

Moving IET Awareness for Beginners to Contextualized Application in any Program

Resources for the Adult Education Practitioner



Webinar Handbook (May21)

Institute for the Professional Development of Adult Educators

Moving IET Awareness for Beginners to Contextualized Application in any Program

RESOURCES FOR THE ADULT EDUCATION PRACTITIONER

Eric Hall, Ed.D, Chancellor for Innovation
Office of the Commissioner, Department of Education

Henry Mack, Chancellor
Division of Career and Adult Education

June Rall, Director of IPDAE

Tamara Serrano, Project Support Specialist for IPDAE

Resources Developed and Designed By
Nicole Howard-Rice, State Trainer for Florida IPDAE



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Institute for the Professional Development of Adult Educators
3209 Virginia Avenue - Fort Pierce, FL 34981
Phone 772-462-7409 • E-mail info@floridaipdae.org

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Guiding Questions

Think about the following guiding questions as you participate in today's session. Write down your thoughts and be prepared to share your ideas.

Slide(s)	Guiding Questions	My Thoughts
4	Think about what you want to take-away from this session.	
7	Define the key terms	
11	What is the main point of Section 2 of the FDOE IET Training Guide?	
12	What is the most common level do Booms Taxonomy do we see in the adult education class and why?	
14-16	What is contextualized teaching and learning in your ABE/GED® program?	
25	Define Financial Literacy, then list the four main components to Financial Literacy	
31-38	How can you integrate the reading matrices and activities into a contextualized classroom environment?	
40-43	Share the one thing that you found most useful from this session.	

Points to Ponder Checklist

Points to Ponder	Pre-Presentation Instructional Perspectives 1. I know all of these strategies. 2. I know most of the effective strategies. 3. I am interested in learning more. 4. I am new to ABE and could use the additional support.	Post Webinar Reflections What would you do differently when teaching as result of this presentation?
How are adult learners in my class currently contextualizing new vocabulary terms?		
As an instructor, am I supporting the adult learner in learning in all levels of Bloom Taxonomy?		
How are the adult learners in the class currently being assessed for skill mastery on new skills covered as a result of instruction?		
After instructing on new skills, am I making a concerted effort to ensure that the learner not only able to recall and memorize but accurately connect and apply in his/her real-world?		
As an instructor, am I charting a pathway toward both academic and career readiness?		

Session Objectives are to:

- **Identify** workforce training skills and academic competencies necessary for success
- **Contextualize**: Practical application and connections of skill-based lessons to the adult learners prior knowledge and occupational goals
- **Concurrently** integrate activity based learning; WF Prep; WF Training.

As you go through this workbook please note that we will be referencing various websites including but limited to the latest academic research from the Florida Department of Education; Harvard University's school of Education; LoQuiz; IPDAE without omitting the host of other academia lead articles and resources mentioned and sourced in this guide.



Contextualized Skills that Matter

<p style="text-align: center;">Determination</p> <p>A positive emotion when faced with obstacles</p>	<p style="text-align: center;">Integration</p> <p>To combine or blend</p>
<p style="text-align: center;">Adaptability</p> <p>The quality to be able to adjust to a variation in conditions</p>	<p style="text-align: center;">Problem Solving</p> <p>Defining or identifying a problem and or the process of figuring out the cause the problem, and process of discovery possible resolutions for accurately effectively solve the problem</p>
<p style="text-align: center;">Communication</p> <p>The exchanging of information</p>	<p style="text-align: center;">Critical Thinking</p> <p>The ability to analyze and evaluate objectively to form an informed position</p>
<p style="text-align: center;">Self-Awareness</p> <p>Cognizant of one own motives, character and goals and desires</p>	<p>Process and analyzing information</p> <p>Process- A series of steps and actions taken in order to achieve a specific end.</p> <p>Analyze-The study of determining the nature, relationship to the parts of a person, place or thing.</p>

Instructional Note to Self: **Understanding that all Learners are not the same** is the foundational level of all instruction. Differentiation and personalization are the essential elements to the establishment of any great lesson idea before it becomes a plan.



