



Adult Learning Strategies

*Teaching/Learning through
“Attentive” Strategies &
Families*



A Greeting

- *The Lord Be With You*
 - ***And Also With You***
- *Lift Up Your Hearts*
 - ***We Lift Them to the Lord***
- *Let Us Give Thanks to the Lord Our God*
 - ***It is Right to Give Our Thanks
and Praise***



Caveat: Education Assumption

- All Education: Three Major Approaches
- ***Formation:*** Practices/Rituals that shape communal and personal identity (KOG)
- ***Discernment:*** Critically/Constructively investigating the movement of the H/Spirit in world and expressions of the vision of KOG
- ***Transformation:*** Learn by “Incarnating” servant learning and compassionate ministry

Andragogy: Myth and Meaning

- Adult Learning Theory (1970s)
- Adults independent, self-directed learners (Knowles)
- Learning via Problem solving, connected to personal experience, practical outcomes





Andragogy: Myth and Meaning

- Knowles' theory does not apply to all adult learners
 - Field independent vs. field dependent culture
 - Previous educational experiences key
- Real Discovery: Diversity & Experience
 - Adults are diverse but can & do learn
 - "Connect" learning w/ various experiences

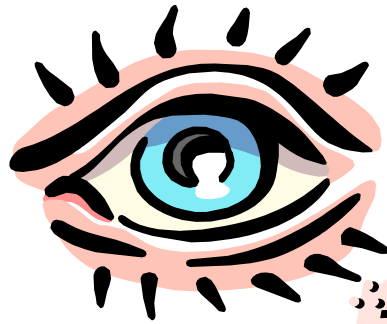


“Attentive” Adult Teaching & Learning

- Attend to adult learning capacities
 - Learning Styles (Perception and Process)
 - Current & Previous Experiences
 - Desire to learn vs. Fear of change
- Attend to content (subject-centered) & context (learning culture)
- “Attentively” diversify learning both communally and individually

Learning Styles: Perceptual Tendencies: VAK(t)

Visual



Auditory

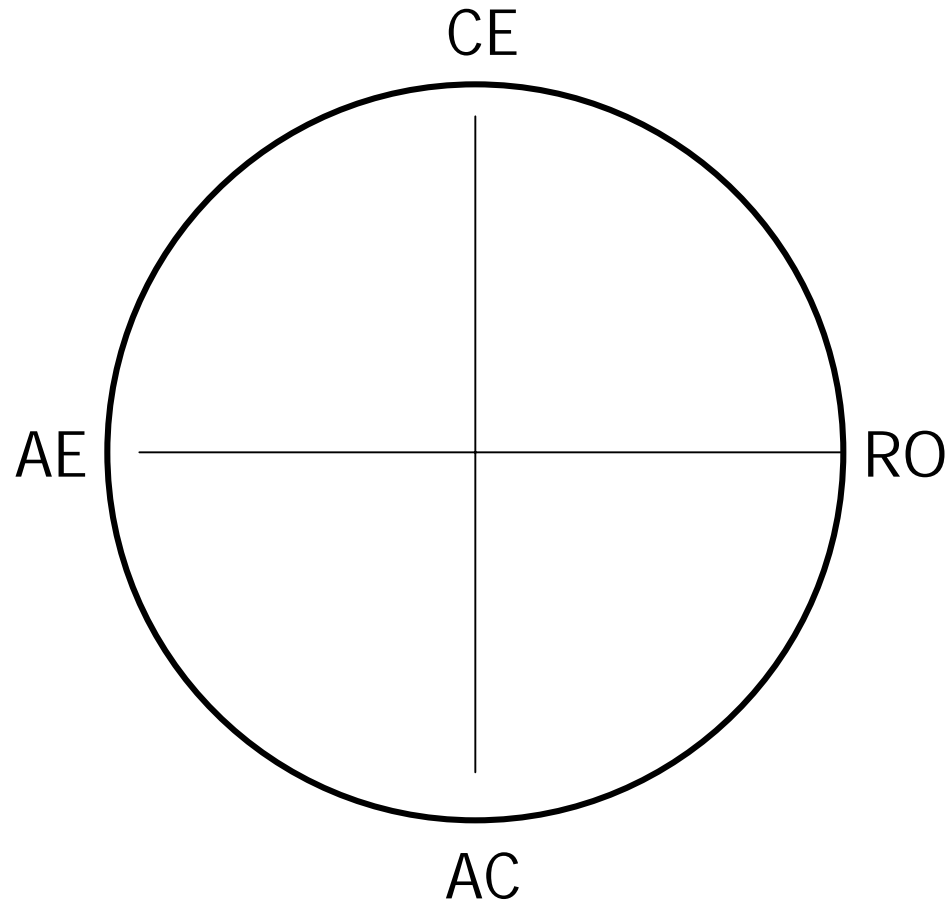


Kinesthetic
(tactile)



