differ by age group. Young adults tend to be more interested in learning to live independently; middle-age adults tend to need help coping with teenagers and improving management skills; preretirement years bring emphasis on preparing for retirement and on personal interests; retirement years bring increased interest in role re-examination for males and financial management for women (Blankenship and Moerchen, 1979).
3. Socio-economic group and ethnic group affect interests in courses. Economizing has a different meaning for different income groups and the different customs and traditions of ethnic groups result in wide variations of interest in courses associated with the home and family (Blankenship and Moerchen, 1979).

4. In most cases, adults are willing to pay a reasonable fee for courses. Grants from businesses, community organizations, churches, or government agencies may help offset the costs of more expensive supplies if they are necessary for meeting community needs and interests.
5. Select content that can be taught in convenient, accessible, non-threatening facilities. If it is necesssary to have access to expensive equipment (such as computers or microwave ovens), it would be preferable to arrange to teach the course at a business that sells the equipment rather than at a school or university. In some communities, however, the secondary school is open to and will be used by the adult community so that it poses no threat.
6. What is taught may be limited by having a qualified teacher available. Qualifications may either be established through certification standards and/or by experience and expertise.
7. Timing might determine need for or interest in content as well as when students' schedules enable them to enroll for courses.

The season or time of year is especially pertinent to content. These suggestions offered by Ruud & Hall (1974) might help.

Fall: September is too soon after school starts.
October is great for almost any program topic!
Early November is good for holiday-oriented programs.
December is O.K. for Christmas-related programs that require little time.

Winter: January, February, and March are generally good for most types of programs since there is little competition for time. Avoid conflicts with Lenten activities.

Spring: Very difficult time for anything because of many conflicts. Gardening programs might succeed.

Summer: Almost impossible.

In spite of the passage of time, questions offered in 1958 (U.S.O.H.E.W.), to help assess the content of adult offerings in home economics appear to be applicable today. The questions listed (p. 18), are:

1. Are the plans resulting in such vital courses that there will be evidences of growth and satisfaction in the homes of participants?

2. Will the people benefit from the courses through a better understanding of their roles in the family group and gain the ability to play them more successfully?

3. Do members of the group improve in some simple skills they already have, and start on the road to learning new ones that contribute toward making the home a good place in which to live?

4. Will learning that goes on so enliven the learners that they will be intrigued into coming back, and be eager for more and broader education?

5. Are the family members getting an increased understanding of how the welfare of their own family is related to that of other families?

6. Is the course helping the individual class members gain confidence in their own judgment and creative ability?

7. Will the individual family members be likely to emerge with more clearly defined family life values and deeper appreciation of their own families?

In summary, what is offered must be useful and practical. The success of programs depends on offering knowledge and skills that meet the needs of specific age, socio-economic, and ethnic groups; that are reasonable in cost; that are convenient and accessible; and that are taught by qualified teachers at a suitable time of the year.

TARGET AUDIENCE IS DETERMINED

Although all adults are potential students, it is unrealistic to expect to reach all, or even a significant portion of them. Indeed different subgroups within the adult population have very different needs. One of the biggest differences between adult groups and teenagers is the broad range of experiences, needs and interests of adults. For a class to best meet the needs of adult students, an attempt should be made to attract a sufficient number of adult participants with similar needs and interests related to the topic of the class. The target audience can be selected in several ways. The advisory committee or planning team may survey the community to identify the group(s) that have the most critical needs for vocational consumer and homemaking classes. Federal legislation has singled out several clearly defined groups for special attention. These groups include displaced homemakers, single parents, individuals with handicaps, and the disadvantaged. Older Americans will become a significant target audience because of their increasing numbers and lengthened life span.

Another way to identify a target audience is to survey adults currently enrolled in other programs who might also be interested in one that is planned.

This is a fairly successful approach since persons who enroll in one class frequently enroll in additional classes.

Still another way to identify potential students is to look for life events that might indicate a readiness for a particular class. For example, get the names of new parents from the hospital and inform them about parenting classes or get names of those who will be retiring within the next year and send publicity about classes on living on a lowered income or creative uses of leisure time. It is appropriate to either identify a group needing help and then plan appropriate classes or to decide what types of programs to offer and then identify an appropriate target audience to attract to the planned classes. If the the latter approach is chosen, it is helpful to know developmental tasks normally associated with various age groups or life development stages since these are thought to be a sound basis for determining which groups are logical target audiences for specific types of classes. A table in the resources at the end of this chapter (Merriam, 1984), shows several sequential models of development.

Although there are various viewpoints about sequential development of adults, participation patterns of adults indicate that transitions in their lives are important reasons for enrolling in specific classes at a particular time. Not only will knowledge of adult development help planners know which groups would be appropriate target audiences for specific classes, but will also help them understand the need for and type of support services necessary to attract and retain the targeted group.

TIME AND LOCATION ARE PLANNED

The time and location of adult classes can influence the enrollments and subsequent attendance at these classes.

In addition to considering time in relation to the season or month, as discussed earlier, timing should also be considered in relation to day and hour. Evenings tend to be preferred because of conflicting work hours. Thus, the problem is to decide which evening.

Community activities sometimes dictate that certain evenings be reserved. Wednesday is often scheduled for religious activities and Mondays are often scheduled for city/county council meetings or PTO meetings. Nevertheless, many people will prefer these evenings.

If a survey is completed as part of the needs assessment activity, the respondents can be asked about preferred evenings. In the survey used as a pilot study in developing this model, the respondents preferred

Wednesday, Tuesday, Monday and Thursday in that order. As indicated in the survey results, Fridays should be avoided. Apparently, midweek evenings are best since weekends are saved for family, recreation and other personal interests; Saturdays, although not best, are acceptable.

If partnerships are formed with businesses, classes are usually preferred during the day. Employees may be given time off work for class, a coffee or lunch break may be extended for class, or the class may be offered at the end of - and beginning of work shifts. The convenience of taking the class at the work site might compensate for the usual exhaustion that occurs at the end of the workday or if breaks are not scheduled. However, this compensation will not occur unless classes are exciting and valuable to the employees. Furthermore, if scheduled during extended breaks, the courses must be optional and must be agreed upon by the relevant labor unions.

The time of the day or evening for classes to begin will vary with the target audience. Morning and afternoon classes tend to work best for retired persons. Mornings tend to be best for unemployed mothers of school-aged children. In general 7:00 or 7:30 tends to work best for evening classes since employed persons usually need time to relax and have dinner after work.

Two hours tends to be as long as most students can "endure" but activities and breaks from class can enable a longer class time.

As mentioned previously, facilities need to be convenient, non-threatening, and accessible. These guidelines might help.

1. Try to restrict classes to the first (or ground level) floor of the buildings.
2. Plan so that safe and convenient parking is available.
3. Locate classes in comfortable rooms equipped with tables and chairs instead of desks.
4. Use non'"academic" settings when possible such as community centers, businesses, libraries, shopping centers, YWCA or YMCA buildings, churches, etc. Colleges and universities tend to threaten those without a higher education. A secondary school might threaten some adults but if the school is truly community-oriented with an "open door" policy, this threat may not be present. Decentralized sites in the community tend to be preferred by adults. (Spangler in Border, 1983).

In summary, time and place can determine the enrollment and subsequent attendance of students, Preference will differ by personal needs with convenience and (for location) safety being of prime importance.

RESOURCES ARE IDENTIFIED

Resources can be defined as an available supply that can be drawn upon when needed or as available capital or assets. Included as resources would be such things as skilled persons available to teach specific classes and/or serve as resource persons, appropriate facilities in which to conduct classes, audio visual aids and other supplemental materials to enrich a class, time for a desired group to participate, and money to support the class. An advisory committee can help identify resources that are or could be made available. Partners could each list resources that could be shared. In an attempt to discover resources, the following questions might be asked.

1. Who could help present information about this topic as a resource person? as a potential teacher?
2. What are some appropriate sites for field trips related to this topic?
3. What printed materials would be helpful for this class? Where and how are they available?

4. What audio visual materials are available?
5. Where are possible meeting places that could be used for the class?
6. How can time be made available for a desired group to participate?
7. Where can we get financial support for the class?
8. What support services can be made available for participants?

Creative thinking and planning often reveal many resources that were not immediately obvious.

RESPONSIBILITIES ARE DESIGNATED

Before the educational program starts, it is important to decide on answers to questions such as:

Who will appoint members to the advisory committee?

Who will choose the teacher?

Who will help plan the curriculum?

Who will be responsible for marketing the program?

Who will arrange for a place to conduct the classes?

Who will monitor the instructional phase of the program?

Who will coordinate public relations activities?

Who will be responsible for formative and summative evaluation?

Who will manage all the financial matters associated with the program?

Who will do all the record keeping?

Who will be responsible for any reports that must be done?

When the need for an adult course in vocational consumer and homemaking education is recognized, the question of which institution should teach it sometimes arises. Deciding who should design and/or teach the course depends on the need, the targer audience, and the institutions available. Choices could be for a secondary or post-secondary school including Ivy-Tech or colleges and universities. In applying for vocational approval for the courses, the Chief State Consultant of Vocational Home Economics needs to be consulted.

When planning programs in partnership with businesses and other agencies, answers to the previous questions are essential. If these are not determined, essential tasks might not be done or might be done differently by the two groups.

In some adult consumer-homemaking classes, one person (the teacher) is responsible for coordinating all of the planning, delivery, and evaluation activities. However, it should always be a team-effort because of the involvement of an advisory committee. Nevertheless, in some situations, the teacher is <u>the</u> responsible person.

There are responsibilities that can be shared when assistance is available. A clerical aide can lighten the teacher's load in preparing materials and assisting with marketing and evaluation.

When staff is large enough, team teaching is a possibility. While one teacher has the responsibility for coordinating the activities, others share the teaching load.

With many different management styles, there is no one best way to coordinate team efforts. All or some of the following suggestions can be helpful when using the team teaching approach for planning and implementation:

1. A coordinator is needed to facilitate planning and teaching activities even when the team consists of only two persons.
2. Regular meeting times for planning and evaluating need to be scheduled far enough in advance so that each member can be present. These meetings need to be held in a place where interruptions are least likely to occur.
3. If meetings take place near a telephone, take it "off the hook". Minimize interruptions.
4. Decide who will assume each responsibility.

Use strengths of members but do not neglect strengthening other abilities.

5. Summarize all decisions at the end of each meeting to help clarify any possible misunderstandings.
6. Record the main points of the meetings in the form of minutes which can then be reviewed.

A formal meeting which follows an approved agenda with some semblance of order will be completed in much less time than an informal one. An informal meeting produces more interaction. For this reason, large teams usually find it necessary to use formal procedures; otherwise, the interaction consumes enormous amounts of time. Personalities, group size, and available time will probably determine the best format for the group.

Resource persons or speakers might also be involved in workshops or other classes. Once they have agreed to participate, certain information needs to be provided <u>in writing</u>. This includes the purpose of the course, the type of speech or help desired, a description of the participants (including number of), the length of time allotted, a copy of the course outline, and a description of business arrangements. The latter includes designating the person responsible for preparing or securing materials; making financial arrangements such as the honorarium, per diem expenses, travel costs, and deciding how and when payment will be made; deciding what paperwork is required; and making transportation and accomodation arrangements (Resource Handbook. O.S.U., 1977).

The resource person/speaker can facilitate planning by providing information regarding arrival and departure time and date, special material and equipment needed, and biographical material when appropriate. If requested, s/he should provide an outline or copy of the speech (Resource Handbook. O.S.U., 1977).

Responsibilities to be designated when making arrangements for the resource person also include determining who will greet the speaker, who will show the speaker the room arrangements, who will check on the speaker's needs and expectations, and who will process the paperwork for payment of the speaker (Resource Handbook. O.S.U., 1977).

In summary, designating specific responsibilities will help clarify who does what and when and where it is done. A coordinator is needed to facilitate planning and delivery. Team planning can range from informal to highly structured but in all cases it is helpful to minimize interruptions and to summarize and distribute all decisions in writing. The end result is a reduction in time and frustration when accomplishing planning, delivery and evaluation.

Financial Arrangements are Made

Careful financial planning needs to be done in the early stages of any program in order to establish a budget that is comprehensive and realistic. A first logical step in preparing such a budget is to make a listing of all the costs that will be involved in conducting the program. The list should include costs for:

- -Planning (advisory committee, consultants)
- -Administration (supervising, record keeping)
- -Marketing (advertising/promoting, continuous public relations)
- -Facilities (providing and maintaining meeting space, parking, etc.)
- -Instruction (teacher, resource persons, rental costs for audio-visual materials)
- -Supplies and Equipment (consumable, possible rental costs for durable equipment)
- -Evaluation (formative and summative)

Once costs have been carefully estimated, a plan needs to be devised for generating funds to pay for each of them. Three usual sources of funds for adult education are tax money or public funds, grants from private businesses, agencies, or foundations, and fees charged students. Some costs, such as those for administration and facilities, may be absorbed by the group(s) sponsoring the adult education program as a part of their total cost of operation. Public schools may budget tax money for adult education. However, many legislators and some administrators contend that adults should pay for their own education and only youth should benefit from tax-supported education. Programs are usually expected to be self-supporting or of minimal cost to taxpayers except in low-income areas. Some schools compromise by absorbing part of the costs and asking adult students to pay part of the cost. A plan used by some schools is to charge a reduced fee for those students residing in the school district while expecting those who live outside the school district to pay a higher fee for the program.

Some adult consumer and homemaking courses would qualify for vocational reimbursement funds for non-credit courses or for funding of a special adult education project. To check on current guidelines for qualifying for such funds, contact your Area Vocational Director for assistance in completing appropriate forms and getting necessary approvals from the State Board of Vocational and Technical Education. When it is not feasible to work with an Area Vocational Director, you or your administrator may wish to contact the State Board of Vocational and Technical Education, 17 W. Market St., 401 Illinois Building, Indianapolis, In., 46204 (317-232-1810), for assistance with the needed procedures. For technical assistance, it is helpful to contact the Consultant for Home Economics in the Division of Vocational Education, Indiana Department of Education, Room 229, State House, Indianapolis, In., 46204 (317-927-0257). Another source of help would be a teacher educator with expertise in working with adults.

When soliciting funding from businesses, agencies, or foundations, contact first, those with whose interests the proposed program seems most closely aligned. Show them how the program can help them meet some of their objectives. Be prepared to show them that a quality program at a reasonable cost will be offered. Prepare a formal proposal to submit to the appropriate personnel. Be available for responding to any questions on concerns they have. Be willing to revise plans if it is possible to do so without compromising the quality and major outcomes of the educational program.

When tax funds and reimbursements or funds from grants are available, fees charged students can be kept low and may be used mainly to cover costs of supplies and promotion. However, the price to charge adult students for fees depends on a number of factors including total costs of the program, other sources of funding, and willingness and ability of potential students to pay.

Many educators emphasize that adults are more likely to continue participating in a class if they have paid for it. This gives them a sense of ownership and commitment. Many of them seem to feel that if they have paid for something, it is a priorty and they should get their moneys worth by attending all the classes.

Willingness and ability to pay are hard to assess ahead of time. People may say on a survey that they are willing to pay for a class but may not actually register when the class is offered. Ability to pay may be a problem for low income groups-and for women. Women in the lower income group may be unable to pay. Women in the middle income group hesitate to spend the family's "hard earned money" for education because they may not see it as an investment in their careers, because social mores make them feel guilty about spending "family" funds for their own education, or simply because traditionally they receive less financial support from government and business and are more likely to have to pay out of their own funds. Retired persons may have difficulty having funds available to pay for courses. However, older persons are generally more willing to pay for the "privilege" of education, whereas young people may question why they should have to pay for the "right" to an education.

The price of adult education may also include hidden costs that may be even greater than the fees charged. Hidden charges would include such things as transportation to class, baby-sitting charges and costs of required instructional materials. Time cost is also a factor in determining whether people are willing to attend a class. What money could they be earning in the time they are spending in the class? Although such costs do not help providers pay costs for a class, they may prevent potential students from participating-thus interfering with earning enough to pay program costs (Darkenwald, 1980).

In summary, whether an adult education program is funded by tax funds, grants, student fees or a combination of sources, arrangements should be made for meeting all expenses before the program is actually offered. Once appropriate financial arrangements are completed, instructors can be trained, contracts negotiated, and the program offered.

Special Arrangements Are Made

TRAINING INSTRUCTORS

Since most vocational consumer and homemaking teachers have been educated to teach a[illegible], training may not be necessary. When conducted, it might consist primarily of reviewing differences between the needs, interests, and experiences of secondary students and adults; information relating to the business management of the program might be necessary.

Training instructors is an essential step when an individual possesses expertise in the subject matter being taught but lacks instructional skills and when teaching certification is not required, as at Ivy-Tech. It can also occur in a program composed of several related courses when articulation between courses taught by different people is needed.

The depth of training needed will vary. Adequate training can take place in five to eight hours and could be scheduled in the form of sessions of one to one and a half hours for five weekdays or in the form of a partial or full day workshop. The latter form is recommended when non-local travel is necessary. In other cases, the plan using five separate days is recommended so that participants will have more time to work on assignments and apply the skills being taught.

The workshop approach is recommended to provide supervised opportunity to apply concepts and skills. Factors to be considered when planning workshops include consideration of time constraints, the best order to introduce subjects and/or activities, audience ability to concentrate, and optimal times of the day for certain activities (Resource Handbook, O.S.U., 1977).

Other suggestions for developing the workshop format include:

1. Combine a social hour with registration so that participants can get to know each other.
2. Eliminate non-essential topics. Cover only a few important ones in depth.
3. Use small group sessions to facilitate interaction. Select a chairperson and recorder for each small group.
4. Provide plenty of time after presentations for group discussions or questions. Small groups may facilitate this participation.
5. Provide varied activities. Mix sitting and listening with more active participation so that participants are more alert.
6. Allow time for participants to move from one activity to another.
7. Obtain evaluation comments from participants (Resource Handbook. O.S.U., 1977).

Even when only one instructor is being trained, it is important to provide an opportunity to apply skills with evaluation afterwards. If time together is restricted or if travel is too time-consuming, individualized learning packages or assigned readings with practice activities might be a solution. Some opportunity to evaluate work needs is essential.

Chapter five, Delivery, can be of much help in training instructors. Chapter six, Evaluation, can provide help in selecting evaluation techniques. Resources included in these chapters may suggest some application activities.

In summary, application of skills and concepts studied is essential in training instructors. A variety of activities is also helpful in keeping participants alert.

CONTRACTS ARE NEGOTIATED WITH BUSINESSES, AGENCIES, AND/OR EDUCATORS

Reducing agreements to writing and having both involved parties sign them avoids misunderstanding and confusion later. In general, contracts should be made with any partners and with anyone performing services for which they are to be paid. Contracts should include names, addresses and telephone numbers of contact persons from each contracting party, purpose(s) of the agreement, services to be provided by each party, when the contract is in effect, how to terminate the contract, and the signature of a responsible person for each contracting party. Keep contracts as simple as possible without omitting any essential details. A sample contract is found in the resource section of this chapter.

RESOURCES

PLANNING STEPS CHECKLIST

The purpose of the Planning Steps Checklist is to give an "at a glance" listing of the major specific items that are involved in planning for the use of advisory committees to increase community input into adult consumer and homemaking programs.

