

Getting Your School Year Off to a Great Start!

Resources for the Adult Education Practitioner



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Institute for the Professional Development of Adult Educators

RESOURCES FOR THE ADULT EDUCATION PRACTITIONER

Getting Your School Year Off to a Great Start!

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Seven Characteristics of Adult Learners

1. Adult students are mature people and prefer to be treated as such. They learn best in a democratic, participatory, and collaborative environment. They need to be actively involved in determining how and what they learn and they need active rather than passive learning experiences. They are self-reliant learners and prefer to work at their own pace.
2. Adults have needs which are concrete and immediate. They tend to be impatient unless they see that information can be applied to practical problems. They are task or problem-centered rather than subject-centered. This doesn't mean they are not interested in subject area, but their learning is not complete until it is expressed in appropriate action.
3. Adults are more impatient in the pursuit of learning objectives. They are less tolerant of 'busy work' that does not have immediate and direct application to their objectives. If it is not relevant to their needs then they aren't very interested.
4. Adults have useful past experience. They are more realistic and have insights about what is likely to work and what is not. They are more readily able to relate new facts to past experience.
5. Adults enjoy having their talents and information made use of in a teaching situation. They bring their own experiences and knowledge into the classroom, which they like to use as a resource for learning-provide them with practical learning activities to build on and use their prior skills and knowledge.
6. Adults are intrinsically motivated. They are motivated by internal incentives and curiosity, rather than external rewards. They are also motivated by the usefulness of the material to be learned and learn better when material is related to their own needs and interests.
7. Adults are sometimes fatigued when they attend classes. They therefore, appreciate any teaching devices that add interest and sense of liveliness, variety of method, audiovisual aids, change of pace and sense of humor-anything that will make the learning process easier.

Andragogy and Pedagogy – What’s the Difference?

For centuries, the most commonly accepted approach towards teaching and learning was pedagogical in nature. The Greek roots of the word pedagogy are *ped* or child, plus *agogos* which means to lead. A literal interpretation would be *to lead a child*. By definition pedagogy is the art, science, or profession of teaching. Andragogy, on the other hand refers to the art or science of helping adults learn. The Greek roots of this term, *andro* meaning man -or adult- and *agogos* to lead, literally means *to lead a man or adult*.

	Pedagogical	Andragogical
The Learner	<ul style="list-style-type: none"> • The learner is dependent upon the instructor for all learning • The teacher/instructor assumes full responsibility for what is taught and how it is learned. • The teacher/instructor evaluates learning 	<ul style="list-style-type: none"> • The learner is self-directed • The learner is responsible for his/her own learning • Self-evaluation is characteristic of this approach
Role of the Learner’s Experience	<ul style="list-style-type: none"> • The learner comes to the activity with little experience that could be tapped as a resource for learning • The experience of the instructor is most influential 	<ul style="list-style-type: none"> • Learner brings a greater volume and quality of experience • Adults are a rich resource for one another • Different experiences assure diversity in groups of adults • Experience becomes the source of self-identify
Readiness to Learn	<ul style="list-style-type: none"> • Students are told what they have to learn in order to advance to the next level of mastery 	<ul style="list-style-type: none"> • Any change is likely to trigger a readiness to learn • The need to know in order to perform more effectively in some aspect of one’s life • Ability to assess gaps between where one is now and where one wants and needs to be
Orientation to Learning	<ul style="list-style-type: none"> • Learning is a process of acquiring prescribed subject matter • Content units are sequenced according to the logic of the subject matter 	<ul style="list-style-type: none"> • Learners want to perform a task, solve a problem, live in a more satisfying way • Learning must have relevance to real-life tasks • Learning is organized around life/work situations rather than subject matter units
Motivation for Learning	<ul style="list-style-type: none"> • Primarily motivated by external pressures, competition for grades, and the consequences of failure 	<ul style="list-style-type: none"> • Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization

10 Helpful Questions – How Are You Doing?

	Absolutely	Working On It	Not Currently
1. Do I have a set of standards for instructional practices and do I communicate them? (Am I using the Florida Curriculum Frameworks?)			
2. Do I use a variety of interest-engaging advance organizers?			
3. Do I maintain a focus on essential content that meets intended learning outcomes?			
4. Do I make use of previews at the beginning of class and reviews at the end of class?			
5. Do I apply adult learning principles to engage adult students?			
6. Do I have ways to encourage and reward participation in class?			
7. Do I make use of active learning group exercises to facilitate collaboration?			
8. Do I evaluate higher-order learning and thinking, such as problem solving, critical thinking, and inquiry skills, rather than memorization skills?			
9. Do I make use a process approach to assignments where that is appropriate?			
10. Do I make use a process approach to assignments where that is appropriate?			

