

MODULE-2 SESSION-I METHODS USED IN ADULT EDUCATION

2.0 Learning Objectives

2.1 Methods of Teaching Adults

Formative Evaluation

2.2 Criteria for Selecting the Appropriate Teaching Methods for Adult Education

2.3 Let's Sum Up

2.4 References

2.0 LEARNING OBJECTIVES

After going through this module, you will be able to:

- Describe the teaching methods used with adults.
- Select the criteria for appropriate teaching methods for Adult Education.

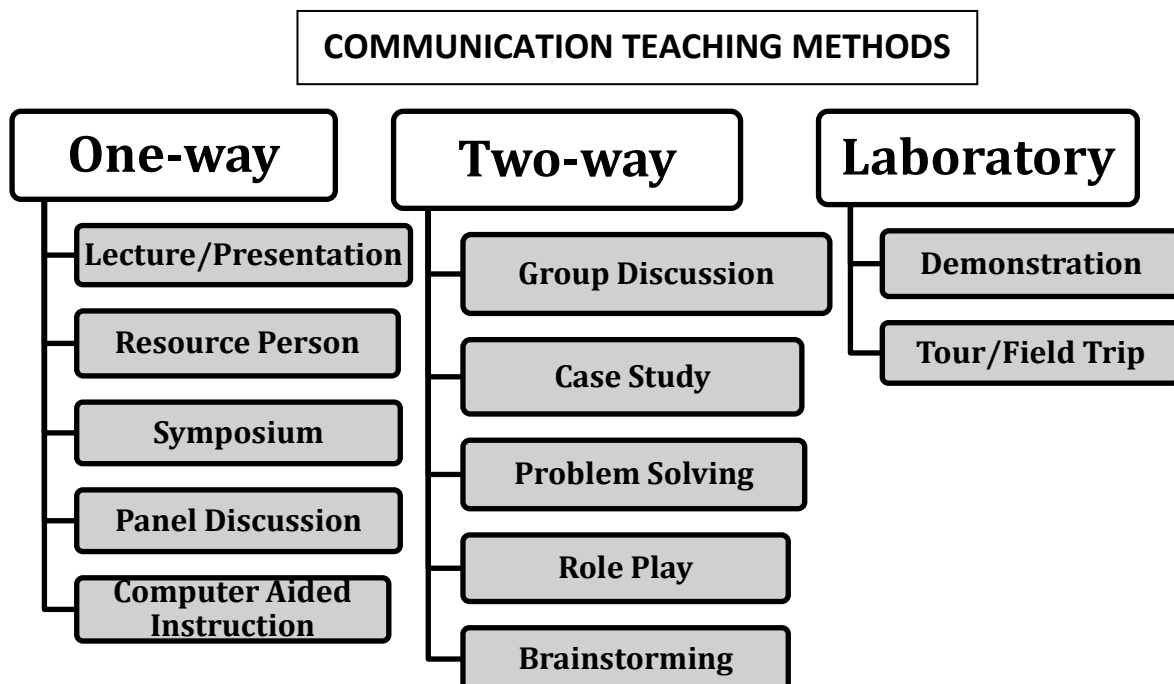
INTRODUCTION

Adult Education is the type of education that is free from rigidity (systems that are very strict or difficult to change) with regards to curriculum, learning materials, methodology, venue, duration or the length an individual takes to complete a particular instructional session. Adult learn in a variety of ways. Therefore, it stands to reason that there are a variety of educational delivery formats and teaching methods that should be employed to facilitate the learning process of adults. This module examines a number of delivery formats and teaching methods that can be used effectively in adult education and describes some factors to consider in their selection and use.

Are methods of teaching different for adults?

2.1 TEACHING METHODS USED WITH ADULTS

The selection of teaching methods from one or a combination of the categories is dependent upon the intended outcome and the maturity (readiness level) of the learners, from a knowledge and skill perspective. There are three teaching methods for adults which are as follows:

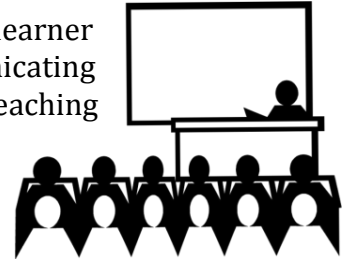


1. One-way communication methods

One-way communication methods are most appropriate in situations where the objective is primarily focused on transmitting information from one or more sources to a group of adult learners. In this case, the intended audience would be assumed to have limited background information regarding the subject and would receive the greatest benefit by simply expanding their knowledge through the acquisition of new information.

1) Lecture/Presentation:

The information is presented orally with minimal amount of learner participation. This teaching method is an efficient means of communicating **factual (Realistic)** information in a limited amount of time. This teaching method is also useful when the material is not readily available in other forms. It can be enhanced and the amount of information that learners retain can be dramatically increased by the use of quality visual aids.



