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ABSTRACT

This training packet on planning for instruction is 1 of 10 developed by the Study of Adult Basic Education (ABE)/English as a Second Language (ESL) Training Approaches Project to assist ABE instructors, both professionals and volunteers. The packet is intended to stand alone and encompasses a two-session workshop series with activities scheduled for participants to accomplish between sessions. Ideally, the sessions should take place about 1 month apart. Introductory materials include information about the series and the training packet, a workshop overview (objectives, time, materials checklist, preparations checklist), and workshop outline for each session. Trainer notes for each session include a checklist of tasks to be completed before the session and an outline of activities with necessary materials and times. Topics covered in the sessions are as follows: needs/skills/interests assessment; rationale for involving adult learners in planning and evaluating instruction; learner-centered assessment processes; role of basic skill and life transfer objectives; sequencing learning activities; and material adaptation. Time is allowed for preparation for the home task and feedback on the home task. Trainer's supplements follow each session. Other contents include sample flyers, participant questionnaire, and masters for all handouts and transparencies needed in the sessions. An evaluation form for each session is provided. (YLB)

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ED 368 946

STUDY OF ABE/ESL INSTRUCTOR TRAINING APPROACHES

PLANNING FOR INSTRUCTION

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Training Packet for
a Two-Session Workshop on

PLANNING FOR INSTRUCTION

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TABLE OF CONTENTS

INTRODUCTION TO THE ABE/ESL INSTRUCTOR TRAINING SERIES 1

ABOUT THE PLANNING FOR INSTRUCTION TRAINING PACKET 3

WORKSHOP OVERVIEW 4
Objectives, Time, Materials Checklist, and Preparations Checklist

WORKSHOP OUTLINE: SESSIONS ONE AND TWO 5
Materials, Activities, and Time Allotments

BEFORE SESSION ONE 7

TRAINER NOTES: SESSION ONE 8

I. Introduction, Objectives, Agenda Review 8

II. Needs/Skills/Interests Assessment 9

III. Rationale for Involving Adult Learners in Planning & Evaluating Instruction 10

IV. Examples of Learner-Centered Assessment Processes 11

V. Case Study on Instructional Planning 12

VI. The Role of Basic Skill & Life Transfer Objectives 13

VII. Sequencing Learning Activities 14

VIII. Group Task to Develop Sample Instructional Plans 15

IX. Reflection on Plans Developed 16

X. Take-Home Follow-up Task & Evaluation 17

BETWEEN SESSIONS 18

TRAINER NOTES: SESSION TWO 19

I. Introduction, Review of Session One, Objectives for Session Two, Agenda Review 19

TABLE OF CONTENTS
(Continued)

II. Small Group Analysis of Needs Assessment & Lesson Planning Take-Home Followup Tasks 19

III. Video Lesson Analysis & Critique 21

IV. Materials Adaptation Based on Video Lesson 23

V. Participatory Evaluation Based on Adaptation of Video Lesson ... 25

VI. Summative Workshop Evaluation Using Original Needs/Skills/Interests Assessment Tool 26

SAMPLE FLYERS AND PARTICIPANT QUESTIONNAIRE F-1

HANDOUT MASTERS 32

SESSION ONE

H-1: Workshop Objectives, Session One Agenda H-1
H-2: The 2-Part Structure of The Workshop: And The Reasons Behind It H-2
H-3: Assessment of Workshop Participants' Skills & Interests H-3
H-4: The Strong Emphasis on Adult Learner Participation Found in Adult Learning Theory H-4
H-5: How Can Adult Learners & Adult Educators Develop Shared Understandings & Control of The Adult Learning Process? H-5
H-6: Features & Examples of Learner Self-Assessment Tools:
I. Skills & Interests H-6
II. Preferred Learning Styles H-7
III. Barriers H-8
H-9: Case Study on Instructional Planning H-9
H-10: Developing Adult Learning Objectives H-10
H-11: "Basic Skill" Objectives and "Life-Transfer" Objectives H-11
H-12: Deductive & Inductive Reasoning: Their Impacts on Instructional Planning H-12
H-13: A General Theory of Instructional Sequence for Adult Learning .. H-13
H-14: Planning Task H-14
H-15: Lesson Planning Worksheet H-15
H-16: Take-Home Followup Task H-16

SESSION ONE EVALUATION FORM E-1

TABLE OF CONTENTS
(Continued)

Session Two

H-17: Workshop Objectives, Session Two Agenda H-17
H-18: Analysis of Take-Home Followup Tasks H-18
H-19: Video Lesson Analysis & Critique H-19
H-20: Lesson Planning Worksheet H-20
H-21: Adapting Instructional Materials H-21
H-22: Task to Adapt Instructional Materials H-22
H-23: Video Lesson Sample Materials-Part A H-23
H-24: Video Lesson Sample Lesson Materials-Part B H-24
H-25: Video Lesson Sample Materials-Part C H-25
H-26: Materials Adaption Worksheet H-26
H-27: Types of Evaluation of Adult Learning H-27
H-28: Task to Design Evaluation Process For Adapted Video Lesson H-28
H-29: Assessment of Workshop Participants' Skills & Interests H-29

SESSION TWO EVALUATION FORM E-1

TRANSPARENCY MASTERS 69

Session One

T-A: Workshop Objectives, Session One Agenda ..... T-A
T-B: The 2-Part Structure of The Workshop:
T-C: Assessment of Workshop Participants' Skills & Interests ..... T-C
T-D: The Strong Emphasis on Adult Learner Participation Found in Adult Learning Theory ..... T-D
T-E: How Can Adult Learners & Adult Educators Develop Shared Understandings & Control of The Adult Learning Process? ... T-E
T-F: Features & Examples of Learner Self-Assessment Tools:
I. Skills & Interests ..... T-F
II. Preferred Learning Styles ..... T-G
III. Barriers ..... T-H
T-I: Developing Adult Learning Objectives ..... T-I
T-J: "Basic Skill" Objectives and "Life-Transfer" Objectives ..... T-J
T-K: Deductive & Inductive Reasoning: Their Impacts on Instructional Planning ..... T-K
T-L: A General Theory of Instructional Sequence for Adult Learning ..... T-L
T-M: Planning Task ..... T-M

TABLE OF CONTENTS
(Continued)

T-N: Lesson Planning Worksheet ..... T-N
T-O Take-Home Followup Task ..... T-O
T-P: Workshop Objectives, Session Two Agenda ..... T-P
T-Q: Analysis of Take-Home Followup Tasks ..... T-Q
T-R: Video Lesson Analysis & Critique ..... T-R
T-S: Adapting Instructional Materials ..... T-S
T-T: Materials Adaption Worksheet ..... T-T
T-U: Types of Evaluation of Adult Learning ..... T-U
T-V: Task to Design Evaluation Process For Adapted Video Lesson ..... T-V

Introduction to
THE ABE/ESL INSTRUCTOR TRAINING SERIES

Scope and Content

The Study of ABE/ESL Training Approaches Project has developed eight training packets designed to assist ABE and ESL instructors, both professionals and volunteers. Packet topics were selected based on a national review of training content and practices and on recommendations from selected experts representing ABE, ESL, and volunteer programs across the United States.

Packets have been developed on the following topics:

1. The Adult Learner
2. Involving Adult Learners in Planning and Evaluating Instruction
3. Group/Team Learning
4. Monitoring Student Progress
5. Volunteers and Teachers in the Classroom
6. Communicative ESL Teaching
7. Math: Problem Solving
8. Whole Language Approach

There is no suggested sequence implied in the above listing. Each packet is intended to stand alone. Each encompasses a two-session workshop series with activities scheduled for participants to accomplish between sessions. All packets include detailed instructions for workshop leaders and include masters for all handouts and transparencies needed in the workshops.

Key Assumptions about Adult Learning

All packets have been designed to guide workshop leaders to model the adult learning principles upon which the packets are based. These principles apply to the training of instructors and to the training of adult students. Based on the literature about adult learners and the experience of skilled adult educators, *it is assumed that adults learn best when:*

- they feel *comfortable* with the learning environment and attempt tasks that allow them to *succeed* within the contexts of their limited time and demanding lives.
- they provide *input* into the planning of their own learning goals and processes.
- they have opportunities to engage in *social learning*, i.e., to learn from peers as well as from an instructor.
- they have a *variety* of learning options appropriate to their learning styles (including sensory modalities, ways of thinking, and both individual and group learning) and have opportunities to analyze and expand their modes of learning.

- they are able to associate new learning with previous *experiences* and to use those experiences while learning.
- they have an opportunity to *apply theory/information* to practical situations related to their own lives.

In accord with these assumptions, each packet employs research-based components of effective training and staff development: *theory, demonstration, practice, structured feedback, and application with follow-up.* Key research findings on these components are:

1. The *theory* that underlies any new practice is a necessary but insufficient component of training.
2. *Demonstrations* that illustrate new practices and reinforce their use are essential to full comprehension and implementation.
3. Instructors need to *practice* new approaches in a safe environment and to receive *structured feedback* on their attempts.
4. New approaches need to be *applied* over time in a real situation — preferably ones where continuing feedback and analysis are possible (e.g., peer coaching or mentoring).

Research indicates that long-term change is likely to occur only when all of the above conditions are met.

We hope you will find that these training packets produce effective, long-term results.

About the
PLANNING FOR INSTRUCTION TRAINING PACKET

This training packet employs selected research-based components of effective training and staff development in the following manner:

THEORY: Inductive and deductive formats are used in presenting theory. In some cases theories are presented, and in others participants extract theory from experiential activities. Through case study analysis and cooperative learning activities, participants learn about and internalize theory by discussing it with others.

In this training packet, basic approaches to planning adult education instruction are integrated with an emphasis on maximizing learner participation in all phases of the process.

DEMONSTRATION: An interactive needs assessment process, as well as a case study, and a video serve as contexts to demonstrate key concepts.

PRACTICE: Between Sessions One and Two, participants will have an opportunity to observe and/or practice using knowledge gained in the first session in real instructional settings.

STRUCTURED FEEDBACK: During Session Two participants will have the opportunity to synthesize and compare the needs assessment and instructional planning practices they have tried out.

APPLICATION: Finally, participants will adapt materials and evaluate new lessons that systematically apply workshop knowledge to classes they instruct.

Beyond these selected components of effective staff development, this training packet also employs an additional "metacognitive" component:

REFLECTION ON WORKSHOP PROCESSES: At several points during the workshop, participants are required to analyze workshop activities after completing them. During these analyses, participants think about the types of thinking and learning that the activities stimulate. As a result, participants become conscious of the theories and assumptions that underlie and guide this training packet.

During these training sessions, "learning by doing" will be the focus. Participants will experience new instructional approaches, and then will reflect upon, analyze, and generalize from their experience. Such learning is more likely to be remembered and used than is rote learning.

About the Participants . . .

This training packet is designed for *ABE instructors, ESL instructors, and volunteer instructors.* Because the content of this packet focuses on general principles of instructional planning for adult education, all participants need to be involved in all components of the training.

REGARDING THE SUGGESTED TIMES: All suggested times are the result of field testing within a three- to four-hour timeframe. Feel free to adjust the suggested times to meet the needs and experience levels of the participants. In addition, it is important to become familiar wiht the materials prior to the workshop in order to select specific activities if sufficient time is not provided or some activities take longer than anticipated. Familiartiy with the material also will enable you to personalize the materials by adding anectdotes where appropriate. If more than three hours are available for the training, the suggested times can be expanded to allow for additional sharing and discussion.

REGARDING THE ROOM SET-UP: Since the workshop includes both large and small group work, arrange the room so that participants can move about fairly easily. Try to make certain that the flip charts, overheads, or videos can be seen by all participants. In less than ideal settings, you may have to consider eliminating the use of overheads or flip charts.

WORKSHOP OVERVIEW

Objectives:

By the end of this workshop, participants will be able to:

1. Offer a rationale for involving adult learners in planning the content of their own learning activities through needs/skills/interest assessments or other methods; then plan, conduct, analyze, and act upon the results of a needs/skills/interests assessment process with a specific group of ABE or ESL learners.
2. State learner performance objectives for specific segments of instruction; identify underlying "basic skill" objectives that learners must master in order to perform life-transfer objectives.
3. Discuss and analyze the impact of differing approaches to sequencing instruction.
4. Develop lesson plans for a group or a small series of individual ABE or ESL learners.
5. Develop and critique a variety of needs assessment processes and lesson plans for a group or a small series of individual ABE or ESL learners.
6. Identify constraints that must be accommodated in the instructional planning process.
7. Analyze and adapt existing plans and materials to meet changing learner needs.
8. Identify the relationship between needs/skills/interests assessments and the evaluation process.
9. Plan and conduct performance-based, participatory evaluation of learning outcomes for ABE or ESL learners.

Time:

Total time required for workshop: approximately 8 hours

- Session One: 4 hours
- Interim Activities at Home Sites: approximately 2 - 4 hours over a two week period
- Session Two: 4 hours

Materials Checklist:

Hardware:

- VHS Player (1/2") and Monitor
- Overhead Projector

Software:

- Video ("Team Learning")
- Packet Handouts
- Packet Transparencies
- Blank Transparencies and Transparency Pens

Preparations Checklist:

- Duplicate handouts.
- Check equipment to be sure that its working properly and that the video is cued up to the beginning.