Clarify purpose/functions of committee

Comprehend amount of operating finances

Determine committee type and size

Determine criteria for member selection

Investigate sources for possible members

Make initial contact with potential members

Send invitational letter

Send official appointment letter

Determine agenda for first meeting

Send letter informing members of first meeting

Conduct first meeting

Send minutes

Plan and conduct second meeting-have minutes approved at meeting or send minutes requesting approval by response card

Send thank-you letter to members

PLANNING NOTES

This section is designed to assist you in working out plans for the effective use of advisory committee activities. These points are based on the specific items identified in the Planning Steps Checklist. The purpose of these Planning Notes wodksheets is to focus attention on gathering information, organizing details, and defining objectives that are critical to involving community representatives in this activity.

List of Planning Notes Topics:

1. Determine Functions/Purpose:
   What are possible functions of the planned committee?
   What would be the committee type and size?
   What type of evaluation will be used to determine if the committee achieved its purpose?

2. Determine Possible Members:
   What are probable criteria for members?
   What are some sources to investigate for potential members?

3. Prepare Invitational Letter:
   What information whould be included in the invitational letter?

4. Plan First Meeting:
   What items do I wish to include in the agenda for the first meeting?
   What information should be given to members about the first meeting?

5. Plan Second Meeting:
   What items do I want to appear in the agenda for the second meeting?

6. Plan for Thanking Members:
   Will a general "thank-you" letter suffice or can we individualize each letter?

SAMPLE LETTER OF INVITATION

(Letterhead)

(Date)

(Inside Address)

Dear :

The (name of institution and department) is in the process of establishing an advisory committee which will involve community representatives who are interested in adult educational programs which relate to personal and family needs. In order to establish programs that are up-to-date with current developments and needs, we need input from potential students, educators, businesspersons, labor representatives, and community service agencies. Your participation will help us reach our goal.

Please accept this invitation to become a member of our (title) Advisory Committee. Your assistance will enable us to make better decisions concerning quality education for students enrolled in our adult program.

We are asking you, as a representative (from [agency name] or of potential adult students) to attend only (number) meetings, the first to be held at (time) on (date). Other meeting dates will be planned at the first meeting.

You will receive a follow-up call on (date, time) to determine whether you will be able to serve. You interest and cooperation are appreciated greatly.

Sincerely,

(Name)
(Department)
(Institution)

Adapted from Resource Handbook: Improving Vocational Teacher Education Department Linkages with Business, Industry, and Labor. The Center for Vocational Education, The Ohio State University, Figure 2.3.

SAMPLE LETTER ANNOUNCING OFFICIAL APPOINTMENT

(Letterhead)

(Date)

(Inside address)

Dear :

The (department title) takes great pleasure in welcoming you as a member of our (title) Advisory Committee.

Your extensive background and experience in (agency*) and your interest in adult education qualify you as a most valuable member of this advisory team. Not only will the contribution of your talent be helpful to us, but to the community as well.

Your interest in (subject areas) is appreciated.

Sincerely yours,

Program Director

*for the potential student, "Your extensive experience and interest in....

Adapted from Resource Handbook: Improving Vocational Teacher Education Department Linkages with Business, Industry, and Labor. The Center for Vocational Education, The Ohio State University, Figure 2.4.

SAMPLE FIRST PLANNING MEETING AGENDA

BALL STATE UNIVERSITY MUNCIE, INDIANA 47306

COLLEGE OF APPLIED SCIENCES AND TECHNOLOGY
Department of Home Economics

MEETING ADULT CONSUMER AND HOMEMAKING NEEDS

Advisory Committee Meeting

July 25, 1986
3:30 to 5:00 p.m.

Simpson Lounge
Home Economics Department
Ball State University

Agenda

I. Introductions

II. Approval of Agenda

III. Background and Development of Programs

IV. Advisory Committee Functions

V. Project Planning
   - A. Recommendations from Advisory Committee
      1. Needs and Interests Assessment
      2. Resources
   - B. Future committee meeting agenda items and dates

VI. Other Business

SAMPLE LETTER OF APPRECIATION TO ADVISORY COMMITTEE MEMBER

(Letterhead)

(Date)

(Inside address)

Dear :

I would like to take this opportunity to express my sincere appreciation for your participation with the (name of program of school) Advisory Committee. Your involvement has greatly benefited the program development at our school and the development of education in our community.

Sincerely,

(Name)

Adapted from Resource Handbook: Improving Vocational Teacher Education Department Linkages with Business, Industry, and Labor. The Center for Vocational Education, The Ohio State University, Figure 2.8.

SAMPLE REPLY POSTCARD FOR ADVISORY COMMITTEE MEETING

Adult Consumer and Homemaking
Education Advisory Committee

__ Yes, I will attend the Advisory Committee meeting on August 21, 1988.

__ No, I will not be able to attend the Advisory Committee meeting.

Name______________________________

Phone______________________________

Dr. J. Miller, Professor
Department of Home Economics
Ball State University
Muncie, In. 47306

Adapted from <u>Resource Handbook: Improving Vocational Teacher Education Department Linkages with Business, Industry, and Labor</u>. The Center for Vocational Education, The Ohio State University, Figure 2.6.

SAMPLE CONSTITUTION

CONSTITUTION OF THE ADVISORY COUNCIL
TO THE
DEPARTMENT OF (TITLE OF DEPARTMENT) EDUCATION
OF THE (NAME OF INSTITUTION)
AS APPROVED BY THE COUNCIL

(DATE)

PREAMBLE

In the belief that adult consumer and homemaking education now stands on the threshold of a new era in American education,

In recognition of the importance of instruction, research, and the service role of the Department of (title of department) Education at (name of institution),

In the knowledge that collective intelligence is superior to individual action in decision making,

In the understanding that improved communications and a cross fertilization of ideas require the involvement of individuals from outside the University,

And seeking to enhance the educational progress of the Department, this Council is Created.

ARTICLE I.

Name

The name of the organization shall be The Advisory Council to the Department of (title of department) (name of Institution).

ARTICLE II.

Purpose

The purpose of this Council shall be:

(1) to operate in an advisory capacity to the adult education program of the (department title) at (name of institution);

(2) to cooperate with govermental and community agencies, business, industry, labor, other education institutions, and other appropriate agencies for the improvement of consumer and homemaking education;

(3) to insure a broad and current perspective of ideas, skills, and knowledges for the improvement of departmental decision making about adult programs;

(4) to assist in dissemination and communication of information in regard to department policy and operation of adult programs;

(5) to aid and advise in matters related to adult programs and/or project evaluation; and

(6) to advise on instructional programs designed to meet the employment needs in the consumer and homemaking education field.

ARTICLE III.

Organization and Membership

The Council shall consist of eight members, including representatives from:

The local media
Participants in the programs
Business
Labor
Community agencies involved with adult programs
Homemaking extension
University Continuing Education

The Head of the (department title) Education Department shall serve as an ex officio member of the Council.

In addition to the above listed categories, the following criteria shall be considered in the selection of the Council members:

The Council members should be cognizant of national and state trends in Adult Consumer and Homemaking Education regarding the needs of students, schools, and administrators.

The members shall serve a three-year staggered term with an annually appointed faculty committee to replace those in categories whose term expires each year. This faculty committee shall be appointed by (title of department) Education Department Head in April each year.

The term of service shall begin with the Fall Quarter.

The Council shall elect its own Chairman and Officers.

In the event of a vacancy on the Council, the Head of the (title of department) Education Department shall appoint a special faculty committee to select a replacement for the unexpired term. All offical appointments to the Council shall be made by the Dean of the College of Education (or other institutional head).

ARTICLE IV.

Officers

The officers of the council shall be Chairman, Vice Chairman, and Secretary.

These officers shall be elected in the Spring Meeting of the Council.

The term of office shall be one year, beginning in the first meeting following the Spring election.

The election procedure shall be as follows for each office:

Each Council member shall nominate, by written ballot, the name of one person for the office. These nominations shall be tallied.

The two persons receiving the highest number of nominations shall be voted on by the Council. The person receiving the majority of votes shall be elected to that office.

The elected officers and the two ex officio members shall become the Executive Committee of the Council. In the interim between elections, the Executive Committee shall fill vacancies which may occur in any office for the unexpired term, except that in the event the office of Chairman becomes vacant the Vice Chairman automatically succeeds to the Chairmanship.

The Executive Committee shall develop the agenda for each meeting.

ARTICLE V.

Meetings

The Council shall meet at least one time during the Fall, Winter, and Spring Quarters, respectively, such quarters being defined by the (name of institution) academic calendar. Exact time and place of meeting shall be determined as the Council decides.

ARTICLE VI.

Committees

Standing, ad hoc, and special committees shall be created by the Council or by the Executive Committee as needed.

ARTICLE VII.

Amendments

This constitution may be altered, amended, or repealed and a new constitution be adopted by a majority of the Council present at any regular or special meeting.

Adapted from Resource Handbook: Improving Vocational Teacher Education Department Linkages with Business, Industry, and Labor. The Center for Vocational Education, The Ohio State University, Figure 2.1.

SAMPLE NEEDS ASSESSMENT SURVEY

EDUCATIONAL NEEDS OF ADULTS IN EAST CENTRAL INDIANA

If programs are developed to meet your needs, which of these would you most likely tend? Circle as many as you desire.

1. living within my/our means
2. supplementing my income
3. planning to spend our/my income
4. managing my time
5. TV advertising and/or consumer fraud
6. finding local sources for help
7. keeping my/our household records
8. coping with my/our teenager
9. preparing quick, nutritious meals
10. financing a home for us
11. conserving energy in my/our home
12. coping with my step-child
13. taking care of the lawn
14. landscaping the lawn
15. caring for my/our aging parent(s)
16. gardening
17. taking care of my pet
18. dealing with stress
19. coping with my/our adult child
20. growing in our marriage
21. locating job possibilities
22. preparing job applications and resumes
23. interviewing for jobs
24. adjusting to retirement
25. adjusting to unmarried children living together
26. moving and adjusting to a new community
27. improving my self-concept
28. guiding my/our young child
29. helping my child adjust to my divorce
30. preserving foods (canning, freezing, etc.)
31. getting my family to share housekeeping jobs
32. getting our family to do fun things together
33. quitting smoking
34. adjusting to home life after my children are grown and "gone"
35. decorating my/our home
36. selecting clothes for me or for others
37. keeping clothing repaired and in good shape
38. buying cheap food
39. coping with visitation rights after my divorce
40. home nursing
41. choosing where to live (apt., home, condo, retirement home, etc.)
42. keeping my/our home sanitary
43. treating medical emergencies
44. losing weight
45. planning special diets
46. adjusting to separation, divorce, or death
47. other (Please list): ______________________________

48. Go back now and put a check before any item that you studied in 1985. For example, if you attended a marriage enrichment weekend seminar, check number 20.

Circle the best answer for items 49-55.

yes no 49. Transportation to programs is a problem for me.

yes no 50. It is difficult for me to attend programs because of child-care responsibilities.

yes no 51. I prefer that programs be planned for the whole family.

yes no 52. I prefer programs for adults only.

yes no 53. I would be willing to pay a fee for a program that really interests me.

54. Which amount of time seems best for you? Circle one.
    a. one short program (2 to ^ hours)
    b. a series of short programs (example: once a week for 3 weeks)
    c. one all-day program
    d. two all-day programs
    e. other: ______________________________

55. What days seem best for you? Circle as many as desired.

a. Monday	d. Thursday
b. Tuesday	e. Friday
c. Wednesday	f. Saturday

Return to Dr. Jeanette Miller, Department of Home Economics, Ball State University, Muncie, Indiana, 47306 by February 15, 1986.

METHODOLOGY FOR NEEDS ASSESSMENT SURVEY IN AREA VOCATIONAL AREA 22

The purpose of this descriptive survey design was to determine the expressed needs and interests of adults in Blackford, Delaware, Jay, and Randolph Counties of Indiana in regard to adult programs in Consumer and Homemaking Education. Specifically, a description of the courses the adults were interested in studying and had studied during the past year as well as needs regarding class time, transportation, child care, family participation, preferred day, and cost was sought.

Population and Sample Used

All residents of these four counties who were 18 years of age or older were the targeted population. A sample size of 384, as recommended in the table by Kreckje and Morgan (1970), was determined to be adequate for generalizing from the obtained data. To increase the chances of securing an adequate sample size, 1219 questionnaires were sent. A proportional stratification process was used with 101 subjects selected from Blackford County, 804 from Delaware, 134 from Jay, and 180 from Randolph Counties.

Two methods were used for randomly selecting subjects. Both used the "nth" method determined by dividing the total number in the population by the appropriate sample size and randomly selecting the starting point. Having been informed that city directories were available for all Indiana cities, the original plan was to select names from these directories. However, only Delaware County names were selected from the City Directory since they were not available from the other counties. Voter registration records were used in the other counties and were much preferred. Generally, the process was much more efficient, up-to-date, and accurate. Unregistered voters were not given opportunity to participate, but any method available would omit some possible subjects.

Responses were received from 204 subjects or 16.73%. Female responses were higher than those of males. The percentage of responses is shown in Table 1.

Table 1: Percentage of Responses

County		Sample Size	#Responses	% Responding
Delaware-	female	432	92	21.29%
	male	372	47	15.06%
	total	804	139	17.00%
Randolph-	female	89	15	17.97%
	male	91	14	15.38%
	total	180	29	16.00%
Blackford-	female	55	14	25.45%
	male	46	3	6.50%
	total	101	17	16.30%
Jay-	female	66	14	21.20%
	male	68	4	5.80%
	total	134	18	13.40%
Total-	female	642	137	21.34%
	male	577	67	11.61%
Grand total-		1219	204	16.73%

Instrumentation

After the B.S.U. Internal Review Board had approved the tentative procedures and instrument for the protection of human subjects, the instrument underwent slight modification by the Advisory Committee for purposes of face validity and by project directors. The final instrument is shown at the end of this section. A special attempt was made to keep it simple, brief, clear, and valid for the purposes of the study. In order to secure responses from male subjects, the researchers also attempted to de-emphasize its home economics origins while maintaining a policy of honesty.

Questionnaires printed on paper of different colors for each of the four counties enabled the researchers to identify the county of residence of the subjects whose identity remained anonymous. Titles on the questionnaire were printed in upper case letters for subjects with feminine sounding names. Those with masculine sounding names were sent questionnaires with titles in a combination of upper and lower case letters. In the few cases where "asexual" sounding names (such as "Pat") were used, the records indicated the identities of the spouses whose names helped identify the spouse's sex. In this way, without lengthening the questionnaire by asking for county and sex, both were known.

Analysis of Data

The six programs that subjects were most likely to attend were programs dealing with stress, losing weight, supplementing income, decorating the home, preparing quick nutritious meals, and landscaping the lawn in that order with income and decorating sharing the middle rank. Of these; men ranked supplementing the income highest while women ranked it sixth. Women ranked dealing with stress highest while men ranked it fifth highest. Men ranked adjusting to retirement equally high with landscaping the lawn. Both sexes ranked losing weight second in importance (See Table 2).

Table 2: Upper and Lower Ranked Items

Ranks: Women	Ranks: Men	Ranks: Total	Item
6	1	3.5	2. supplementing my income
4		5	9. preparing quick, nutritious meals
	6		11. conserving energy in our home
47	46	47	12. coping with my step-child
	3.5	6	14. landscaping the lawn
42		42	17. taking care of my pet
1	5	1	18. dealing with stress
43		43	19. coping with our adult child
	3.5		24. adjusting to retirement
44.5	46	45	25. adjusting to unmarried children living together
5			27. improving my self-concept
44.5	43.5	44	29. helping my child adjust to my divorce
	43.5		31. getting my family to share housekeeping jobs
3		3.5	35. decorating my/our home
46	46	46	39. coping with visitation rights after my divorce
2	2	2	44. losing weight

The lowest ranks were given to "coping with my step-child" (rank 47), "coping with visitation rights after my divorce" (rank 46), "adjusting to unmarried children living together" (rank 45), "helping my child adjust to my divorce" (rank 44), "coping with our adult child" (rank 43), and taking care of my pet (rank 42).

A total of 126 adult educational programs were participated in by the subjects in 1985. Nine subjects reported having studied about energy conservation (item 11) and dealing with stress (item 18). Six subjects reported having studied about preparing job applications and resumes (item 22) and improving my self-concept (item 27). Five subjects reported participating in programs about managing my time (item 4), keeping my/our household records (item 7), gardening (item 16), interviewing for jobs (item 23), and losing weight (item 44). Of the 47 items listed, subjects had participated in programs for 36. Those in which no participation was reported are "coping with my step child", "caring for my/our aging parents", "coping with my/our adult child", "adjusting to unmarried children living together", "getting my family to share housekeeping jobs", getting our family to do fun things together", "quitting smoking", "adjusting to home life after my children are grown and gone", "selecting clothes for me and others", "keeping clothes repaired and in good shape", and "coping with visitation rights after my divorce".

Generally, transportation to programs did not appear to be a problem. Only 12.5% of the 191 respondents to this question perceived it to be a problem.

Childcare responsibilities were reported as a problem to 19% of the 164 subjects who responded to question 50. Programs planned for the whole family were preferred by 26.55% of the 148 respondents while programs for adults only were preferred by 69% of 154 respondents.

Most subjects (85% of 173) indicated a willingness to pay for programs that interested them. They preferred a series of short programs (46% of 197 responses) or one short program (40%). Days preferred were week days in this order: Wednesday (21.6%), Tuesday (20.17%), Monday (19.88%), and Thursday (16.14%). Saturday was acceptable (15.27%) but Friday was not (6.91%).

Since only 53% of the 384 subjects needed for inference responded, it is not possible to assume that the sample was representative of the population. Since representativeness cannot be assumed, one cannot generalize from the data to the population. Data obtained indicate only needs and interests of the subjects who returned their surveys.

With this limitation, the subjects analyzed the data with non-parametric procedures, namely ranks and percentages. However, these were adequate in providing the information sought.

TABLE 3

Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1000	310
35	32	270	159	1700	313
40	36	280	102	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	188	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	60000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	252	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note - N is population size
S is sample size

Krejcie, R. V. & Morgan, D. W. Determining sample size for research activities. *Educational and Psychological Measurement*, 1970, 30, p. 608.

