Andragogy

Competency

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, as well as personal and professional biases may vary 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?)

Cooperating Teacher Stack
Last Revised on Mar 17, 2022

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:

1. Adult learners are motivated and self-directed.
   a. 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.
   b. Adults learn better and faster when they have at least some degree of "control" in deciding how and when they will learn something new.
2. Adult learners bring life experience and knowledge.
   a. Unlike children and adolescents, adults' beliefs and perspectives are informed by personal background and years of life/ work experience.
   b. Adult learners generally do not respond well to learning facilitators who do not appear to value their life/work experience to date.
3. Adult learners are goal oriented.
   a. Motivation to learn is tied to goals/career and practicality to context.
   b. Adult learners are generally very intrinsically motivated to learn, although they are often also motivated by practical extrinsic rewards such as career opportunities.
   c. Adult learners generally possess a readiness or eagerness to learn.
4. Adult learners are relevancy oriented.
   a. When a connection to goals/career is not clear, adults may not be motivated to learn. Adult learners need to see direct connections.
5. Adult learners are practical.
   a. Adult learners expect to learn in context.
6. Adult learners like to be respected.
   a. Adult learners are successful when they feel they are viewed by the learning facilitator as colleagues as opposed to students.

Supporting Rationale and Research

Chang, S. (2010). Applications of andragogy in multi-disciplined teaching and learning. Journal of Adult Education, 39(2). Retrieved from:
https://eric.ed.gov/?id=EJ930244

Fostering Critical Reflection in Adulthood by J. Mezirow and Associates, 1990, Jossey Bass, pp. 1- 20.
http://www.academia.edu/download/30281715/critical-reflection.pdf

Cooperating Teacher Stack
Last Revised on Mar 17, 2022

Knowles, M. (1998). The adult learner: The definitive classic in adult education and human resource development (5th ed.). Woburn, MA: Butterworth- https://books.google.com/books?id=Y3bQEL_3OEIC&printsec=frontcover&dq=Andragogy%20Malcolm%20Knowles&hl=en&sa=X&ved=0ahUKEwjqyezQ2qHSAhVN4WMKHbJAAE8Q6AEIIzAB#v=onepage&q=Andragogy%20Malcolm%20Knowles&f=false

Merriam, S. B., & Bierema, L. L. (2014). Adult learning: Linking theory and practice. San Francisco, CA: Jossey-Bass, a Wiley brand. Retrieved from: https://books.google.com/books?id=1YGuAAAAQBAJ&lpg=PA1&dq=adult%20learning%20theory&pg=PT49#v=onepage&q=adult%20learning%20theory&f=false

Resources

Templates
Action Plan Template

Readings
Adult Learning Theories
The adult learning theory-Andragogy by Pappas
Principles of Adult Learning Slideshare
12 Principles of Adult Learning by Vella

Videos
Andragogy from EdTed

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

500 words

Please do not include any information that will make you identifiable to your reviewers.

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

Cooperating Teacher Stack
Last Revised on Mar 17, 2022

- Based on your own experiences, when did you shift from a child/adolescent learner to an adult learner?
- Was it a gradual or abrupt shift in your experience?
- How do you learn best as an adult and why?

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

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credentials please submit the following two artifacts as evidence of your learning.

*Please do not include any information that will make you or your students identifiable to your reviewers.

Artifact 1: Scenario
Rewrite this scenario as if Mrs. Benson were utilizing adult learning theory principles.
Scenario to re-write
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.

Artifact 2: Action Plan Using Knowles's Six Principles of Adult Learning create an action plan that includes:
You may use the template from the Resources section or create your own.
- 2-3 goals for working with your student teacher.
- Strategies for implementation: How will you implement each goal?

Cooperating Teacher Stack
Last Revised on Mar 17, 2022

- 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.

	Proficient	Basic	Developing
Artifact 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.
Artifact 2: Action Plan	Applies adult learning theory to each of the goals and: -All parts of the action plan are complete -Goals need to be measurable Strategies must be relevant to the context and doable	One or more of the following is true: -Adult learning theory was applied to only some of the goals -May not have completed all parts -Goals are not measurable -Strategies are not doable or relevant to the context	Incomplete action plan Unrealistic goals or strategies No reference to adult learning principles

Cooperating Teacher Stack
Last Revised on Mar 17, 2022

Part 3 Reflection

350 to 500 words
Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

Please do not include any information that will make you identifiable to your reviewers.

Provide a reflection on what you learned, using the following guiding questions :
1. How will this learning affect you in the role of a cooperating teacher?
2. What specific actions will you now take to serve in this role?

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