WORKSHOP OUTLINE
SESSION ONE

MATERIALS		ACTIVITIES	TIME
H-1,* H-2 T-A,* T-B	I.	Introduction, Objectives, Agenda Review • Rationale for Two-Session Structure	10 min
H-3 T-C	II.	Needs/Skills/Interests Assessment • Conduct Needs Assessment for Participants	20 min
H-4, H-5 T-D, T-E	III.	Rationale for Involving Adult Learners in Planning & Evaluation • Present Basis in Adult Learning Theories	15 min
H-6, H-7, H-8 T-F, T-G, T-H	IV.	Examples of Learner-Centered Assessment Processes	15 min
H-9	V.	Case Study on Instructional Planning	40 min
		BREAK	15 min
H-10, H-11 T-I, T-J	VI.	The Role of Basic Skill & Life Transfer Objectives	15 min
H-12, H-13 T-K, T-L	VII.	Sequencing Learning Activities	15 min
H-14, H-15 T-M, T-L	VIII.	Group Task to Develop Sample Instructional Plans	40 min
H-15 T-N	IX.	Reflection on Plans Developed	35 min
H-16 T-O	X.	Take-Home Followup Task & Evaluation	20 min

* "H" = "Handout," "T" = "Transparency"

WORKSHOP OUTLINE
SESSION TWO

MATERIALS	ACTIVITIES		TIME
H-17 T-P	I.	Introduction, Review of Session One, Objectives for Session Two, Agenda Review	15 min
H-18 T-Q	II.	Small Group Analysis of Needs Assessment & Lesson Planning Take-Home Followup Task	45 min
H-19, H-20 T-R, T-N	III.	Video Lesson Analysis & Critique	45 min
	BREAK		15 min
H-21 thru H-26 T-S, T-U	IV.	Materials Adaptation Based on Video Lesson	45 min
H-27, H-28 T-V, T-W	V.	Participatory Evaluation Planning Based on Adaptation of Video Lesson	45 min
H-29	VI.	Summative Workshop Evaluation Using Original Needs/Skills/Interests Assessment Tool	30 min

* "H" = "Handout," "T" = "Transparency"

BEFORE SESSION ONE

The following tasks should be completed *before* Session One of the workshop:

- ☐ **Send out flyers** announcing the workshop series (pages F-1+).
- ☐ **Send the Participant Questionnaire** (F-3 and F-4) to all persons responding to the flyer. The suggested maximum of participants for each workshop series is 30 persons.
- ☐ **Duplicate all handouts for Session One** (H-1 through H-16) and arrange them into packets. By providing one packet of materials to each individual, constant handling of materials during the session can be avoided.
- ☐ **Make transparencies** from the Transparency Masters provided for Session One (T-A through T-O).
- ☐ **Tally the results of the Participant Questionnaire.** (This can be done easily on a blank copy of the Participant Questionnaire.) You may also want to make a transparency of those results to share with participants.
- ☐ **Order all equipment** (VHS player and monitor; overhead projector) and make sure it is operating correctly. Also check the size of the screen and clarity of print from the back of the room.
- ☐ **Arrange for a place** to hold Session One and make sure it has sufficient space and movable chairs for break-out activities. Consider which room arrangement will best facilitate your activities.
- ☐ **Arrange for any refreshments** that will be available.
- ☐ **Read the Trainer Notes for Session One** (pages 8-17). Review handouts and transparencies.

NOTE: These materials are designed to provide detailed assistance in understanding the intended sequence, message, and timing of this workshop. Leaders, once they understand these materials, may want to make their own notes to follow during the workshop to make their presentation of the workshop smoother and more spontaneous.

SESSION ONE (4 hr.)

MATERIALS	ACTIVITIES	TIMES
H-1, H-2 T-A, T-B	**I. Introduction, Objectives, Agenda Review**	10 min.

A. Introduce yourself & describe your background briefly. As a warm-up, ask the group to raise hands in response to the following questions: How many are ABE instructors? How many teach ESL? How many are new to teaching? How many have taught several years? (Also ask other relevant questions.)

B. Call attention to the agenda for Session One of the workshop (using H-1 and T-A) and quickly summarize the day's activities and their relationship to the workshop objectives.

C. Discuss the overall 2-session structure of the training design (using H-2 and T-B). Briefly point out that adult learning and staff development theories suggest that:

- One-shot staff development does not go beyond the awareness level; new skills are seldom developed in this fashion.
- The chance for practice of the new skill--which is provided by the 2-session structure and the interim task assignment--considerably enhances the chance that they will learn and apply new skills as a result of this workshop.
- Attendance at BOTH sessions of the 2-session training workshop is strongly encouraged; Session Two will build upon Session One.

MATERIALS	ACTIVITIES	TIMES
H-3 T-C	**II. Needs/Skills/Interests Assessment**	
	A. Call participants' attention to H-3 and T-C. Explain to them that they will be completing a Needs/Skills/Interests assessment. The purpose of the activity is two-fold: • To help the trainer understand their needs & interests so that you can shape the workshop appropriately. • To model for them a quick process for assessing needs on the spot for a group of adult learners.	5 min.
	B. Ask them to complete the needs assessment form (H-3) individually.	5 min.
	C. Collect and summarize their needs assessment results in ONE of the following ways (or some other way you devise): • Post charts around the room with summary grids similar to the needs assessment form, and ask participants to quickly enter and tally their responses on the charts. **OR** • Provide groups of participants with overhead transparencies with facsimiles of the needs assessment chart, and have them tally their responses.	5 min.
	D. Then discuss the patterns you see in the needs assessment data. For example, is there much interest in adapting learning resources but little in developing objectives? Mention that this information will help you in adjusting the workshop plan.	5 min.

SPECIAL NOTE: Be sure as you conduct the rest of the two sessions, to STATE CLEARLY AND PUBLICLY how and when you have adapted your instructional plan to reflect the data you gathered from the needs assessment process. In so doing, you will MODEL for participants how needs assessment data can contribute to the planning process. Otherwise, participants can rightly ask why you spent time on this process.

MATERIALS	ACTIVITIES	TIMES
H-4, H-5 T-D, T-E	**III. Rationale for Involving Adult Learners in Planning & Evaluating Instruction**	
	A. Lead a discussion on how most adult learning theories seek to maximize learner participation. Using H-4 and T-D, point out that there are two main strands of adult education theory:	10 min.
	• A Psychological Orientation, characterized by the work of Malcolm Knowles; and • A Social Orientation, characterized by the work of Paulo Freire.	
	Using H-4 and T-D, discuss some of the key areas of difference between the two strands of theory. Note that while there are differences between the two, there is considerable agreement where the importance of learner participation is concerned.	
	Ask participants for examples from their own experience of how adult learner participation has enhanced the quality of instruction. Also ask them to pose potential problem areas.	
	B. Use H-5 and T-E to suggest an overall vision of how to maximize adult learner involvement throughout the learning process. Point out that you are offering a broader view planning and evaluation than is often the case. Suggest the following 3 key points:	5 min.

- Planning doesn't take place only at the start or front-end of the instructional process; it happens throughout.

AND

- Evaluation doesn't take place only at the end of the instructional process; it happens throughout.

AND

- The more we can share control of these processes with adult learners, the closer we will come to applying adult learning theories.

MATERIALS	ACTIVITIES	TIMES
H-6, H-7, H-8 T-F, T-G, T-H	**IV. Examples of Learner-Centered Assessment Processes**	15 min.

A. Use H-6 and T-F to discuss methods and formats that can be used to elicit ABE or ESL learners' skills and interests. Be sure to note the different issues that are raised in the different columns (A through E). Also, discuss the language levels required by the form. How much do learners have to read? What, if anything, do they have to write? Discuss possible uses and adaptations. How could this be changed or simplified?

B. In similar fashion, use H-7 and T-G to discuss formats to elicit learning style preferences. What could be added? What could be deleted?

C. Again, in similar fashion, use H-8 and T-H to discuss formats to enable learners identify barriers to learning. What could be changed? How could this be used?

D. If there is time, briefly brainstorm the application of these simple formats to gathering other information from students. For example, could they be used after instruction for learners to assess their own learning performance? What other uses could there be?

MATERIALS	ACTIVITIES	TIMES
H-9	**V. Case Study on Instructional Planning**	
	A. Focus participants on H-9 ("Case Study on Instructional Planning"). Explain to them that the purpose of the case study is to provide a context for them to think about and apply the concepts presented so far. Then have them do the following (you may wish to write these instructions on a chalk board, overhead, or flip chart):	10 min.
	• Read through the case study. • After finished reading, form groups of 3 or 4 participants. • Discuss the questions at the bottom of the case study and be prepared to report the small group's conclusions to the whole group.	
	B. After participants have read the case study, circulate among them and help them to form groups, restating the instructions noted above as needed.	20 min.
	C. As the small groups start to wrap up their discussions, call on a spokesperson from each to report their findings. Note their findings on a chalkboard, flip chart, or overhead transparency. Some key points you may want to reinforce that often emerge in discussions of this case study include the following:	10 min.
	• There were a number of conflicting objectives in the lesson. (Was the objective to identify government functions, or to identify types of news accounts and points of view, or to identify parts of speech, or...?) • The teacher did little to adjust her plan to a changing situation, missing an important "teachable moment" when students began to express their personal reactions about the events in the reading; instead she refocused them on identifying categories of verbs. Plans should not be set in concrete. • The teacher's plan had some logistical problems. There were not enough papers, scissors, etc. for the group process she wanted to use.	

BREAK	15 min.

MATERIALS	ACTIVITIES	TIMES
H-10, H-11 T-I, T-J	**VI. The Role of Basic Skill & Life Transfer Objectives**	
	A. Use H-10 and T-I to discuss the general role of objectives in planning instruction. Refer back to the case study to point how the lack of clear objectives made for confusion. Consider stressing that:	10 min

- Objectives are often written as observable behaviors, using "action verbs": "learners will be able to identify, discuss, manipulate, etc..."
- Objectives describe the learner outcomes--what the learners will be able to do, not what they will be taught about.
- Objectives generally "drive" the curriculum in the US, and they allow for considerable flexibility in methods of accomplishing them.
- Objectives may focus on any combination of the following domains:
  - Cognitive (theoretical content)
  - Affective (feelings, values)
  - Psychomotor (physical manipulation)
- When stating objectives, consider stating or implying the TASK to be performed, the CONDITIONS under which the task will be performed, and the STANDARD or level of skill that needs to be demonstrated.

B. Use H-11 and T-J to discuss the distinctions between Basic Skill Objectives and Life Transfer Objectives. Consider stressing the following: 5 min.

- Basic Skill Objectives represent the underlying skills or knowledge (such as particular language, literacy, or math skills) that need to be mastered as ingredients to performing a more complex real-world task.
- Life Transfer Objectives represent the kinds of real-world tasks that adults typically want to use language, literacy, or math skills to perform.
- Planning instruction involves analysis to integrate these two kinds of objectives--it is called "task analysis."

MATERIALS	ACTIVITIES	TIMES
H-12, H-13 T-K, T-L	**VII. Sequencing Learning Activities**	
	A. Use H-12 and T-K to discuss the distinctions between deductive and inductive learning processes and their implications for instructional planning. Consider noting that:	10 min

- These two forms or reasoning are at the heart of "Western" thought, and they have direct implications for how we plan an instructional sequence.
- A Deductive process often starts from general rules or theories, masters them, and then "deduces" how to apply them to a variety of situations. This is the most common approach seen in formal instruction.
- An Inductive process starts from a set of experiences or situations, from which patterns that become rules or theories are "induced."
- Different people probably have different preferences for these two forms of reason, and it is likely that: (a) teachers' preferences will influence how they teach; and (b) learners in any setting will display varieties of preferences.

B. Use H-13 and T-L to present a common sequence employed in planning for ABE and ESL instruction. Stress that: 5 min

- This sequence represents a general direction in which instruction often moves but it is not invariant.
- Do not always expect in one lesson or instructional period to reach the application stage of learning--it may take several sessions.
- Some instructors tend to dwell too long in the presentation phase, thus preventing learners from beginning to move into the practice phase.
- Several types of activities might need to be planned for the practice phase, each representing different aspects or more increasingly complex combinations of skills that will be needed to perform the lesson's final application task.

MATERIALS	ACTIVITIES	TIMES

H-14, H-15
T-M, T-N

VIII. Group Task to Develop Sample Instructional Plans

A. Use H-14 and T-M to explain the planning task to the participants. Use the most convenient means of forming small groups (4-6 people). Remind them that to do the task they will need: — 10 min.

- H-14 -- the Instructions
- H-9 -- the Case Study they previously saw
- H-15 -- the Lesson Planning Worksheet

You may wish to "walk through" the format of the lesson planning worksheet (H-15 or T-N) to familiarize participants with it. Point out how it reflects the sequence that was presented earlier on H-13 and T-L.

If possible, make multiple transparencies of T-N (Lesson Planning Worksheet) and provide each group with one and an erasable marking pen to use to write out the group's plan.

B. After participant groups have understood the task, then circulate among them as they work, answering questions or offering comments as needed. Keep in mind that this task integrates many of the concepts presented and materials used earlier. In your monitoring, try to assist workshop participants in doing the following: — 30 min.

- Stating learner objectives.
- Distinguishing basic skill and life transfer objectives.
- Planning instructional sequences that will accommodate inductive and deductive processes.
- Planning instructional sequences that move toward real-world application and transfer of skills.

MATERIALS	ACTIVITIES	TIMES
H-15 T-N	**IX. Reflection on Plans Developed**	
	A. As the small groups start to wrap up their discussions, call on a spokesperson from each to report their findings. If they have used overhead transparencies to record their findings, ask the reporter from each group to present the plan using that medium. Otherwise note their findings on a chalkboard, flip chart, or overhead transparency.	35 min.
	B. In facilitating this discussion about the plans, consider encouraging comment on the following issues: • How were the objectives changed in the revised plan from the original case study? What is the relationship between basic skill and life transfer objectives in the plan? • What are the key elements of each plan's sequence? Are there elements of inductive as well as deductive reasoning addressed? Could there have been other sequences employed? • Are there any particularly innovative instructional strategies proposed in the new plan? Or how have the strategies been modified from what was there in the case study? • How close does the revised plan come to the application stage of learning? What followup lessons might be needed to address more fully the application stage of learning?	