TABLE 4

SEQUENTIAL MODELS OF DEVELOPMENT

Jung	Bühler	Erikson	Havighurst	Levinson	Gould	Sheehy	Loevinger	Perry*	Kohlberg	Fowler
	0-15 Progressive Growth	Trust vs. Mistrust Autonomy vs. Shame Initiative vs. Guilt	Infancy and Early Childhood (9 Tasks)				Impulsive, Presocial Self-Protective		Egocentric Punishment & Obedience	Reflect Faith of Parents Takes on Beliefs of Others
	15-25 Continued Growth Expansion	Industry vs Inferiority Identity vs. Role Confusion	Middle Childhood (9 Tasks) Adolescence (10 Tasks)				Conformist Conscientious Conformist	Basic Duality Multiplicity Pre Legitimate Multiplicity Subordinate Multiplicity Correlate Relativism Commitment Foreseen Initial Commitment Implications of Commitment Developing Commitment	Instrumental Relativist Good boy, Nice girl Approval	Conform to Peers
Youth (puberty) to 35-40)	25-45 Stability of Growth Culmination Period Self-determination of Goals	Intimacy vs. Isolation	Early Childhood – selecting a mate; living with spouse; starting a family; rearing children; home; starting on occupation; civic responsibility; congenial social group	17-22 Leaving the Family 22 28 Entering the Adult World 28-33 Age 30 Transition 35-45 Settling Down	16 22 Leaving the Parents' World 22 28 Getting into the Adult World 28-34 Questioning and Reexamination 35-45 Midlife Decade	18 22 Pulling Up Roots 22 28 Trying Twenties 28 32 Catch 30 32-35 Rooting and Extending	Conscientious Individualistic Autonomous		Authority, Rule Law & Order Social Contract, Autonomous, Principaled	Critical Reflection and Doubting Mature Faith Stage
Middle Age	45-65 Loss of Reproductive Ability Self-Assessment	Generativity vs Stagnation	Middle Age – civic and social respon ; standard of living; teenage children; leisure activities; spouse; physiological changes; parents	40-45 Midlife Transition 45-60 Middle Adult-Restabilization	43 50 Reconciliation and Mellowing 50 and over Stability and Acceptance	35-45 Deadline Decade 45 50 Renewal or Resignation	Integrated		Universal Ethical Principle	Faith From Universal Perspective
Old Age	65 and over Regressive Growth Biological Decline Experience Fulfillment/Failure	Ego integrity vs Despair	Old Age – adjusting to death of spouse, retirement, decreased strength, social and civic obligations; friendship; living arrangements							

*Perry's stages occur over 4 years of college

Merriam, Sharan B. "Adult Development: Implications for Adult Education". The National Center for Research in Vocational Education, The Ohio State University: Columbus, 1984, p. 12.

BEST COPY AVAILABLE

SAMPLE CONTRACT

AGREEMENT OF PARTNERSHIP
Between

WHITE RIVER YMCA

and

HOOSIER SCHOOL DISTRICT

PARTNER DATA

Name of Partner: YMCA
Address: 100 North Wabash Street
White River, In. 47602

Phone: 555-1234

Contact Person: Kari Binder
Title: Executive Director

School District Partnership Area: Home Economics

Contact Person: Sharon Partner, Asst. to Supt. for Partnerships

Phone: 555-4321

The White River YMCA and the Hoosier School District agree to enter into a partnership. This partnership shall be for the purpose of reciprocal services.

In order for the partnership to function effectively, the YMCA agrees to make available the following services:

1. The swimming pool/gymnasium area to accommodate up to 15 adults at a time. (The pool is narrow, relatively shallow and therefore an excellent teaching facility. Teaching supervision would be provided by the YMCA).

2. In-service programs in the following areas:
   a. aerobics training and
   b. pre- and post-natal fitness.

And the School District of Hoosier, agrees to make available the following facility:

1. A classroom on the first floor of the building with chalkboard and audiovisual equipment.

2. A qualified teacher to present a minimum of four and maximum of six sessions on nutrition for adults each semester.

3. Access to computers and computer programs for diet analysis. This equipment and a consultant will be available from 4 p.m. to 8 p.m. during the fall semester and from noon to 4 p.m. during spring semester.

This partnership shall be in effect August, 1986 and shall be subject to a review after a eight week period to determine if the partnership should be continued, be modified or be terminated. After the eight week evaluation, if the determination is made to continue or modify the partnership the YMCA and the School District shall determine any ending date for the partnership.

It is also understood by the YMCA that involvement in the partnership program is for the sole purpose of enriching the educational experience of the students. YMCA agrees to adhere to the Board of School Directors' policy which prohibits both the promotion of products produced or distributed by that partner, or the recruitment of members to a particular organization.

This partnership agreement may not be terminated by either party while a course is in progress.

During the last month of the partnership agreement an evaluation will be made of the program. The process will include a self-evaluation by the YMCA and the School District, a progress report and recognition by the School District.

This partnership agreement will terminate on July 30, 1987 and at that point the partners will determine if there is a desire/need to continue the involvement for the next school term, or whether a new area should be considered.

____
For YMCA

______________________________ _______________
For School District of Hoosier Date
Adm. Assistant to the Superintendent
For Partnerships

Chapter 4

MARKETING

Farlow (1979), describes five phases of the marketing package: identifying prospective clients and putting the clients needs and wishes first at all times; devising and developing activities to meet the client's need and desires; promoting and publicizing the prospective activities so that those who can make use of them can learn about them and take part in them; carrying out the activities to the benefit of participants; and assessing the completed project for evaluation and future direction.

The critical components of a marketing plan include publicity, promotion, and public relations. Publicity is letting the target audience know what is occurring. Promotion involves the strategies aimed at generating enrollments or registrations. Public relations is a blanket phrase for efforts and activities that establish or enhance the halo effect-ways of presenting the institution and its program that will result in good will on the part of others.

Kasworm (1983), indicates that a marketing plan has four major elements: product, price, place, and promotion. This section of the model will use publicity to focus on promotion-the advertising campaign conducted to stimulate the intended students toward active participation in the program.

Advertising is Planned and Implemented

Even when programs have been carefully planned to meet the needs and interests of the adult community, enrollment is likely to be disappointing if those programs are not adequately promoted. The first step in promoting programs is to identify the target audience and then advertise so that it can be found by that audience. Several different promotional methods will need to be used in order to reach large numbers of people. Which is best depends on your target population.

NEWS STORY OR ANNOUNCEMENT

Newspaper articles are read by some people. However, not everyone subscribes; in fact, not everyone reads. For those who do, the newspaper is a useful medium. Suggestions for preparing newspaper releases are found in the resources at the end of this chapter.

Radio and television announcements are often provided free of charge as public service announcements. However, because they are free, there is no control over wording or timing of the announcement. Resources with suggestions for radio and television announcements are also located at the end of this chapter.

Adult classes may be announced in other, less formal ways. Announcements may be sent home with school children (This is not a highly reliable method!). They may be posted on bulletin boards in businesses, supermarkets, and churches; they may be announced at meetings of civic organizations; and they may be described in fliers placed on supermarket check-out counters or mailed. Personal contact may also be used. It is an excellent way to reach non-readers as well as individuals who are more motivated by a personal "invitation". Mentioning the courses(s) to friends and acquaintances at church, meetings, at the shopping mall, etc. can help; this can be done by the advisory committee as well as by the teacher or coordinator. Personal contact may also take the form of telephone calls or home visits. The latter is especially helpful for people with low incomes, with the elderly, or with individuals who prefer staying home.

FEATURE STORY

Program promotion can result from feature stories which show the "human interest" side of the news. Along with the personal story being told, the news of an upcoming course can be announced.

It is not advisable to submit a finished human interest story. Instead, it is recommended that the appropriate editor or writer be contacted with information that shows the human interest value. If that person agrees that it is of value, arrangements can then be made for an interview and photographs. Most journalists derive added pleasure from writing this type of story and are eager to find opportunities to do so. If they do not agree that a story has sufficient human interest value, it probably does not. Be sure to allow several days for the writing of this type of promotion.

PUBLIC SERVICE ANNOUNCEMENTS

Federal law requires that all stations allow some time for public "spot announcements". The "spots" are available in 10, 20, 30, and 60 second lengths with 30 being the most typical. Such announcements are usually promotional and somewhat informal. Each has three basic parts, i.e. the "attention-getter", general information, and directions for the listener to take action. "Promotional Tips for Radio and Television", in the resources at the end of this chapter includes suggestions for public service announcements.

INTERVIEWS

The talk-show interview is an opportunity to present the human interest approach. A teacher and/or advisory committee member(s) might be interviewed regarding the expected impact of the course on individual students, their families, or the community. For craft-oriented classes, examples of completed projects can be shown. Role-playing might provide an opportunity to demonstrate skills related to assertiveness, negotiation, listening, conflict management, etc. "Guidelines to Interviews and Talk Shows" are in the resources at the end of this chapter.

SCHEDULING PROMOTIONAL ACTIVITIES

There is a general tendency to wait until the last week or two to promote a program or course. By that time, it is often too late to secure time on radio or television for public service announcements. In addition, potential students may have already committed their time and are not able to attend classes because of conflicts.

It is recommended that an early planning meeting with the advisory committee include the scheduling of promotional activities. After defining the target audience(s) and the message each is to receive, map out a program using a calendar. Indicate who does what, when, and where. At the same time, total public relations plans can be scheduled.

The following format is helpful in planning.

Public Relations Monthly Calendar

Month	Goal	Method	When/What/Who
September	Promotion	Flier	9/3 Design flier. Get 9/5 approval from print-shop teacher /J. Miller
			9/6 Deliver design for flier to print-shop /J. Miller
		TV talk show	9/8 Personal appointment with show producer /A. Finn
		Radio PSA	9/9 Write announcement /S. Binder
			9/10 Deliver announcement /S. Binder
		Newspaper	9/12 Write newspaper press release /S. Binder
		Flier	9/19 Pick up fliers /J. Miller

Public Relations Activities are Planned and Implemented

Although advertising is an important part of a public relations program, it should not be considered to be all of it. Indeed, public relations should be comprehensive and continuous throughout the entire life cycle of the adult education program to establish the desired goodwill on the part of others.

Some educators firmly believe that if they perform well in the classroom, the public will automatically recognize their value and give them appropriate respect. It is true that satisfied and enthusiastic students do tell others about the good qualities of a course or program, but that is only the beginning of an effective public relations program.

ROLE OF THE TEACHER

Doing a good job and then telling the story should become the public relations responsibility of every adult educator.

An individual teacher will probably not be responsible for a public relations plan for the entire adult education program, but will be responsible for making and carrying out plans for keeping the public informed about his/her specific course or program. This does not mean one must become a public relations expert and spend a large amount of time and effort doing sophisticated public relations activities. However, the teacher will be involved with the public as a part of normal role and duties. Being prepared to take advantage of public relations opportunities will help create positive relationships for the program.

The first phase of positive public relations is preparing a plan in a logical, organized manner. The following steps are helpful in formulating a plan:

1. Identify general goals to accomplish through contact with the public.

2. Identify school or district events through which the public can be contacted.

3. Identify programs or program activities which need to be promoted or explained to the public.

4. Identify other opportunities for contacts with the public.

5. Select techniques to use based on:
   a. type of public relations,
   b. characteristics of the audience,
   c. availability of techniques, and
   d. availability of resources (money, time, expertise).

6. Schedule events.

7. Identify methods for evaluating the success of contacts made (The Center for Vocation Education, Module G-1, 1976, pp. 9, 10).

Plans should be designed to accomplish the following goals:

-To provide information to the general public concerning the nature of the adult education programs(s).

-To increase the public's understanding of the goals and objectives of the adult education program(s).

-To promote program activities.

-To make the public aware of additional program needs.

-To gain knowledge about the community and obtain feedback concerning their views about the effectiveness of the adult education program(s).

-To express a philosophy consistent with that of the adult education faculty (The Center for Vocational Education, Module G-1, 1976, p. 10).

SCHOOL EVENTS

One way to contact the public in both formal and informal ways is through activities that have been scheduled at the school(s) in the community. Adults interested in education are going to be attending such events as parent-teacher association meetings, sports events, open houses, "back-to-school" nights for parents, homecomings, and school concerts and plays. Although it is possible for a teacher to attend any of these without making contact with anyone except the people who accompanied her/him, it is equally possible to use such events to meet members of the community and create positive relations by being sociable and quietly professional.

One or more of these events could be used to bring information about the adult education program to the public in a more formal way. Ask to present the program at a PTA meeting or arrange a display or have a booth at a school open house or make available brochures about a new class at a sports event.

In addition to using events already scheduled in the community, look for additional ways to inform or involve the public. Look at lesson plans to see where instruction could be enriched by bringing in a resource person from the community. To insure that the contacts made with resource persons and by going on field trips are positive ones, careful planning and management are essential.

Another way of providing positive public relations activities is through normal involvements as a member of a local civic group, fraternal organization, service club, governmental body, chamber of commerce, business organization, merchant group, labor organization, trade or professional association, farm organization, union, or church. Although a teacher is not obligated to be a public relations agent during her/his private life, s/he should be prepared to answer questions with positive and informative responses during contacts with members of such groups. S/he might also wish to volunteer to present a planned program for one or more of these groups.

SELECTING TECHNIQUES

Many of the techniques mentioned are informal contacts or contacts through already established channels; they do not take special training or skills. Successful use of other public relations techniques such as presentations, brochures, displays, news releases and articles, television and radio programs, and open houses, may require development of special skills.

In order to determine which technique to use in a given situation, determine:

1) what audience one wishes to reach,
2) the characterisitics of that audience,
3) the medium most likely to reach that audience,
4) the media available in the community,
5) the cost involved in using each medium, and
6) the amount of money available for such activities (p. 16).

Once a technique or medium has been selected, it should be correctly used to accomplish desired results (The Center for Vocational Education, Module G-1, 1976).

Presentations

A good presentation is a simple, direct, person-to-person approach that allows members of the public to get relevant information about a program, have questions answered, and perhaps get to know the presenter as a competent and enthusiastic person interested in both the audience and profession. Although effective presentations can help gain support for a program, use discretion in choosing where and when to make presentations so one neither wastes time nor spreads oneself too thin. Try to choose groups for which the adult education program would have relevance and value.

If not contacted by such groups, contact the program chairperson or one of the executives to offer services.

If representing a school, business, or group, get administrative approval before giving a presentation. Check any facts or data for accuracy. Highlight the good points of the adult program in a realistic way. "Guidelines for Presentations" included in the resources for this chapter help to identify the audience, plan and deliver the presentation, and involve students in the presentation. A "Presentation Checklist" is also included.

Brochures

A brochure or leaflet or pamphlet is an unbound paper publication, usually printed on a single sheet, and may be folded or unfolded. It carries a single message and is not meant to contain a thorough coverage. It can help to inform the public about a program, change people's attitudes, encourage some particular action, request support for specific actions or just provide information to the general public. A brochure is quick and easy to read and can be eye-catching and designed for special impact. It is inexpensive and can be distributed to just the right people at just the right time. Guidelines for planning and preparation and for distribution of brochures are found in the resources at the end of this chapter.

Displays

A well-designed display can quickly present an idea or promote a point of view to people who do not read much, who do not listen to broadcasts, or who will not show up at meetings. Disadvantages of displays are that they are expensive and time consuming to construct, cannot handle complex themes, and can create organization and management problems. A display may be the correct public relations technique to use if the message is simple and direct, if it can be said in a dramatic way, if it will probably attract the desired people and if the right people will cooperate to prepare an expert-looking job. "Guidelines for Displays", in the resources at the end of this chapter can help you plan displays and select a location for them.

News Releases and Articles

News releases and articles are good public relations tools to use throughout the life cycle of an adult education program. A news release is a flexible, inexpensive tool that can effectively handle complex topics and can reach either a general or specific audience. It is of little worth unless it is printed just before or just after an event occurs. Disadvantages are that it is time consuming to write news releases and get them printed and they reach only the audience that reads the paper selected for the news release.

To select the correct paper to reach the desired target group, find out what daily, semi-weekly and weekly newspapers serve the community. In addition to papers that are sold, some communities publish "free" newspapers that are supported by advertisers. There are also newsletters or bulletins published by schools, businesses and professional or civic groups that can reach specific groups. As you are deciding which one(s) to use, consider the lag time between turning in an article and its publication-too much of may eliminate some publications for your purposes.

News releases and newspaper articles may be used to keep the public informed of programs for adults just as they are used for advertising programs. Refer to the resources at the end of this chapter for help in preparing news releases. Before submitting either a news release or an article, check with the proper administrative authorities to see if a policy on working with the media exists. If so, work closely with that office to plan appropriate coverage for your program.

Television and Radio Programs

When surveying the media in a community, try to determine which radio stations and television stations reach the desired age group(s) and socioeconomic and/or ethnic group(s). What times are the people in the target group most likely to listen or watch? If the station's public service time is being used, the person providing the information has little control over when it will be broadcast. However, if the provider is paying for the time to air the material, arrangements can be made to have it on at specific times.

Live appearances on television can take the form of interviews, call-ins, participation on a panel, etc. "Promotional Tips for Radio and Television" are included in the resources at the end of this chapter.

Open Houses

An open house can be used to show the public the facilities available for a class and/or to show projects in progress or completed. Generally they are more effective public relations tools if they involve as many students as possible demonstrating what is being done in the class and perhaps providing some sort of service to those attending. When it is not possible to use this approach, slides taken of students working on projects are a reasonable substitute. Have people available to answer questions about projects or displays. Try to plan the open house for a time when people might be coming to the area anyway so that the attendance will be greater. American Education Week or Vocational Education Week are popular times for school open houses. If a class is offered in a business, perhaps having an open house at the same time as a tour of the manufacturing phase of the business would work well.

In summary, plan carefully what you want to show, involve as many students and as much action as possible, and time the open house to maximize attendance.

LITTLE THINGS MEAN A LOT

Although the techniques discussed are major public relations techniques, there are a number of other things that can be done to promote goodwill. Little touches done almost automatically can generate much goodwill. Remembering to say "thank you" and to notice and praise student accomplishments are both "little things that mean a lot". Sending "praise notes" or "happy grams" to the spouse or family of an adult student who has successfully accomplished a major class objective takes only a moment, but means a great deal to those involved. Mentioning accomplishments of a student or his/her family member reported in the paper, asking about a sick relative, sharing a clipping or a cartoon about a mutual interest are little actions that show students both respect and concern.

Sharing enthusiasm and excitement about progress of adult students during informal contacts with administrators, key community personnel, and members of the general public is another of the "little things that mean a lot". If it would not intimidate students, encourage key personnel to visit the class to see progress. Show off student work that is particularly well done.

Have an end-of-the-course achievement night and present certificates to those completing the class. Make it a time to reflect on accomplishments and suggest future possibilities. Invite administrators, advisory committee members, and perhaps someone from the newspaper and/or radio or television station. Get media coverage for successful students whenever possible.

Thorough planning and careful timing are important if publicity is to result in maximum benefit. As a part of the planning process, it would be helpful to work with the advisory council or an appointed public relations committee to complete the Public Relations Planning Guide and Media Outlets sheets found at the end of this chapter. After identifying what to communicate and how it might be done, identify when to do it and who will assume the responsiblity. A continuation of the Public Relations Monthly Calendar found in the section on "Scheduling Promotional Activities" in this chapter would be an effective format.

Developing a calendar of planned public relations activities helps identify how evenly spaced activities are, helps coordinate with other scheduled activities and helps identify other activities that are needed.

EVALUATING PUBLIC RELATIONS ACTIVITIES

Not only should one get information to the public, but one should get feedback about the effectiveness of public relations activities. This feedback will help plan future contacts. The feedback can be informal-such as asking a few members of the target audience for their reactions. It could also be formal-such as would occur with the use of a questionnaire. Whichever way is used to obtain feedback should help make plans to better provide the public with the information they need to more fully understand and support the adult education program.

RESOURCES

GUIDELINES FOR NEWS(PAPER) RELEASES

1.STATIONERY:	Use high quality 8 1/2 " x 11" paper. Use only one side. Fancy, tinted, news bureau paper is not recommended.
2.HEADLINES:	Omit. The newspaper creates its own headlines. Allowing two inches between the release line and the copy will provide adequate space for the editor to insert a headline.
3.IDENTIFICATION:	On the upper left corner of the first page, place the name, address, and telephone number of the person releasing the information. Provide the name of the institution also.
4.FORMAT:	<u>Margin</u>-Allow 1 1/2" margins (or larger) for notes by the editor. <u>Spacing</u>-Double space copy to allow room for editing. <u>Release Date</u>-Indicate when the story can be published at the top of the page. "For immediate release" is used if it can be released at any time. Use specific dates rather than "yesterday", "next week", etc. <u>Paragraph Length</u>-Keep short, i.e. 20 to 50 words. <u>Length</u>-Keep it short, preferably one page but never more than two. Do not split a paragraph from the bottom of the first to the second page. Put "More" at the bottom of the first page, to indicate that there is a second page. Number page 2. Put "30" or "###" at the bottom of the release.