Early Language Learner (ELL)

The Early Language Learner may experience added layers of learning challenges. Thus, making the connection with what may be familiar from him/her native country and culture more often than not serves as a gateway to a new level of learning, understanding and application.

Surveying to Maximize Engagement with the Adult Learner Group

Effective Gaming and Activities to Setting the tone bridging the academic process with goal setting toward workforce readiness in the first weeks of class	
1. Wheel of Fortune- Adaptability	2. If You Build it- Critical Thinking
3. Three Must Haves and one leave it Behind-Orientation- Self Awareness	4. Worst Case Scenario- Integration; Problem Solving

<https://loquiz.com/2019/09/07/5-team-building-games-that-teach-you-critical-thinking-skills/>

Notes and ideas for in class gamming and activity based learning

Historical Adult Education Programming

As with anything for one to move forward it more often than not helps to understand the evolution of the cause and or organization that the individual has agreed to partner with in Adult Education has come a long way and has gone through quite a few evolutions since its origin. To assist with better understanding the “why” behind where we must go in adult education. I have created an abbreviated timeline of highlighted periods that have impacted adult education

1790 Adult School Mechanics Institute	<ul style="list-style-type: none"> • First Organized Adult Education Program in Nottingham England(Industrial Revolution)
1826-1925 Josiah Holbrook LYCUEM	<ul style="list-style-type: none"> • Published "Associations of Adults for Mutual Education" • Founded first lyceum in Millbury, MA 1826 • Led to association of 3000 groups with local discussions and association leaders including Ralph Waldo Emerson • Established libraries and museums and stimulated support for tax supported public schools • Published "Associations of Adults for Mutual Education"
Early 1900's Fredrick Taylor	<ul style="list-style-type: none"> • Taylor developed scientific management which developed the field • Studied the actual process of work • Key to development of training in the workplace • Followed by movement to knowledge society after World War 11, making continuing education mandatory to keep up with one's field • Led to 1950's establishment of training departments and HRD

	field
1911 Cora Wilson Stewart- Moonlight Schools	Created to combat Adult illiteracy
1921	The Department of Adult and Community Education was started
1926 Eduard Lindman Andragogy	<ul style="list-style-type: none"> • Wrote "The Meaning Of Adult Education" and "World peace through adult education, 1945" • Defined adult education as a natural process due to the maturing of adults • Developed the first four assumptions (self-direction, accumulated reservoir of experience, development task of social roles, and immediate application/problem-centered) about adult learners upon which Malcolm Knowles built his work • First used the name and concept of andragogy.
1942-47 GED Test	<ul style="list-style-type: none"> • Developed to assess educational proficiency of draftees • Later used for returning veterans then civilian adults
1960's Man Power Development and Act Training Act and Vocational Education Act, Comprehensive, Employment and Training Act	<ul style="list-style-type: none"> • Economic development • Response to economic recession, War On Poverty, and civil rights movement • Implemented education specifically aimed to increase economic opportunity by providing employment skills for adults • Recognized knowledge and skill development as tools for improved

	<p>work performance</p> <ul style="list-style-type: none"> • Recognized importance of job skills to give poor people options and to address social and racial unrest
2021 Integrated Education Training(IET)	You fill in this space

Source: <https://www.fau.edu/education/centersandprograms/csmcc/history/>

Integrated Education Training (IET): Why Now?

The real question is why not now. In light of the current societal climate according the FDOE it is imperative for the Adult Education take a look at it

current process and systems and reboot from the following vantage points provided the table below.

New Vision	Digital literacy skills	Preparing all students
Increased numbers	High growth priority sectors	Globally competitive
Higher levels of informational Learning	Strategic direction	To teach across a learner's social environment
Expand Literacy Capacity	Transitioning	Appeal to a diverse community of adult learners
Rigorous Enhancements	Strengthening adult education for tomorrow	Cultivate Relationships

Instructional Vitamin:

* You are valuable to the Adult Education Community because you make a difference.

