Practical skills for Engaging the adult learner

“Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.”
Chinese Proverb
Andragogy vs Pedagogy (Malcolm Knowles, 1970)

• Knowles asserted that andragogy (Greek: "man-leading") should be distinguished from the more commonly used pedagogy (Greek: "child-leading").

• The adult learner as the “neglected species”

• Based on a humanistic conception of self-directed and autonomous learners and teachers as facilitators of learning.

• Practitioners believe it is the contrast between self-directed and 'taught' education.
The 6 assumptions of Knowles' theory:

1. **Need to Know** -- Adults need to know the reason for learning something

2. **Foundation** -- Experience (including error) provides the basis for learning activities

3. **Self-concept** -- Adults need to be responsible for their decisions on education; involvement in the planning and evaluation of their instruction

4. **Readiness** -- Adults are most interested in learning subjects having immediate relevance to their work and/or personal lives

5. **Orientation** -- Adult learning is problem-centered rather than content-oriented

6. **Motivation** -- Adults respond better to internal versus external motivators
What are the key factors which motivate the adult learner?
What do they want you to know about the kind of classes they want from you?

- Challenging
- Interesting/Lively
- Passionate teacher
- Skills oriented
- Clarity
So how does one engage the adult learner?

Entertain

“Good teaching is one-fourth preparation and three-fourths pure theater.” ~Gail Godwin

• You don’t have to put on a song-and-dance routine (although it would help if you could)

• The most common complaint is that students don’t come in prepared or don’t read. Then it is up to you to introduce them to an idea, an excerpt, a passage that is so intriguing they will WANT to read it on their own.

Find the drama in your subject
Enjoyment is infectious!
Dear Math,
I am sick and tired of finding your "x". Just accept the fact that she is gone. Move on, dude.
• A lot of effective teaching lies in creating “cliffhanger” moments—building up a sense of anticipation in the student without completely providing them the answers such that they will have to look into it themselves, or at least they will hang on to your every word till you have provided them with some semblance of an answer.

**Effective pausing is a lecturer’s greatest tool**
“Begin with the end in mind”
Stephen Covey

• Get down to the basics of your subject- common principles

A basic sentence describing a character:
Heathcliff is a rebel and a lover.

The same sentence “revved-up” with adjectives:
Heathcliff is both an ambitious rebel and a vengeful, obsessive lover whose destructive nature places him in a villainous light.
Etymologically, the word education is derived from the Latin *ēducātiō* (“a breeding, a bringing up, a rearing) which is related to the homonym *ēdūcō* (“I lead forth, I take out; I raise up, I erect”)

**Craft, Show and Elicit**
Crafting a worksheet for a mixed class of various ability

1. The design of your worksheet should offer a range of questions always beginning with the simplest and ending with the most complex.

2. Avoid the temptation to give a mark or ascribe a score because students will focus on the mark rather than the learning.

“The grading function is over-emphasised and the learning function under-emphasised.” (Black and Wiliam)
From this first para, what can you conclude about the various characters' personalities? How are they judged?

Mr. Bingley was good-looking and gentlemanlike; he had a pleasant countenance, and easy, unaffected manners. His sisters were fine women, with an air of decided fashion. His brother-in-law, Mr. Hurst, merely looked the gentleman, but his friend Mr. Darcy soon drew the attention of the room by his fine, tall person, handsome features, noblemen, and the report which was in general circulation within five minutes after his entrance, of his having ten thousand a year. The gentlemen pronounced him to be a fine figure of a man, the ladies declared he was much handsomer than Mr. Bingley, and he was looked at with great admiration for about half the evening, till his manners gave a disgust which turned the tide of his popularity; for he was discovered to be proud; to be above his company, and above being pleased; and not all his large estate in Derbyshire could then save him from having a most forbidding, disagreeable countenance, and being unworthy to be compared with his friend.

Mr. Bingley had soon made himself acquainted with all the principal people in the room; he was lively and unreserved, danced every dance, was angry that the ball closed so early, and talked of giving one himself at Netherfield. Such amiable qualities must speak for themselves. What a contrast between him and his friend! Mr. Darcy danced only once with Mrs. Hurst and once with Miss Bingley, declined being introduced to any other lady, and spent the rest of the evening in walking about the room, speaking occasionally to one of his own party. His character was decided. He was the proudest, most disagreeable man in the world, and everybody hoped that he would never
"Oh! my dear Mr. Bennet," as she entered the room, "we have had a most delightful evening, a most excellent ball. I wish you had been there. Jane was so admired, nothing could be like it. Everybody said how well she looked; and Mr. Bingley thought her quite beautiful, and danced with her twice! Only think of _that_, my dear; he actually danced with her twice! and she was the only creature in the room that he asked a second time. First of all, he asked Miss Lucas. I was so vexed to see him stand up with her! But, however, he did not admire her at all; indeed, nobody can, you know; and he seemed quite struck with Jane as she was going down the dance. So he inquired who she was, and got introduced, and asked her for the two next. Then the two third he danced with Miss King, and the two fourth with Maria Lucas, and the two fifth with Jane again, and the two sixth with Lizzy, and _the Boulangere._"

"If he had had any compassion for _me_," cried her husband impatiently, "he would not have danced half so much! For God's sake, say no more of his partners. O that he had sprained his ankle in the first place!"

"Oh! my dear, I am quite delighted with him. He is so excessively handsome! And his sisters are charming women. I never in my life saw anything more elegant than their dresses. I dare say the lace upon Mrs. Hurst's gown.."