5.CONTENT:

Lead paragraph-The first paragraph should provide an overview of who, what, where, when, why, and how. Put the most important, attention-getting information first.

Names-The use of names increases reader interest. Give the first name, middle initial (or reverse these if the individual prefers), and last name and the person's position or title. Spell names accurately!

Style-Use simple, accurate, factual words. Avoid stating an opinion unless identified as such, in which case it should be a direct quotation. Make sure all facts are correct.

6.COMPUTER ACCESS: Many newspapers now have telephone codes which allow the public to transfer news releases by computer modem. This saves much time and is less likely to result in news releases being rewritten. Consult your newspaper for guidelines.

PROMOTIONAL TIPS FOR RADIO AND TELEVISION

1. Contact the proper person at the station to determine deadlines. Many stations require PSA's at least a month in advance.

2. State clearly at the top of the announcement how long it needs to be used.

3. Type the announcement in upper case letters (CAPS) and double space.

4. Arrange the information in the three basic parts: attention-getter, general information, and directions (where, when, cost, and whom to contact for further information).

5. Be very brief. Limit paragraphs to 10 to 25 words.

6. Make sure that all facts and names are correct. Help announcers pronounce names correctly by spelling unusual ones phonetically in parentheses after the correct spelling. Example: "According to Ms. Roepke (Rep'-key)...."

7. Begin each sentence with different words so that the newscaster is less likely to repeat or skip a line.

8. Nouns communicate more clearly than pronouns.

9. Avoid words with numerous "S's" or hissing sounds as well as those with "explosive consonants" ("P's in pop, power, etc.).

10. Avoid words with double-meanings ("discriminate" may indicate bias as well as the ability to differentiate and may be perceived negatively or positively).

    Use simple sentences with the subject preceding the predicate.

12. Use active words.

13. Use a pica typewriter or other large type.

14. Send photographs, posters, or something visual to television stations along with the request for the announcement. This provides something to be seen while the announcement is being read. For photographs, an 8"x10" with a dull finish is recommended. Identify the people in a photograph in the order in which they appear.

15. Check with the station to determine whether announcements are accepted by computer modem.

16. Send a note of thanks for a job well-done.

GUIDELINES FOR INTERVIEWS AND TALK SHOWS

1. Contact the show's <u>producer</u> more than a month in advance.

2. Watch the show frequently so the format and host(ess) are familiar.

3. Visit before the interview with the interviewer. Express your point of view. Get to know the interviewer well enough to feel comfortable.

4. For TV., dress simply avoiding large (distracting) jewelry. Wear pastels rather than white and slenderizing fashions unless one is very thin since T. V. adds the illusion of 10 extra pounds. Rely on station personnel for added advice on dress and make-up.

5. Try to forget the T.V. camera and relax. A good camera person can get desirable coverage without the guest having to look at a certain camera spot.

6. The program director or show host(ess) can provide guidelines about using notes or cue cards when on T.V.

7. When being interviewed, avoid educational jargon. Use simple, direct words.

8. It's O.K. not to be able to answer a question. If you know where the answer can be found, that information might be given.

9. Never say, "No comment".

10. A "Thank you" is always welcome.

GUIDELINES FOR PRESENTATIONS

THE AUDIENCE

Since every presentation is directed at an audience for the purpose of making some kind of impact or impression on that audience, learn as much as possible about those who will probably be present. Collect important facts to establish a general picture of the audience and their expectations and interests. Try to learn:

- -the average age (helps judge interests and attention span),
- -educational level(s) (helps know appropriate level for talk and handouts),
- -occupations (gives an indication of background and knowledge),
- -previous knowledge of the subject (helps know where to start and how technical to get),
- -membership in special organizations (helps anticipate special interests or biases), and
- -interests and concerns (helps build subject around a problem or issue of interest to them).

A general picture of the audience helps to adapt the presentation to meet their characteristics and needs. (The Center for Vocation Education, Module G-2, 1976, pp. 12-14).

PLANNING THE PRESENTATION

A written outline will help deliver an organized presentation. In order to prepare an effective outline, break the topic down into parts and arrange them in a logical sequence, plan how to open and close the presentation, and prepare effective supporting evidence, examples and materials to develop major ideas. The following sample outline is one way of organizing.

I. Introduction
   A. Gain attention
   B. Establish relationship
II. Main idea (Core Statement)
   A. Personal identification with the main idea
   B. Reason for presenting the idea
   C. Initial summary of subpoints
III. Body
   A. Subpoint
      (development)
   B. Subpoint
      (development)
   C. Subpoint
      (development)
IV. Conclusion
   A. Final summary
   B. Appropriate closure (The Center for Vocational Education, Module G-2, 1976, p. 17).

DELIVERING THE PRESENTATION

Any good speech or communication text can help review guidelines for making an effective delivery. Some major points to remember include:

1. Speak clearly.
2. Project your voice so that all can hear.
3. Be yourself.
4. Look at the audience.
5. Project enthusiasm and sincerity.
6. Use gestures for emphasis.
7. Maintain good posture-attractive appearance.
8. Use appropriate statistics (Don't overwhelm an audience).
9. Use good examples and illustrations to focus

on a major point.

10. Use simple, professional looking visual aids for emphasis (The Center for Vocational Education, Module G-2, 1976, pp. 19-23).

It might be helpful to evaluate the effectiveness of a presentation using the Presentation Checklist found in the resource section of this chapter.

INVOLVING STUDENTS IN PRESENTATIONS

Although the teacher may be doing many presentations about the program, there are occasions when it is especially appropriate to involve students. This involvement helps adult students develop both self-confidence and a greater knowledge of the topic being presented. One way to get several students involved in a presentation is to use a symposium where several students talk on various aspects of a problem and respond to questions from each other and from the audience. The teacher needs to carefully supervise planning and preparation of any presentation by students.

PRESENTATION CHECKLIST

Place a ✓ in the appropriate column under Level of Performance heading.	LEVEL OF PERFORMANCE					
In planning a presentation to school and/or community groups to promote an adult education program, the teacher:	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. selected a subject of interest and importance......						
2. geared his/her presentation to the particular audience involved....................						
3. informed the audience of the characteristics, purposes, plan, and values of the adult program......................						
4. organized the presentation using some form of standard outline.....................						
5. incorporated visual aids and/or other supporting materials....................						
a. materials were clearly visible..................						
b. materials were appropriate						
c. speaker's back was not turned to audience........						
d. materials were physically supported by something other than speaker's hands						
6. used examples and illustrations................						

During the delivery of the presentation, the teacher:	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
	LEVEL OF PERFORMANCE					
7. could be heard and understood easily......................						
8. appeared natural and relaxed.						
9. looked at the audience........						
10. used gestures for emphasis...						
11. maintained an attractive appearance..................						
12. projecced a feeling of enthusiasm for the subject by movement, vocal inflection, and dynamism................						

Adapted from Professional Vocational Teacher Education Module, G-2, The Center for Vocational Education, The Ohio State University, 1976, pp. 51, 52.

GUIDELINES FOR BROCHURES

PLANNING AND PREPARATION

A brochure should be focused on one subject and one audience at a time. The following sequence can be used as a guide for producing a brochure:

1. Establish the need and purpose of the brochure.
2. Identify the audience for whom it is to be designed.
3. Discuss ideas and plans with advisory committee and/or others.
4. Prepare a draft of the text.
5. Prepare a rough layout of the brochure.
6. Obtain approval from administration and secure needed funds.
7. Meet with printer, illustrator, and/or a publications specialist to discuss your ideas.
8. Revise and refine the plans and layouts as necessary.
9. Get reactions on draft from colleagues and friends.
10. Revise again if necessary.
11. Prepare final illustrations and text.
12. Prepare a visual layout.
13. Take material to the printer with final instructions.
14. Print the brochure.
15. Distribute the brochure as planned.
16. Prepare a file on the brochure for future reference. Include ideas for improvements, reactions of the public, and production methods (The Center for Vocational Education, Module G3, 1976, p. 15).

Work carefully to assure accuracy and a professional appearance. Use quality materials and a well-planned layout. A minimum of text and well selected illustrations can tell a story quickly and effectively.

to someone who reads it, thinks about it, and is changed in some way. A successful distribution plan will get the brochure into the hands of the right readers under the most favorable conditions. Timing should be such that the brochure doesn't arrive so early that people forget about it or so late that they can't act on it. Sending it home with students is inexpensive-but not too reliable since a great percentage of the brochures will never reach their destination. The most reliable method of getting brochures to a specific audience is by mail. Check with the local postmaster for the most economical way of mailing materials. If there is a specific date by which materials need to arrive, include that information in the discussion about mailing since some inexpensive methods are very slow.

Use an accurate and complete mailing list to avoid wasted postage and increase chances of the brochure reaching the right persons. Some of the groups to send brochures about adult education include:

-business groups
-labor organizations
-political groups
-veterans organizations
-city officials
-school teachers and administrators
-professional organizations
-welfare agencies
-luncheon clubs
-former adult students

In addition to bulk mailing there are a number of other good ways to distribute brochures. Get them to places where potential students will see them. Some ideas are:

- Place them in libraries.
- Place them in laundromats, hairdressers, barbershops, doctors' and dentists' offices, banks, and restaurants.
- Distribute them at exhibits, fairs and displays.
- Place them on the tables at community luncheon club meetings.
- Take them to appropriate banquets, meetings, and conventions.
- Place them in brochure racks in appropriate public buildings and businesses.
- Use them as bag stuffers in supermarkets.
- Insert them in church bulletins.
- Ask advisory committee members to help distribute them.

However they are distributed, reach as many potential students and supporters as possible at the most opportune time (The Center for Vocational Education, Module G-3, 1976, pp. 33-35).

GUIDELINES FOR DISPLAYS

PLANNING THE DISPLAY

In planning an effective display and arranging for it to be set up, be prepared to respond to the following kinds of questions:

- What is the purpose of the display? What is its main theme?
- What will the display look like?
- Where will the display be located and how long will it be displayed?
- Will the display interfere with the normal activities of the institution, and might it create any hazards?
- What will be the source of the materials to be used, and who will pay for them?
- Who will set up the display, and when?
- What are the plans for staffing the display, providing security, and dismantling it (The Center for Vocational Education, Module G-4, 1976, p. 13)?

Obtain clearance from the appropriate administrator before making any commitments for placing a display in the community.

Not every display needs to be big and complex. Depending on its purpose and audience, an effective display may be as simple as a single panel with a photograph, a caption, and a few words of text - or it may be as complex as a large complete booth with several people showing how to do something. The major requirements for success are careful analysis of the need and construction of a display to capture the viewer's attention and tell them what they need to know. A good promotional display does this not solely by using a "selling" approach but by providing information or a service to its audience. The Display Checklist may be used to evaluate a display.

SELECTING A LOCATION

In order to accomplish its intended purpose, a display needs to be in an appropriate location at the right time. Possible locations include:

- -the entrance hall of a public library,
- -a school hallway,
- -a school open house,
- -a community fair,
- -shopping centers, and
- -store windows.

Additional help for planning and preparing displays can be found in publications Modules C-21 and G-4 in the series of Professional Vocational Teacher Education Modules listed in the reference section.

DISPLAY CHECKLIST

Place a ✓ in the appropriate column under Level of Performance heading.

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
<u>In planning and preparing the display, the designer:</u>						
1. selected a theme intended to achieve a specific purpose and reach a specific audience..............................						
2. utilized the basic principles of design in developing the display plans						
3. produced a comprehensive and complete sketch plan of the proposed display..						
4. followed the essential elements of the plan to a final completion............						
5. directed students in the process of: (optional) a. selecting and/or developing the theme..............................						
b. gathering and/or producing content material for the display............						
c. construction and/or installation of the display..........................						
<u>When completed, the display:</u>						
6. communicated its theme directly and clearly to the viewer..................						
7. incorporated a theme and informational content that directly contributed to its objective..........................						
8. would attract and hold the attention of the intended audience...............						
9. had a message pitched at a level appropriate the intended audience.....						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
10. provided for audience involvement and/or participation..................						
11. showed the following overall characteristics: a. simple and unified in concept......						
b. uncluttered, and not overloaded with facts, figures, or copy.......						
c. gave evidence of creative thought..						
12. used only a few, harmonious materials.						
13. exemplified the principles of balanced design..................................						
14. incorporated lighting that was planned to enhance the desired effect.........						
15. use display lettering that was: a. legible from a typical viewing distance...........................						
b. of expert quality..................						
c. related in style to the other elements of the display............						
16. employed color to: a. gain and hold attention.............						
b. create an appropriate mood..........						
c. provide needed contrast............						
17. was constructed sturdily enough to serve its intended purpose............						

Adapted from Professional Vocational Teacher Education Module, G-4, The Center for Vocational Education, The Ohio State University, 1976, pp. 53-55.

PUBLIC RELATIONS PLANNING GUIDE

1. Who are your audiences?

(Education)	(Business)
-	-
-	-
-	-

2. Why do you want to communicate with them?

(Education)	(Business)
-	-
-	-
-	-

3. What methods can you use to reach these audiences?

-
-
-
-

4. What will you communicate?
(5 basics)

-
-
-
-
-

MEDIA OUTLET

City ______________ County ______________

SECTION I: NEWSPAPERS

List all the newspapers in your city and county:

Newspaper	Issue	Politics	Audience	Publisher	City Editor	Publication deadline	Education Reporter

SECTION II: RADIO

List all the radio stations within your listening area:

Radio Station	Type of programming	News Director	P.S.A. Contact Person	Education Reporter	Audience

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SECTION III: TELEVISION

List all the television stations within your viewing area:

TV Station	Network Affiliation or PBS	Assignment Editor	Education Reporter	PSA guidelines	Community Affairs Dir.

Chapter 5

DELIVERY

The Format is Fitted Into the Larger Patterns of Life

TECHNIQUES ARE PLANNED FOR DIFFERENT SOCIOECONOMIC BACKGROUNDS (LIFESTYLE)

Current knowledge about what is known about adults as learners can be summarized in the following model suggested by Cross (1983, p. 235).

Characteristics of Adults as Learners (CAL)

Personal Characteristics

→ Physiological/Aging →
→ Sociocultural/Life Phases →
→ Psychological/Developmental Stages →

Situational Characteristics

Part-Time Learning Versus Full-Time Learning
Voluntary Learning Versus Compulsory Learning

In the CAL model there are two classes of variables-personal characteristics and situational characteristics. The two situations that differentiate the learning situation of adult from child are that adults are typically part-time learners and they are usually voluntary learners. Personal characteristics, which have variations along a continuum, include physiological, sociocultural and psychological variables.

Physiological/Age

As people get older, a number of physiological changes occur. There is a deterioration in vision and hearing that worsens sensory discrimination. Muscular strength, speed, stamina, and coordination suffer from the effects of aging. However, the major impairment to ability to perform skills is to the organizing and decision-making processes at the level of the central nervous system. The older person is slower in actions because of a slowing in the central processes involved in perceiving signals and in selecting actions in response to items. The area of fluid intelligence (abilities which reflect the inborn potentialities) is affected by aging. Tasks which are unfamiliar, involve working to strict ti[illegible] limits, require the understanding of abstract [illegible]s or complex relationships or require the interpretation of symbolic material or its translation from one medium to another are all subject to the adverse effects of aging. The changes are gradual, with a smooth rising curve up to roughly the 20s, a slow declining curve to somewhere around the age of 60, and a more sharply declining curve thereafter. These changes are influenced by health practices and health care. Older people often develop strategies that compensate for their deteriorating abilities. Table 5 in the resource section indicates factors that might contribute to age differences (Okun, 1982).

Educators cannot change the aging process, but can adapt their instructional techniques to it. They can compensate for a decline in reaction time by stressing power rather than speed in learning, and can adapt to declines in vision by paying particular attention to providing adequate lighting. Less auditory confusion in the classroom, slower speech in presenting new ideas, and using a variety of sensory presentation techniques can help older learners. Educators can also capitalize on the growing strength of crystallized intelligence (judgment, knowledge, experience) of older adults (Cross, 1983).

Sociocultural/Life Phases

Readiness (motivation for learning tasks associated with the life cycle) is placed on a sociocultural continuum which is related to age and societal expectations regarding age-appropriate behaviors. Table 6, "Descriptions of Life-Cycle Phases", is found in the resource section at the end of this chapter.

Another theory that has a great deal of support is that as adults move from one stage to another, the transition results in stress that may lead to adult learning experiences (Aslanian, 1980).

Lowenthall, Thurnher and Chriboga in "Four Stages of Life", found the following:

-Impending transitions are stressful.
-They often cause a personal reassessment.
-Work-related events are especially stressful.
-The young experience a larger number of stressful events than the old, partly because the young engage in a broader span of activities.
-Women experience more stressful events than men.
-Differences among the sexes were far more significant than differences between the youngest and oldest of each sex viewed separately (Adapted from Aslanian, 1980, pp. 20, 21).

Aslanian (1980) concluded that all adults-the 126 million that are 25 years of age and older-are in transition continually throughout their lives. There appears to be a logical chain: 1) transitions require learning; 2) identifiable events mark the occurrence of those transitions; and 3) those events determine the times for learning. More than 90 percent of the events triggering adult learning occur in career or family life. The educator's role on the sociocultural continuum is to help an adult make an active transition to new and unfamiliar territory in the next phase of the life cycle.

Psychological Characteristics/Developmental Stages

Developmental stages are considered vertical progression. Three of the best known developmental stage theories are Loevinger's ego development (1976), Perry's intellectual development (1970) and Kohlberg and Turiel's moral development (1971).

Loevinger's "Milestones of Ego Development" is found in the resource section of this chapter (Table 7). According to Loevinger (1976), adults at lower levels of ego development view education as a thing one gets in school and then has; at the "Conformist" stage, education is valued for its practical usefulness; and at the "Autonomous" stage education is viewed as an ongoing process.

> In developmental-stage research, the movement is from simple stereotyped thinking and perceptions, through an awareness of multiple possibilities and differentiated views of oneself and society to conceptual complexity, tolerance of ambiguity, objectivity, and broadened visions (Cross, 1983, p. 177).

On this continuum, the educator might serve as the challenger to help each individual develop to the highest possible level.

> Notice that the same educator operating across all three continua might create a warm and accepting environment on the physiological dimension; a cooperative, adventuresome environment on the life-phase continuum; and a challenging environment for stimulating developmental growth on the developmental-stage continuum. The problem for implementation arises when the same educator (used in the broad sense of anyone facilitating learning) must consider all three dimensions at once for a diverse group of adult learners. However, that probably is not as difficult in practice as it is conceptually. Most adult educators operate intuitively on all three levels of adult development without articulating which educational tasks call for which approaches. But progress in providing improved education for adults will be made only when it is possible to articulate and analyze the elements that go into effective practice (Cross, 1983, pp. 240, 241).

Disadvantaged Learners

Still another factor which affects readiness of adults to learn is what could loosely be referred to as socioeconomic status. Disadvantaged learners, those who may have a low income and/or a lower educational level, can be expected to have <u>some</u> of the following special characteristics.

