# Relationship-Based Professional Development Credential Course

## Learning Activities for Session 5 – Adult Learning: Theory & Learner Characteristics

**Please note:** The RBPD Credential materials are owned by the Minnesota Department of Human Services, Child Services Division. The materials will be available on Canvas during the course and for one week after the course ends. You are responsible for downloading any materials that you would like to keep for your records.

## Session 5 Overview

**Course Level:**

2

**Knowledge Competency Framework for Early Childhood Practitioners:**

Content Area VI: Professionalism

**RBPD KCF Content Areas:**

II. Adult learning principles

**CDA Content Area:**

Professionalism

**Learning Objective:**

- Objective 1: Identify key characteristics of adult learners
- Objective 2: Apply adult learning theories to RBPD practice

**Watch the Introductory Video:**

- **Introduction to Adult Learning (Sessions 5-7)**

**Readings: Session 5 Documents**

**Lecture Notes, PPTs and Handouts:**

- Session 5 Module 3 PPT Theory and Characteristics
- Session 5 Lecture Notes A - Adult Learning
- Session 5 Lecture Notes B – Characteristics
- Session 5 Lecture Notes C - Balancing Direction and Reflection
- Session 5 Lecture Notes D - Setting Goals with Adult Learners
- Session 5 -Handout Adult Learning Theory Worksheet
- Optional: Tell Me So I can Hear (re; Giving Feedback, Kegan Ways of Knowing), Drago-Severson & Blum-DeStefano, 2014.

**Web Links**

- Review: Katz, L. (1995.) The Developmental Stages of Teachers. The Early Childhood and parenting Collaborative. Champaign, IL. (article posted in Canvas)
- S.M.A.R.T. goals - http://www.health.state.mn.us/divs/opi/qi/toolbox/objectives.html
- 3 strategies coaches use to be directive as well as supportive with teachers - (Article is posted in Canvas as a reading.)
- Watch the video from Lecture Notes D: https://mediaspace.umn.edu/media/t/1_maibrydr

**Video Link**

- https://mediaspace.umn.edu/media/t/1_maibrydr

**Session 4 Reminders**

**Homework reminders for participants (activity from last session—to do *before* the discussion board entry):**

1. Interview 2 adults (if at all possible, they should be early childhood educators who work with children) about learning by asking them questions listed below.

2. **Read & complete handout:** Adult Learning Theory worksheet

## Discussion Board:

**Initial Post is due _____, with at least 3 additional posts to other participants by _____.**

After completing your "homework" (detailed reminder below), please:

1. Post 2-3 things that the people you interviewed had in common or were different approaches to the same question, and
2. One aha! you gained from the interviews.
3. **In the follow up comments** as you read colleagues' thoughts, consider and reflect on the overlap between these interview experiences and the **Session 5 Lecture B, Characteristics of Adult Learners.** How do the characteristics from your interviews relate to learning preferences and/or learning challenges that your interviewees reported?

## Homework:

Interview 2 adults (if at all possible, they should be early childhood educators who work with children) about learning by asking them the following questions:

- When you want to learn something new, for example a new teaching strategy (for non-educators it could just be learning to do something new), how do you prefer to learn about it?
- What is challenging about learning something new?
- How do you determine when/how you have been successful in learning the new way of doing something?

[Note: it is okay to ask people to give you more information or prompt them with some questions if their responses are single words, for example. "Tell me more…could you share an example? How does that work for you?" Might be a few prompts.]

Write down 2-3 things that the two people had in common or which were very different approaches to the same question.

For Level 1 assignments, write about one "aha" you gained from the interviews.

For Level 2 assignments, write a paragraph responding to the question: If you were coaching either of these people, how would knowing this information affect the way you approached your coaching partnership?

- When you want to learn something new, for example a new teaching strategy (for non-educators it could just be learning to do something new), how do you prefer to learn about it?
- What is challenging about learning something new?
- How do you determine when/how you have been successful in learning the new way of doing something?

