

Make Learning Fun... Even for Adults!

Professional Learning for Adults

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MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright *future* for every child

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Session Goals

At the conclusion of this training, participants will...

- have an understanding of how adults learn.
- learn elements of an effective professional development session.
- gain practice in active engagement strategies for adult learners.
- use elements learned to create an action plan for your PD sessions.

Session Norms

- Silence your cell phones
- Please check and/or reply to emails and texts during the scheduled breaks
- Do not hesitate to ask questions
- Be an active participant



Participation Signals



Ice Breaker

hi



Ice Breaker

Simple Ice Breaker

Turn to someone and introduce yourself:

- tell them your name
- where you are from
- why you came to this session



Class Code: c4a9c0

Andragogy



So Long to Pedagogy

Most of what is known about learning has been derived from studies of learning in children and animals. Most of what is known about teaching has been derived from experience with teaching children under conditions of compulsory attendance. And most theories about the learning-teaching transaction are based on the definition of education as a process of transmitting the culture. From these theories and assumptions there has emerged the technology of ‘pedagogy’ – a term derived from the Greek stem paid – (meaning ‘child’) and agogos (meaning ‘leading’). So ‘pedagogy’ means, specifically, the art and science of teaching children.

So Long Pedagogy

Up to the early part of the twentieth century the time-span of major cultural change (e.g., massive inputs of new knowledge, technological innovation, vocational displacement, population mobility, change in political and economic systems etc.) required several generations, whereas in the twentieth century several cultural revolutions have already occurred and the pace is accelerating. Under this new condition, knowledge is gained by the time a person is 21 and is largely obsolete by the time he is 40; and skills that made him productive in his twenties are becoming out of date during his thirties. So it is no longer functional to define education as a process of transmitting what is known; it must now be defined as a lifelong process of discovering what is not known.

Andragogy

Andragogy is premised on least four crucial assumptions about the characteristics of adult learners that are different from the assumptions about child learners on which traditional pedagogy is premised. These assumptions are that, as a person matures, (1) his self-concept moves from one of being a dependent personality toward one of being a self directing human being; (2) he accumulates a growing reservoir of experience that becomes an increasing resource for learning; (3) his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles; and (4) his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject centeredness to one of problem-centeredness.

Think and Discuss

- Take a moment to think about what you read.
- Find a partner to **Think Pair Share** about what you found.



Research

What Research Says...

Adults learn best when they feel that they are being respected, their prior experience is acknowledged and respected, they feel safe in the environment, can see the immediate applicability of the learning to something that is relevant to their lives, and engaged in the learning process - are learning by doing.