1. Are varied in their socioeconomic orientation. If they are recently disadvantaged, they may have more of a middle-class outlook.
2. Lack self-confidence, hope, and incentive because of frequent failures.
3. May be hurt easily because of sensitivity to real or implied criticism.

4. May distrust teachers because of former conflicts with authority or a governmental agency.

5. Frustrations may be frequent because of uncertainty about employment, lack of money for rent or groceries, inability to keep up with home responsibilities, marital difficulties.

6. May have little energy and poor health because of improper nutrition and/or inability to pay for adequate health care.

7. May be a single parent with full responsibility for support of children or undependable support payments from ex-spouse.

8. May not regard future education as a possibility or as a top priority.

In summary, adults vary in physiological, sociocultural and psychological factors. Being disadvantaged may have special effects on their interest in and ability to participate in adult education activities.

TECHNIQUES ARE PLANNED FOR DIFFERENT LEARNING STYLES

Learning can be described as "...a more or less permanent change in human capability not directly attributable to natural physical growth" (Little, 1981, p. 2). It is a complex operation involving basic structures and processes. Additional information about the structures and processes involved in learning is found in the resources section of this chapter. Using the learning structures and processes results in various types of learning outcomes. Five basic types are described by Little, (1981).

1. Verbal Information is the ability to say, write or otherwise use information in a sentence.

2. Intellectual Skills are mental skills and are involved whenever you perform an activity that requires mental processing and usually requires prior skills.

3. Cognitive Strategies involve the transfer of all previous learning to a new problem.

4. Motor Skills are composed of a series of separate muscular movements involving an executive subroutine done so smoothly that they appear to be one movement.

5. Attitudes are learned tendencies composed of knowledge and feelings of like or dislike which combine to produce the readiness to move toward or away from some object (Little, 1981, p. 9, 10).

Although all learners use the same basic structures and processes to produce similar types of learning outcomes, teachers need to understand that they use a variety of learning styles. The particular learning style chosen by an individual is determined by a number of factors. Among these factors are the differences in how we perceive information and how we process it. Some of these differences are due to right or left brain dominance. The left brain does a lineal, sequential type of processing, emphasing logical and verbal skills. The right brain does visual-spatial things and is fluid and spontaneous. Although traditional educational programs are more suited to verbal or left brain methods, learning is better if both right and left brain methods are used. There is likely to be poor right brain development if only the 3Rs are included in a person's education. McCarthy states there are four major learning styles, all of which are equally valuable.

- <u>Type One Learners</u> are primarily interested in personal meaning. Teachers need to "Give Them a Reason".

- <u>Type Two Learners</u> are primarily interested in the facts. Teachers need to "Give Them the Facts".

- <u>Type Three Learners</u> are primarily interested in how things work. Teachers need to "Let Them Try It".

- <u>Type Four Learners</u> are primarily interested in self-discovery. Teachers need to "Let Them Teach It to Themselves and Others" (McCarthy, 1979, p. 90).

All students need to be taught in all four learning styles and in ways appropriate for both left and right brain dominance. This gives all students the opportunity to learn in their most appropriate style at least a part of the time, which is an improvement over most current classroom teaching practices. For more information about this, consult "The 4Mat System" by Bernice McCarthy (1981).

When teaching adults, it is also important to move from Adult/Child patterns of teaching to Adult/Adult patterns. According to Vella (1979), Adult/Adult Designs for Learning include:

- -Agenda grows from and with needs of students
- -Students' experience is a resource
- -Warm-up, introductions begin vocal participation in small groups
- -Students speak to one another; teacher is facilitator
- -Peer relationship: Adult/Adult
- -Questions are addressed to all, including teacher
- -Circular communication: all share insights and experience; teacher's input in terms of real life experience of group
- -Small groups for special tasks; large group to share results of these tasks
- -Learning tasks explained as to purpose and process, which are edited by adults in the group (Vella, 1979, p. 8).

> Research on adult learning indicates that adults internalize and recall 20% of what they hear, 40% of what they hear and see, and 80% of what they discover for themselves (Vella, 1979, p. 11).

This reinforces the concept that teachers need to use a variety of teaching techniques with as many sensory stimuli as possible and involving frequent learner participation.

An adult education teacher would be wise to master a few basic techniques that can be used over and over. Some that are especially useful are lecture, group discussion, role-playing, case studies, and demonstration. Suggestions for effective use of each of these are found in the methods section in the resources at the end of this chapter. Other teaching methods commonly used with adult groups include:

1. Brainstorming
2. Bulletin Boards
3. Chalkboard/Overhead
4. Circular Discussion
5. Computer/Programmed Instruction
6. Debate
7. Exhibits
8. Films/Filmstrips
9. Games
10. Group or Committee Work
11. In-basket Technique
12. Independent Study
13. Interviewing
14. Jingle Writing
15. Laboratory
16. Learning Packages
17. Listening Teams
18. Minute Drama
19. Observation
20. Panel Discussion
21. Pantomime
22. Practice and Drill
23. Problem Solving
24. Projective Techniques
25. Questionnaires
26. Radioscopics
27. Recording-Anecdotes
28. Resources Person
29. Review of Reference Materials
30. Simulation Techniques
31. Study Field Trip
32. Symposium
33. Tape Recordings/ Recordings
34. Television/Radio
35. Transparencies/Overhead Projector

Brief descriptions of these are found in a "Glossary of Teaching Methods" in the resource section.

All techniques can contribute to more than one learning outcome, but some are more useful than others for specific purposes. For example, if the major purpose of a lesson is for students to learn new information, a lecture or panel discussion would be a wise choice. If students are to apply knowledge and solve problems, case study, role playing, simulations, and small group work would be especially appropriate. When the purpose is to develop or change attitudes, well chosen films or filmstrips, role playing and/or group discussion usually work well.

"Guidelines for Selecting Techniques", summarizing which techniques contribute most to each of the five learning outcomes discussed earlier, is found in the resource section.

General guidelines for selecting appropriate techniques include:

1. Start with techniques that are comfortable for the teacher and the participants. Add new techniques as they are appropriate for the desired instruction.

2. Alternate passive and active techniques, with a change approximately every 30 minutes to avoid boredom.

3. Use well-prepared instructional devices and materials to improve the effectiveness of lectures and other passive techniques.

4. When a lesson is based on a film, video, slide-tape or other audio visual material make a back-up plan in case equipment malfunctions or the material doesn't arrive on time.

5. Support presentations of new information with handouts that are duplicated so they are easy to read.

6. Focus on learner, not teacher, behavior.

7. Model appropriate attitudes and techniques for what is being taught since students consider the teacher an available expert and are more likely to do what the teacher does than what s/he says.

8. Maintain a comfortable, sharing atmosphere where learners have a sense of mutual respect and perceive one another and the teacher to be resources for one another's learning.

9. Give opportunity for learners to practice new learnings so that they are put into immediate use and reinforced.

The Plan is Implemented

PLANNING THE LESSON

When a lesson is taught, learning experiences appropriate for different lifestyles and learning styles are coordinated with objectives, content and resources. A carefully designed plan starts with learning as much as possible about the learners in order to understand and meet their needs. During the preparation stage (prior to actually meeting the class) the teacher should prepare a statement of program/course goals. This should be only two or three sentences that suggest the intent of the program/course. This capsule description might be used in advertising the program/course.

A second major step of preparation is to outline the content to be covered. If the material is new to the teacher or s/he has not kept up-to-date with that particular topic, a significant amount of time may be needed to learn about the latest developments and master the important knowledge. Then a preliminary list of topics should be developed and refined. The topics should be organized in a logical sequence appropriate for the subject matter. Subtopics can then be added and approximate amounts of time allocated for each topic. If the total amount of time available is too short to adequately cover all topics, omit the least important ones and emphasize those of greater importance. Covering a few major topics well is preferable to superficial treatment of a large number. Once the detailed course outline and schedule is prepared, specific instructional objectives should be refined. The emphasis should be on what the learner will be able to do at the end of the lesson. Review the section on planning objectives if needed.

After content and objectives are planned, it is time to select the instructional techniques to use. Carefully written objectives will help in selecting appropriate techniques. If objectives include having learners perform some sort of a skill, the lesson sequence might include a short lecture, a demonstration of how to do the procedure, and supervised practice time for students to develop the skill.

Using teaching aids such as filmstrips, transparencies, and charts can improve the effectiveness of some teaching techniques-particularly those that are teacher centered. Have some aids available for individual student use, if possible. These often help to reinforce the concepts for learners who need just a little more exposure to the new ideas being presented.

The plan should also include some way of evaluating the learning. Well-stated objectives can indicate appropriate means of evaluating. Informal techniques generally work best with adults. Such things as watching students' performance of a task and informal conversations can indicate what students have learned. The most important characteristic of good evaluation for adults is that it be non-threatening.

After evaluation has been planned, the teacher should have a complete lesson plan which includes time schedule, program goals and objectives, an outline of content, instructional techniques and teaching aids, and evaluation procedures. These can be organized any number of ways. There are suggested plan formats in the resource section of this chapter.

CONDUCTING THE LESSON

Although every lesson is important, two that seem to have special significance for the success of any program are the first and the last lessons in a series.

Getting Off to a Good Start

The first class meeting of a series sets the tone and helps learners decide whether or not to keep coming. To start things off well, arrive early and arrange the room with tables in a way that learners will be able to face each other. Arrange some colorful posters, bulletin boards, or displays related to the topic. Be at the door to greet learners as they arrive. Spend time at the beginning of the class getting to know them and helping them get to know each other and the teacher. One way that seems to work well is to give each person a 5" X 8" card and a felt marker. On one side of the card, the person draws sketches and/or writes short comments that tell special things about family, job, background, interests, etc. that makes him/her special and unique. Fold the card in half lengthwise to make it 2 1/2" X 8". Write (or print) his/her name on one side. Find another person and share information on the cards with each other. After a few minutes, ask the students to sit in a circle. Each pair will stand while they introduce each other to the group. In this way, each student will first talk to one person (much less threatening than to a whole group). When they are talking to the whole group, someone else will be standing with them for security and their task will be to "brag about" the other person-which often seems easier than bragging about oneself. Although this technique works well with most groups, if a group seems particularly insecure the introductions to the whole group may be replaced by having each pair introduce each other to just one more pair. It is important that the teacher also is introduced (either by a student or by him/herself). When introductions are completed, each person should place his/her name card on the table so other students and the teacher can read it. This makes it easy for everyone to be called on by name-a big boost to the self-concept.

Following introductions, have students complete whatever forms must be filled out for the teacher's records. Then distribute a tentative outline of the class. Explain the outline and ask for suggested additions or changes. Following discussion and revision of the class schedule, move on to the content portion of this first lesson. It is important that some content be presented so that students go home feeling they got what they came for. Keep the presentation interesting and involve the students whenever possible. Watch body language and facial expressions carefully for indications of effective communications with students. Shift techniques or content if needed to keep their interest.

A worthy goal for the first class period is to have each student go home with at least one new friend and one new idea. It is also a good idea to sent them home with some idea of what will be included in the lesson for the next session. Dismiss promptly at the specified time. Indicate interest in seeing each of them next time. Be available for questions or short discussions as they leave.

Ending Gracefully

A class series should not end by just dwindling away. Ending gracefully is almost as important as getting off to a good start-particularly if more classes are to be made available to the same group.

The final session of a class is a good time for some sort of evaluation. This could be informal unless policy dictates that a formal procedure be used. Both student accomplishments and attitudes could be measured.

If the course has lasted for an extended period of time, it may be desirable to have participants organize a display of what they have completed. Family members, friends, advisory committee members, and administrators might be invited. Certificates might be presented to all who participated. Simple refreshments might be served.

Another way of concluding would be to organize a social event such as a carry-in dinner, picnic or informal get-together in a park, a community building, or someone's home. The objective should be to conclude the series of classes with a sense of accomplishment and companionship.

This last session is also a good time to point out directions for students to continue learning. Inform them of future classes. Remind them that learning is a continuous, lifelong process. Suggest local resources and people that can help them to continue to learn. Suggest ways that they can become self-directed learners. Praise them for their successes and encourage them to continue taking advantage of new learning activities.

Many times it is appropriate to distribute addresses and phone numbers of participants so that those who wish to do so can keep in touch with each other.

For a shorter series of classes, less of a group cohesiveness is likely. The concluding part of the final session might consist of a short evaluation and an indication of future learning opportunities. The objective is to have students leave feeling good about what they have accomplished and looking forward to more learning in the future.

Summary

The delivery of an adult education class or program involves three phases-preparing, conducting and concluding. This chapter has discussed each phase and made suggestions for successfully implementing a program. The form entitled "Guidelines for Teaching a Course", found in the resource section, could be used as a checklist for review prior to, during, and/or after teaching a course. It can serve as a reminder of the important steps in the teaching process.

RESOURCES

Table 5. Cognitive and Noncognitive Factors That Might Contribute to Age Differences in Performance on Learning and Memory Tasks

Noncognitive Variables Which Affect the Amount and Nature of Stimulus Input	*Cognitive Processing: Learning and Memory (Intervening Processes)*			*Cognitive and Noncognitive Influences on Response Output*
	Basic Sequence	*Memory Sequence*	*Information Processing Activities*	
Motivational Variables Attention Ego involvement Interest Perceived relevance Interference from more dominant motives (pain, anxiety, security, self-esteem) Anxiety **Physiological Variables** Sensory acuity General health Intactness of central nervous system Energy level **Experiential Variables** Education: amount, relevance, recency Previous learning: facilitative or interfering Practice: recency, type Learned information processing, strategies Command of language **Situation Variables** Rate of presentation Mode of presentation Distractions	Registration Acquisition and storage Retrieval	Sensation Sensory Memory (about 20 sec.) Primary or short-term memory (about 1 min.) Secondary or long-term memory (up to a few hours) Secondary or long-term memory (remote memory) Retrieval	Attention Encoding strategies (rehearsal, mediation, organization) Consolidation (storage) Decay Interference Search Decoding Retrieval	**Cognitive** Comprehension of task Original acquisition and storage Efficiency of encoding, decoding, search and retrieval processes **Noncognitive** Speed of response Motor factors Distractions Cautiousness Self-concept Anxiety Depression Fatigue Retrieval cues

Okun, M. A., ed. "New Directions for Continuing Education: Programs for Older Adults". San Francisco: Jossey-Bass, Inc., 1982, p. 15.

Table 6. Descriptions of Life-Cycle Phases

Phase and Age	*Marker Events*	*Psychic Tasks*	*Characteristic Stance*
Leaving Home 18-22	Leave home Establish new living arrangements Enter college Start first full-time job Select mate	Establish autonomy and independence from family Define identity Define sex role Establish new peer alliances	A balance between "being in" and "moving out" of the family
Moving into Adult World 23-28	Marry Establish home Become parent Get hired/fired/quit job Enter into community activities	Regard self as adult Develop capacity for intimacy Fashion initial life structure Build the dream Find a mentor	"Doing what one should" Living and building for the future Launched as an adult
Search for Stability 29-34	Establish children in school Progress in career or consider change Possible separation, divorce, remarriage Possible return to school	Reappraise relationships Reexamine life structure and present commitments Strive for success Search for stability, security, control Search for personal values Set long-range goals Accept growing children	"What is this life all about now that I am doing what I am supposed to?" Concern for order and stability and with "making it" Desire to set long-range goals and meet them
Becoming One's Own Person 37-42	Crucial promotion Break with mentor Responsibility for three-generation family; i.e., growing children and aging parents For women: empty nest; enter career and education	Face reality Confront mortality; sense of aging Prune dependent ties to boss, spouse, mentor Reassess marriage Reassess personal priorities and values	Suspended animation More nurturing stance for men; more assertive stance for women "Have I done the right thing? Is there time to change?"
Settling Down 45-55	Cap career Become mentor Launch children; become grandparents New interests and hobbies Physical limitations; menopause Active participation in community events	Increase feelings of self-awareness and competence Reestablish family relationships Enjoy one's choices and life style Reexamine the fit between life structure and self	"It is perhaps late, but there are things I would like to do in the last half of my life" Best time of life
The Mellowing 57-64	Possible loss of mate Health problems Preparation for retirement	Accomplish goals in the time left to live Accept and adjust to aging process	Mellowing of feelings and relationships Spouse increasingly important Greater comfort with self
Life Review 65 +	Retirement Physical decline Change in finances New living arrangements Death of friends/spouse Major shift in daily routine	Search for integrity versus despair Acceptance of self Disengagement Rehearsal for death of spouse	Review of accomplishments Eagerness to share everyday human joys and sorrows Family is important Death is a new presence

Sources: Chickering and Havighurst, 1981; Gould, 1972; Lehman and Lester, 1978; Levinson and others, 1974; McCoy, Ryan, and Lichtenberg, 1978; Neugarten, 1968; Sheehy, 1976; Weathersby, 1978.

In Cross, K. P. "Adults as Learners". San Francisco: Jossey-Bass, 1983, pp. 174-175.

Table 7. Milestones of Ego Development

Stage	*Impulse Control, Character Development*	*Interpersonal Style*	*Conscious Preoccupations*	*Cognitive Style*
Presocial		Autistic		
Symbiotic		Symbiotic	Self vs. nonself	
Impulsive	Impulsive, fear of retaliation	Receiving, dependent, exploitative	Bodily feelings, especially sexual and aggressive	Stereotyping, conceptual confusion
Self-protective	Fear of being caught, externalizing blame, opportunistic	Wary, manipulative, exploitative	Self-protection, trouble, wishes, things, advantage, control	
Conformist	Conformity to external rules, shame, guilt for breaking rules	Belonging, superficial niceness	Appearance, social acceptability, banal feelings, behavior	Conceptual simplicity, stereotypes, clichés
Conscientious-conformist	Differentiation of norms, goals	Aware of self in relation to group, helping	Adjustment, problems, reasons, opportunities (vague)	Multiplicity
Conscientious	Self-evaluated standards, self-criticism, guilt for consequences, long-term goals and ideals	Intensive, responsible, mutual, concern for communication	Differentiated feelings, motives for behavior, self-respect, achievements, traits, expression	Conceptual complexity, idea of patterning
Individualistic	*Add:* Respect for individuality	*Add:* Dependence as an emotional problem	*Add:* Development, social problems, differentiation of inner life from outer	*Add:* Distinction of process and outcome
Autonomous	*Add:* Coping with conflicting inner needs, toleration	*Add:* Respect for autonomy, interdependence	Vividly conveyed feelings, integration of physiological and psychological, psychological causation of behavior, role conception, self-fulfillment, self in social context	Increased conceptual complexity, complex patterns, toleration for ambiguity, broad scope, objectivity
Integrated	*Add:* Reconciling inner conflicts, renunciation of unattainable	*Add:* Cherishing of individuality	*Add:* Identity	

Note: "*Add*" means in addition to the description applying to the previous level.
Source: Loevinger, 1976, pp. 24-25.

In Cross, K. P. "Adults as Learners". San Francisco: Jossey-Bass, 1984, pp. 178-179.

STRUCTURES OF LEARNING

There are eight structures involved in a learning task.

1. Receptors (eyes, ears, nose, tongue and touch) receive information from the environment.

2. Sensory Registers (located in the brain) receive impulses transmitted from receptors and hold the information for a brief period.

3. Short-term Memory receives information (up to about 7 items) from the sensory registers and stores it for about 20 seconds.

