



Great Public Schools for Every Student

Andragogy

Cooperating teacher demonstrates an understanding and application of the six principles of adult learning.

Key Method

The cooperating teacher understands how their own experiences with professional learning relate to principles of adult learning, identifies adult learning principles, evaluates professional development, and intentionally applies the principles of adult learning when working with a teacher candidate.

Method Components

Cooperating teachers need to be aware of these six principles of adult learning when working with their student teachers. They understand through self-reflection how their own learning style varies from the needs of their younger students. They also evaluate what makes professional learning meaningful and relevant to themselves and other adults. One of the ways that a cooperating teacher can ensure that providing appropriate learning opportunities for a student teacher is to create an action plan that includes:

- Goals (What do you need to do and why?)
- Strategies (How will you do this?)
- Success criteria (How will you know it is working?)
- Rationale (When will you implement?)

Six Principles of Adult Learning

Although there are many concepts of teaching and learning that apply to learners of all ages, there are distinctions between child/adolescent and adult learning. In the 1970s, Dr. Malcolm Knowles identified six principles of adult learning:

Adult learners are motivated and self-directed.

Adult learners are not children and are generally accustomed to making their own decisions about what they will do and how they will do it.

Adults learn better and faster when they have at least some degree of “control” in deciding how and when they will learn something new.

Adult learners bring life experience and knowledge.

Unlike children and adolescents, adults’ beliefs and perspectives are informed by years of life and work experience.

Adult learners generally do not respond well to learning facilitators who do not appear to value their life/work experience to date.

Adult learners are goal oriented.

Motivation to learn is tied to goals/career and practicality to context.

Adult learners are generally very intrinsically motivated to learn, although they are often also motivated by practical extrinsic rewards such as career opportunities.

Adult learners generally possess a readiness or eagerness to learn.

Adult learners are relevancy oriented.

When a connection to goals/career is not clear, adults may not be motivated to learn. Adult learners need to see direct connections.

Adult learners are practical.

Adult learners expect to learn in context.

Adult learners like to be respected.

Adult learners are successful when they feel they are viewed by the learning facilitator as colleagues as opposed to students.

Supporting Research

Chang, S. (2010). Applications of andragogy in multi-disciplined teaching and learning. Journal of Adult Education, 39(2). Retrieved from:

<http://files.eric.ed.gov/fulltext/EJ930244.pdf>

Knowles, M. (1998). The adult learner: The definitive classic in adult education and human resource development (5th ed.). Woburn, MA: Butterworth-

<http://bit.ly/2qcvRml>

Merriam, S. B., & Bierema, L. L. (2014). Adult learning: Linking theory and practice. San Francisco, CA: Jossey-Bass, a Wiley brand. Retrieved from:

<http://bit.ly/2pDtSrr>

Resources

Pappas, C. (2017, January 3). The adult learning theory—Andragogy—of Malcolm Knowles. Retrieved February 21, 2017, from

<https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>

Andragogy (Adult Learning)

<http://ed.ted.com/on/PQt1GFhT>

Principles of Adult Learning-Slideshare

<https://www.slideshare.net/consqp/principles-of-adult-learning>

Action Plan Template

<http://bit.ly/2s3jfvm>

Submission Guidelines & Evaluation Criteria

To demonstrate competence, complete all three parts: 1. Overview Questions 2. Work Examples/Artifacts/Evidence 3. Reflection Each section provides a description and success criteria. To earn the micro-credential, each artifact must receive a "Proficient" or "Pass" evaluation.

Part 1. Overview Questions

450 word min - 500 word max

Please answer the following:

Using Knowles's Six Principles of Adult Learning as your lens, respond to the following questions:

Based on your own experiences, when did you shift from a child/adolescent learning to an adult learner? How did you grow as a result?

Was it a gradual or abrupt shift in your experience? Provide background information and supporting details.

How do you learn best as an adult and why?

Drawing from your own experience, what could you conclude about how to approach student teachers?