MATERIALS	ACTIVITIES	TIMES
H-16 T-0 Evaluation Form		

X. Take-Home Followup Task & Evaluation

A. Use H-16 and T-O to discuss the Take-Home Followup Task. Point out the following three requirements: 20 min.

- Design and conduct a simple needs assessment process with a group of adult learners.
- Develop and test a lesson plan
- Return to Session Two of this workshop with 10 copies of their results to share with workshop colleagues.

Reiterate to workshop participants the importance of the two-session workshop structure, and the importance of performing the Take-Home Followup Task as a means of practicing and applying the theories and skills presented in Session One.

B. Conduct an evaluation of the workshop by distributing the workshop evaluation form that is provided with this training packet. Be sure to allow sufficient time for participants to complete it. Then collect the form, analyze the results, and use them as a basis for planning Session Two.

BETWEEN SESSIONS

The following tasks should be completed *before* Session Two of the workshop:

- ☐ **Send out reminder flyers of Session Two** to Session One participants only (see pages F-1+). This notice should remind participants to bring their handout packets from Session One with them to Session Two. Remind them to complete the home task.

- ☐ **Duplicate all handouts for Session Two** (H-17 through H-29) and arrange them into packets. Also duplicate a few extra sets of handouts for Session One (H-1 through H-16) for those participants who forget to bring theirs to Session Two.

- ☐ **Prepare transparencies** from all of the Transparency Masters provided for Session Two (T-P through T-W).

- ☐ **Order A/V equipment** (VHS player and monitor; overhead projector.) Before the session begins, check to see that all A/V equipment is working.

- ☐ **Arrange for any refreshments** that will be available.

- ☐ **Read the Trainer's Notes for Session Two** (pages 19-26). **Review** handouts and transparencies.

SESSION TWO (4 hr.)

MATERIALS	ACTIVITIES	TIMES
H-17 T-P	**I. Introduction, Review of Session One, Objectives for Session Two, Agenda Review**	15 min.

A. Welcome participants (they should be the same as those who attended Session One.) Review what happened during Session One and during the break between sessions.

B. Present the Agenda for Session Two (Using H-17 and T-P). Quickly summarize the day's activities.

H-18 T-Q	**II. Small Group Analysis of Needs Assessment & Lesson Planning Take-Home Followup Tasks**	

A. Needs Assessment Task — 20 min.

Using H-18 and T-Q to structure this process, break the participants into several groups (4-6 people each) and have them distribute copies of their needs assessment that was done as a Take-Home Task from Session One.

NOTE: Recall that each participant was asked to come to Session Two with 10 copies of the work done in the interim period. Field testing of this approach shows that most returning participants will have "done their homework" and will be anxious to share it with colleagues. Be sure to recognize this and reinforce to practitioners the staff development value of sharing and critiquing their work with peers.

In this analysis have each group consider the following about each needs assessment example:

- What was the population?
- What process was used?
- Was the process appropriate for the population?
- What information was generated?
- Was it worth the effort? What worked particularly well? What could be changed?

MATERIALS	ACTIVITIES	TIMES
H-18 T-Q	**B.** Lesson Plan Task This is a continuation of the foregoing task. Groups should shift from discussing the Needs Assessment to discussing the Lesson Plan at their own paces, but you may need to encourage this in the interest of time. (Again, recall that each participant was asked to come to Session Two with 10 copies of the work done in the interim period.) Use the latter half of H-18 and T-Q to structure this process. In this analysis have each group consider the following about the lesson plans shared by group members: • What is the Population? • Are the Basic Skill and Life Transfer objectives appropriate? • How are the Needs of learners addressed? • Is the Presentation phase appropriate? • Is the Practice phase appropriate? • Is the Application phase appropriate? • Is there enough Time to carry out the plan? • Is the Sequence appropriate? • In what ways are Inductive and Deductive processes employed? **C.** In the remaining time, ask each group to identify someone to report briefly on the "high points" of the Needs Assessments of Lesson Plans reported in their groups.	25 min.

MATERIALS	ACTIVITIES	TIMES

H-19, H-20
T-R, T-S

III. Video Lesson Analysis & Critique

A. Analyze the Video Lesson — 30 min.

Be sure to preview the video ("Team Learning") yourself prior to the workshop. Briefly introduce it by stressing the following points:

- It was made in an intermediate-level ESL class.
- It is a 3-hour class that was edited down to under 15 minutes.
- Try to focus not as much on the content (ESL), as on the structure of the lesson: What were the phases of instruction? What was the plan?
- Use H-20 to analyze the lesson's key elements.
- Determine the Basic Skill and Life Transfer Objectives after participants have mapped out the lesson plan; the objectives will be clearer then.

Show the video. After viewing it, encourage participants to complete their analysis of the plan using H-20. Suggest that they work individually, in pairs, or in groups, as they prefer.

Next, using T-N, elicit comments from the group as a whole to fill in the lesson plan. Consider raising the following points:

- The Life Transfer Objectives included requesting an application form and stating the kind of work desired, both to be performed under pressure.
- The Basic Skill Objectives included requests ("May I have..." "Please give me..."), statements of preference ("I want..."), and job titles.
- The Warmup phase included a brainstorming activity about how people find jobs in the U.S.
- The Presentation phase included: (1) a case study activity to set the context and generate language; and (2) board work to generate two versions of a possible dialogue.
- The Practice phase included pair practice to use the language generated to request job applications.
- The Application phase included role playing the request for a job application in front of class .

MATERIALS	ACTIVITIES	TIMES
H-19, T-R	B. Critique the Video Lesson	15 min.

As a continuation of the preceding activity, refer participants to H-19, and (using T-R) ask them to refer to the questions in the bottom half of the page to critique the lesson. Depending on time or the mood of the group you may wish to ask them to do this in small groups or as a whole group. When you summarize their discussion (using an overhead or flip chart), consider stressing the following:

- The Population displayed mixed skills, even though it was "billed" as an intermediate ESL class.
- The Objectives were tightly focused (asking for a job application and stating job preference) and as such could be achieved in one or two sessions. Such tight focus is generally thought to be a virtue in ABE and ESL teaching.
- The Presentation and Practice phases involved a considerable variety of grouping processes, which all seemed appropriate and were handled without undue waste of time.
- More Practice to develop language skills further probably would have been desirable.
- The Application phase was reached, although more realistic applications could be devised for a followup session.
- The lesson reflects a strongly Inductive flavor, in that much of the language and materials were drawn from the students and then structured by the teacher for further application.

BREAK 15 min.

MATERIALS	ACTIVITIES	TIMES
H-21 thru H-26 T-S, T-T	**IV. Materials Adaptation Based on Video Lesson**	
	A. How to Simplify Reading Materials	15 min.

Use H-21 and T-S to offer some ideas on materials adaptation. To introduce the topic of simplifying reading materials, consider mentioning the following:

- To address adults' real-life needs, ABE and ESL instructors often have to turn reading matter from everyday life into learning materials--and this usually requires simplification.
- It is generally easier to simplify materials than to make them more difficult.
- The easiest way to lower the reading level of reading materials is to reduce word length and sentence length. This is because readability level is calculated by formulas that rely heavily on sentence length and word length.
- The next workshop task will involve simplifying the materials used by the teacher in the video for a different population with a lower level of literacy skills.

Consider stressing the following suggestions for simplifying materials that appear on T-S:

- Use more visuals, and make sure the visuals refer directly to the text.
- Use fewer and simpler concepts or topics (give examples here.)
- Use shorter, simpler words.
- Use shorter sentences.
- Rearrange sentence order of complex sentences to make meaning clearer (e.g. change passive voice to active voice, take out embedded clauses).
- Use action verbs when possible.
- Set the stage with a simple, descriptive title.
- Avoid slang, idioms, and play on words, especially in ESL, unless you are planning to spend time teaching their meanings.

MATERIALS	ACTIVITIES	TIMES
H-22 thru H-26 T-T	B. Adapting the Materials Used in the Video Lesson	30 min.

Use H-22 to explain the materials adaptation task. Participants will be planning to teach a lesson similar to the one in the video. However, their boss has told them that 10 new learners will be enrolled in their class tomorrow. All the new learners have lower literacy skills than those in the current class. "Walk through" the existing materials (H-23, H-24, H-25) and help participants connect these materials to the video lesson they reviewed. Point out that:

- H-23 is a general resource used to provided learners with an overview of a particular job.
- H-24 supports the first group activity in which learners analyze a case study, become familiar with the context of the problem, and begin to plan how they will ask for a job application.
- H-25 is used to prepare the learners for the pair practice and role play activity.

Assist them to form small groups (4-6 persons) to develop a plan for adapting the materials. Call attention to H-26, a worksheet to use to support the materials adaptation process. Also refer them to H-22, and restate that the task is to apply the ideas on simplifying materials they have just learned to the new teaching situation which involves learners with lower literacy skills. They must decide:

- Format changes (e.g., amount of information on a page, pictures.).
- Content changes (e.g., number of topics, level of complexity).
- Language changes (e.g., vocabulary, sentence structure).
- Lesson Plan sequence changes (e.g., differences from the plan observed in the video), and if there is time, do a brief outline of the new plan.

As they finish, ask a spokesperson for each group to summarize the group's approaches to the materials adaptation task. Record the suggestions on a chalk board, flip chart, or overhead transparency, and encourage comment on the diversity of patterns that emerge.

MATERIALS	ACTIVITIES	TIMES
H-5, H-27, H-28 T-E, T-U, T-V	**V. Participatory Evaluation Planning Based on Adaptation of Video Lesson**	45 min.

A. Use H-27 and T-U to discuss how to evaluate adult learning activities. Emphasize the following:

- The stress that Adult learning theory places on Participation should extend to Evaluation.
- Since we involve adult learners in needs assessment, we should also involve them in evaluation.
- Thus it is not "cheating" to involve adult learners in deciding and judging how well they have learned particular skills or knowledge.
- Evaluation does not stand alone; it is a part of instructional planning. Refer to H-5 & T-E from Session One for how learner participation can be part of planning and evaluation.
- In order to plan for effective evaluation, first decide WHAT you need to find out.
- Then, decide HOW to find it out.

Next, use H-27 to address the following common forms of evaluation:

- Happiness Quotient
- Objectives-Based
- Competency-Based
- "S.K.A.B."--Skills, Knowledge, Attitudes, & Behavior
- Learner Self-Assessment.

B. Use H-28 and T-V to move the group into a task to design a participatory evaluation process for the lesson they have just adapted. Have them work in a group or on their own to address the following:

- What 2 or 3 things do you want to find out about the lesson?
- How best to find out these things?
- What role will learners have in this process?

As they finish, ask individuals to summarize their approaches to the task. Record the suggestions and encourage comment.

MATERIALS	ACTIVITIES	TIMES
H-29, T-C Evaluation Form	**VI. Summative Workshop Evaluation Using Original Needs/Skills/Interests Assessment Tool**	30 min.

A. Use H-29 and T-C to lead a participatory evaluation of the two-session workshop process. Ask participants to complete the needs assessment form (H-29) individually. Collect and summarize their needs assessment results in ONE of the following ways (or some other way you devise):

- Post charts around the room with summary grids similar to the form, and ask participants to quickly enter and tally their responses on the charts.

OR

- Provide groups of participants with overhead transparencies with facsimiles of the chart, and have them tally their responses.

Then lead a discussion of the patterns you see in the data. Compare the patterns to those you saw in the needs assessment data that were compiled at the start of the first session. What needs seem to have been addressed by the workshop? In what areas is more work needed?

B. Finally, thank the participants for their time and commitment, distribute the standard workshop evaluation form, allow them time to complete it, and then collect it.

SAMPLE FLYERS

AND

PARTICIPANT QUESTIONNAIRE

You Are Invited
to Participate in
A Two-Session Workshop on

PLANNING FOR INSTRUCTION

Participants will learn to:

1) Identify reasons for involving adult learners in planning for instruction.

2) Identify a variety of ways to plan for instruction.

3) Identify "basic skill" objectives that learners must master in order to perform life-transfer objectives.

Date of Session 1: _____ Time: _____

Date of Session 2: _____ Time: _____

Location: _____

Trainers: _____

Sponsors: _____

- - - -

PLANNING FOR INSTRUCTION WORKSHOP PARTICIPANT QUESTIONNAIRE

If you plan to attend the workshop on Planning for Instruction please complete this form and send it to the address at the right by _____.
(date)

Thank you! We look forward to seeing you at the workshop.

Name: _____ Phone: _____

Job Title: _____

Address: _____

School/Program: _____

1. What is your educational background? _____ Field _____

2. Are you teaching now? ☐ Yes ☐ No
   If yes, what is your position? Check all that apply:

   ☐ ABE/GED Teacher

   ☐ ESL Teacher

   ☐ Administrator/Coordinator

   ☐ Volunteer

   ☐ Literacy/ABE Tutor or Aide

   ☐ Other: _____

3. Please indicate the number of years you have taught each of the groups listed below. (If you have taught for less than one year, write "1.")

   ☐ Adults

   ☐ High School/Junior High Students

   ☐ Elementary/Preschool Students

4. In which of the following settings do you currently teach? Check all that apply:

- ☐ Classroom
- ☐ One-on-One Instruction/Tutoring
- ☐ Learning Laboratory/Language Laboratory
- ☐ Computer Laboratory
- ☐ Other: _____

5. What levels of adult students do you work with? Check all that apply:

- ☐ nonliterate level
- ☐ beginning level/adult basic education
- ☐ intermediate level/pre-GED
- ☐ advanced level/GED
- ☐ academic level or post-secondary
- ☐ content area: _____
- ☐ Other: _____

6. Have you received prior training in assessment methodology? Check all that apply:

- ☐ College courses
- ☐ Workshops/Conferences on adult education instruction
- ☐ Credential program in elementary or secondary education
- ☐ Workshops/Conferences on ESL/ABE/GED education
- ☐ Other: _____

REMINDER!