Here she was interrupted again. Mr. Bennet protested against any description of finery. She was therefore obliged to seek another branch of the subject, and related, with much bitterness of spirit and some exaggeration, the
for two dances, and taking part of that time, Mr. Darcy had been standing near enough for her to hear a conversation between him and Mr. Bingley, who came from the dance for a few minutes, to press his friend to join it.

"Come, Darcy," said he, "I must have you dance. I hate to see you standing about by yourself in this stupid manner. You had much better dance."

"I certainly shall not. You know how I detest it, unless I am particularly acquainted with my partner. At such an assembly as this it would be insupportable. Your sisters are engaged, and there is not another woman in the room whom it would not be a punishment to me to stand up with."

"I would not be so fastidious as you are," cried Mr. Bingley, "for a kingdom! Upon my honour, I never met with so many pleasant girls in my life as I have this evening, and there are several of them you see uncommonly pretty."

"You are dancing with the only handsome girl in the room," said Mr. Darcy, looking at the eldest Miss Bennet.

"Oh! She is the most beautiful creature I ever beheld! But there is one of her sisters sitting down just behind you, who is very pretty, and I dare say very agreeable. Do let me ask my partner to introduce you."

"Which do you mean?" and turning round he looked for a moment at Elizabeth, till catching her eye, he withdrew his own and coldly said, "She is tolerable, but not handsome enough to tempt me: I am in no humour at present to give orders, however desirable they may be in other cases."

What is your opinion of Darcy after this conversation?

Darcy appears to be mean, forceful, reserved and determined. Inversely in spite of his negative qualities he does not blindly follow the norms of society so he does show some strength of character.
ELT205 - The Realist Novel

MARY SHELLEY'S FRANKENSTEIN WORKSHEET

It was on a dreary night of November that I beheld the accomplishment of my toils. With an anxiety that almost amounted to agony, I collected the instruments of life around me, that I might infuse a spark of being into the lifeless thing that lay at my feet. It was already one in the morning; the rain pattered dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open; it breathed hard, and a convulsive motion agitated its limbs.

How can I describe my emotions at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form? His limbs were in proportion, and I had selected his features as beautiful. Beautiful! --Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a lustrous black, and flowing; his teeth of a pearly whiteness, but these luxuriances only formed a more horrid contrast with his watery eyes, that seemed almost of the same colour as the dun white rockets in which they were set, his shrivelled complexion and straight black lips.

The different accidents of life are not so changeable as the feelings of human nature. I had worked hard for nearly two years, for the sole purpose of infusing life into an inanimate body. For this I had deprived myself of rest and health. I had desired it with an ardour that far exceeded moderation; but now that I had finished, the beauty of the dream vanished, and breathless horror and disgust filled my heart. Unable to endure the aspect of the being I had created, I rushed out of the room, and continued a long time traversing my bedchamber, unable to compose my mind to sleep. At length I sate down to the tumult I had before endured; and I threw myself on the bed in my clothes, endeavouring to seek a few moments of forgetfulness. But it was in vain: I slept, indeed, but I was disturbed by the wildest dreams. I thought I saw Elizabeth, in the bloom of health, walking in the streets of Ingolstadt. Delighted and surprised, I embraced her; but as I imprinted the first kiss on her lips, they became livid with the hue of death; her features appeared to change, and I thought that I held the corpse of my dead mother in my arms; a shroud enveloped her form, and I saw the grave-worms crawling in the folds of the flannel. I started from my sleep with horror; a cold sweat covered my forehead, my teeth chattered, and every limb became convulsed; when, by the dim and yellow light of the moon, it as if forced its way through the window shutters, I beheld the wretch — the miserable monster whom I had created. He held up the curtain of the bed; and his eyes, if eyes they may be called, were fixed on me. His hair had become red, his stature increased, while his voice shrilled
1. Describe what is going on in the above scene.

2. Identify what aspect of the above passage may be considered science fiction and why.

3. What are some of the motifs of terror depicted above?

4. List some of the dominant issues/themes raised in the given passage.
"He calls the knaves, Jacks, this boy!" said Estella with disdain, before our first game was out. "And what coarse hands he has! And what thick boots!"

I had never thought of being ashamed of my hands before; but I began to consider them a very indifferent pair. Her contempt for me was so strong, that it became infectious, and I caught it. She won the game, and I dealt; I misdealt; as was only natural, when I knew she was lying in wait for me to do wrong; and she denounced me for a stupid, clumsy labouring-boy.

The novel is sometimes described as a *bildungsroman* or novel of development. Can you identify some features in the above passage that would lead one to construe it as such?

What themes related to social realities are raised in the passage?
Showing them how it is done

1. Role-model how some questions could be answered but try to resist the urge to provide all answers

2. Do the worksheet with the students yourself in class. There is a strange camaraderie that develops from mutual work.

**Always remember, the idea is to Prompt not to Provide!**
Elicit a response

• Go into class prepared with a heap of questions in your head. Questions are never full-proof and you can only assess the efficacy of a question after you have posed it.

• If a student is not answering you, your question may not be clear. Keep simplifying your question till someone in the class is able to break the ice with an answer. Work your way up to more and more complex questions after that.
1. Don’t talk to people as though you were a machine or speaking to one. Endearment begins by showing emotion.

2. Discover something about the people you are teaching because before they start learning, you have to start knowing them.

3. Even when you are lecturing a big group of people, talk to them like you are having a conversation.
And finally

Make sure you know your stuff!