Purpose

- To provide a large amount of information in a limited amount of time.
An efficient method of providing information not readily available in print or other forms.

Suggested Strategies for Success

- Develop approaches to gain and hold learners attention
- Prepare a detailed outline with key points
- Organize and structure the material in a logical sequence for learners (for example, begin with overview, discuss events in chronological order, build from the simple to complex)
- Make frequent changes in teaching learning environment
- Frequently use visual aids to add clarity and variability

2) Resource Person (Subject expert):

An expert provides awareness and new information regarding the subject concerned. The primary reason of using a resource person is to assist learning by providing experiences of the subject or information that is not available in other forms. A resource person will generally use the lecture/presentation teaching method followed with questions from the audience; however, other teaching methods could also be used.

Purpose

- To provide knowledge and experience from a recognized expert on the topic

Suggested Strategies for Success

- Provide resource person with:
-topic of discussion

- length of the session
- learners prior knowledge and experience of the topic
- determine the resource person's equipment needs
- Identify needs or special requests of the learners
- Prepare learners prior to the resources person's presentation
- Promote the raising of questions by the learners

3) Symposium:

This consists of a group of brief presentations by resource persons on various aspects of the subject. Generally, there are three to six presentations, each between 5 to 20 minutes in length. After the presentation, the presenters may participate in a panel discussion, question each other, or respond to questions from the audience.



Purpose

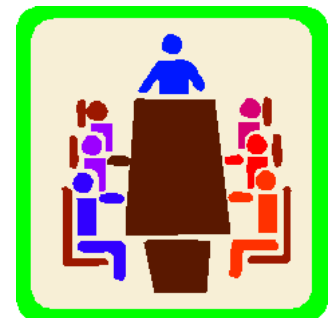
- To provide a variety of viewpoints on a particular issue, problem, or topic from a panel of experts.

Suggested Strategies for Success

- Clearly define the issue, problem, or topic to be discussed and share with panelists prior to the symposium
- Select four to six members for the panel with diverse backgrounds and experiences
- Have each panelist prepare a brief presentation on the issue, problem or subject
- After presentation let the panelists question each other or respond to learner questions.
- Plan the follow up discussion during the session

4) Panel Discussion:

Panels of resource persons or a group of learners talk among themselves, present their ideas, and possibly come to some general agreements regarding the subject. In a panel discussion, only the panelists talk while the learners listen to the panelists. Modification of the panel discussion method may include having the panelists respond to questions from learners.



Purpose

- To provide an opportunity for experts or a group of learners to present differing viewpoints on a topic, issue or problem to other panelists and learners. The discussion of the panel should stimulate the learners thinking.

Suggested Strategies for Success

- Clearly define the issue or problem to be discussed
- Select (possible from the learners) and prepare members of the panel
- Designate a leader for the panel
- Arrange the learning environment keeping the learners in mind

- Keep the discussion within a specified time frame

<http://www.youtube.com/watch?v=Sc9MKyV-DWM> (Example of Panel Discussion)

5) Computer-Aided Instruction:

This is an interactive instructional technique in which a computer and a specialized computer programme is used to present instructional material, monitor learning progress, and select additional instructional material based on learners' needs and progress.



Purpose

- To provide opportunity for adults to learn the subject at their own pace. An effective method for providing active learning with immediate feedback and reinforcement.

Suggested Strategies for Success

- Provide up-to-date computer technology
- Select software programmes that provide active learning (interaction) and preview them extensively
- Select software programmes that provide immediate feedback

Let's look at two-way communication methods

2. Two-way (interactive) communication methods

As adult learners gain in their educational maturity, due to an expanded knowledge base, utilization of two-way communication methods may be employed to facilitate an exchange or dialogue between the information source and the adult learners. Adult educators should become adept at planning educational activities that combine methods, initially utilizing one-way communication methods and moving toward two-way communication methods as learners "mature."

Teaching Methods Using Two-Way (Interactive) Communication

1) Group discussion:

The entire group of learners participates in a discussion for the purpose of sharing information regarding issues, problems, or questions of the subject matter and analyzing and evaluating the information to arrive at some general conclusions.



Purpose

- To provide an opportunity for learners to think together constructively for purposes of learning, solving problems, making decisions, and improving human relationships.

Suggested Strategies for Success

- Guide learners into selecting the topic for discussion
- Prepare a list of leading questions that will stimulate thinking and discussion
- Arrange the learning environment to promote discussion
- Establish an atmosphere in which learners have an equal opportunity to participate

<http://www.youtube.com/watch?v=HWIKdUk-eUo> (Example of Group Discussion)

2) Case Study:

A detailed analysis focuses on a particular problem or issue of an individual, group or organization. Case studies can serve several purposes. They can be useful in generating discussion of an issue or problem, to provide relevance and meaning to the subject matter, and they are useful in introducing and leading learners into defining a problem that needs to be solved.