Engaging Adult Learners: Philosophy, Principles and Practices (2013) – Jim Bryson

What the Scores Mean

GED [®] TEST	GED READY [®] PRACTICE TEST
<p>GED[®] College Ready + Credit (175-200) Test-taker demonstrates some of the same skills that are taught in college-level courses. Depending on the school or program, a test-taker may be eligible for up to 3 credits in Math, 3 credits in Science, 3 credits in Social Studies, and up to 1 credit in English.</p>	<p>Likely to Pass (145-200) Test-taker is ready and should schedule that GED[®] test subject soon. Readiness predictions are valid for 60 days.</p>
<p>GED[®] College Ready (165-174) Test-taker passed and showed the skills needed to be successful in college or a job (college-and career-readiness level).</p>	<p>Too Close To Call (134-144) Test-taker may be ready, but should study more before taking the test.</p>
<p>GED[®] Passing Score/High School Equivalence (145–164) Test-taker passed and showed the same skills as a graduating high school senior.</p>	<p>Not Likely to Pass (100–133) Test-taker needs to study more before taking the test.</p>
<p>Below Passing (100-144) Test-taker did not pass and needs to study more and retake the test.</p>	

What the Scores Mean

FEATURE	GED® TEST	GED READY® PRACTICE TEST
My Score	Indicates if a test-taker passed, passed with honors, or scored below passing.	Indicates if a test-taker is likely to pass, too close to call, or not likely to pass the GED® test.
How I Can Score Higher	Shows the skills a test-taker needs to work on before trying again. Includes a personalized study plan with pages and chapters to review in popular study materials.	Shows the skills a test-taker needs to work on before taking the GED® test. Includes a personalized study plan with pages and chapters to review in popular study materials.
What My Score Means	Explains what skills the student successfully demonstrated on the GED® test	Explains what skills the student successfully demonstrated on the GED Ready® practice test.
Review My Written Answers	Available for the RLA test subject. Shows the students' scores for their responses and the skills they need to work on to score higher. Not available for Science, Social Studies, or Math subjects.	Displays the test-taker's written responses to extended response and short answer items. Educators can use the constructed response scoring tools to give test-takers feedback on their responses.

Exploring a Writing Standard

Writing (WR)			
Anchor Standards and Benchmark Skills			
CCR.WR.ABE.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
	<p>1.2. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b) Provide reasons that support the opinion.</p> <p>c) Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d) Provide a concluding statement or section.</p>	<p>1.3. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b) Provide logically ordered reasons that are supported by facts and details.</p> <p>c) Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>d) Provide a concluding statement or section related to the opinion presented.</p>	<p>1.4. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d) Establish and maintain a formal style.</p> <p>e) Provide a concluding statement or section that follows from and supports the argument presented.</p>

Exploring a Math Standard

NRS Level 1 GE: 0.0 – 1.9	NRS Level 2 GE: 2.0 – 3.9	NRS Level 3 GE: 4.0 – 5.9	NRS Level 4 GE: 6.0 – 8.9
CCR.MA.ABE.4. Geometry			
<p>1.1 Analyze, compare, and create (compose) shapes.</p> <p>a) Analyze and compare two- and three-dimensional shapes that are different sizes and orientations.</p> <p>b) Use informal language to describe:</p> <ul style="list-style-type: none"> • Their similarities and differences. • Their parts such as the number of sides and vertices/corners. • Other attributes such as having sides of equal length. 	<p>2.1 Analyze and compare angles within shapes.</p> <p>a) Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.</p> <p>b) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p>	<p>3.1 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <p>a) Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.</p>	<p>4.1 Draw, construct, and describe geometrical figures and describe the relationships between them.</p> <p>a) Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p>

Website Resources

The following websites were included in the webinar.

- **Florida Department of Education – Adult Education Standards**
<http://www.fl DOE.org/academics/career-adult-edu/adult-edu/>
- **Florida Department of Education – Technical Assistance Papers**
<http://www.fl DOE.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml>
- **College and Career Readiness Standards for Adult Education**
<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>
- **Handbook for Sustaining Standards-Based Education in Adult Education**
<https://lincs.ed.gov/publications/pdf/SustainingStandards-BasedEd.pdf>
- **GED Testing Service** - <https://ged.com>
- **TABE (DRC – Data Recognition Corporation)** - <http://tabetest.com/>
 - TABE 11&12 Blueprints - www.tabetest.com/resources-2/testing-information/blue-prints/
 - TABE 11&12 Sample Practice Items - www.tabetest.com/resources-2/testing-information/tabe-1112-practice/
- **CASAS** - <https://www.casas.org>
- **English Proficiency Standards for Adult Education**
<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>
- **OCTAE** - <https://www2.ed.gov/about/offices/list/ovae/index.html>
- **ACE of Florida** - <http://aceofflorida.org/>
- **Florida Literacy Coalition** – <https://floridaliteracy.org/>
- **COABE** - <https://www.coabe.org/>
- **TESOL** - <http://www.tesol.org/>
- **NAASLN** - <http://naasln.org/>
- **LINCS** - <https://lincs.ed.gov/>
- **World Education** - <https://www.worlded.org/WEInternet/us/index.cfm>
- **Florida IPDAE** – <http://floridaipdae.org/>