4. Long-term Memory receives information that has been coded and/or linked up with other information and stores it for lengthy periods of time.

5. Response Generator recognizes a situation where previously stored information must be used and determines types and sequences of appropriate responses.

6. Effectors (muscles and bodily organs) carry out performance suggested by the response generator.

7. Executive Control applies the learner's habitual way of processing information in new learning situations.

8. Expectancies (attitudes of oneself and objects or events in the environment) represent what a learner expects of himself/herself and the environment.

Adapted from Little, D. Introduction to Teaching Adults-Module 10: Understanding the Learning Process. Vancouver: University of British Columbia, Centre for Continuing Education, 1981, p. 4).

PROCESSES OF LEARNING

When a person is learning something new, s/he is likely to go through eight stages or processes.

1. Motivation is the development or activation of expectations on the part of the learner about what he or she will get out of the learning effort.

2. Attention first attends to an event or stimulus in the environment and then selects certain aspects of the stimulus and enters them through the sensory register into the short-term memory.

3. Rehearsal and Coding involves hooking the new information to previously learned information already in long-term storage.

4. Storage involves storing information in long-term memory after it has been coded in such a way that it has distinctive features so that it won't become confused with other material in storage.

5. Search and Retrieval involves searching for and successfully retrieving information from long term storage.

6. Transfer is the recall of what has been learned and its application to new and different situations.

7. Response Generation is where the learner performs a task according to some standard and with no prompting by the instructor.

8. Feedback occurs when the learner receives information that the performance has met expectations.

The processes of learning may not always proceed in a step-by-step fashion, but may involve recycling at various stages.

Adapted from Little, D. Introduction to Teaching Adults-Module 10: Understanding the Learning Process. Vancouver: University of British Columbia, Centre for Continuing Education, 1981, pp. 6-8.

Methods

CASE STUDY

A case study provides a description of a realistic situation by means of a story, a letter, a diary entry, a dialogue, or an anecdotal record. This gives the students a vehicle for discussing and finding solutions to problems similar to those they face in their own situations. Using case studies as a common basis for discussion is preferable to talking in class about students' personal problems and is much less threatening than publicly discussing personal and family affairs. By using case studies, students may gain insight into some of their own concerns and may get experience in analyzing and dealing with problems in more objective ways.

Case studies can vary in length and complexity, depending on the lesson topic and the maturity and experience of the students. The situations presented may have an ending provided or may leave a situation or problem unresolved. The follow-up activities or questions are as important as the case studies themselves. Whether or not an ending is provided, students gain experience in critical thinking and problem solving when they look for several possible solutions to the problem and consider [illegible]lts of each solution. The four steps in the problem-solving process that can be used in analyzing case studies are:

1. Identify the problem. What is the exact problem in this situation? What other information is needed to solve the problem?

2. Suggest several possible solutions to the problem. How could the problem be solved? What are some other ways of handling the problem?

3. Examine and weigh the consequences of each solution. What might happen if this solution is chosen? What could happen if each of the other possible solutions is chosen?

4. Decide on the best solution. Considering all of the alternatives, which is the best way of solving the problem? Why? Weighing <u>all</u> of the consequences, is this the very best thing to do? Why or why not?

To use a case study with an adult class:

1. Find or write a case study that relates to lesson objectives and that is written in an interesting style in language suitable to students' level of understanding.

2. Present the case study to the class, along with instructions for using the problem-solving process.

3. Give students ten minutes or so to work on the case study individually or in small groups.

4. Follow up by leading students in a discussion of their solutions. This helps them see other points of view and explore a variety of solutions.

As students become more experienced in the use of case studies, they will be able to write some to share with other students. They will also be able to apply the problem-solving process in new and different situations. Hopefully, they will become more adept at analyzing and solving some of their own problems.

DEMONSTRATIONS

Demonstrations are especially appropriate if the lesson objectives are to show procedures, explain new techniques, establish standards for future laboratory work, or incorporate laboratory lessons that would be too time consuming or expensive for students to complete individually. The objectives of a demonstration should be clearly understood by both the presenter and those watching. Steps for planning an effective demonstration include:

1. Outline the content to be covered.
2. Develop a sequential plan that will show enough of the procedure for students to understand what is happening.
3. Determine what steps can be done ahead of time or eliminated to make the demonstration more efficient.
4. Select the best equipment and practice until you can use it skillfully. When possible, suggest other equipment that could be used as a substitute.
5. Plan how to display the finished product (and taste it when appropriate).

During the actual presentation of the demonstration, follow these guidelines:

1. Have all needed supplies and equipment neatly organized on your the surface.
2. Have the room arranged so that all students will be able to see. If the group is too large for this to be practical, divide the group and repeat the demonstration.

3. Be appropriately dressed and groomed. Stress the importance of cleanliness.

4. Start promptly with brief opening remarks that capture the attention of the group and explain the purpose(s) of the demonstration.

5. Use correct techniques and keep the work surface neat and well organized.

6. If the process is repetitive, demonstrate only enough so the technique is clearly understood (but not enough to bore the students). Have a previously done sample available to show how the product should look when the process is completed.

Provide appropriate comments to explain each step and to add depth to the topic being demonstrated. Short pauses are appropriate, particularly if students need to concentrate on watching a particularly crucial step in a long, complex process.

8. Answer questions during the demonstration. If students do not have questions, ask them some to determine if they understand strategic information and processes.

9. Encourage students to tell about personal experiences related to the topic being demonstrated.

10. Give students sufficient opportunity to examine strategic steps and the final product. If it is a food product, let them taste it.

11. Provide references or resources for students to use, particularly if demonstrations involve several steps, if students need more help, or if some were absent. These might include printed directions with illustrations, a step-by-step poster or bulletin board, a videotape, or folders containing samples and directions for each step.

12. For a process involving many steps, use the whole-part-whole process. Quickly show the entire class the whole process. As a small group gets ready, demonstrate again to them how to do each step. After all groups have completed each step, it may be desirable to review the entire process again.

13. Encourage students to give demonstrations of things they do well.

14. With adults, it is especially important to explain why a particular technique is desirable since they may already be familiar with several ways of doing the same thing.

15. Point out desirable characteristics of a good quality product as the demonstration proceeds and as the product is completed.

16. Quickly review and summarize important steps at the end of the demonstration. Suggest when and where the information might be used by students.

DISCUSSION LESSON

Group discussion involves an interchange of questions and ideas among the participants. The purpose of the discussion may be to simply encourage the exchange of ideas, without attempting to reach a decision. The discussion-decision method goes on to determine definite goals for action.

I. Several conditions are necessary for an effective discussion.
   A. A comfortable "climate" must exist in which each person feels free to say what he thinks.
      The group should have a common goal.
      1. To gain a better understanding of some subject or situation.
      2. To arrive at a plan of action that the group intends to take.
   B. The problem before the group should be one which it wants to explore or solve.
   C. The physical setting should be informal and comfortable for the group. Sitting in a circle (with the teacher part of the group) works well.
   D. The group should be small enough (preferably 8-12) for total participation.
   E. The group must have enough information or experience to deal with the subject under discussion.

II. An effective leader has responsibilities for the success of a discussion.
   A. The leader must get the discussion started.
      1. If not previously done, a leader should guide participants in selection of a suitable problem.
      2. A leader of an inexperienced group may need to orient the participants to the discussion technique.
      3. A leader may use warm-up techniques to stimulate greater participation.
   B. The leader is responsible for keeping the discussion moving.
      1. A leader should guide the group in asking appropriate questions.
      2. A leader is responsible for seeing that various viewpoints are presented.
      3. A leader should be careful to avoid expressing his opinions too soon and/or too often.
      4. Periodic summaries are often helpful.

C. The leader is responsible for seeing that participation is distributed.
   1. A skillful leader will avoid letting an aggressive individual dominate the discussion.
   2. A skillful leader can tell by facial expressions when to ask a timid person to contribute to the discussion.
D. The leader should guide the discussion toward a useful conclusion.
   1. At some point in the discussion the leader should help the group plan how to arrive at the decision without serious disagreement.
   2. If there is need for further discussion, the leader should make provision for continuing the discussion effectively.
      a. This may involve giving an assignment if participants need additional background information.
      b. It may be advisable to agree upon the goals and procedure to use for the continuation.

III. Members of a discussion group have important responsibilities.
   A. Each member of a discussion group should contribute ideas.
      1. Be prepared to discuss the topic at hand.
      2. Consider one's thoughts and state clearly what one is trying to say.
      3. Be ready to present more than one viewpoint for consideration.
   B. Each member of the group must consider ideas of other members of the group.
      1. Give other members of the group their fair share of the available time.
      2. Listen to the ideas of others with an open mind.
   C. Help keep the discussion on the topic under consideration.
      1. Limit one's own comments to the topic at hand.
      2. Be prepared to ask a question to focus the discussion back on the topic.
   D. Evaluate ideas presented and help to select outstanding ones.

IV. Whether or not the teacher serves as discussion leader, s/he has responsibilities to see that the discussion is worthwhile. S/he might contribute in the following ways:

A. Clarify the problem
B. Suggest other aspects of the problem to be considered.
C. Define the meaning of terms.
D. Emphasize important ideas.
E. Correct mistakes or misinterpretations.
F. Bring quiet students into the discussion.
G. Redirect a discussion that is being monopolized by a few students.
H. Help students organize or express their ideas.
I. Stimulate students to reason out problems and develop good judgments in evaluating what they hear.
J. Maintain interest in group participation.
K. Suggest possible class activities as outgrowths of the discussion.
L. AVOID DOMINATING THE DISCUSSION.

V. Variations of the discussion technique add variety and may be more effective in some situations.
   A. Buzz group technique is useful for breaking large groups into groups of 4-6 that discuss assigned topics for a few minutes and then report back to total group.
   B. "Opposite Panel" is helpful for review when two sides of a question need to be aired.
   C. A panel discussion gives a group the thinking of well-prepared persons.
   D. A symposium presents ideas of "experts" on particular aspects of a problem and permits some exchange of ideas.
   E. Debate points out two opposing viewpoints toward a problem.
   F. Brainstorming stimulates creative thinking.
   G. Circular discussion encourages complete participation as each person, in turn, gives one new idea.
   H. The forum gives the group an opportunity to hear 2 or more well-informed speakers offer several points of view on a vital issue and then spend considerable time asking them questions.
   I. The colloquy uses a panel of resource people and a panel selected from the group to exchange ideas.
   J. The question-and-answer technique involves asking and answering questions in a discussion setting.

LECTURE

Because the lecture is considered so traditional, adult students sometimes feel that they are not "getting their money's worth" if the teacher does not stand in front of the class and lecture. A lecture is defined as " an uninterrupted oral presentation of relevant and meaningful material by a qualified person". Basically, a lecture is a one way transmisssion of information from instructor to students.

It is an efficient technique for-presenting new information that is not available or that is difficult to get from other sources.

It is most appropriate if material is needed for only short-term retention and/or must be organized in a special way. Lecture is <u>not</u> the most appropriate technique to use when the instructional objective involves the application of skills or knowledge or changing or modifying attitudes.

A lecture essentially involves telling them what one is going to tell them, telling them, and telling them what one has told them.

The effectiveness of a lecture will usually be enhanced if:

1. The opening statements capture the attention and imagination of the listeners (e.g. A teacher who was presenting a lecture on dental development brought

in a shiny red apple and told the class she was going to give it to her four-month-old son to eat for his lunch).

2. The material in the lecture is kept meaningful to the particular group of listeners.

3. The length is kept within the normal attention span of students (10-30 minutes).

4. The presentation is made in a conversational style using language that is appropriate for the listeners.

5. The presentation includes no more than six major points.

6. The teacher uses examples and verbal illustrations that are similar to those listeners might have experienced.

7. The teacher maintains poise (Don't sit on the desk or lean on a speaker's stand to appear relaxed-students may interpret this as sloppiness or laziness).

8. The teacher observes audience reaction and adjusts if there are signs of boredom or confusion. (Signs of boredom include-shuffling of feet, frequent shifts of body position or squirming, frequent looking at watches, going to sleep, listeners talking to each other, doodling, looking out the window, etc. Signs of confusion include puzzled looks, trying to look at notes of another person, asking someone else a question, etc.).

9. Supplementary visual aids (such as the chalkboard, pictures, charts, transparencies, and diagrams) are used to explain major points and aid note-taking.

10. Periodic summaries and a final summary provide needed structure and repetition for retention of major points.

11. Listening is enhanced when the student realizes that he is to become directly involved in using the information presented in the lecture in the near future.

12. Attention of students is generally better when the teacher is genuinely interested in what (s)he is saying.

13. The lecture is accompanied by other techniques which provide for some kind of learner participation.

14. Opportunity is provided for listeners to ask questions, either during or immediately following the lecture.

ROLEPLAYING

Roleplaying is an "acting out" of a situation, problem, or incident which is of concern. It is an unrehearsed dramatization in which the players attempt to make a situation clear to themselves and to the audience by playing the roles of participants in the situation. The playing of the roles must be kept close to the reality of the situation, but must at the same time let the players react freely and spontaneously. Since most of the roleplaying done in schools deals with understanding social situations, the name "sociodrama" is often used interchangeably with the term "roleplaying". This technique is especially effective when it is used with small groups in discussion and analysis since the persons not playing roles can learn from observing and evaluating as well as those actively involved in acting out the situation.

Roleplaying is an important technique which requires skill to use properly so it does not produce harmful effects instead of the desired outcomes. Properly used, roleplaying can:

- Stimulate interest and participation in class.
- Serve as a laboratory for trying out roles and solutions to problems in realistic settings without suffering personal consequences if mistakes are made.

-Give insight into the roles one plays in real life and how effectively one plays those roles.

-Teach one to perform new roles in order to adjust more adequately to groups and situations where potential problems exist.

-Provide examples of behavior, which is more helpful than just talking about problem situations.

-Help develop clearer communication, for it is sometimes easier to "act out" a situation than to put it into words.

-Help one to have a more sympathetic attitude toward others and to understand their points of view.

-Help students develop more self-confidence in expressing themselves.

-Acquaint students with a variety of problems and possible solutions.

-Provide a means of extending emotional insights among group members and between groups.

-Demonstrate in advance how students are likely to react in stressful situations similar to the situations portrayed.

Steps in developing the roleplaying experience include:

1. Warm up the group.
   Identify or introduce a problem, perhaps after watching a film or observing a real situation. Make the problem explicit, explore issues. Avoid situations that would embarrass persons in the group. Explain roleplaying.

2. Select participants.
   Analyze roles. Call for volunteers and assign actors for each role. An individual should not portray his/her own personal problems.

3. Set the stage and prepare.
Set the line of action. Restate the roles. Give the participants 5-10 minutes to think through the problem and the stand they will take. (Give each participant a name card and/or a simple prop--like a hair bow or a bow tie--to aid in identification of the role).

4. Prepare the observers.
While the participants are getting ready, ask each observer to select one character to follow during the enactment to see whether they agree with how the roles are interpreted and presented.

5. Enact the situation.
Let the participants act until they have had time to make their positions known. Discourage "hamming it up" in the portrayal of roles. Stop the action while the interest is still high. This usually takes from 5 to 15 minutes but will vary with the situation and the group.

6. Discuss and evaluate.
Review the action of the roleplay (events, positions, realism). Ask participants how they felt when certain things occurred. Ask observers how they would have felt in that situation. Ask why characters acted as they did in specific situations. (When analyzing a role situation, speak of the role, not the players.) Ask for suggestions for alternative behavior in the situation.

7. Re-enact and re-evaluate.
Reassign actors for each role. Play revised roles. Go through the discussion and analysis process again.

8. Summarize the learning experience.
Relate the problem situation to real experiences and current problems. Explore general principles of behavior. Help students leave the simulated experience with a feeling that there may be more than one answer to a problem. Do not rush the follow-up discussion, for this is an important part of the total learning experience.

Since many adult learners are insecure and may feel uncomfortable doing roleplaying in front of a group of persons that are not close acquaintances, the technique of simultaneous roleplaying might be more successful with adults, at least for the first times roleplaying is used. For this technique, determine how many roles are needed to act out the situation being portrayed. Divide the class so that you have small groups, each containing just the number of people needed to act out every part. Let each group decide who will play each role. Have all groups enact the situation at the same time. After an adequate time for portraying the roles, have them discuss and analyze feelings, first in small groups and then in the entire class. It often is appropriate to have them reverse roles within their small groups and reenact the situation.

Simultaneous roleplaying also works expecially well when every person in the group needs the experience of dealing with a particular situation. Such a situation might occur when the lesson objective is to learn to be more assertive (not aggressive) or to learn negotiating skills when communicating with a spouse or a boss.

The topics for roleplaying situations are as broad as the area of human relations and problems. Problem situations can be found in the home, in the school, on the job, anywhere people react with each other. Problems can be as simple as a parent trying to get a child to help set the table or as complex as a supervisor trying to work out a conflict among several workers in a job problem.

In summary, roleplaying teaches the important skill of putting yourself in the other person's shoes in order to understand how s/he will react in a particular situation and why. It is an effective way to test alternative methods of handling a situation and can combine effective learning with an enjoyable experience.

GLOSSARY OF TEACHING METHODS

1. Brainstorming: Used to gather a quantity of ideas quickly without considering their quality. Spontaneous ideas are encouraged with all ideas accepted and recorded. May be used in large or small groups. Sometimes called "popcorn" technique. Evaluation of suggestions comes later-as a follow-up.

2. Bulletin Boards: Materials and information related to a specific topic are attractively arranged on a two-dimensional surface. Students may learn from them independently or the teacher may refer to them during a presentation.

3. Chalkboard/Overhead: A visual means of presenting important information. To avoid turning back on students during class, material can be written on chalkboard before class and concealed by pulling down a screen until information is needed. During class time, write only key words or ideas. If overhead projector is available, use it to maintain eye contact with students while writing notes for them to copy.

4. Circular Discussion (Whip Around): This actively involves every member in the discussion in a non-threatening way. The group is arranged in a circle. Each person, in turn, adds a comment dealing with the topic being discussed. If a person can't think of something new, it is acceptable to say "I pass" or "I agree with (name)".

5. Computer/Programmed Instruction: A self-instructional technique that uses material that breaks learning into small-sequential steps, asks questions that require student response, and gives immediate feedback and reinforcement. Although this can be presented in book form, it is generally more effective with a computer.

6. Debate: Two opposing teams present affirmative and negative sides of an issue, which cannot be resolved simply through an examination of facts. Although rigid debate rules exist, these may be relaxed for an informal class setting.

7. Exhibits: A display used to provide educational information and/or to create interest in a field or topic. Students may visit an exhibit or may prepare one as a learning experience. See "Marketing" section for guidelines.

8. Films/Filmstrips: Audio-visual materials that can provide information and/or provide the basis for a meaningful lesson. They should always be previewed before use with a group. An effective introduction often includes questions to answer or specific points to watch for while viewing the film or filmstrip. Appropriate follow-up activities (discussion and/or summary) are important if the audio-visual aid is to be most effective.

9. Games: Students learn from competitive activities having a set of rules, an element of chance, and involving a winner. Knowledge and skill are involved-as well as an element of chance. Winning is less important than learning. Games may be purchased or teacher made.

10. Group or Committee Work: Class is divided into small groups or committees (usually 4-7 people each) to work cooperatively on an assigned or selected topic. Each group may have a separate topic or all may work on the same one. After sufficient work time, groups report their results to the leader and/or the class.