Session Two of the Workshop on

PLANNING FOR INSTRUCTION

Date: _____ Time: _____

Location: _____

Please remember to bring the following:

1. Completed Interim Task Assignment:
   - Lesson Planning Worksheet
   - Lesson Critique
2. Materials from Session One

Please complete and return this portion to:

_____

_____

☐ Yes, I will attend Session Two of the workshop on Planning for Instruction.

☐ No, I am unable to attend Session Two.

Name: _____ Telephone: (____) _____

Job Title: _____

Address: _____

_____

(City) (State) (Zip)

School/Program: _____

_____

HANDOUT MASTERS

WORKSHOP OBJECTIVES, SESSION ONE AGENDA

WORKSHOP OBJECTIVES

By the end of this workshop, Participants will be able to:

1. Offer a rationale for involving adult learners in planning the content of their own learning activities through needs/skills/interest assessments or other methods; then plan, conduct, analyze, and act upon the results of a needs/skills/interests assessment process with a specific group of ABE or ESL learners.

2. State learner performance objectives for specific segments of instruction; identify underlying "basic skill" objectives that learners must master in order to perform life-transfer objectives.

3. Discuss and analyze the impact of differing approaches to sequencing instruction.

4. Develop lesson plans for a group or a small series of individual ABE or ESL learners.

SESSION ONE AGENDA (4 hrs.)

I. Introduction, Objectives, Agenda Review

II. Needs/Skills/Interests Assessment

III. Rationale for Involving Adult Learners in Planning & Evaluating Instruction

IV. Examples of Learner-Centered Assessment Processes

V. Case Study on Instructional Planning

VI. The Role of Basic Skill & Life Transfer Objectives

VII. Sequencing Learning Activities

VIII. Group Task to Develop Sample Instructional Plans

IX. Reflection on Plans Developed

X. Take-Home Followup Task & Evaluation

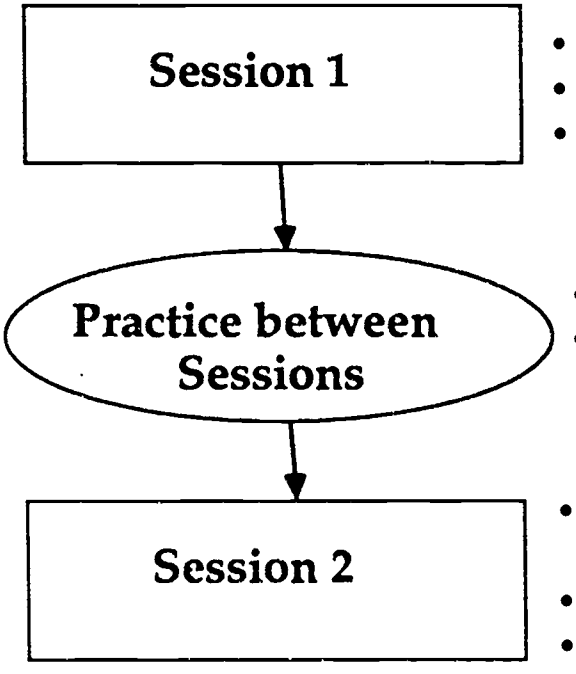
THE 2-PART STRUCTURE OF THE WORKSHOP: AND THE REASONS BEHIND IT

Recent Research on Staff Development & Prevailing Adult Learning Theory Suggest That:

- one-shot staff development workshops seldom go beyond the "awareness" stage; they do not generally result in acquistion of new skills

- in order for instructors to learn a new teaching skill they need:
  - exposure to the theory behind the new skill
  - modeling of the new skill
  - a chance to practice the new skill in a real context
  - a chance to receive feedback on their use of the new skill
  - a chance to reflect on and interpret their use of the new skill

Therefore this workshop has a 2-session structure:



- Theory
- Examples
- Guided Practice

- Take-Home Task
- Practice in Real Context

- Feedback from Colleagues
- New Knowledge
- Reflection, Synthesis, & Interpretation

ASSESSMENT OF WORKSHOP PARTICIPANTS' SKILLS & INTERESTS

INSTRUCTIONS: Please CIRCLE below to rate your level of FAMILIARITY WITH and INTEREST IN each of the following areas

1. Involving learners in planning for instruction.							
Not Familiar			Very Familiar	Not Interested			Very Interested
1	2	3	4	1	2	3	4

2. Developing instructional objectives.							
Not Familiar			Very Familiar	Not Interested			Very Interested
1	2	3	4	1	2	3	4

3. Devising appropriate learning activities.							
Not Familiar			Very Familiar	Not Interested			Very Interested
1	2	3	4	1	2	3	4

4. Sequencing instruction.							
Not Familiar			Very Familiar	Not Interested			Very Interested
1	2	3	4	1	2	3	4

5. Developing lesson plans.							
Not Familiar			Very Familiar	Not Interested			Very Interested
1	2	3	4	1	2	3	4

6. Adapting learning resources to different situations.							
Not Familiar			Very Familiar	Not Interested			Very Interested
1	2	3	4	1	2	3	4

7. Involving learners in evaluation of instruction.							
Not Familiar			Very Familiar	Not Interested			Very Interested
1	2	3	4	1	2	3	4

FOLLOWUP INSTRUCTIONS:

1. After completing the form individually, go to one of the charts posted around the room, and tally your responses for each item.

2. One person then totals and averages the tallies, and prepares to report the results to the whole group.

THE STRONG EMPHASIS ON ADULT LEARNER PARTICIPATION FOUND IN ADULT LEARNING THEORY

A Psychological Orientation
(from Malcolm Knowles, et. al.)

- Adults learn according to the social roles and duties they face.
- Adults tend to move from a state of dependency to being self-directed in learning.
- Adults have extensive reservoirs of experience that affect their learning.
- Adults seek immediate application of things they learn.
- Adults want some control over their learning process.
- Adults can integrate knowledge from a variety of modalities & sources.

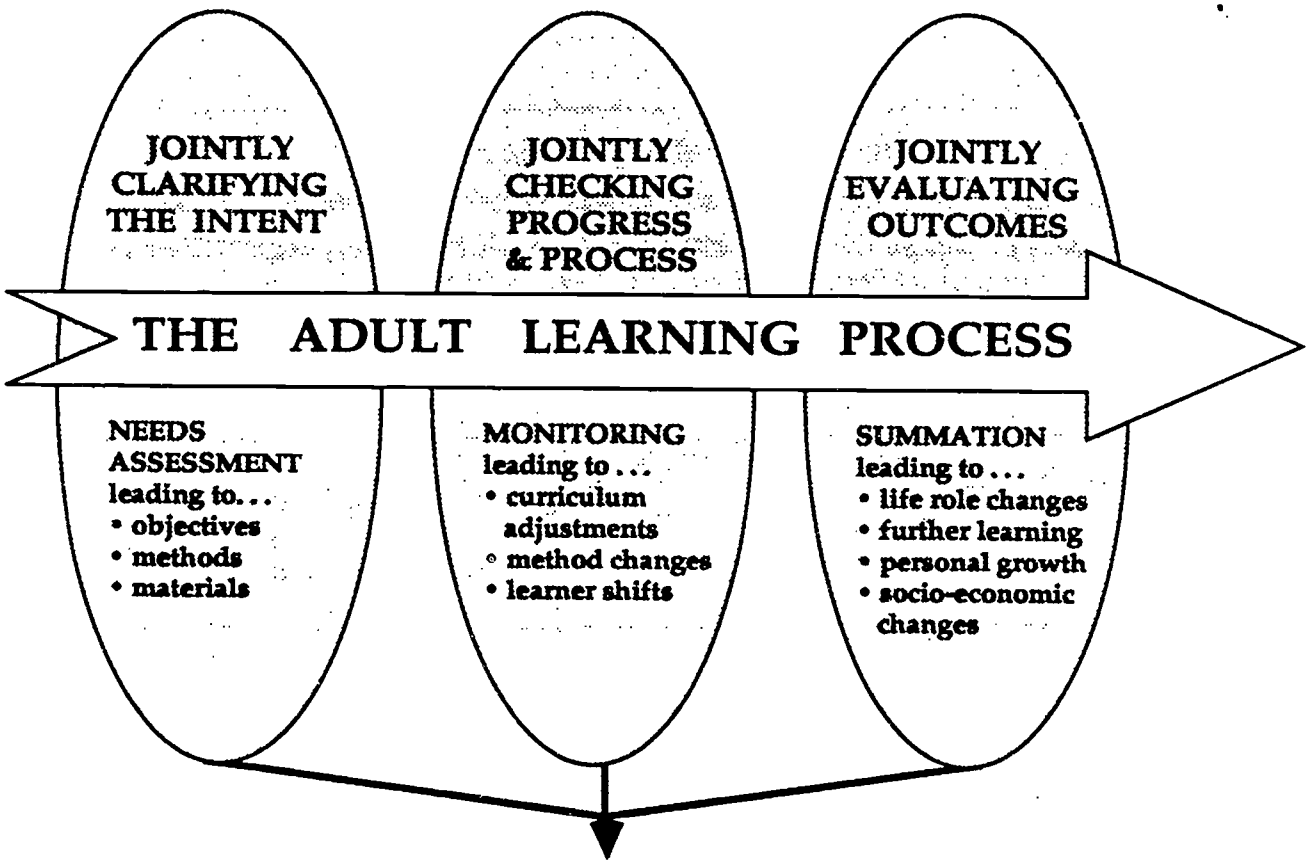
A Social Orientation
(from Paulo Freire, et. al.)

- Education is not just the neutral, technical transfer of knowledge from one head to another.
- Education is a value-laden process.
- Education should be a process of "conscientization," of developing critical consciousness & critical thinking skills.
- Acquiring literacy is an empowering process, more than the technical acquisition of decoding & comprehension skills.
- Education should not foster dependency.

Both orientations would have us MAXIMIZE ADULT LEARNER INVOLVEMENT in all dimensions of the adult learning process.

SOURCES:
Freire, P. (1970). *Pedagogy of the Oppressed.* New York: Seabury Press.
Knowles, M. (1970). *The Modern Practice of Adult Education.* New York: Associated Press.

HOW CAN ADULT LEARNERS & ADULT EDUCATORS DEVELOP SHARED UNDERSTANDINGS & CONTROL OF THE ADULT LEARNING PROCESS?



These 3 purposes can be accomplished through appropriate combinations of the following methods:

- **self-assessments**
- **skill assessments**
- **performance-based assessments**
- **portfolio assessments**
- **many other forms**

FEATURES & EXAMPLES OF LEARNER SELF-ASSESSMENT TOOLS:

I. Skills & Interests

FEATURES
• **Learners identify their own level of skill (columns A & B)** • **Learners identify their goals, interests, & priorities (columns C, D, & E)** • **Learners prioritize the goals & skills they wish to address (e.g., "Circle the 2 things you most want to be able to READ and the 2 things you most want to be able to WRITE")**

EXAMPLES

Complete the chart:	**A** Can do well now	**B** Can do some now but need practice	**C** Want to learn now	**D** Want to learn later	**E** Not important to me
READ					
Magazines (which ones?)					
Newspapers (sections?)					
Telephone book					
Letters from childrens' school					
Bible					
Children's books					
Novels					
Other _____					
WRITE					
Fill out forms					
Letters (to: _____)					
Grocery lists					
Birthday cards					
Other _____					

FEATURES & EXAMPLES OF LEARNER SELF-ASSESSMENT TOOLS:

II. Preferred Learning Styles

FEATURES			
• **Learners identify their own preferred learning styles**			
EXAMPLES			
Complete the chart:	Like a lot	It's OK	Don't like at all
Working with my hands			
Learning in a group			
Listening to someone explain something			
Reading by myself			
Seeing a movie or video			
Doing worksheets			
Working with one other student			
Having someone show me how to do something			

FEATURES & EXAMPLES OF LEARNER SELF-ASSESSMENT TOOLS:

III. Barriers

FEATURES

- **Learners identify barriers to learning**
- **Learners identify barriers to attending class**

EXAMPLES

LEARNING IN CLASS

Check the things that make it hard for you to learn in class

___ It's hard for me to speak up in class.
___ It's hard for me to work by myself.
___ I get nervous taking tests.
___ I have a lot of things on my mind, so sometimes it's hard to concentrate.

COMING TO CLASS

Check the things that make it hard for you to get to class or to study at home.

___ Transportation problems.
___ Health problems.
___ Young children or old people at home to take care of.
___ Family members or friends don't think I should go to school.
___ No time to do the housework.
___ My work schedule keeps changing.
___ No money to buy things I need for school.
___ I have many responsibilities.

CASE STUDY ON INSTRUCTIONAL PLANNING

Karla teaches a "History and Government" class in an adult school in an industrial town that has a large shipyard and a navy base nearby. The purpose of the class is to help students complete their adult high school diplomas or prepare to take the GED (General Equivalency Diploma) test. There are 22 students in the class, 11 males and 11 females. The students are predominantly white and young. There are also a few young African American males, and there are 2 older Filipino women who sit in the front row and look a bit uncomfortable. The white students are wearing heavy metal or punk attire, while the young African American men are attired in golfing hats or hairnets.

Generally speaking, the class is conducted on an individualized basis, with students doing individual assignments that address their specific goals. Several times a week, however, Karla structures small-group or whole-group activities to provide the opportunity for social and intellectual interaction between the students.