Contextualized Teaching and Learning

Contextualized Teaching and Learning (CTL), also known as **Contextualized Instruction**, is defined as a "diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing **teaching** and learning squarely on concrete applications. (Mazzao, 2008)

- Be clear when modeling
- Role Play
- Be Creative with instructional ideas
- Personalize the “why” of learning all skills with an immediate platform for real-world applications
- Visuals Images
- Problem-Based activity executed in collaboration with peers

Early Language Learner (ELL)



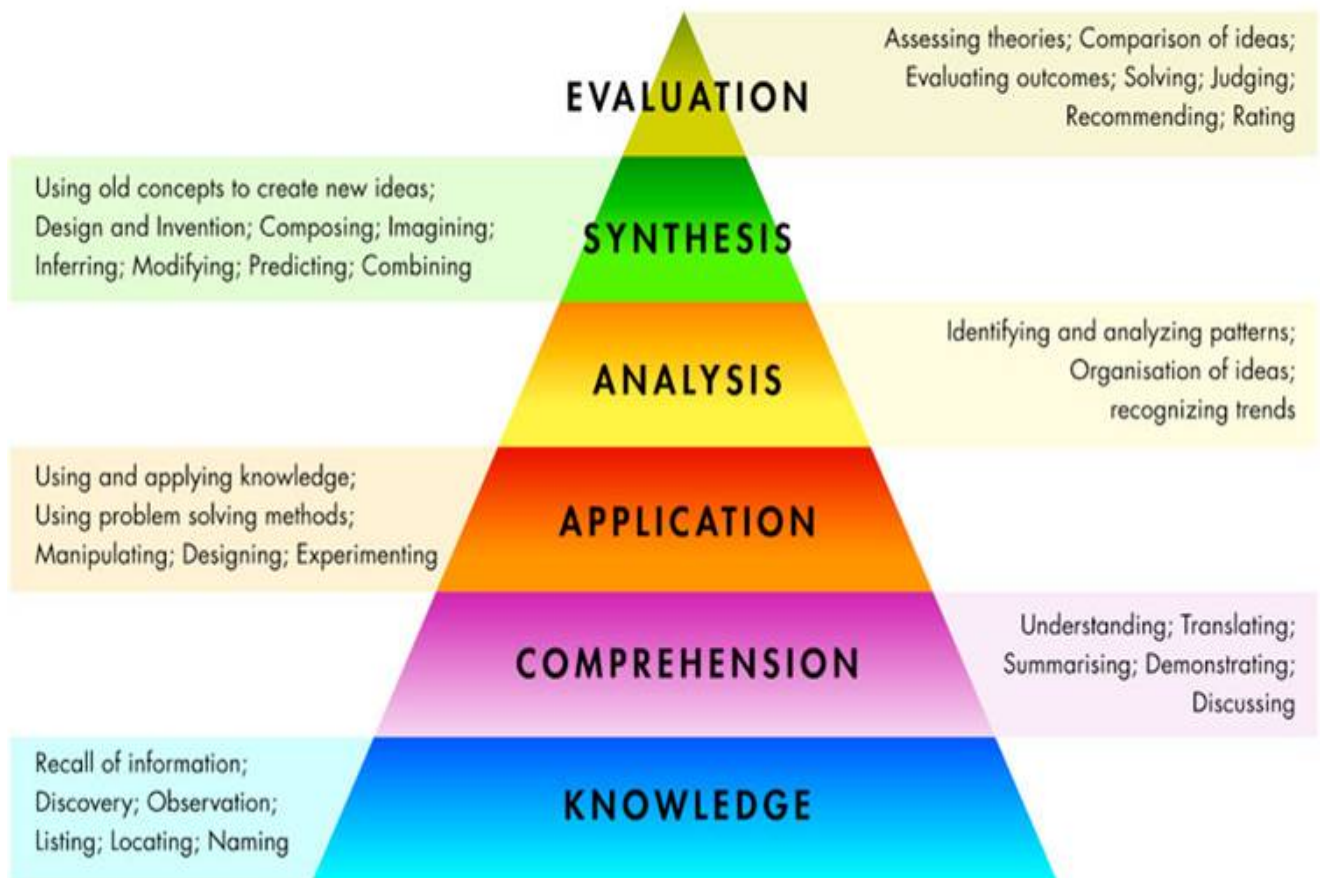
When introducing new or remediating skill based content with an Early Language Learner, the instructor may want to use pre-teaching strategies (e.g., role-plays; charades; pointing to pictures, having the learner say the same word in their native language) to spark interest, as well as labeling pictures and playing games that reinforce learning and retention.