Be certain to use all of Knowles's Six Principles of Adult Learning in your response.

- **Passing:** The response completely answers each of the three questions using all of the six principles of adult learning. Your response should include examples from personal experience that are relevant to adult learning. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

Complete the following two parts and **submit as one document**.

(Please do not include your name on the document)

You may use the template from the Resources section or create your own.

Part 1. Rewrite this scenario if Mrs. Benson were utilizing adult learning theory principles.

Scenario

Alex is beginning his student teaching in a 5th grade classroom. It has been difficult to reach the mentor teacher, so he is not sure what to expect as he arrives on his first day. When he arrives at the classroom, the teacher, Mrs. Benson, is not there, so he takes a seat in the back. Mrs. Benson walks into the room talking to students and starting the morning routines. A bell rings before Alex has a chance to introduce himself. Mrs. Benson notices him just as students are sitting down and says, "Who are you?" Alex is taken aback by the tone of voice but does his best to politely introduce himself quickly. Mrs. Benson remarks that she did not realize he was starting today and directs him to sit in a chair at the back of the room for now. She does not offer him a place to hang his coat or store his computer bag. She proceeds with the morning routines of taking attendance and such. After all the routines are complete, Mrs. Benson says to the class, "Class, the young man in the back of the room is a student teacher who will be teaching you sometimes in the next few weeks." Alex stands up and prepares to introduce himself further, but Mrs. Benson has already cued the students to move into the next usual thing. Alex sits down and takes out a notepad to jot down notes about how the classroom operates, balancing it on his lap.

Part 2. Using Knowles's Six Principles of Adult Learning create an action plan that includes:

- 3 goals for working with your student teacher.
- Strategies for implementation: How will you implement each goal?
- Success criteria: How will you measure success for each goal?
- Rationale: Why is this important, and how does it relate to adult learning theory?

Example:

Goal: *I will provide opportunities for my student teacher to be a co-decision-maker in the classroom.*

Strategy: *Meet daily to review lesson plans and adjust instruction.*

Success Criteria: *My student teacher is able to make instructional decisions together and independently.*

Timeframe: *Starting week 1*

Rationale: *The student teachers will learn how to make appropriate instructional decisions that they can apply to their own classrooms later.*

The link to the Action Plan template can be found in the Resources section.

	Proficient	Basic	Developing
Part 1: Scenario	Explicitly applies some or all of the six principles of adult learning in a way that demonstrates Mrs. Benson being successful with her student teacher.	Re-writes the scenario in a way demonstrating that Mrs. Benson has improved, but the six principles of adult learning are not explicitly used.	Rewrites the scenario, but there is no evidence of improved success for Mrs. Benson and her student teacher.
Part 2: Action Plan	<p>Applies adult learning theory to each of the goals and:</p> <p>All parts of the action plan are complete</p> <p>Goals are measurable</p> <p>Strategies are relevant to the context and doable</p>	<p>One or more of the following is true:</p> <p>Adult learning theory was applied to only some of the goals</p> <p>May not have completed all parts</p> <p>Goals are not measurable</p> <p>Strategies are not doable or relevant to the context</p>	<p>Incomplete action plan</p> <p>Unrealistic goals or strategies</p> <p>No reference to adult learning principles</p>

Part 3. Reflection

450 word min - 500 word max

Provide a reflection on what you learned, using the following guiding questions:

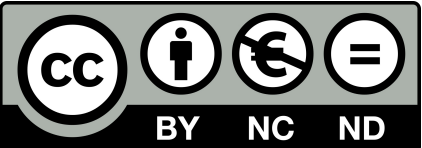
How will this learning affect you in the role of a cooperating teacher?

How will you apply what you learned with your student teacher?

What specific actions will you now take to serve in this role?

Include specific and detailed examples of how you will use this learning in your role as cooperating teacher.

- **Passing:** Reflection is complete, organized, and easy to understand, and examples are relevant to the six principles of adult learning theory.



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