

Best Practices in Adult Teaching & Learning

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Your agenda for tonight's session is completed at 9:20 (class runs till 10:00). NOW WHAT?

1. Support—faculty directed (videos, questions, computer, newspaper, internet)
2. Additional Discussion—Q & A topics
3. Application/Implementation—student directed. Discussion, Journal
4. Do a better job of planning session
5. Design platform for next class.

Other comments:

1. Use detailed agenda
2. Have students share how the lecture, readings, assignment connect to their work
3. Speed Research Projects geared to the lessons for that class. Students go to computer lab & research topic, then report back.
4. Have “open forum” with questions prepared ahead of time combining with breakout groups
5. Use a video backup. Use questions for discussion
6. Extra prayer time for bonding purposes in Foundations course (a beginning course). Extra writing or discussion time.
7. Keep pages of Internet sites for each objective. Send to lab for 15 minutes. Report back one useful site.
8. Have them journal—1) the most exciting thing I learned tonight was, 2) my unanswered question was....., 3) the most frustrating thing about tonight was.....
9. Introduce news articles/events that relate to assignment
10. Use the “extra” time for additional reflection (written) and discussion around content that may have not been addressed completely.
11. Move to an application/implementation discussion
12. Have students relate applications to the material covered from their work situations.

How do you integrate your faith and relationship with the Lord in your classroom?

1. By keeping the concept of world life view before the student. Encouraging the development of a world life view by each student.
2. Share stories of my own faith walk to illustrate concepts.
3. Use personal scenarios to illustrate my relationship with the Lord that goes along with course concepts

4. For geography course: personal missionary experience or travel experience within a country, using Operation World to see how God is working and students can pray intelligently for the world
5. Every group is different. I'm different in every new class, so I ask God to direct what is needed for that particular moment in time.
6. Incorporate Christian world view only all theory. Scripture.
7. Integrate faith. Find scripture that relates and include it in presentation
8. Direct Biblical examples and statements of my faith and faith journey
9. Biblical illustrations. Ask what does the Bible say about a particular topic? Simply by how students are treated.
10. Try to bring in Biblical principles or particular verses that apply.
11. Comes very naturally for me. Slide it in as I talk. Also use Biblical examples all the time!
12. Role model in classroom
13. Develop a threaded discussion topic. Students reflect on that. Introduces or deepens thinking on a major concept for the week. Preparation to participate involves reading Scripture and related stories.
14. Find devotionals that relate to the topic
15. Begin & end each class with prayer (and occasionally in the middle)!
16. Share scripture, prayer requests, share personal testimony and encourage others to do so

Complete: "I am most challenged in the classroom when....."

Preparation

- Teacher preparation
- Student Preparation

Communication

- Student behavior issues
- Contextual background of faculty
- Expectation issues
- Cultural contexts

Process

- Classroom process
- Group (team) process

Expertise

- Student expertise vs. faculty expertise

Other comments:

1. I am not prepared!
2. When I don't know the answers to what is being asked!
3. Students have not prepared properly.
4. Adults act like high school students and I have to reprimand
5. Students decide that I am a "feminist" and therefore they can't or won't learn in the class I'm teaching.

6. When a student reacts contrary to my expectations.
7. I feel as if I haven't really "heard" students of a different culture or background
8. Loose focus in the flow and process of the class
9. Project team issues
10. Students are asleep and there is much more to do
11. Covering a topic the students know more than me
12. Feel challenged when a student works or is an expert in a concept I am teaching.

What one strategy or activity do you do that meets the unique learning needs of adults?

1. Use lots of simulations that connect to their workplace.
2. Incorporate visual and hands on learning techniques as well as auditory
3. Working through a verbal review of the class each session
4. Use of e-journals. What's working? What's not working? What would you like me to know?
5. Have students share expertise from work that is linked to curriculum
6. Use their own life experiences they share (about their divorce or their business leadership).
7. Let them lead discussion. Answer questions among themselves before I answer
8. "Snowball discussion"—Discussion as a way of teaching. (Stephen Brookfield & Stephen Preskill)

How do you organize breakout groups?

1. Use Hershey's mini candy bars. Students randomly pull a candy bar out of a brown bag. All who have the same candy bar form a group.
2. Use colored candy.
3. Deck of cards, candy, color of shirt, color of eyes, birthday quadrant, marbles
4. Ask them to work with different partners each evening. Classes are small enough I can keep informal track.
5. For geography course, according to specific country or area
6. Have students identify strengths and weaknesses (prior to session). Pair up for break out times.
7. Mix up MBTI groupings. Count off. By gender. Each way depends on purpose of group.
8. Find somebody you don't like and go into that group. Find two people you don't know and form a group with them.
9. Organize breakout groups. Put stronger students with weaker students.

How do you accommodate differences in student preparation?

- Quizzes
- Random calling (Law School method)
- “Hook” for next session (peer activities)
- Pre-test or inventory over assignments before class
- Student bios to teachers ahead of time to get to know students (online & F2F)
- E-mailing assignments ahead of time
- Assignments become student presentation