:

Instructional Vitamin: It takes an entire community to build together for real progress

Blooms Taxonomy in Adult Education

B L O O M S T A X O N O M Y



<https://bokcenter.harvard.edu/taxonomies-learning>

- Clear Goals and Objectives
- Project Based Learning
- Problem Based Learning
- Prior Knowledge-Activation
- Field Trips
- Virtual Learning
- Games and Manipulatives



Integration Contextualized

Please take notes in spaces provided after each question

1. Checking the approach to the audience:
What is instructional is currently reflected more in your classroom Andragogy or Pedagogy approaches and why?
2. Occupational Learning:
Where can you begin to infuse more occupational skill growth throughout daily instruction execution?
3. Personal Goals towards achievement: As a practitioner can you say with certainty that you are instructing from a position that supports the adult learners you serve as individuals with career dreams and goals?



Education Contextualized

Walkthrough Checklist

<p>Is Digital Literacy Present in the classroom? If so, where can I improve to reflect the learners I serve every day?</p>	
<p>How often do I afford the adult learners in the program to work on Project-Based activities? And how can I increase such opportunities?</p>	
<p>How often is Civics discussed in the adult learner class that I teach And how can I create more opportunities to provide exposure to do so?</p>	
<p>How often do I afford the adult learners in the program to work through Problem-Based activities? And how can I increase such opportunities?</p>	
<p>How often do I afford the adult learners in the program to work through occupational exploratory training activities and programs? And how can I increase such opportunities?</p>	



Training Contextualized

- Occupational Workstations
- Learning Management Systems that support Workforce
- Readiness
- Mock Interviews
- Resume and Cover Letter Activities
- Job Shadowing
- Social Media-Networking Platforms

Website Citations

IPDAE

<https://www.floridaipdae.org>

Florida Department of Education

<http://www.fldoe.org/academics/career-adult-edu/adult-edu/adult-edu-career-pathways.stml>

Civic Engagement

<https://files.eric.ed.gov/fulltext/ED509832.pdf>

Teaching Civics in a Fun Classroom

<http://civiceducator.org/how-to-teach-government-in-a-fun-way/>

Schoology Exchange: *The Epic Guide to Digital Literacy in Education*

<https://www.schoology.com/blog/epic-guide-digital-literacy-education>

Schoology Exchange: *Why Digital Literacy Important and How to Navigate Teaching it*

<https://www.schoology.com/blog/why-digital-literacy-important-and-how-navigate-teaching-it>

Harvard University: *Taxonomies of Learning*

<https://bokcenter.harvard.edu/taxonomies-learning>

Edutopia: *10 Free Financial Literacy for High School Students*

<https://loquiz.com/2019/09/07/5-team-building-games-that-teach-you-critical-thinking-skills/>

Center for Disease Control (CDC)

<https://www.cdc.gov/healthliteracy/learn/index.html>

LOQUIZ

<https://loquiz.com/2019/09/07/5-team-building-games-that-teach-you-critical-thinking-skills/>