Kolb: Adult Experience

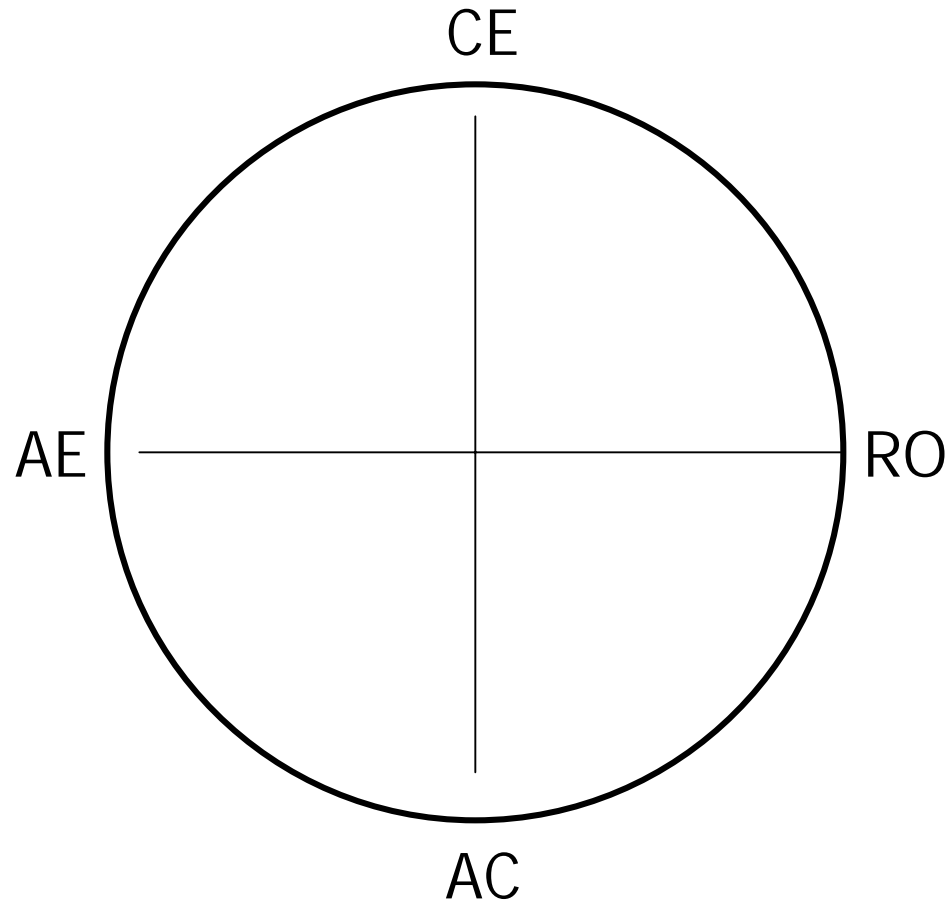
- David Kolb:
key theorist
Experiential Learning
- Learning
through the
Cycle of
Experience