Purpose

- To provide an account of an actual problem or situation that has been experienced by an individual or group.



Suggested Strategies for Success

- Present the case in writing with 3 or 4 questions that will generate discussion
- Be prepared with leading questions to stimulate thinking and discussion
- Establish an atmosphere in which learners have an equal opportunity to participate in the discussion
- Guide the discussion towards the intended outcome

3) Problem Solving:

Learners are actively engaged in defining a problem that needs to be solved or a decision that needs to be made, in identifying factors relevant to solving the problem, in seeking data and information to solve the problem, in formulating and testing alternative solutions, and in arriving at a solution to the problem. Several problem solving techniques have been used successfully by adult educators. These techniques include:

- **The “Forked-Road” Decision:** Learners identify and analyze factors necessary to make a decision between two possible alternatives to solve the problem.
- **The “Possibilities-Factors” Decision:** This is similar to the forked-road decision, but in this case learners make a decision between three or more possible alternatives to solve the problem.
- **The “Given the Effect, Find the Cause” Problem:** Learners are presented with a problem that has identifiable symptoms. Learners must determine the possible

causes, analyze and evaluate facts related to each possible cause to determine the most likely cause, and identify alternatives for correcting the problem.

- **The “Situation-to-Be Improved” Problem:** Learners are presented with a detailed situation in need of improvement. Learners must compare the current situation and offer recommendations as how to move the current situation towards the ideal.

Purpose

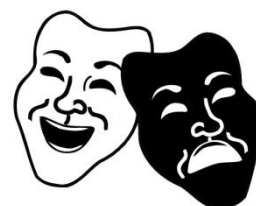
- To provide an opportunity for learners to solve a problem through the collection, application and assessment of information. An effective teaching method to encourage learners to inquire into and think critically about a topic.

Suggested Strategies for Success

- Identify the relevant factors pertaining to the problem
- Collect the information needed to solve the problem
- Choose problems that are relevant to the lives of learners
- Use the case study, role play or other teaching method to involve learners in defining the problem
- Let learners gather the information
- Have learners summarize what was learned from solving the problem

4) Role-Play:

A group of learners act out a situation or an incident to **portray (Represent)** a common human relationship problem. Role-plays are useful in adding relevance and meaning to the subject matter by introducing learners to common human-relations problems.



Purpose

- To provide learners with the opportunity to experience common human-relations problems in a secure environment.

Suggested Strategies for Success

- Determine the specific objectives to be accomplished
- Design role play to meet the specific objectives
- Prepare learners participating in the role play for their roles, and provide situations and scripts if necessary
- Analyze and summarize the role play to relate to the specified objective

<http://www.youtube.com/watch?v=nwwPusUHKCA> **(Example of Role Play)**

5) Brainstorming:

This process encourages the creative generation of ideas regarding a specific topic in which learners contribute suggestions in a spontaneous and noncritical environment. Brainstorming activities are often used as a pre-planning activity to formulate ideas for future learning sessions.

Purpose

- To seek creative ideas or to identify possible solutions to problems. Allow learners to express opinion and ideas without the threat of being judged by other learners.



Suggested Strategies for Success

- Begin the session with a specific topic or problem
- Have the facilitator explain the ground rules of a brainstorming session like
 - All opinions and ideas pertaining to the topic are welcome
 - Judgment of opinions and ideas is not allowed
 - Criticism is not allowed
 - Expanding on the ideas of others is encouraged
- Have a recorder document all ideas

(E.g. Faculty of Management Studies, Banaras Hindu University (BHU) organized a brain storming session on the theme “Higher Education in India: Issues, Challenges and Expectations on September 8, 2012. The session was unique and aimed to create a platform for academic administrators and academicians so as to bring out certain valuable insights on to the key theme.)

<http://bhu.ac.in/fms/BSSReport.pdf>

Let's see how laboratory methods are different from one-way and two-way methods.

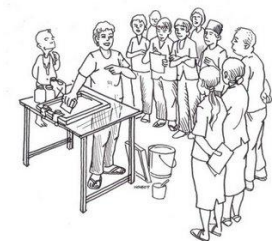
3. Laboratory (skill development) Methods

Laboratory teaching methods are used in learning situations where the objective is to gain or acquire knowledge and skill in the performance of a psychomotor task. This method is also useful in situations where observation of an application, practice, or skill is desired.

Teaching Methods for Laboratory

1) Demonstration:

This method is useful in illustrating and explaining, in an orderly and detailed way, how to perform specific skills and procedures. Process demonstrations are very useful in teaching psychomotor skills, developing an understanding of how things operate and function and modeling how to perform new practices or procedures. Result demonstrations are used to illustrate the “outcomes” resulting from variations in a process.