At the start of the class, Karla tells the students to divide into 5 groups of about 4 persons to discuss newspaper articles on recent American military aircraft attacks ordered by President Reagan upon Muhammar Khaddafy of Libya. She gives each group one newspaper. After realizing that no more than one student per group can read the newspaper at one time, she gives each group some scissors, so that individual students can cut out an article to read.

Karla circulates around the class, giving individual attention, primarily motivating students to focus on the task (behavior management), rather than content-focused instruction. While she is discussing the economic implications of Reagan's and Khaddafy's feud, one of the male students sitting in a nearby group opens a large bottle of Coke with his teeth. Karla makes no response. Students in one group in another part of the room appear to be gossipping. Of the 5 groups in the class, 2 appear to be "on-task." The other 3 are either socializing or bored. One student pops his gum loudly.

After about 15 minutes, Karla talks to the whole group while they're still working on reading the articles individually, offering a rationale for presenting the issue of Reagan's bombings of Libya that the students have just read about. She tells them that it's a very controversial issue. The students don't appear to be particularly concerned, and Karla offers no further rationale about why they ought to be. After a few more minutes, she tells them to finish up their reading and to prepare for a whole-group activity.

Karla starts the whole-group activity by telling the students that they're lucky to live in an area where there are so many different local newspapers. She then describes that there are 3 kinds of information provided in newspapers: 1) what happened; 2) people's reactions; and 3) why it happened. She tries to get students to identify different kinds of verbs used to describe different categories of information: 1) events; 2) feelings-related comments; and 3) analysis (why-questions). At this point, some of the students begin to express their own feelings on the appropriateness of Reagan's actions, and more students begin to show interest and participation. But Karla tries to refocus their participation on getting the students to identify 3 categories of verbs. Student interest subsides. Karla continues to lecture to the students, shifting to a discussion of the establishment of the state of Israel as the crux of the mideast conflict. She has forgotten about her 3 categories of verbs, as have the students. Karla then gives the students a break, telling then that when they come back, they will have a chance to talk more about their reactions to the articles they have read.

QUESTIONS ON INSTRUCTIONAL PLANNING:

1. What was the plan?

2. What were the objectives?

3. In what ways did or didn't the activities address the objectives?

DEVELOPING ADULT LEARNING OBJECTIVES

• Many American educators have believed for several decades that instruction should be "driven" by LEARNER PERFORMANCE OBJECTIVES, and not so much by specific texts or curriculum content.

• When we state OBJECTIVES they generally take the following form:

"By the end of this lesson/module/course learners will be able to..."

• The focus is on what learners will be able to DO, not on what they will be TAUGHT ABOUT.

• Using objectives to "drive" the curriculum (rather than a text), presents the adult educator with considerable FLEXIBILITY, as well as with considerable CURRICULUM DEVELOPMENT DEMANDS.

• One researcher, Benjamin Bloom, suggests that learning objectives may fall into one or more of these 3 domains:

* *cognitive*
* *affective*
* *psychomotor*

• When stating adult learning objectives, keep in mind the following 3 components of a performance objective:

a. the TASK or behavior to be performed
b. the CONDITIONS under which the objective will be performed
c. the STANDARDS that will be used to evaluate performance

For example...

"As a result of this module, learners will be able to complete a job application form using learner-prepared resume sheets. Instructions must be followed exactly including the use of pen to print information. Time limit: 20 minutes."

"BASIC SKILL" OBJECTIVES AND "LIFE-TRANSFER" OBJECTIVES

In planning lessons, it is often important to consider the relationships between the...

BASIC SKILLS OR KNOWLEDGE

- the "enabling skills"
- the "intermediate objectives"
- the things learners already need to be able to do before they can do the "task" in your lesson, OR the things that you'll have to teach them before they can do the final task

and the

LIFE TRANSFER OBJECTIVE

- the "actual" tasks that you want students to be able to perform as a result of your lesson
- the actual skill that you would like the students to be able to TRANSFER to the REAL WORLD
- the terminal objective
- the final task
- always ask yourself, "What's the final task?"

DEDUCTIVE & INDUCTIVE REASONING: THEIR IMPACTS ON INSTRUCTIONAL PLANNING

A Deductive Approach

- Reasoning from GENERAL to SPECIFIC
- Learning a general rule; then deducing its application to different contexts.
- "Here are the general rules for performing this skill." "Now apply these in a variety of situations."

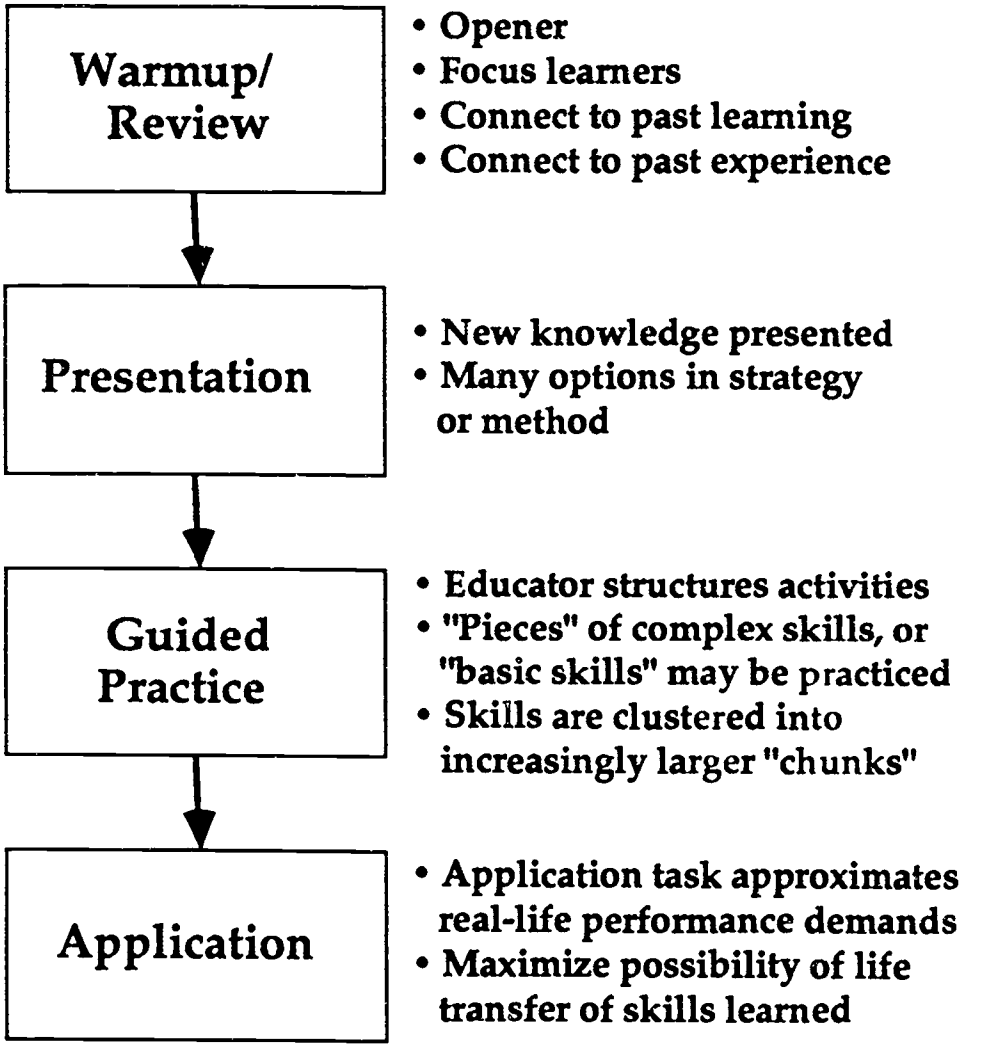
An Inductive Approach

- Reasoning from a series of SPECIFIC SITUATIONS, then inducing GENERALIZATIONS.
- "Throw them into the water & see who can swim."
- "I have to figure things out for myself."

Implications

- Clearly, it's not "EITHER/OR."
- A combination of both approaches is most desirable.
- The individual educator's personal orientation will affect the sequencing of instruction.
- Plan instruction that accommodates both approaches for adult learners.

A GENERAL THEORY OF INSTRUCTIONAL SEQUENCE FOR ADULT LEARNING



SOURCE:
Hemphill, D. (1990). "Making Sense to Teachers About Teaching". ADULT LEARNING, May, 1990.

PLANNING TASK

Instructions:

1. Form a group.

2. Review the "Case Study on Instructional Planning" (H-9) that was previously discussed.

3. Decide how to revise and replan that lesson.

4. Use the attached "Lesson Planning Worksheet" (H-15) to structure and record your revised lesson plan.

5. Once you are done, select a spokesperson for your group to discuss your group's plan with the whole workshop group.

LESSON PLANNING WORKSHEET

Student Population

BASIC SKILL OBJECTIVES

LIFE TRANSFER OBJECTIVES

LESSON PLAN

1. Warmup/Review

2. Presentation

3. Guided Practice

4. Application

TAKE-HOME FOLLOWUP TASK

INSTRUCTIONS:

1. CONDUCT NEEDS ASSESSMENT

Based upon the knowledge from this first workshop session, design and carry out a needs assessment process with a group of adult learners. Feel free to use or adapt any of the formats or ideas tht have been provided.

Gather the results o f the needs assessment, analyze them, and identify a learning activity that should take place to address the needs.

2. DEVELOP AND TEST LESSON PLAN

Using the attached Lesson Plan Worksheet, develop an instructional plan for the learning activity that has emerged from the needs assessment process.

If possible, also adapt or develop learner handout materials.

If possible, test the lesson by using it with a group of adult learners, and take note of its effectiveness.

3. RETURN TO THE SECOND WORKSHOP WITH THE RESULTS

Bring 10 copies of the needs assessment format or a description of the process with you.

Bring 10 copies of the lesson plan with you.

Be prepared to discuss with colleagues your experience of the needs assessment and instructional planning processes you have experienced.

PLANNING FOR INSTRUCTION
SESSION I — EVALUATION FORM

Date _____ Location of Training _____

Presenter _____

Name of Adult Education Program _____

Geographic Setting (check one): ☐ urban ☐ suburban ☐ rural

Your Position (check all that apply):

☐ ABE Teacher ☐ ESL Teacher ☐ Other (please specify):
☐ ABE Volunteer Instructor ☐ ESL Volunteer Instructor _____

Number of years experience in this position _____

Number of years of other adult education teaching experience _____

Certification in elementary/secondary education ☐ Yes ☐ No

Education Background _____ Field _____

For each of the following questions, please circle the number that best expresses your reaction.

Presentation

1. The length of time for the workshop was

   (too short) 1 2 3 4 5 (too long)

2. The small group activities were

   (not useful) 1 2 3 4 5 (very useful)

3. The ideas and activities presented were

   (dull) 1 2 3 4 5 (very interesting)

4. The mix of activities used to present the material was

   (not useful) 1 2 3 4 5 (very useful)

5. The extent to which the workshop covered the topics was

   (inadequate) 1 2 3 4 5 (very adequate)

General Comments About Presentation:

Content of Training

1. The key concepts and information presented in the workshop were

   (not useful) 1 2 3 4 5 (very useful)

2. The purposes and objectives of the instructional packet were

   (vague) 1 2 3 4 5 (very clear)

3. The objectives of the instructional packet were met

   (not at all) 1 2 3 4 5 (completely)

4. The content of the training will be

   (not useful) 1 2 3 4 5 (very useful)

5. The theory and information presented were

   (insufficient) 1 2 3 4 5 (sufficient)

General Comments About Training Content:

Materials

1. How appropriate was the content of the

   a. printed materials

   (inappropriate) 1 2 3 4 5 (appropriate)

   b. overhead transparencies

   (inappropriate) 1 2 3 4 5 (appropriate)

   c. video

   (inappropriate) 1 2 3 4 5 (appropriate)

2. The technical quality of the printed materials was

   (poor) 1 2 3 4 5 (excellent)

3. The technical quality of the overheads was

   (poor) 1 2 3 4 5 (excellent)

4. The video added to the overall value of the workshop

   (not at all) 1 2 3 4 5 (a great deal)

5. The materials presented can be adapted to my own learning environment

   (not at all) 1 2 3 4 5 (very easily)

General Comments About Materials:

Overall Comments

1. What were the strongest features of this workshop? Please be specific.

2. What do you think were the weakest features of this workshop?

3. What suggestions do you have for improving this training?

4. Which techniques, ideas, or activities did you apply in your own classroom?

   What worked best?

   What problems did you have?

WORKSHOP OBJECTIVES, SESSION TWO AGENDA

WORKSHOP OBJECTIVES

By the end of this workshop, Participants will be able to:

1. **Develop and critique a variety of needs assessment processes and lesson plans for a group or a small series of individual ABE or ESL learners.**

2. **Identify constraints that must be accommodated in the instructional planning process.**

3. **Analyze and adapt existing plans and materials to meet changing learner needs.**

4. **Identify the relationship between needs/skills/interests assessments and the evaluation process.**

5. **Plan and conduct performance-based, participatory evaluation of learning outcomes for ABE or ESL learners.**

SESSION TWO AGENDA (4 hrs.)

I. **Introduction, Objectives, Agenda Review**

II. **Small Group Analysis of Needs Assessment Take-Home Followup Task**

III. **Small Group Analysis of Lesson Planning Take-Home Followup Task**

IV. **Video Lesson Analysis & Critique**

V. **Materials Adaptation Based on Video Lesson**

VI. **Evaluation Planning Based on Video Lesson**

VII. **Summative Workshop Evaluation Using Original Needs Assessment Tool**

ANALYSIS OF TAKE-HOME FOLLOWUP TASKS

INSTRUCTIONS:

1. NEEDS ASSESSMENT

A. Form a group. Distribute copies of each person's needs assessment process to the group. Decide on how many of the needs assessment processes to discuss.

