IDeL TIP* sheet

On Adult Learners

http://www.gvsu.edu/idel/

In the Classroom:

- Ask students how they like to be addressed. Tell students how to address you, and address them with the same formality that you expect.
- If possible, sit in a circle or semi-circle and initially have nametags
- As a group, establish class guidelines, or "ground rules"
- Respect every question
- Be open and approachable
- Provide frequent breaks
- Face students, speak clearly, and don't obstruct your mouth when talking
- Ask students to speak up when commenting and repeat questions asked
- Serve as facilitator
  - Let their discussion guide
  - Use the course site for you and the students to post content and resources online
- Respect and draw from their personal and professional experiences
- Help them to draw relevant connections between themselves and the content
  - Use Case Studies
  - Problem Based Learning
  - Draw on their own identified critical incidents
  - Ask them to connect why it's important
  - Have them write reflections or journals
  - Interview assignments provide real-world application to pull threads together

Assignments & Assessments

  - Leave assignments as open ended as possible for students to choose their approach or subject within your content
  - Provide a choice of assignments
  - When possible, allow input in the due dates & even grading scale
  - Use rubrics, even have students develop them
  - Integrate student self-evaluation
  - Build in peer evaluation, especially with group work
  - Use Learning Contracts
  - Write personal goals/objectives to correspond with course's

In andragogical practice:

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1. *Establish a physical and psychological climate conducive to learning*

2. *Involve learners in mutual planning of methods and curricular directions*

3. *Involve participants in diagnosing their own learning needs*

4. *Encourage learners to formulate their own learning objectives*

5. *Encourage learners to identify resources and to devise strategies for using such resources to accomplish their objectives*

6. *Help learners to carry out their learning plans*

7. *Involve learners in evaluating their learning.*

Knowles, M., et al (2005). The adult learner (6th ed.)

Impostership!

The students who join the Liberal Studies Leadership cohort are students who were previously in college and stopped out for various reasons. Returning now may feel like a big risk. Many will feel very nervous, even anxious about taking this step. It is common to have a fear of failure, of looking foolish, and of being able to contribute intelligently to class discussion. Juggling responsibilities of family, career, community and social commitments with the demands of an accelerated program brings realistic challenges that may result in self-doubts about coping strategies.
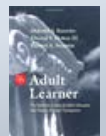
- Listen authentically and be understanding
- Ask questions about study habits – are they even spending too much time, perhaps compensating for feelings of Impostership?
- Offer support, and refer to university resources
- Offer practical suggestions for working with the material
- Facilitate forming student study groups
- Be willing to be forgiving and flexible when possible

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