Purpose

- To model the correct step-by-step procedures needed when performing a specified task.

Suggested Strategies for Success

- Keep learners interested by involving them in the demonstration
- Assemble all equipment and supplies and rehearse prior to the actual demonstration
- Check for clarity by asking questions
- Outline steps using some form of visual aid.
- Restate key points several times
- Provide time for learners to apply and practice the “newly” acquired skill

http://www.youtube.com/watch?v=KUh_eq2oAs

(Example of Demonstration)

2) Tour/Field Trip:

In this activity, the learners travel to specific locations to learn the specified objective. It could include observation of a situation, observation of practices in action, or simply bringing learners in contact with individuals and practices that could not be observed under existing instructional circumstances. Field trips are usually to one site or location, while tours may involve visiting several sites. Tours may be conducted within a single day or over several days, or weeks.

Purpose

- To provide an opportunity for learners to observe practices, problem situations, or to bring learners in contact with persons or objects that cannot be seen by other means.

Suggested Strategies for Success

- Determine the specific objectives to be accomplished
- Select an appropriate site
- Plan transportation (include maps if necessary)
- Plan a follow-up and summary

Dear friends, when Adult Educator has to use methods of teaching to implement a programme, he/she has to select a method according to the content to be taught. To decide which method is to be used for which content, criteria need to be referred to teach Adults.

2.2 CRITERIA FOR SELECTING THE APPROPRIATE TEACHING METHODS FOR ADULT EDUCATION

When selecting the most appropriate teaching methods, there are several factors that should be considered. Factors to consider include:

1. Objectives-desired learner outcomes

The first factor to consider when selecting the most appropriate teaching method is the educational programs objective for teaching the subject. The instructor must determine if the purpose of instructor is to provide learners with new information, apply new

information, or perform a skill. The objective is the most important factor in selecting appropriate teaching methods.

2. Subject matter (content)

A closely related factor in selecting teaching methods is the subject matter to be taught. Some topics naturally lend themselves to one-way communication methods because the content is new to the learners and they need a basic knowledge of the subject matter to internalize information. As learners mature in their knowledge of the subject matter, the teaching methods may change. Subject matter that involves learning a new skill or a new way of performing a skill may be taught most effectively through demonstrations, role-plays, and computer-aided instruction.

3. Available facilities, equipment, and resources

The facilities, equipment, and resources available will greatly influence the teaching methods selected. Certain teaching methods may require particular room arrangements and space. Some teaching methods may require specialized laboratory equipment.

4. Characteristics and backgrounds of the learners

The learning characteristics, backgrounds, prior knowledge, and experiences of adult learners will affect the kind of teaching methods to use. Building a variety of teaching methods into the teaching learning process would strengthen the learning experiences for all learners.

5. Desired interaction of learners among themselves and with the instructor

This factor also corresponds to the desired outcome of the teaching-learning process. When the objective is to gain knowledge or understand the topic, we would expect to observe a limited amount of interaction. **Conversely (On the other hand)**, when the objective is to gain **proficiency (Skill)** in performing a skill, we would expect to observe an increased amount of interaction in the teaching-learning process.

6. Available time

The amount of time available to teach a topic will also influence the teaching methods selected. Adult educators must plan ahead and anticipate the amount of time necessary to effectively teach a topic. An adult educator must select the most appropriate teaching methods factoring in the time requirements needed to effectively use the various teaching process.

2.3 LET'S SUM UP

- Selecting the appropriate teaching method is primarily dependent upon the objective of the Adult Education programme.
- Teaching methods can be classified into three groups: instructional strategies that involve one-way communication, those that involve two-way communication, and those that involve laboratory activities.

- Using a combination of teaching methods will generally improve programme effectiveness by accommodating the range of learning preferences represented in the target audience.

2.4 REFERENCES

BIBLIOGRAPHY

- ✓ Mohanty. S. (2002): “ Adult and Non-Formal Education”, Second Edition, Deep & Deep Publications Pvt. Ltd.

ADDITIONAL LINKS

- ✓ <http://www.youtube.com/watch?v=Sc9MKyV-DWM>
- ✓ <http://www.youtube.com/watch?v=HWIKdUk-eUo>
- ✓ <http://www.youtube.com/watch?v=nwwPusUHKCA>
- ✓ http://www.youtube.com/watch?v=KUh_eq2oAs
- ✓ <http://bhu.ac.in/fms/BSSReport.pdf>
- ✓ <http://www.fastfamilysupport.org/fasttraining/Other/teachingadults-whattrainersneedtoknow.pdf>
- ✓ <http://pria.org/publication/Methods%20of%20Participatory%20Training.pdf>
- ✓ http://www.unodc.org/pdf/india/publications/guide_for_Trainers/07_briefoverviewofparticipatorytrainingmethods.pdf