B. Analyze the needs assessment processes by asking the following questions:

(1) What was the population (e.g., ABE? ESL? GED? Voc. Ed.?)?
(2) What process was used (e.g., survey, interviews, brainstorming, etc.)?
(3) Was the process appropriate to the population?
(4) What information did the process generate?
(5) Was it worth the effort? Should it be done differently?

C. If there is time, and if the workshop leader suggests it, briefly report the "high points" of your small group's discussion to the whole group.

2. DEVELOP AND TEST LESSON PLAN

A. Keep the same group. Distribute copies of each person's lesson plan to the group. Decide on how many of the lesson plans to discuss.

B. Analyze the lesson plans by asking the following questions (adapted from the "TIP"—Teaching Improvement Process):

(1) What is the population?
(2) Are the BASIC SKILL and LIFE TRANSFER objectives appropriate?
(3) How does the content of the lesson address the NEEDS of the students?
(4) Is the PRESENTATION phase appropriate?
(5) Is the PRACTICE phase appropriate?
(6) Is the APPLICATION phase appropriate?
(7) Is there ENOUGH TIME available to carry out the plan?
(8) In what ways does the SEQUENCE of the lesson seem appropriate?
(9) In what ways were DEDUCTIVE & INDUCTIVE processes employed?

C. If there is time, and if the workshop leader suggests it, briefly report the "high points" of your small group's discussion to the whole group.

VIDEO LESSON ANALYSIS & CRITIQUE

INSTRUCTIONS:

1. ANALYZE THE VIDEO LESSON

Use the LESSON PLANNING WORKSHEET on the following page to analyze the video lesson. Write a brief description of the PLAN of the video lesson on the spaces provided on the worksheet. Work as an individual or in a group depending upon the workshop leader's instructions.

Be prepared to report your findings to the whole group.

2. CRITIQUE THE VIDEO LESSON

Critique the video lesson by asking the following questions (adapted from the "TIP"—Teaching Improvement Process):

(1) What is the population?
(2) Are the BASIC SKILL and LIFE TRANSFER objectives appropriate?
(3) How does the content of the lesson address the NEEDS of the students?
(4) Is the PRESENTATION phase appropriate?
(5) Is the PRACTICE phase appropriate?
(6) Is the APPLICATION phase appropriate?
(7) Is there ENOUGH TIME available to carry out the plan?
(8) In what ways does the SEQUENCE of the lesson seem appropriate?
(9) In what ways were DEDUCTIVE & INDUCTIVE processes employed?

Be prepared to report your findings to the whole group.

LESSON PLANNING WORKSHEET

Student Population

BASIC SKILL OBJECTIVES

LIFE TRANSFER OBJECTIVES

LESSON PLAN

1. Warmup/Review

2. Presentation

3. Guided Practice

4. Application

ADAPTING INSTRUCTIONAL MATERIALS

SOME IMPORTANT GENERAL IDEAS

- It is generally easier to SIMPLIFY materials than it is to make them MORE DIFFICULT.
- One key element of difficulty level is READABILITY LEVEL, which is said to be a function of SENTENCE LENGTH and WORD LENGTH.

SOME SPECIFIC SUGGESTIONS FOR SIMPLIFYING MATERIALS

- Use more visuals.
- Reduce the number and complexity of concepts covered.
- Use shorter, simpler words.
- Use familiar words with a single topic focus.
- Use shorter sentences; break long sentences into 2 sentences.
- Rearrange sentence word order to make meaning clearer.
- Use action verbs when possible.
- Set the stage— use a short, simple title.

AVOID

- Play on words.
- Idioms or slang (unless you specifically want to teach them).
- Introducing too many ideas.

TASK TO ADAPT INSTRUCTIONAL MATERIALS

INSTRUCTIONS:

1. The following 3 pages contain the materials used by the teacher in the video lesson. Familiarize yourself with them.

2. Now assume the following situation:

> Up until recently your class has been like the one in the video lesson (about 25 people, low-intermediate ESL level). Your boss has just informed you that 10 new students will be enrolled in your class tomorrow. All have considerably lower level literacy and language skills than your current group of students. You are planning to use the existing teaching materials with your class tomorrow, but your realize that you may need to adapt them.

3. Work in a small group to plan how you will adapt the materials provided to accommodate both your continuing student group and the new group of 10 lower-skill-level students that is coming in tomorrow. Use the attached "Materials Adaptation Worksheet."

   In your planning, be sure to address the following issues, and be prepared to report your plans to the whole group:

   a. What FORMAT changes will you make?

   b. What CONTENT changes will you make? What will you DELETE?

   c. What LANGUAGE changes will you make?

   d. What changes in the PLAN will you make? How will you use GROUP processes?

   e. Draft a brief SAMPLE of how you will simplify some portion of the materials provided and share with the whole group.

Video Lesson Sample Materials-Part A

(adapted from Hemphill, et. al., The Working Culture. Prentice-Hall/Regents, 1989.)

Job Description: COURTESY CLERK, SUPERMARKET
(Other Title: Bagger)

Special Information:
Most people who want to be checkers (cashiers) in large supermarkets have to work as courtesy clerks first.

Job Duties:
Assist checkers, put groceries in bags, assist customers (help them carry groceries), help customers find things in stores, do "odd jobs" in the market.

Skills You Need to Get the Job:
Basic mathematics, basic reading and writing. For some supermarkets, you have to take a test to find out if you have these skills and to find out if you can work quickly.

English You Need:
You will have to talk to other employees and customers. You will have to understand other people when they speak to you quickly and when there is a lot of noise. You will have to read the names of products and prices.

Where You Can Find This Kind of Job:
In most large supermarkets. Sometimes you can go to each store and ask the manager for an application. But many large supermarkets have one personnel office that hires people for all the stores in the area of city.

Salary Range:
minimum wage-$6.00/hr.

Opening Case Study

A PHONE CALL

Juan is looking for a full-time job. He saw an ad in the newspaper for courtesy clerks. He wants to apply for the job. The ad gives the following information:

1. Title and Requirements (no experience necessary).
2. Address of the personnel office.

The ad does not tell:

1. The salary.
2. The hours.
3. The number of jobs open.
4. The job duties.
5. The benefits.
6. The phone number of the company.

When Juan goes to apply for the job, the receptionist is not very friendly and is in a hurry. What should Juan do?

_____ A. Introduce himself and tell about his qualifications for the job.

_____ B. Try to find out how to apply for the job. Then ask questions about the job.

_____ C. Introduce himself and ask questions about the job. Then find out when and where to apply.

_____ D. Come back later when the receptionist is in a better mood (more friendly).

Video Lesson Sample Materials-Part C

(adapted from Hemphill, et. al., The Working Culture. Prentice-Hall/Regents, 1989.)

Role Play: Getting a Job Application

Role 1: Applicant

You are looking for a job. You saw this ad in today's newspaper for courtesy clerks (baggers) at a large supermarket:

> COURTESY CLERKS —large supermarket now taking applications for courtesy clerks No experience necessary. Pick up application daily 9-5 from receptionist at Smart-Way Personnel Office, 23456 W. Schwartzkopf Rd., Desert City.

Discussion:

- What do you need to know in order to apply for the job?
- What information should you give the receptionist?
- Do you think many people will apply for this job?
- What are you going to say when you go to the office?

Role 2: Receptionist

You are the receptionist in the personnel department of a large supermarket company. You are very busy today because there were ads in the newspaper for managers and courtesy clerks. Twenty people have already come in today, and you haven't taken your break. All applicants must come to your office, fill out an application form, and take a test. You must write down the applicants' names and phone numbers and give them appointments for an interview.

Discussion:

- How do you feel when a lot of people come in and ask the same questions?
- Can you talk to each person for along time and answer a lot of questions? Why or why not?
- What do you have to say to each applicant?
- What information do you have to get from each applicant?
- What will you say if the applicant asks a lot of questions about the job and gives you his or her qualifications.

MATERIALS ADAPTATION WORKSHEET

FORMAT CHANGES: _____

_____

_____

_____

_____

CONTENT CHANGES/DELETIONS: _____

_____

_____

_____

_____

LANGUAGE CHANGES: _____

_____

_____

_____

_____

CHANGES IN THE PLAN OR SEQUENCE: _____

_____

_____

_____

_____

ERIC

TYPES OF EVALUATION OF ADULT LEARNING

HAPPINESS QUOTIENT

- An assessment of how well the learners liked the learning experience.
- Usual method: Learners complete "evaluation form."

OBJECTIVES-BASED

- How well the learners, the instructor, or outside observers theought the experience met the objectives set out by the instructor.
- Usual method: learners demonstrate their abilities, or . . .

COMPETENCY-BASED

- The instructor's assessment of the degree to which learners achieved the competencies (usually selected by the instructor).
- Usual method: learners demonstrate the competencies.

"S.K.A.B." (Skills, Knowledge, Attitudes, & Behavior)

- Measures changes in learners' skills, knowledge, attitudes, or behavior as a result of instruction.
- Usual methods: skills are measured through demonstration, knowledge and attitudes through written assessments, and behaviors through observation.

LEARNER SELF-ASSESSMENT

- Learners' own assessment of what they gained from the experience.
- Usual methods: written self assessments.

AN IMPORTANT REMINDER

In planning any evaluation process, it is important to proceed in this order:

1. First, specify WHAT you need to find out. This is usually done by posing evaluation questions.

2. Then, decide HOW you will find out what you want to know. This is done by designing evaluation tools, instruments, tests, processes, etc.

TASK TO DESIGN EVALUATION PROCESS FOR ADAPTED VIDEO LESSON

INSTRUCTIONS:

1. Now it is time to decide how you will EVALUATE THE QUALITY of the instruction that you have planned. You have tried your best to adapt the materials provided so that they will accommodate your new students and continuing students.

2. Work in a small group to plan how you will evaluate the quality of this lesson when it is taught. Assume that you are committed to the notion of adult learner participation, and you therefore plan to include learner input in the evaluation process you design. Use the following questions to help in the evaluation design process:

   a. What 2 or 3 specific things do you want to find out (beyond just, "Did it work?")

      (1)

      (2)

      (3)

   b. What process will you use to evaluate the lesson?

   _____

   _____

   _____

   _____

   c. How will the learners have a real role in participating in this process?

   _____

   _____

   _____

ASSESSMENT OF WORKSHOP PARTICIPANTS' SKILLS & INTERESTS

INSTRUCTIONS: Please CIRCLE below to rate your level of FAMILIARITY WITH and INTEREST IN each of the following areas

1. Involving learners in planning for instruction.								
Not Familiar			Very Familiar		Not Interested			Very Interested
1	2	3	4		1	2	3	4

2. Developing instructional objectives.								
Not Familiar			Very Familiar		Not Interested			Very Interested
1	2	3	4		1	2	3	4

3. Devising appropriate learning activities.								
Not Familiar			Very Familiar		Not Interested			Very Interested
1	2	3	4		1	2	3	4

4. Sequencing instruction.								
Not Familiar			Very Familiar		Not Interested			Very Interested
1	2	3	4		1	2	3	4

5. Developing lesson plans.								
Not Familiar			Very Familiar		Not Interested			Very Interested
1	2	3	4		1	2	3	4

6. Adapting learning resources to different situations.								
Not Familiar			Very Familiar		Not Interested			Very Interested
1	2	3	4		1	2	3	4

7. Involving learners in evaluation of instruction.								
Not Familiar			Very Familiar		Not Interested			Very Interested
1	2	3	4		1	2	3	4

FOLLOWUP INSTRUCTIONS:

1. After completing the form individually, go to one of the charts posted around the room, and tally your responses for each item.

2. One person then totals and averages the tallies, and prepares to report the results to the whole group.

PLANNING FOR INSTRUCTION
SESSION II — EVALUATION FORM

Date _____ Location of Training _____

Presenter _____

Name of Adult Education Program _____

Geographic Setting (check one): ☐ urban ☐ suburban ☐ rural

Your Position (check all that apply):

☐ ABE Teacher ☐ ESL Teacher ☐ Other (please specify):
☐ ABE Volunteer Instructor ☐ ESL Volunteer Instructor _____

Number of years experience in this position _____

Number of years of other adult education teaching experience _____

Certification in elementary/secondary education ☐ Yes ☐ No

Education Background _____ Field _____

For each of the following questions, please circle the number that best expresses your reaction.

Presentation

1. The length of time for the workshop was

   (too short) 1 2 3 4 5 (too long)

2. The small group activities were

   (not useful) 1 2 3 4 5 (very useful)

3. The ideas and activities presented were

   (dull) 1 2 3 4 5 (very interesting)

4. The mix of activities used to present the material was

   (not useful) 1 2 3 4 5 (very useful)

5. The extent to which the workshop covered the topics was

   (inadequate) 1 2 3 4 5 (very adequate)

General Comments About Presentation:

Content of Training

1. The key concepts and information presented in the workshop were

   (not useful) 1 2 3 4 5 (very useful)

2. The purposes and objectives of the instructional packet were

   (vague) 1 2 3 4 5 (very clear)

3. The objectives of the instructional packet were met

   (not at all) 1 2 3 4 5 (completely)

4. The content of the training will be

   (not useful) 1 2 3 4 5 (very useful)

5. The theory and information presented were

   (insufficient) 1 2 3 4 5 (sufficient)

General Comments About Training Content:

Materials

1. How appropriate was the content of the

   a. printed materials

   (inappropriate) 1 2 3 4 5 (appropriate)

   b. overhead transparencies

   (inappropriate) 1 2 3 4 5 (appropriate)

   c. video

   (inappropriate) 1 2 3 4 5 (appropriate)

2. The technical quality of the printed materials was

   (poor) 1 2 3 4 5 (excellent)

3. The technical quality of the overheads was

   (poor) 1 2 3 4 5 (excellent)

4. The video added to the overall value of the workshop

   (not at all) 1 2 3 4 5 (a great deal)

5. The materials presented can be adapted to my own learning environment

   (not at all) 1 2 3 4 5 (very easily)

General Comments About Materials:

Materials

1. How appropriate was the content of the

   a. printed materials

   (inappropriate) 1 2 3 4 5 (appropriate)

   b. overhead transparencies

   (inappropriate) 1 2 3 4 5 (appropriate)

   c. video

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2. The technical quality of the printed materials was

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   (poor) 1 2 3 4 5 (excellent)

4. The video added to the overall value of the workshop

   (not at all) 1 2 3 4 5 (a great deal)

5. The materials presented can be adapted to my own learning environment

   (not at all) 1 2 3 4 5 (very easily)

General Comments About Materials:

Overall Comments

1. What were the strongest features of this workshop? Please be specific.

2. What do you think were the weakest features of this workshop?

3. What suggestions do you have for improving this training?

4. Which techniques, ideas, or activities did you apply in your own classroom?

   What worked best?