Kolb: Adult Experience

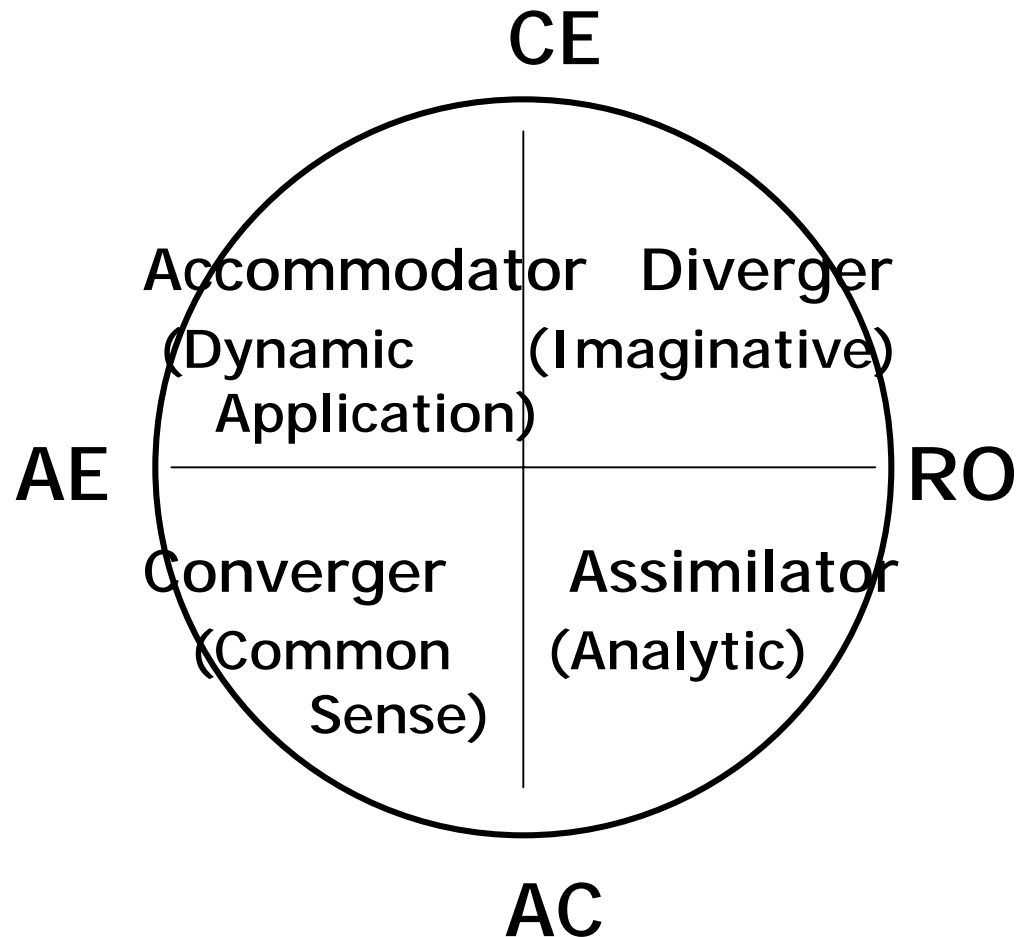
Processing Experience

- “Grasping” via Apprehension/Comprehension
- Transforming via Reflection/Application
- Four major learning styles





Kolb: Adult Learning Styles



Kolb LSI

& Prior Learning Questions

Observations?

Questions?



Teaching “Families” & Strategies

- Strategies: Techniques with a “purpose”
 - *Attend to Learning style*
 - *Attend to Subject’s demands*
 - *Attend to Experiential “context”*
- Families: Strategies that collectively reflect a philosophy of teaching (Models)
- You can blend various strategies but recognize reasons behind the “mix”



Five Major Teaching Families

- *INFORMATION PROCESSING*
- *GROUP INTERACTION*
- *INDIRECT COMMUNICATION*
- *PERSONAL DEVELOPMENT*
- *ACTION/REFLECTION*

- *To Set One's Heart*
 - *Sarah Little*



INFORMATION PROCESSING

- *“Faith asking the intellect for help”*
- Cognitive ability *to structure and retrieve* important information
 - Important for **shaping experience**
 - **Informed vs. Editorial comments**
- Processing information:
 - acquiring, storing and organizing, restating, relating
 - Learn by association: Herbartian Method



INFORMATION PROCESSING

(Strategies)

- Scientific Method: (“Arrive” at answer)
 - *Problem/ Observation/ Hypothesis*
 - *Testing,*
 - *New data (confounds or validates),*
 - *Answer or new puzzle*
- Advance Organizer: (“Framing” Lecture)
 - *Intellectual “scaffold”*
 - *Outline, study guide, opening summary statement or alliteration during a sermon.*



INFORMATION PROCESSING

(Strategies)

- Critical Thinking/Discernment Strategy
 - Identify Key Claims
 - Locate Evidence/Backing for Claims
 - Explore warrants/assumptions behind the arguments
 - Outline the shape/flow of argument
- Six Journalist Questions for Analysis



INFORMATION PROCESSING

(Strategies)

- ***Inductive Model (“Conceptual Gestalt”)***
 - ***Concept Formation:*** listing, grouping, and labeling
 - ***Interpretation:*** infer and generalize from categorized data
 - ***Application:*** general hypothesis explored and verified



GROUP INTERACTION

- Assumption: *Participating Together*
 - More than group building skills
 - Knowledge is “constructed” interpersonally rather than appropriated from “out there.”
 - Less individualistic (group need)
 - Cognitive and Affective areas challenged
 - Goal: explore, test, sharpen ideas/beliefs with people
 - Danger: therapy group or shared ignorance
- Groups vary in size (*optimum size 4-12 people*)
Teacher: Resource & Guide



GROUP INTERACTION

(Strategies)

- Group investigation
 - Includes planning, delegation and leadership
 - Findings shared, process reflected
- Simulation/Role-Play
 - Orient and/or Prepare
 - Introduce/enact Simulation or Role Play
 - Debrief: “what did you feel/learn?”