11 In-basket Technique: A type of simulation that provides decision-making opportunities. (The name comes from the in-and out-baskets on an administrator's desk.) Situations and problems used should seem realistic to students.

12. Independent Study: A student works alone on a selected topic. Formats that may be used for this are programmed instruction, computer assisted instruction, study guides, audio-visual aids or a combination of techniques. It may be self-directed or teacher prescribed.

13. Interviewing: Individual students are to get information aobut a topic or answers to specific questions from a person outside the classroom. Information obtained is usually shared in written and/or oral reports.

14. Jingle Writing: Major ideas learned in a class are put into words that fit a popular melody or that make an interesting rhyme. This often aids in remembering important concepts.

15. Laboratory: Students practice procedures and/or make products while being supervised by a teacher. Complete experience involves planning, carrying out manipulative process, and evaluating results. Students may imitate process demonstrated by teacher or experiment. Often involves specialized equipment and/or facilities.

16. Learning Packages: An independent learning experience that can be used with a minimum of teacher supervision. Each package is self-contained and should include student objectives, learning activities and materials, and self-tests.

17. Listening Teams: Small groups (2-4 persons) listen for and summarize information on an assigned topic as it is presented in the classroom. After summarizing the information, a spokesman for the team presents their major ideas to the entire group. When films or videotapes are being used, each group can be assigned to watch how one character feels and/or reacts.

18. Minute Drama: A very short dramatization (lasting one minute or so) that uses a prepared script involving only two or three characters. Several minute dramas can be used together to illustrate several facets of a problem or to show several ways of dealing with a problem situation. Discussion of which was best and why strengthens problem solving abilities.

19. Observation: Students watch an assigned activity or situation to learn from it. The teacher must furnish guidance so students have a clear understanding of what they should be noting. Often, students are expected to draw conclusions and/or make judgments about what they have observed. Most frequently used in child development or other areas where human interaction is important.

20. Panel Discussions: A planned conversation about a specific topic among a group of 4-6 well-informed individuals in front of an audience. Each panelist may give a brief (3-5 minute) presentation before a moderator directs questions for discussion to the various panel members, who interact with each other. At the conclusion, the audience is usually given opportunity to ask questions.

21. Pantomime: A silent dramatization technique where a message is communicated by gestures, body movements, and facial expressions instead of speech.

22. Practice and Drill: Students are encouraged to repeat a process or bit of information several times until its correct use becomes almost automatic. Verbal information should be repeated until hearing an appropriate stimulus triggers correct repetition of the desired information.

23. Problem Solving: Students analyze a situation to identify a problem, propose possible solutions, seek evidence about consequences of each alternative solution, and then choose the best solution.

24. Projective Techniques: Ambiguous pictures, unfinished stories, sentence stems or other open-ended situations are given to students, who respond by completing them. They often suggest what has happened to cause the situation, how they think it will end, and the consequences of that particular way of dealing with the problem.

25. Questionnaires: Attitudes are examined or thoughts stimulated by having students individually respond to a series of questions. These may be used for self-analysis and motivation. If they are to be collected, it is wise to give students the option of leaving them unsigned, whenever possible. These can form the basis for a lively discussion of controversial topics.

26. Radioscopics: An appropriate picture or object is used to introduce a concept or draw out a concept from the group. The large, colorful picture has a question for the group on the front and the answer on the back. Each student gets one picture and asks the question on the front and serves as "teacher" until the question is answered correctly. This helps give confidence to the insecure adult and the answer on the back insures correct feedback.

27. Recording Anecdotes: Students are to listen or watch for incidents or situations that illustrate a concept discussed in class. These are written down so they can be shared with the teacher and other members of the class.

28. Resource Person: A person from outside the group makes a presentation or is available to answer questions of the group members.

29. Review of Reference Materials: Students read/study periodicals, audio-visual, or other materials to gain new knowledge or insights about a topic.

30. Simulation Techniques: A structured imitation of a realistic situation in which students practice decision making under safe conditions. Simulations may be in the form of games, dramatizations, or in- and out-baskets.

31. Study-Field Trip: A prearranged visit by a group to a point outside of the classroom to study something in a realistic setting.

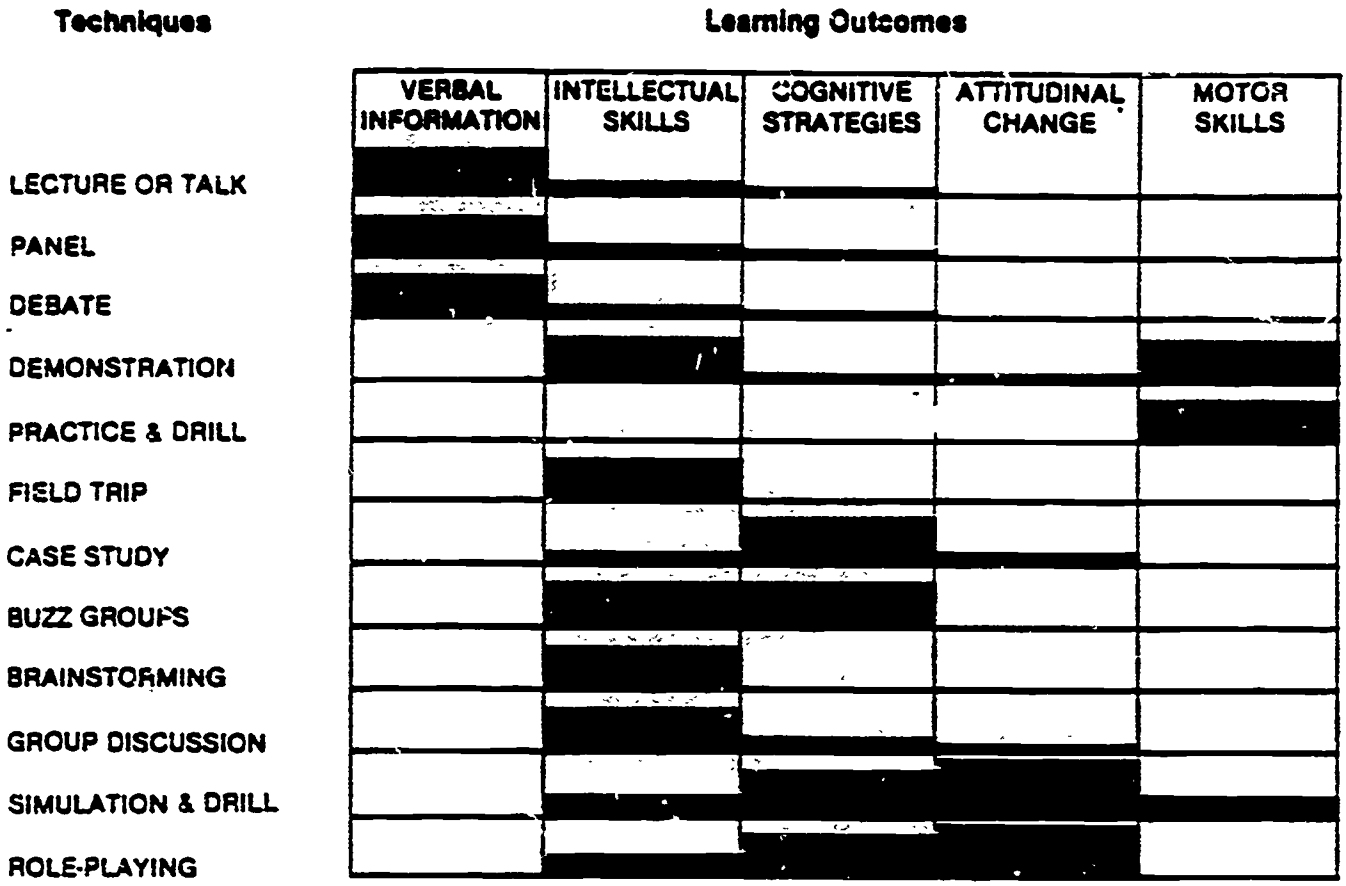
32. Symposium: Several persons present short, prepared speeches on various aspects of a topic to the group. Members of the group may be permitted to ask questions after the presentations.

33. Tape Recordings/Recordings: An audio technique for class presentations and special projects. Generally it is more effective if combined with some sort of visual material.

34. Television/Radio: Audio or audio-visual presentation of information to assist learning about an assigned topic. May be specifically designed for educational purposes or may be prepared for general audience; in which case specific study questions may be needed to help focus on specific points.

35. Transparencies/Overhead Projector: A visual technique used to replace the chalkboard. Material on an acetate sheet can be projected onto a screen in a lighted room while the teacher faces the class.

Guidelines for Selecting Techniques



How to Use This Chart: All techniques are capable of aiding more than one learning outcome, but some are more useful than others for specific purposes. The wider the bar, the more likely it is that the learning outcome will be achieved by the use of the technique. For example, if problem-solving behavior (a cognitive strategy) is one of the learning outcomes and change in attitude is desired but not essential, then perhaps a case study would be an effective way to elicit this behavior.

Sands, J. Introduction to Teaching Adults. Module 2: Using Instructional Techniques Vancouver: British Columbia University, Center for Continuing Education, 1986, p. 8.

Planning Forms

LESSON PLAN FORM

Date to Use:

Major Concept(s) (Topics):

Objectives:

Time	Introduction/Establishing set

LESSON BODY

Time:	SPECIFIC OBJECTIVES	CONTENT NOTES	LEARNING EXPERIENCES (Applications)

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SUMMARY/CLOSURE:

GENERALIZATIONS:

TEACHING MATERIALS NEEDED:

EVALUATION:

ASSIGNMENT:

FORM FOR DISCUSSION PLAN

Teacher_________________________Date____________________

Concept (Topic)____

Objectives:

Introduction (Establishing Set):

Background information for the discussion is presented by (List references or resources):

Teaching Materials Needed:

Key Questions	Ideas to look for in Response (Major Content)
1.	1.a.
	b.
	c.
2.	2.a.
	b.
	c.

(Continue as needed)

Summary of important points (Closure):

How will I know if class accomplished the objective(s)? (Evaluation):

Home Economics Department
Ball State University

FORM FOR DEMONSTRATION PLAN

CONCEPT (Main Idea)______________________________ Date to be Used________________

OBJECTIVES(S) (List objectives for all ideas to be covered in the demonstration):

GENERALIZATIONS (Complete sentences stating main idea(s) to be learned.)

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PREPARATION NEEDED:

Time | INTRODUCTION (Establish set and emphasize importance):

Demonstration Plan (p. 2)

Time:	OUTLINE OF GENERAL FACTS (I SAY)	STEPS TO BE DEMONSTRATED (I DO)	EQUIPMENT & SUPPLIES (I USE)
OBJECTIVE 1:			
OBJECTIVE 2:			
OBJECTIVE 3:			
OBJECTIVE 4:	(Continue if needed)		

Demonstration Plan (p.3)

Generalizations stated as <u>SUMMARY</u> of main points:

How will I know when the objectives of this demonstration have been accomplished? (Evaluation)

How could I improvise the equipment I used in this demonstration?

184 Sources of information for this demonstration:

PLAN FOR CLOTHING LABORATORY

CLASS______________________________DATE__________________

I. INSTRUCTIONS AND COMMENTS FOR ENTIRE CLASS AT BEGINNING OF PERIOD.

II. HELP NEEDED BY INDIVIDUALS AND SMALL GROUPS

Time____A. Step or process________________________
Names of students ready for this step:

Demonstration needed:
Location of plan and materials for demonstration:

Other help needed:

Where these helps are located:

Time____B. Step or process:_______________________
Names of students ready for this step:

Demonstration needed:
Location of plan and materials for demonstration:

Other help needed:

Where these helps are located:

Time____C. Step or process:_______________________
Names of students ready for this step:

Demonstration needed:
Location of plan and materials for demonstration:

Other help needed:

Where these helps are located:

Time____III. INSTRUCTIONS FOR ENTIRE CLASS NEAR END OF HOUR:

IV. CLEAN UP INSTRUCTIONS:

Time to start clean up:
Persons responsible:

GUIDELINES FOR TEACHING A COURSE

PHASE ONE: PREPARE TO TEACH.

A. Develop awareness of learners.

1. Identify target population.
2. Determine major needs and interests of target group.

B. Organize the material to be taught.

3. Review and update personal knowledge of the subject.
4. Outline topics to be covered.
5. Plan sequence of topics.
6. Estimate time needed for each topic.
7. Develop detailed course outline, including schedule.

C. Identify desired outcomes.

8. State broad program goals.
9. Prepare specific instructional objectives.
10. Identify learning tasks for each objective.

D. Select the instructional process.

11. Examine specific objectives to decide on appropriate teaching strategy.
12. Select the most appropriate teaching techniques.
13. Prepare supplementary materials and teaching aids.

E. Plan evaluation.

14. Analyze criteria stated in specific objectives.
15. Select or develop non-threatening formative and summative devices.
16. Plan an evaluation schedule.

PHASE TWO: CONDUCT THE CLASS.

F. Arrange the learning environment.

17. Schedule the most suitable classroom available.
18. Make the classroom attractive and comfortable.

19. Provide seating to accomodate the size of the group and planned teaching techniques.
20. Get well prepared, relaxed and friendly.
21. Provide a way for participants to identify each other.
22. Handle administrative details efficiently.

G. Present subject matter.

23. Focus teaching on student needs and involvement.
24. Build on and modify basic teaching methods.
25. Keep participants active.
26. Change teaching methods enough to prevent boredom.
27. Set a good example by modeling appropriate behavior.

H. Monitor student progress.

28. Use informal evaluation activities if possible.
29. Observe non-verbal feedback and behavior of students.
30. Use results of informal quizzes to assess student progress and adjust instruction.
31. Use individual conferences and other evaluation techniques as appropriate.

PHASE THREE: CONCLUDE THE PROGRAM.

I. Conclude gracefully.

32. Be aware of and try to correct unusually large declines in attendance.
33. Conduct summative evaluation activity.
34. If program was long enough, have display, program, or social event to end it.

J. Point out directions.

35. Help students comprehend learning as a lifelong, continuous process.
36. Identify local resources/people that students could use in the future.
37. Suggest ways of obtaining future classes.
38. Help students develop strategies for self-directed learning.

K. Improve the program.

39. Study comments made by students during program.
40. Contact several students a few months after the program for feedback.
41. Review evaluation results and program objectives.
42. Note how the program could be improved next time.

L. Increase personal effectiveness.

43. Assess current performance as teacher.
44. Make plan for improvement.
45. Consult program administrator for information about professional development activities.

Chapter 6

EVALUATION

Initial Plans Are Coordinated With Evaluation Techniques

Evaluation is considered by most educators to be an integral part of the educational process. Its purpose is to determine whether-or to what extent the teaching objectives are met. Thus, objectives are written so that they can be evaluated and evaluation methods which are appropriate for the objectives are selected. These may be formative or summative.

FORMATIVE AND SUMMATIVE TECHNIQUES FOR EVALUATING STUDENT PROGRESS ARE PLANNED AND IMPLEMENTED

Relating Evaluation with Objectives

The relationship between objectives and evaluation is obvious if one accepts the premise offered above. While there might be some leniency in how one evaluates an objective with behavioral terms such as "identifies" or "differentiates", many behavioral terms in objectives are very precise. Their corresponding evaluation technique is specified when the objective is determined.

For example, if the objective is for the student to apply a zipper using the sewing machine, the behavioral objective would state this clearly. The only way that skills can be assessed is to provide opportunity for the demonstration of those skills. Asking the student to answer objective test questions about applying a zipper does not show whether the student can apply the zipper; neither does describing the application procedure in essay form. In this case, the objective is for the student to apply a zipper using the sewing machine and the student must be given the opportunity to do just that.

Criteria or standards are also inherent in planning objectives. Evaluation procedures determine the extent to which those standards are met.

Formative and Summative Evaluation

Evaluation takes place at different times and in different ways for courses and programs. That which is continuing or on-going is called "formative evaluation". Its purpose is to determine progress toward objectives. Its continuous nature provides feedback to teachers and administrators which will help them make decisions regarding modifying teaching methods, courses, or programs. It also provides feedback to students regarding their achievement so that corrective action can be taken if needed. Its intent is formative--to help form.

Summative evaluation takes place at the end of a course or program to determine overall effectiveness. While it can be used to measure overall student achievement, formative evaluation is preferred because of the continuous feedback. Summative evaluation is more likely to be used for evaluating the effectiveness of the total program. While most teachers and students prefer formative, rather than summative, evaluation, most teachers use a combination of both.

Devices for Evaluating Adults

Unless required to do so for grading or credit generating purposes, testing should be avoided with adults. Most adults seek feedback but also need encouragement. Tests can be both discouraging and frightening.

Fortunately, there are other means of evaluation. Indirect means tend to be quite effect e for evaluating personal characteristics, manipulative skills, and products. These non-test devices and procedures are not intended to result in grades although they may. They include observational devices, report forms, and audio-visual techniques.

Adults tend to be more comfortable with self-evaluation devices than with devices being used by the teacher. Many of the indirect, non-test evaluation devices are excellent for purposes of self-evaluation.

Observational devices include rating scales, scorecards, and check lists. They may be used for self- or for teacher evaluation.

Rating scales include a list of all characteristics of the product, project, process, or personal quality being evaluated. They also include multi-level descriptions of each quality providing a continuum for showing how well one rates on the characteristic. The major criteria for rating scales and a sample rating scale are shown in the "Rating Scale for Rating a Rating Scale" in the resources at the end of this chapter. Use it as a guide for developing a rating scale as well as for evaluating the completed scale.

Because they lend themselves so well to evaluating products and processes, scorecards have long been accepted for use in consumer and homemaking education. They are not difficult to construct but require a thorough knowledge of the components of the product or process being evaluated as well as a comprehension of the relative importance of each component. The fact that they permit varied weights or values on the different components is a decided advantage. The resources at the end of this chapter contain a "Scorecard for Scoring a Scorecard". This should help in developing as well as in evaluating scorecards. As in all evaluation devices for adults, encourage self-evaluation.

The quickest observational device to construct is the checklist. It is a list of characteristics or criteria for which the evaluator checks one of two alternative answers as in "yes" or "no". Occasionally an inbetween or "sometimes", "partially", "maybe" type of answer is provided. Personal qualities as well as process, products, participation, and projects lend themselves to this technique. It is best used when the item being evaluated fits clearly into one alternative answer or another. A "Checklist For Checking a Checklist" is provided in the resources at the end of this chapter. The criteria included can help one develop checklists as well as evaluate them.

Each of the observational devices is helpful in evaluation. Each is also helpful as a teaching device, especially when used for self-evaluation.

Report forms provide a more detailed evaluation description, especially of personal data, than do observational devices. Project reports, logs, and activity reports provide continuous data of progress being made and constitute the major types of report forms. Other types are diaries, autobiographies, and responses to questionnaires.

Project reports are especially helpful when tasks of a specific assigned nature are being done away from the instructional site and when the teacher needs information about specific aspects of those tasks. Forms are developed by the teacher for use by all students. Even though students might be reporting on different tasks, the format for reporting can be consistent. Responses are more reliable if the students understand the report form. They are more likely to comprehend it if the teacher:

1. Determines the kinds of data students are to report.
2. Provides a format for students, including:
    a. Space for identifying information.
        1. Blank for student's name.
        2. Blank for date.
        3. Blank for name of project when students are doing different ones.
    b. Specific directions, perhaps with an example.
    c. Space for stating goals &/or objectives.
    d. Space for recording evidence of the completion of each planned activity.