   What problems did you have?

TRANSPARENCY MASTERS

WORKSHOP OBJECTIVES, SESSION ONE AGENDA

WORKSHOP OBJECTIVES

By the end of this workshop, Participants will be able to:

1. Offer a rationale for involving adult learners in planning the content of their own learning activities through needs/skills/interest assessments or other methods; then plan, conduct, analyze, and act upon the results of a needs/skills/interests assessment process with a specific group of ABE or ESL learners.

2. State learner performance objectives for specific segments of instruction; identify underlying "basic skill" objectives that learners must master in order to perform life-transfer objectives.

3. Discuss and analyze the impact of differing approaches to sequencing instruction.

4. Develop lesson plans for a group or a small series of individual ABE or ESL learners.

SESSION ONE AGENDA (4 hrs.)

I. Introduction, Objectives, Agenda Review

II. Needs/Skills/Interests Assessment

III. Rationale for Involving Adult Learners in Planning & Evaluating Instruction

IV. Examples of Learner-Centered Assessment Processes

V. Case Study on Instructional Planning

VI. The Role of Basic Skill & Life Transfer Objectives

VII. Sequencing Learning Activities

VIII. Group Task to Develop Sample Instructional Plans

IX. Reflection on Plans Developed

X. Take-Home Followup Task & Evaluation

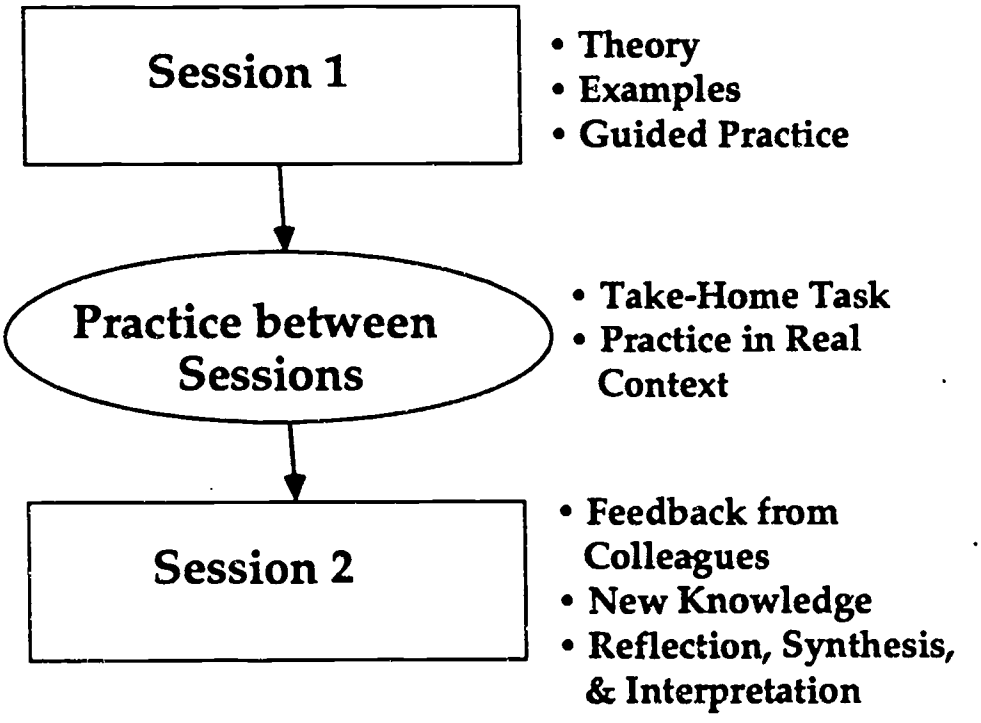
THE 2-PART STRUCTURE OF THE WORKSHOP: AND THE REASONS BEHIND IT

Recent Research on Staff Development & Prevailing Adult Learning Theory Suggest That:

- one-shot staff development workshops seldom go beyond the "awareness" stage; they do not generally result in acquistion of new skills

- in order for instructors to learn a new teaching skill they need:
  - exposure to the theory behind the new skill
  - modeling of the new skill
  - a chance to practice the new skill in a real context
  - a chance to receive feedback on their use of the new skill
  - a chance to reflect on and interpret their use of the new skill

Therefore this workshop has a 2-session structure:



ASSESSMENT OF WORKSHOP PARTICIPANTS' SKILLS & INTERESTS

INSTRUCTIONS: Please CIRCLE below to rate your level of FAMILIARITY WITH and INTEREST IN each of the following areas

1. Involving learners in planning for instruction.							
Not Familiar			Very Familiar	Not Interested			Very Interested
1	2	3	4	1	2	3	4

2. Developing instructional objectives.							
Not Familiar			Very Familiar	Not Interested			Very Interested
1	2	3	4	1	2	3	4

3. Devising appropriate learning activities.							
Not Familiar			Very Familiar	Not Interested			Very Interested
1	2	3	4	1	2	3	4

4. Sequencing instruction.							
Not Familiar			Very Familiar	Not Interested			Very Interested
1	2	3	4	1	2	3	4

5. Developing lesson plans.							
Not Familiar			Very Familiar	Not Interested			Very Interested
1	2	3	4	1	2	3	4

6. Adapting learning resources to different situations.							
Not Familiar			Very Familiar	Not Interested			Very Interested
1	2	3	4	1	2	3	4

7. Involving learners in evaluation of instruction.							
Not Familiar			Very Familiar	Not Interested			Very Interested
1	2	3	4	1	2	3	4

FOLLOWUP INSTRUCTIONS:

1. After completing the form individually, go to one of the charts posted around the room, and tally your responses for each item.

2. One person then totals and averages the tallies, and prepares to report the results to the whole group.

THE STRONG EMPHASIS ON ADULT LEARNER PARTICIPATION FOUND IN ADULT LEARNING THEORY

A Psychological Orientation
(from Malcolm Knowles, et. al.)

- Adults learn according to the social roles and duties they face.
- Adults tend to move from a state of dependency to being self-directed in learning.
- Adults have extensive reservoirs of experience that affect their learning.
- Adults seek immediate application of things they learn.
- Adults want some control over their learning process.
- Adults can integrate knowledge from a variety of modalities & sources.

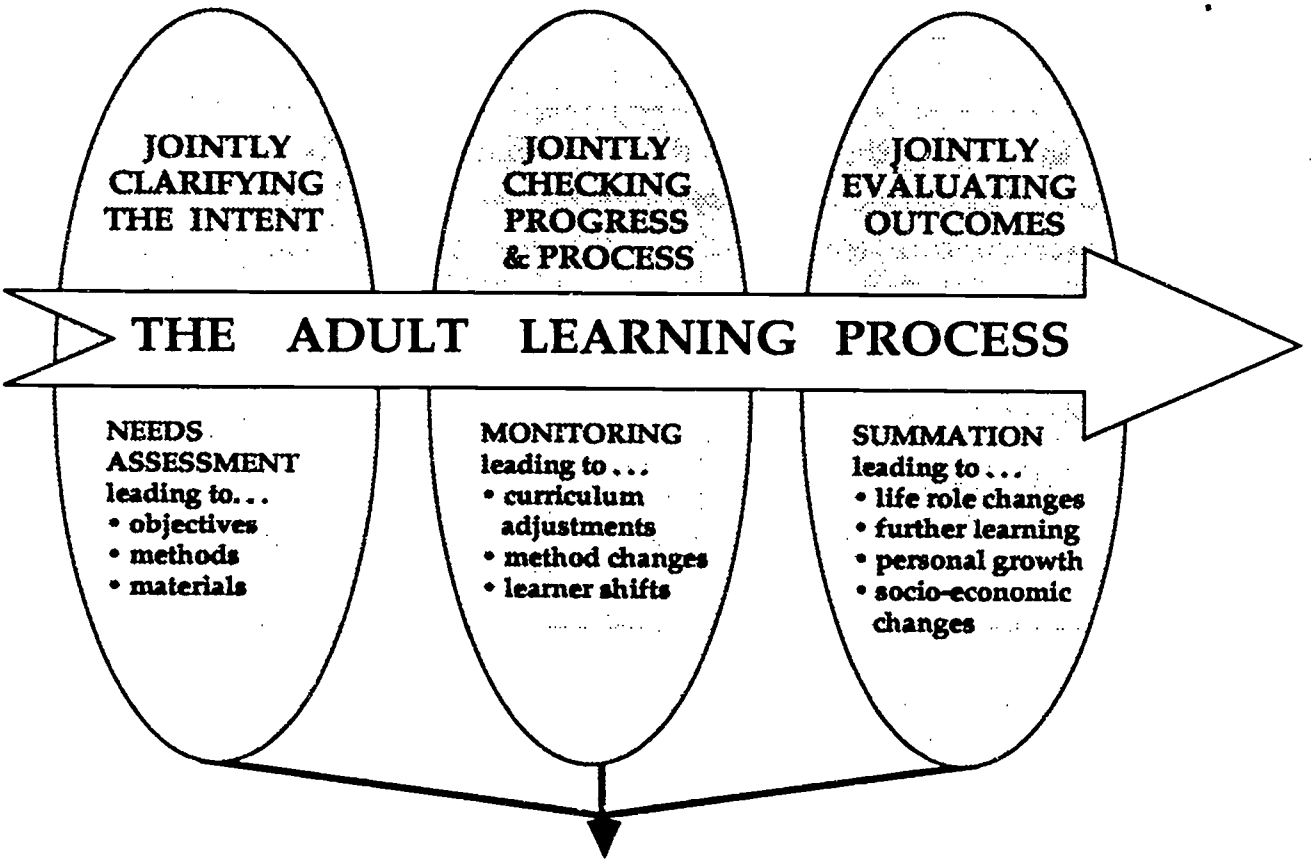
A Social Orientation
(from Paulo Freire, et. al.)

- Education is not just the neutral, technical transfer of knowledge from one head to another.
- Education is a value-laden process.
- Education should be a process of "conscientization," of developing critical consciousness & critical thinking skills.
- Acquiring literacy is an empowering process, more than the technical acquisition of decoding & comprehension skills.
- Education should not foster dependency.

Both orientations would have us MAXIMIZE ADULT LEARNER INVOLVEMENT in all dimensions of the adult learning process.

SOURCES:
Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Seabury Press.
Knowles, M. (1970). *The Modern Practice of Adult Education*. New York: Associated Press.

HOW CAN ADULT LEARNERS & ADULT EDUCATORS DEVELOP SHARED UNDERSTANDINGS & CONTROL OF THE ADULT LEARNING PROCESS?



These 3 purposes can be accomplished through appropriate combinations of the following methods:

- **self-assessments**
- **skill assessments**
- **performance-based assessments**
- **portfolio assessments**
- **many other forms**

FEATURES & EXAMPLES OF LEARNER SELF-ASSESSMENT TOOLS:

I. Skills & Interests

FEATURES

- **Learners identify their own level of skill (columns A & B)**
- **Learners identify their goals, interests, & priorities (columns C, D, & E)**
- **Learners prioritize the goals & skills they wish to address (e.g., "Circle the 2 things you most want to be able to READ and the 2 things you most want to be able to WRITE")**

EXAMPLES

Complete the chart:	A Can do well now	B Can do some now but need practice	C Want to learn now	D Want to learn later	E Not important to me
READ					
Magazines (which ones?)					
Newspapers (sections?)					
Telephone book					
Letters from childrens' school					
Bible					
Children's books					
Novels					
Other _____					
WRITE					
Fill out forms					
Letters (to: _____)					
Grocery lists					
Birthday cards					
Other _____					

FEATURES & EXAMPLES OF LEARNER SELF-ASSESSMENT TOOLS:

II. Preferred Learning Styles

FEATURES			
• **Learners identify their own preferred learning styles**			
EXAMPLES			
Complete the chart:	Like a lot	It's OK	Don't like at all
Working with my hands			
Learning in a group			
Listening to someone explain something			
Reading by myself			
Seeing a movie or video			
Doing worksheets			
Working with one other student			
Having someone show me how to do something			

FEATURES & EXAMPLES OF LEARNER SELF-ASSESSMENT TOOLS:

III. Barriers

FEATURES

- **Learners identify barriers to learning**
- **Learners identify barriers to attending class**

EXAMPLES

LEARNING IN CLASS

Check the things that make it hard for you to learn in class

___ It's hard for me to speak up in class.
___ It's hard for me to work by myself.
___ I get nervous taking tests.
___ I have a lot of things on my mind, so sometimes it's hard to concentrate.

COMING TO CLASS

Check the things that make it hard for you to get to class or to study at home.