**Video Chat:**

- **Before the chat:**  Based on Lecture A, please complete the *Adult Learning Theory Worksheet* and be prepared to discuss:

    o   What was one thing you learned about the theory you chose that you would like to share?

    o   How will this information support RPBD?

**Lecture C identifies occasions when a more directive approach could be effective.**

- When you look at the right-hand column of the chart on page 4 of Lecture C that describes a "Reflective" approach to learning, what words or phrases stand out to you as fitting adult learners? Why? What is a situation from your experience (as a learner or an RBPD specialist) that might best fit a "directive" approach?  "Reflective?"

**Lecture B (Adult learning characteristics) and Lecture D (please view the "smart goal" video clip in order to prepare for this video chat!) address setting goals with adult learners** (Goal-setting will also be included in future sessions.)

- Research tells us that when adult learners set specific goals that describe new strategies and how to measure success, learning is more likely to occur. *Looking at the list of adult learner characteristics, which of them do you think connect to the value of setting goals?*

- **Lecture D video:** What did you notice in the video clip of a provider and coach discussing a goal? Where did you hear elements of a S.M.A.R.T. goal?

- How might cultural practices affect people's comfort level with different approaches (i.e., directive versus reflective)?

## Reflection Assignment:

Note: If you are not yet working as an RBPD specialist, please complete Level 1. If you are, please complete Level 2 so that you can relate it to your work experiences.

- Please write up ½ to one page of your thoughts on the questions below that combine information from the readings, message board, and the chat discussion.

Read the article: "Stages of Teacher Development" by Lillian Katz.
https://www.mentoringsc.com/uploads/1/7/6/8/17684955/developmental_stages_of_teachers_article_m1_s1_10.pdf

(Just a note: though the author uses the term "teacher" these stages can apply to early childhood practitioners who work with children in a variety of settings.)

1. Level 1: Choose TWO stages (other than "survival"). Write out two key characteristics of the stages you chose and *describe how that information would be useful in RBPD*. (For example, how might your approach differ depending on which of the two stages you chose to examine?) Be sure to respond thoroughly, including thoughts from the video chat, other theories, and how the stages fit your own experience (or perhaps they do not fit your experiences, as there may be other influences–culture, context, etc, that you consider and write about).

2. Level 2: Choose TWO stages (other than "survival"). Write out two key characteristics of each stage and how you have seen examples of this in your work. How is (or would) this information about the stages be helpful in your work as an RBPD specialist? Also, development may not be as linear as this theory proposes. What are your thoughts about other influences on development beyond the number of years a person has been in the field?

## Resource Citations

Glavaneau, V. (2011). On Culture and human development: Interview with Barbara Rogoff. Europe's Journal of Psychology. 7 (3), 408-418. http://www.academia.edu/2978999/On_culture_and_human_development_Interview_with_Barbara_Rogoff

Gravani, M. (2012). Adult learning principles in designing learning activities for teacher development. International Journal of Lifelong Education, 31 (4), p419-432. DOI: 10.1080/02601370.2012.663804

Ippolito, J. (2010). Three ways that literacy coaches balance responsive and directive relationships with teachers. The Elementary School Journal, 111(1), 164 190.

Katz, L. (1995). The Developmental Stages of Teachers. The Early Childhood and Parenting Collaborative. Champaign, IL. https://www.mentoringsc.com/uploads/1/7/6/8/17684955/developmental_stages_of_teachers_article_m1_s1_10.pdf

Stewart, C. and Wolodko, B. (2016). University Educator Mindsets: How Might Adult Constructive-Developmental Theory Support Design of Adaptive Learning? Mind, Brain and Education. Wiley and Sons, Ltd.

http://onlinelibrary.wiley.com/doi/10.1111/mbe.12126/full?hootPostID=7e9705.    8273db    72150f2073def69d5208