Two sample project report forms are shown at the end of this chapter. The second is completed as it might be by a student.

Activity reports and logs are also used to report special assignments. They provide a continuous record of programs and serve as a self-evaluation device for students. These are very similar but differ in that activity reports are more specific in the information requested while logs are more open-ended.

Activity reports are especially useful in foods, housing, gardening, self-development, management, and clothing. They are adaptable for evaluating products as well as processes. Logs lend themselv the evaluation of child development, family relations, self-development (self-esteem, assertiveness, etc.), and management; they are useful for recording observations of self and others. Examples of each are found in this chapter's resources. Diaries, autobiographies and responses to questionnaires, are helpful in obtaining personal information about students which is relevant in teaching. Because the information is personal, it must be kept confidential.

A diary is similar to a log but is more personal. It differs from an autobiography in that the autobiography contains a personal account of the student's background while the diary is a daily account of current events. Both provide the teacher with insight into personal thoughts of students such as their needs and interests, self-concepts, goals, values, and behavioral explanations.

Students do not always cooperate and reveal their personal feelings. In order for the diary or autobiography to be of the most value, the teacher must establish trust with the student first. Directions must be explicit if the desired type of information is to be recorded.

To help students understand their values and attitudes, these directions for a diary might be given to them.

Objective: To reveal some of your personal values and attitudes. <u>Directions</u>: For the next week, record your reactions to such things as family members, other people, clothes food, work, TV shows, news reports, household tasks, church etc. Identify the reactions and why you think you reacted as you did. Record only those events that seemed to elicit strong reactions.

These directions for an autobiography might help a teacher better understand a student's background.

Objective: To write an autobiography describing yourself. <u>Directions</u>: Write a 3-5 page autobiography describing yourself, your family, your educ-tional and work experiences, your recreational activities and your goals for the next five years.

Sometimes direct questions will elicit the information needed in less time. Data might also be easier to tablulate when the teacher wants to serve the group rather than the individual. Use these guidelines for constructing a simple questionnaire.

1. Determine the type of information <u>needed</u>.
2. Keep the questionnaire short and simple. Ask only for what is <u>needed</u>,
3. Provide enough space for each answer.
4. Design questions so that answers are easy to tabulate & summarize for the class as a whole.
5. Provide space for the name or, if anonymous, assure student of privacy.
6. Be sensitive and sensible about the questions asked.

A sample questionnaire can be found in the resources at the end of this chapter.

<u>Audio visual teaching techniques</u> can frequently be used for evaluation. The purpose is usually for evaluation rather than measurement. They are especially helpful in providing opportunities for application and analysis (Cross, 1973).

Techniques that might be used include audio or video tapes, films, filmstrips, slides, photographs, transparencies, pictures, graphs, and cartoons. Audio and video recordings are especially helpful in evaluating class discussions for they provide more "tangible" evidence of attitudes and values. Video-tapes are especially helpful in evaluating process-related skills including personal development skills such as assertiveness.

Commercially prepared tapes, films, and filmstrips help measure students' abilities to analyze and from these can be created learning/evaluation techniques of a creative nature. Values, attitudes, and goals of students can also be evaluated by the way they react to the situations provided.

Photographs, slides, transparencies and pictures are helpful in evaluating products when it is difficult to evaluate the real thing. They are especially helpful in evaluating interior design settings because of the time saved in moving from setting to setting.

Graphs of various types can be used to indicate analytical skills of students. They can also be used to indicate progress toward goals.

Cartoons are an excellent means of evaluating personal attitudes, values and beliefs. They are especially helpful in analyzing interpersonal relationships.

PROGRAM VALUE AND METHODOLOGY ARE ASSESSED

There are two main uses of evaluation in adult education, according to Melberg (1985). The first is "...to improve programs and to make decisions about the best ways to meet adult students' needs" (p. 22). The second concerns the organizational operation including the planning process, marketing, personnel, training, and facilities.

The inherent difficulties of evaluation and the many variables that can positively or negatively affect progress can make program evaluation a frustrating process. Indirect and informal evaluation takes place throughout the course by using the techniques suggested in the previous section, by listening to compliments and complaints, and by noting course drop-outs. (If students are not satisfied with the course enough to persevere, they will stop coming since attendance is voluntary). Formal evaluation which takes place at the end of the course can be especially helpful in that it can provide evidence of strengths, suggestions for improvement of content, of methodology, and of organization, and ideas for future courses.

The most helpful data reflect the ideas of all participants in the program. In addition to students, evaluations need to be requested of the advisory committee members, resource persons, consultants, and program administrators. A sample questionnaire for evaluating the program, "Adult Education Self-Evaluation

Instrument for Staff", is included in the resources at the end of this chapter.

Questionnaires with specific or open-ended questions are one means of evaluation by students. A sample questionnaire, "Adult Education Instructor Evaluation", is included in the resources at the end of this chapter. Another is to have an hour of a class session designated for buzz groups or informal discussion of the class' strengths, and suggestions for improvements; the use of a tape recorder is recommended. A third suggestion is personal interviews with selected program participants while the last is to hold a scheduled meeting with selected participants from all involved groups.

The results of program evaluations can be applied in several ways. Among these are to determine whether the objectives set for the course have been met, to organize and develop new programs, to expand existing programs, to revise existing ones, to maintain the status quo, to evaluate personnel, and to offer encouragement.

Evaluation Results Are Used In Future Plans For Other Programs

As each evaluation technique is used, information can be collected that will help guide plans for future classes and/or programs. Make note of what works well, of problems that might be avoided, and of student attitudes and reactions toward various topics, resources, and processes. Pay particular attention to what seemed to encourage various types of adults to participate. Keep a record of comments about topics or experiences students suggest as future class possibilities. Study summative evaluations carefully for ideas and suggestions for future learning experiences.

Contact several class members a few months after the class ends to get feedback about how the class has been helpful and what they would suggest for future classes. Ask participants how to interest their friends and acquaintances in adult programs.

Work with the advisory committee and administrators to analyze strengths and weaknesses of the program. Plan together programs and strategies that should be tried in the near future. Success builds upon success. When a course or program works well, keep the momentum going by building on what you have learned to offer additional classes that seem needed.

RESOURCES

RATING SCALE FOR RATING A RATING SCALE

Name: ____________________

Date: ____________________

Course: ____________________

Objective: Using this evaluative device, the evaluator will rate each characteristic described on self-designed rating scales.

Directions: Evaluate each rating sheet according to the described characteristic. If the characteristic most nearly corresponds with the excellent characteristic, assign a rating of 5; if it is approximately average, assign a rating of 3; if it is poor, assign a rating of 1; and if the performance falls between the assigned levels, assign a rating of 2 or 4. Place the score in the column marked "Score."

Excellent	Average	Poor	Score
5 4	3	2 1	
1. Characteristics should be educationally significant.			
The specific objectives are highly reflective of objectives & learning outcomes of the field of study as indicated in professional publications.	The specific objectives of the rating sheet are in harmony with some objectives & learning outcomes of the field of study.	The specific objectives are not in harmony with current philosophy and objectives of the field of study.	
2. Characteristics should be clearly discernable.			
Characteristics are limited to those that are clearly visable & occur in class situations.	Characteristics are limited to those that occur in class situations but are hard to observe & subject to doubt.	Characteristics are not limited to those that occur in class situations & are indefinite, variable, & easily faked.	
3. Characteristics and points on the scale should be clearly defined.			
Descriptions clarify the meaning of points on the scale & increase understanding of each characteristic:	Descriptive information is vague, does not clearly differentiate between the meaning of points on the scale & contributes little to the comprehension of the concept.	Descriptive information other than terms such as "excellent", "average", & "poor" is not given.	

Excellent	Average	Poor	Score
5 4	3	2 1	
4. Between 3 and 7 ratings should be provided and raters should be permitted to mark between ratings.			
The scale contains 3-7 ratings, permitting the rater to mark between the ratings.	The scale contains 3-10 ratings, permitting the rater to mark between the ratings.	The scale contains less than 3 or more ratings.	
5. Raters should be instructed to omit ratings on personal-social adjustment scales where they feel unqualified to judge.			
The directions instruct the rater to omit ratings when not qualified or when desired and provide a space for comment on the reason.	The directions instruct the rater to omit ratings when not qualified. Space is not provided for comment.	No provision is made for the rater to omit a rating.	
6. The directions should be clearly stated and specific.			
The directions are clearly stated & give a detailed description of the work that is to be performed.	Directions are stated in terms that are somewhat vague or ambiguous. They tend to be too short or too detailed.	Directions are not stated. It is assumed that the rater can comprehend the process without direction.	
7. Each characteristic should stand apart from all others.			
Each characteristic is listed as a separate item.	Two characteristics are listed as one item.	More than two characteristics are grouped together.	
8. The columns of descriptors should be labeled with numbers.			
Each column of descriptors is headed with numbers for scoring and spaces between descriptors are numbered for ratings which fall between descriptors.	The columns of descriptors are headed with numbers but there are no spaces between for ratings which fall between descriptors.	Either descriptors are missing or corresponding numbers are missing.	

SCORECARD FOR SCORING A SCORECARD

STUDENT ______________________ COURSE ______________________

DATE ______________________

OBJECTIVE: Given a score card and this evaluation device, the evaluator scores its quality on the basis of the specified criteria.

DIRECTIONS; Compare each characteristic of the scorecard being evaluated with the desired characteristics and assign a number of points which reflects its quality. Place that number in the column marked "Points Deserved" beside the characteristic. The teacher (or supervisor) may use the "earned" column.

DESIRED CHARACTERISTICS	Points possible	Points deserved	earned
Name of scorecard			
The name of the scorecard is a true indication of the product or process being scored.	.25		
Objective of scorecard			
The objective is stated in behavioral terms with conditions and criteria stated.	.5		
Directions			
The directions are simple, clear, and give an adequate description of the expected performance.	.5		
The directions explain where the points are to be recorded.	.5		
Form			
Items with specific characteristics are grouped together.	.5		
A specific space is provided for recording scores.	.5		
All parts are clearly labeled.	.5		
For easier reading, items are not crowded.	.5		
Characteristics			
Items are clearly described in order to provide guidelines for the evaluator.	.5		
Possible score			
The possible score is somewhat reflective of the comparative value given to the components.	.65		
Total points	5.00		

CHECKLIST FOR CHECKING A CHECKLIST

Student's name________________________ Course________________

Date________________________________

Objective: Given this evaluative device, the evaluator will check the presence of each characteristic on self-designed checklists.

Directions: Following is a list of characteristics which should be present on a checklist. In evaluating checklists, mark an "X" in the "Yes" column if the characteristic is present as described. Place and "X" in the "No" column if it is absent or does not meet the description. Place "NA" if not applicable.

	Yes	No	Comments
1. The title of the checklist is a true indication of the product or process being evaluated.			
2. The objectives are stated.			
3. a) The objectives are stated in behavioral terms with expected performance. b) Conditions are clearly stated. c) The evaluative criteria are indicated.			
4. The directions are specific, giving a detailed description of the work that is to be performed.			
5. a) The directions are stated, rather than assumed. b) Directions precede the evaluative criteria.			
6. Items included on the checklist are clearly stated without ambiguity.			

	Yes	No	Comments
7. No more than one characteristic or step is checked in each item.			
8. All criteria are identified and described.			
9. All items are consistently positive or negative.			
10. All items are consistently sentences or phrases.			
11. Similar items are grouped together.			
12. The course and period are identified.			
13. A provision for total score or grade is made.			
14. The columns for checking are labeled clearly.			
15. Space is provided for comment, if needed.			
16. The checklist is dated.			
17. The checklist contains space for the student's name.			

TOTAL______________________

SAMPLE PROJECT REPORT FORM

Name ______________________

Date ______________________

Exercise in Covert Reinforcement
(name of project)

Objective: To reduce social anxiety.
Directions: Follow each step in the reinforcement process; where indicated, describe what you did, the result and how you felt about it. Select one exercise each day and complete a form for that exercise.

Step 1. Select a specific behavior you are afraid to perform.
Behavior:

Step 2. Break the act down into small parts:
a.
b.
c.
d.

Step 3. Select a reinforcer that gives you a good feeling:

Step 4. Read the 1st part of the act and imagine it. Switch immediately to the reinforcer. Practice repeatedly.
Describe how you felt.

Step 5. Perform this act as practiced when a real opportunity occurs.
Describe act and results:
Describe how you felt.

Based on: Fensterheim, H. and Baer, J. Don't Say Yes When You Want To Say No. New York: Dell, 1975.

SAMPLE PROJECT REPORT FORM

Name________________________

Date________________________

FAMILY MEAL PREPARATION
(name of project)

Objective: To prepare 8 meals for my family that meet the criteria studied in class.

Directions: Record what you did to reach your objectives. Give dates, describe the situation, tell what you would change next time, and what was most pleasing this time.

Date: August 7, 1984

Description: I made breakfast for my family. I served orange juice, pancakes, link sausage, milk and coffee, and condiments of syrup and butter.

Changes for nest time: I would save time in the morning by making the juice the night before.

Liked best: The reaction of my family to my "Happy Face" pancakes. They thought it was fun!

Date:..

ACTIVITY REPORT EXAMPLE

Time Management Study

Objective: to evaluate the use of time in the early morning.

Directions: List, in order, each task performed from the time you get up until the time you leave home in the morning. Fill in all columns.

Time	Task	Location of Task

EXAMPLE OF LOG

Objective: To recognize personal reactions to behavior of supervisor or employer.

Employee's Log

Directions: Record the significant happenings in column one and your reactions in column two.

Your name_____________ _____________

Date____________________ ____________

What Happened	Your Reaction

SAMPLE QUESTIONNAIRE

Questionnaire About My Family

Objective: To determine family backgrounds of class members.

Directions: Complete each question about your own family. Your answers will he kept confidential and are used to help plan class experiences that are more meaningful for you.

1. What is your name? ______________________

2. With whom do you live? ______________________

3. Do you have children? ______________________

4. If sc, what is/are their name(s), age(s), sex?

Name	Age	Sex
______	______	______
______	______	______
______	______	______

	Yes	No
5. Have you been married?	______	______
-widowed?	______	______
-separated?	______	______
-divorced?	______	______
6. Are you employed outside the home?	______	______
-full time?	______	______
-part time?	______	______
-self-employed?	______	______

7. Do you own (____yes ____no) or rent (____yes ____no) your home?

8. What is your highest educational level?

____high school
____vocational or 2-yr. college
____baccalaureate degree
____masters degree
____post-masters
____doctorate
____post-doctorate

ADULT EDUCATION SELF-EVALUATION INSTRUMENT FOR STAFF

course:

date:

location:

day/time:

Identification

__instructor

__advisory committee member

__program administrator

__agency or business

__resource person

__consultant

5-Excellent
3-Average
1-Poor

Directions: Rate the quality of the services provided for this course by checking the appropriate box. If you cannot respond or if services were not provided check NA. Comment as desired.

I. Planning	5	4	3	2	1	NA	Comment
1. Providers of services were clearly defined early in the project.							
2. The advisory committee had adequate opportunity to advise.							
3. The advisory committee's suggestions were treated with respect							
4. Advisory committee meetings were efficiently conducted.							
5. Advisory committee meetings were conveniently scheduled.							
6. Business partners were involved in all relevant planning stages.							
7. Community needs were assessed before determining offerings.							

	5	4	3	2	1	NA	Comment
8. Courses recently offered in the community were considered in establishing this course.							
9. Appropriate objectives were established.							
10. The course content was useful and practical.							
11. The course content met the needs of the target group.							
12. The selected class time(s) seemed acceptable.							
13. Most students were members of the target group.							
14. The facility was: convenient,							
15. accessible, and							
16. safe.							
17. Resources needed could be provided.							
18. Responsibilities were clearly designated.							
19. Financial costs were met.							
20. Resource persons and instructors were informed of organizational procedures.							
21. Clear and appropriate contracts were established with agencies and/or businesses.							

	5	4	3	2	1	NA	Comment
II. Marketing							
22. Information about the course was released to the public ahead of time.							
23. Information about the course was distributed in various media.							
24. Information released was adequate.							
25. The cost of advertising was reasonable.							
26. Public relations activities which benefited the course were implemented.							
III. Delivery Strategies							
27. Instructor evaluations were given.							
28. Classroom methodology was appropriate for accomplishing the objectives.							
29. Classroom content and methodology corresponded to that described in the advertising.							

IV. Summary

30. What changes, if any, would you suggest if this course is offered again?

31. What do you consider to be the strengths of this course?

ADULT EDUCATION INSTRUCTOR EVALUATION

Please rate this course on the following 22 items. Consider each item carefully, then circle the number that best represents the strength of your feeling about this course. If you feel that the item does not apply to this course, then circle "NA".

1. The instructor established good rapport with students in the class.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

2. The instructor encouraged students to express their ideas.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

3. The instructor seemed to enjoy teaching.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

4. The instructor showed interest in the subject.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

5. The instructor was helpful when students had difficulty.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

6. Within each session the material appeared to be well organized.

1	2	3	4	5	6	7	8	9	NA
Disagree very strongly			Disagree			Agree	Agree very strongly		

7. The instructor made good use of examples to clarify material.

1 2 3 4 5 6 7 8 9 NA

Disagree very strongly — Disagree — Agree — Agree very strongly

8. The instructor was well prepared for class.

1 2 3 4 5 6 7 8 9 NA

Disagree very strongly — Disagree — Agree — Agree very strongly

9. Preparing assignments increased my understanding of the course.

1 2 3 4 5 6 7 8 9 NA

Disagree very strongly — Disagree — Agree — Agree very strongly

10. The instructor used class activities which were meaningful in terms of student needs and interests.

1 2 3 4 5 6 7 8 9 NA

Disagree very strongly — Disagree — Agree — Agree very strongly

11. The instructor made an effort to know the students as individuals.

1 2 3 4 5 6 7 8 9 NA

Disagree very strongly — Disagree — Agree — Agree very strongly

12. The objectives for this course were agreed upon by the instructor and the students.

1 2 3 4 5 6 7 8 9 NA

Disagree very strongly — Disagree — Agree — Agree very strongly

13. The instructor respected students' points of view.

1 2 3 4 5 6 7 8 9 NA

Disagree very strongly — Disagree — Agree — Agree very strongly

14. The instructor dealt effectively with questions asked by students.

1 2 3 4 5 6 7 8 9 NA
Disagree very strongly — Disagree — Agree — Agree very strongly

15. The instructor seemed to be well informed about his subject.

1 2 3 4 5 6 7 8 9 NA
Disagree very strongly — Disagree — Agree — Agree very strongly

16. Over all, I would rate this instructor:

1 2 3 4 5 6 7 8 9 NA
Very poor — Poor — Average — Good — Very Good

17. Facilities for this class were:

1 2 3 4 5 6 7 8 9 NA
Very poor — Poor — Average — Good — Very Good

18. The fee charged was:

1 2 3 4 5 6 7 8 9 NA
Too expensive — Reasonable — A real bargain

19. The time schedule for the class was:

1 2 3 4 5 6 7 8 9 NA
Inconvenient — O.K. — Very good

20. Overall, what do you consider to be this instructor's strengths?

21. What suggestions, if any, can you offer this instructor for improvement?

22. What personal and/or family benefits, if any, have been derived from you class attendance?

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Module G-3: Provide brochures to inform the school and community about the vocational education program.

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