___ Transportation problems.
___ Health problems.
___ Young children or old people at home to take care of.
___ Family members or friends don't think I should go to school.
___ No time to do the housework.
___ My work schedule keeps changing.
___ No money to buy things I need for school.
___ I have many responsibilities.

DEVELOPING ADULT LEARNING OBJECTIVES

• Many American educators have believed for several decades that instruction should be "driven" by LEARNER PERFORMANCE OBJECTIVES, and not so much by specific texts or curriculum content.

• When we state OBJECTIVES they generally take the following form:

"By the end of this lesson/module/course learners will be able to..."

• The focus is on what learners will be able to DO, not on what they will be TAUGHT ABOUT.

• Using objectives to "drive" the curriculum (rather than a text), presents the adult educator with considerable FLEXIBILITY, as well as with considerable CURRICULUM DEVELOPMENT DEMANDS.

• One researcher, Benjamin Bloom, suggests that learning objectives may fall into one or more of these 3 domains:

* *cognitive*
* *affective*
* *psychomotor*

• When stating adult learning objectives, keep in mind the following 3 components of a performance objective:

a. the TASK or behavior to be performed
b. the CONDITIONS under which the objective will be performed
c. the STANDARDS that will be used to evaluate performance

For example...

"As a result of this module, learners will be able to complete a job application form using learner-prepared resume sheets. Instructions must be followed exactly including the use of pen to print information. Time limit: 20 minutes."

"BASIC SKILL" OBJECTIVES AND "LIFE-TRANSFER" OBJECTIVES

In planning lessons, it is often important to consider the relationships between the...

BASIC SKILLS OR KNOWLEDGE

- the "enabling skills"
- the "intermediate objectives"
- the things learners already need to be able to do before they can do the "task" in your lesson, OR the things that you'll have to teach them before they can do the final task

and the

LIFE TRANSFER OBJECTIVE

- the "actual" tasks that you want students to be able to perform as a result of your lesson
- the actual skill that you would like the students to be able to TRANSFER to the REAL WORLD
- the terminal objective
- the final task
- always ask yourself, "What's the final task?"

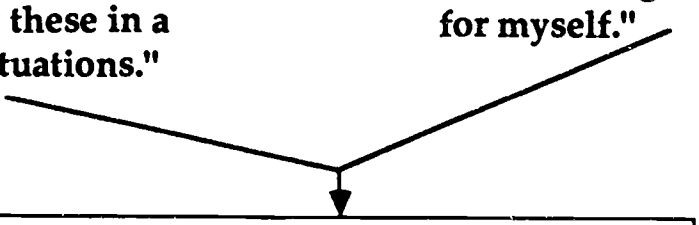
DEDUCTIVE & INDUCTIVE REASONING: THEIR IMPACTS ON INSTRUCTIONAL PLANNING

A Deductive Approach

- Reasoning from GENERAL to SPECIFIC
- Learning a general rule; then deducing its application to different contexts.
- "Here are the general rules for performing this skill." "Now apply these in a variety of situations."

An Inductive Approach

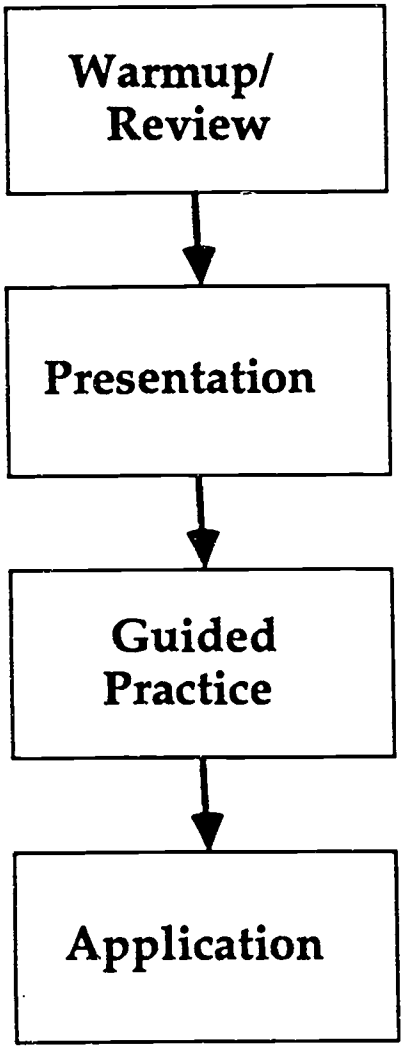
- Reasoning from a series of SPECIFIC SITUATIONS, then inducing GENERALIZATIONS.
- "Throw them into the water & see who can swim."
- "I have to figure things out for myself."



Implications

- Clearly, it's not "EITHER/OR."
- A combination of both approaches is most desirable.
- The individual educator's personal orientation will affect the sequencing of instruction.
- Plan instruction that accommodates both approaches for adult learners.

A GENERAL THEORY OF INSTRUCTIONAL SEQUENCE FOR ADULT LEARNING



- Opener
- Focus learners
- Connect to past learning
- Connect to past experience

- New knowledge presented
- Many options in strategy or method

- Educator structures activities
- "Pieces" of complex skills, or "basic skills" may be practiced
- Skills are clustered into increasingly larger "chunks"

- Application task approximates real-life performance demands
- Maximize possibility of life transfer of skills learned

SOURCE:
Hemphill, D. (1990). "Making Sense to Teachers About Teaching". ADULT LEARNING, May, 1990.

T-L

PLANNING TASK

Instructions:

1. Form a group.

2. Review the "Case Study on Instructional Planning" (H-9) that was previously discussed.

3. Decide how to revise and replan that lesson.

4. Use the attached "Lesson Planning Worksheet" (H-15) to structure and record your revised lesson plan.

5. Once you are done, select a spokesperson for your group to discuss your group's plan with the whole workshop group.

LESSON PLANNING WORKSHEET

Student Population

BASIC SKILL OBJECTIVES

LIFE TRANSFER OBJECTIVES

LESSON PLAN

1. Warmup/Review

2. Presentation

3. Guided Practice

4. Application

TAKE-HOME FOLLOWUP TASK

INSTRUCTIONS:

1. CONDUCT NEEDS ASSESSMENT

Based upon the knowledge from this first workshop session, design and carry out a needs assessment process with a group of adult learners. Feel free to use or adapt any of the formats or ideas tht have been provided.

Gather the results o f the needs assessment, analyze them, and identify a learning activity that should take place to address the needs.

2. DEVELOP AND TEST LESSON PLAN

Using the attached Lesson Plan Worksheet, develop an instructional plan for the learning activity that has emerged from the needs assessment process.

If possible, also adapt or develop learner handout materials.

If possible, test the lesson by using it with a group of adult learners, and take note of its effectiveness.

3. RETURN TO THE SECOND WORKSHOP WITH THE RESULTS

Bring 10 copies of the needs assessment format or a description of the process with you.

Bring 10 copies of the lesson plan with you.

Be prepared to discuss with colleagues your experience of the needs assessment and instructional planning processes you have experienced.

WORKSHOP OBJECTIVES, SESSION TWO AGENDA

WORKSHOP OBJECTIVES

By the end of this workshop, Participants will be able to:

1. Develop and critique a variety of needs assessment processes and lesson plans for a group or a small series of individual ABE or ESL learners.

2. Identify constraints that must be accommodated in the instructional planning process.

3. Analyze and adapt existing plans and materials to meet changing learner needs.

4. Identify the relationship between needs/skills/interests assessments and the evaluation process.

5. Plan and conduct performance-based, participatory evaluation of learning outcomes for ABE or ESL learners.

SESSION TWO AGENDA (4 hrs.)

I. Introduction, Objectives, Agenda Review

II. Small Group Analysis of Needs Assessment Take-Home Followup Task

III. Small Group Analysis of Lesson Planning Take-Home Followup Task

IV. Video Lesson Analysis & Critique

V. Materials Adaptation Based on Video Lesson

VI. Evaluation Planning Based on Video Lesson

VII. Summative Workshop Evaluation Using Original Needs Assessment Tool

ANALYSIS OF TAKE-HOME FOLLOWUP TASKS

INSTRUCTIONS:

1. NEEDS ASSESSMENT

A. Form a group. Distribute copies of each person's needs assessment process to the group. Decide on how many of the needs assessment processes to discuss.

B. Analyze the needs assessment processes by asking the following questions:

(1) What was the population (e.g., ABE? ESL? GED? Voc. Ed.?)?
(2) What process was used (e.g., survey, interviews, brainstorming, etc.)?
(3) Was the process appropriate to the population?
(4) What information did the process generate?
(5) Was it worth the effort? Should it be done differently?

C. If there is time, and if the workshop leader suggests it, briefly report the "high points" of your small group's discussion to the whole group.

2. DEVELOP AND TEST LESSON PLAN

A. Keep the same group. Distribute copies of each person's lesson plan to the group. Decide on how many of the lesson plans to discuss.

B. Analyze the lesson plans by asking the following questions (adapted from the "TIP"—Teaching Improvement Process):

(1) What is the population?
(2) Are the BASIC SKILL and LIFE TRANSFER objectives appropriate?
(3) How does the content of the lesson address the NEEDS of the students?
(4) Is the PRESENTATION phase appropriate?
(5) Is the PRACTICE phase appropriate?
(6) Is the APPLICATION phase appropriate?
(7) Is there ENOUGH TIME available to carry out the plan?
(8) In what ways does the SEQUENCE of the lesson seem appropriate?
(9) In what ways were DEDUCTIVE & INDUCTIVE processes employed?

C. If there is time, and if the workshop leader suggests it, briefly report the "high points" of your small group's discussion to the whole group.

VIDEO LESSON ANALYSIS & CRITIQUE

INSTRUCTIONS:

1. ANALYZE THE VIDEO LESSON

Use the LESSON PLANNING WORKSHEET on the following page to analyze the video lesson. Write a brief description of the PLAN of the video lesson on the spaces provided on the worksheet. Work as an individual or in a group depending upon the workshop leader's instructions.

Be prepared to report your findings to the whole group.

2. CRITIQUE THE VIDEO LESSON

Critique the video lesson by asking the following questions (adapted from the "TIP"—Teaching Improvement Process):

(1) What is the population?
(2) Are the BASIC SKILL and LIFE TRANSFER objectives appropriate?
(3) How does the content of the lesson address the NEEDS of the students?
(4) Is the PRESENTATION phase appropriate?
(5) Is the PRACTICE phase appropriate?
(6) Is the APPLICATION phase appropriate?
(7) Is there ENOUGH TIME available to carry out the plan?
(8) In what ways does the SEQUENCE of the lesson seem appropriate?
(9) In what ways were DEDUCTIVE & INDUCTIVE processes employed?

Be prepared to report your findings to the whole group.

ADAPTING INSTRUCTIONAL MATERIALS

SOME IMPORTANT GENERAL IDEAS

- It is generally easier to SIMPLIFY materials than it is to make them MORE DIFFICULT.
- One key element of difficulty level is READABILITY LEVEL, which is said to be a function of SENTENCE LENGTH and WORD LENGTH.

SOME SPECIFIC SUGGESTIONS FOR SIMPLIFYING MATERIALS

- Use more visuals.
- Reduce the number and complexity of concepts covered.
- Use shorter, simpler words.
- Use familiar words with a single topic focus.
- Use shorter sentences; break long sentences into 2 sentences.
- Rearrange sentence word order to make meaning clearer.
- Use action verbs when possible.
- Set the stage— use a short, simple title.

AVOID

- Play on words.
- Idioms or slang (unless you specifically want to teach them).
- Introducing too many ideas.

MATERIALS ADAPTATION WORKSHEET

FORMAT CHANGES:

CONTENT CHANGES/DELETIONS:

LANGUAGE CHANGES:

CHANGES IN THE PLAN OR SEQUENCE:

TYPES OF EVALUATION OF ADULT LEARNING

HAPPINESS QUOTIENT

- An assessment of how well the learners liked the learning experience.
- Usual method: Learners complete "evaluation form."

OBJECTIVES-BASED

- How well the learners, the instructor, or outside observers theought the experience met the objectives set out by the instructor.
- Usual method: learners demonstrate their abilities, or . . .

COMPETENCY-BASED

- The instructor's assessment of the degree to which learners achieved the competencies (usually selected by the instructor).
- Usual method: learners demonstrate the competencies.

"S.K.A.B." (Skills, Knowledge, Attitudes, & Behavior)

- Measures changes in learners' skills, knowledge, attitudes, or behavior as a result of instruction.
- Usual methods: skills are measured through demonstration, knowledge and attitudes through written assessments, and behaviors through observation.

LEARNER SELF-ASSESSMENT

- Learners' own assessment of what they gained from the experience.
- Usual methods: written self assessments.

AN IMPORTANT REMINDER

In planning any evaluation process, it is important to proceed in this order:

1. First, specify WHAT you need to find out. This is usually done by posing evaluation questions.

2. Then, decide HOW you will find out what you want to know. This is done by designing evaluation tools, instruments, tests, processes, etc.

TASK TO DESIGN EVALUATION PROCESS FOR ADAPTED VIDEO LESSON

INSTRUCTIONS:

1. Now it is time to decide how you will EVALUATE THE QUALITY of the instruction that you have planned. You have tried your best to adapt the materials provided so that they will accommodate your new students and continuing students.

2. Work in a small group to plan how you will evaluate the quality of this lesson when it is taught. Assume that you are committed to the notion of adult learner participation, and you therefore plan to include learner input in the evaluation process you design. Use the following questions to help in the evaluation design process:

   a. What 2 or 3 specific things do you want to find out (beyond just, "Did it work?")

      (1)

      (2)

      (3)

   b. What process will you use to evaluate the lesson?

   _____

   _____

   _____

   _____

   c. How will the learners have a real role in participating in this process?

   _____

   _____

   _____