GROUP INTERACTION

(Strategies)

- Depth Study (Study Circle)
 - *Each member reads 3/4 times in advance*
 - *Passage "marked" by individuals with insights and questions*
 - *Group discusses insights/questions collectively*
 - *Resources provided during actual study*



GROUP INTERACTION

(Strategies)

- Alternative Depth Study*
 - *Individual Study (with resources) done in advance*
 - *Summaries explored at beginning of session*
 - *Group develops general statements they agree on*
 - *Group applies material to new setting*



INDIRECT COMMUNICATION

- “A-ha!” moments of *Encounter*
 - “Gestalt:” disparate parts as a “whole picture”
 - Parabolic” teaching or “serendipity”
 - Aesthetic exercises of discovery or “left-hand” thinking
- Uncertain/”risky” teaching process
- Emphasizes
 - intuition, imagination, feeling



INDIRECT COMMUNICATION

- Are we “teaching?”
 - Creating “space” for encounters not outcomes
- Multiple intelligences or “ways of knowing”
- Aware of Self and world



INDIRECT COMMUNICATION

(Strategies)

- *Clay sculpting*
- Writing/drawing with “*alternate*” hand
- *Storytelling via parables* or open ended stories
- *Artistic representations* (song or painting)
- *Particular Writings or Dramas*
 - Soren Kierkegaard or Flannery O’Conner



PERSONAL DEVELOPMENT

- “Being and Becoming Aware”
 - Self-awareness & self-realization vs. Encounter
- Nurture and growth continuum
 - Life journey or pilgrimage
- Emphasize student participation (teacher as co-learner, guide or facilitator)
 - Artistic events: self awareness and esteem
 - Connect feeling and thinking creatively
 - Danger of superficial thinking (and feeling)



PERSONAL DEVELOPMENT

(Strategies)

- *Personal "Portfolio" of Expressive acts* (art, song, creative writing, media, etc.)
- *Awareness training* (trust walk, journaling, "self-portraits," silent retreats)
- *Non-Directive events* (learning contracts, mentoring, *Lectio Divina*)
- *Metaphorical thinking* (analogies)
 - *Ministry is like ___?___ because it is___?___*



ACTION/REFLECTION

- “Doing” the truth (learning by doing)
 - *Awareness follows experience but..*
 - *Explore beliefs informing actions as well*
- **“Praxis:”** reflection in action (ministry)
 - Worship
 - Pastoral Care & Administration
 - Discipleship
 - Outreach



ACTION/REFLECTION

- ***Classic arenas:***
 - Missions/Compassion education
 - Discipleship/Accountability groups
 - Christian Issues/Action groups
 - Service/Servant Learning, Church ministry groups & Field Education
- ***Key ingredients:*** regular active participation and reflection



ACTION/REFLECTION

(Strategies)

- AAAR method
 - Awareness: name problem or challenge
 - Analysis: careful & thorough assessment
 - Action: develop and implement plan
 - Reflection: observe outcomes and implications
 - *Traditional problem: lack of debriefing*
- Ministry "Portfolio:"
 - Concrete Representations with Evaluation



TEACHING THE “FAMILIES”

- Teachers prefer one or two families based on learning preference and comfort level
 - Develop “strengths”
 - Stretch occasionally with other methods
- Often families may be “blended”
 - Caution: strategies accomplish different goals
- Teaching becomes an art form



TEACHING THE “FAMILIES”

- ***Groome’s “Shared Praxis”***
 - *Participants name their own activity*
 - *Critically reflect on their experience*
 - *“Attend” to material (story)*
 - *Dialog with Material
(critical/creative)*
 - *Choose personal response for future actions*



TEACHING THE "FAMILIES"

- Use Primary Families based on content & context (see grid)
- Vary Strategies in Instruction Plan to attend to learning styles (see grid)
- Offer Creative options
- Recognize Abilities & Experiences
- Remember: Formation, Discernment & Transformation



Adult Learning Strategies

Questions?

<http://homepages.trevecca.edu>



Benediction

I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.

Now to him who by the power at work within us is able to accomplish abundantly far more than all we can ask or imagine, to him be glory in the church and in Christ Jesus to all generations, forever and ever. Amen. (Eph 3:18-21)