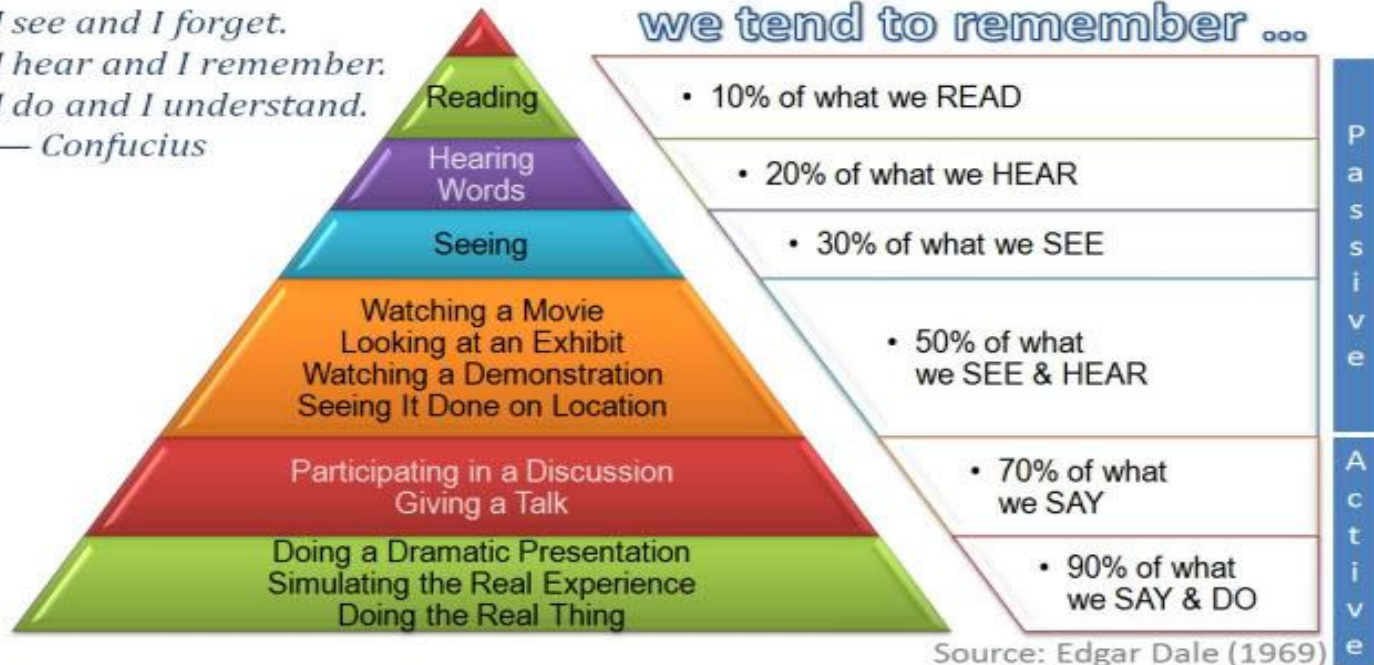
Dr. Knowles



The Cone of Learning

sparkinsight.com

*I see and I forget.
I hear and I remember.
I do and I understand.*
— Confucius



Source: Edgar Dale (1969)

What Makes an Engaging Professional Development

Turn and Talk

What was the most effective PD you have ever been to and why?

Keep These in Mind

Adults need to be involved in the planning

Remember your audience and keep it relevant

Set expectations

Think long term and time management

Model or have someone model

Use common sense when scheduling

Use active engagement

Offer follow up

Always have a takeaway



Keep Adults Involved in Planning



Data- You can't argue with data



Survey- Poll teachers with a survey



Personal- Encourage teachers to look on their own



How else can you
Include your staff in
PD
Decisions?

Remember your Audience

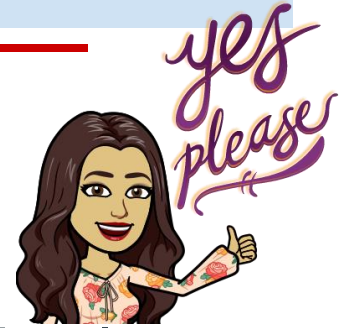
Who is in the session?

Is it all of your staff? Regular education teachers, SPED teachers, Specialty teachers, Interventionist, Assistants...

Level of experience, needs, and skills...



Keep it Relevant



There has to be buy in.

Why do they need to learn this new information or implement this new strategy?

How will it affect them and their students?

If the majority of PD isn't relevant for particular group, how will they receive relevant PD?

Set Expectations for PD

Very similar to classroom expectations

- Start on time and expect everyone to be there
- Have a phone or email policy
- Don't waste time
- Model these expectations



Think Long Term

Ask yourself...

- How will this Professional Development help my teachers in the long run?
- How will we use this information?
- What are your expectations for this information?



Use Common Sense When Scheduling

- Think about the days you schedule Professional Development? Friday, Monday after a holiday...
- Think about how long the Professional Development should be? 1 hour, 3 hours, all day... What time of day?
- How beneficial would Professional Development be the day before a holiday or the very last day of school?

Activity



- Work with a group to discuss the slide previous.
- Use the blank calendar in your handout to jot down tentative professional development times.
- Think about school holidays, assessments, or other known school activities that could impact professional development effectiveness.
- Complete a jigsaw activity of scheduling issues.

Model and Offer Follow Up

- Always model what you are expecting them to implement. You can model, bring someone in, have a master teacher model, or find a video.
- Offer follow up regarding the new strategy or information provided. Model in class, peer observations, then observe.

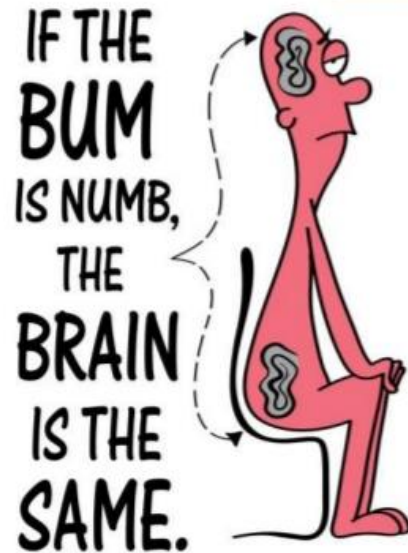
Think About Implementation Time

After providing the new information, how long will you give the teachers to practice before expecting full implementation?



Active Engagement Strategies

- Think Pair Share
- Text Coding
- Gallery Walk
- Four Corners
- Give one Get one
- 30-60-90



Have a Takeaway

Always have something (idea, strategy, or product) the teachers can literally take with them and use right away in their classrooms.

Action Plan

- Take into consideration what we discussed in this session.
- What can you take back with you to enhance the PD sessions in your school?
- Jot it down to take with you.

Resources

- What Makes for Effective Adult Learning. Wisconsin Union;
<https://union.wisc.edu/assets/Uploads/Events-Activities/Wheelhouse-Studios/MiniCourses-EffectiveLearning.pdf>
- Knowles, M. (1970). Andragogy: The Emerging Technology for Adult Learning.
<https://www.nationalcollege.org.uk/cm-andragogy.pdf>
- Graham, S. (2017). A Simple, Easy Guide to Understanding Andragogy.
<https://www.cornerstone.edu/blogs/lifelong-learning-matters/post/a-simple-easy-to-understand-guide-to-andragogy>



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