



This is the season of giving. What better way is there to have a positive impact on other's lives than by giving them the gift of knowledge? As educators we have the opportunity to give this gift throughout the year. Be encouraged, motivated, and reminded of the priceless gift you all give throughout the year.

## NEWS IN ADULT EDUCATION

Did you know that the art and science of helping adults learn is called Andragogy? There are five assumptions underlying this theory developed by Malcolm Knowles. These assumptions include:

The adult learner has an independent self-concept and can direct his or her own learning; has accumulated a reservoir of life experiences that is a rich resource for learning; has learning needs closely related to changing social roles; is problem-centered and interested in immediate application of knowledge; and is motivated to learn by internal rather than external factors.

It is important that we are cognizant of the many variables that affect adult learners and their learning experience as communicated by J Conlan, S. Grabowski, & K. Smith. These variables are referred to as a briefcase that is brought with them, and include:

- \*Life experience (including life altering events that affect cognitive abilities)
- \*Work experience (including development of thinking patterns based on this experience)
- \*Positive/negative previous adult learning experiences
- \*Performance affectors, including cognitive abilities
- \*Time between learning interactions
- \*Aging factors

[http://epltt.coe.uga.edu/index.php?title=Adult\\_Learning](http://epltt.coe.uga.edu/index.php?title=Adult_Learning)



## SCHOOL EVENTS/IMPORTANT DATES

**December 4<sup>th</sup>, 11<sup>th</sup>** – Learning Lab  
**December 19<sup>th</sup>** - Graduation (East High School @ 1:00 p.m.)  
**December 21<sup>st</sup> - January 1<sup>st</sup>** - Winter Break

## CONTACT INFORMATION

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## *Teaching Techniques for Adult Learning- by Phillip Johnson*

- Always start and end on time!*
- Start where your students are, not where you are*
- Do not be intimidated*
- Fix one problem at a time*
- Review the fundamentals continuously*
- Discard unused material*
- Remember that teaching is not just one skill; but a set of skills*
- Utilize preliminary diagnostics, data collections, and needs-analysis techniques*
- After an initial warm-up communicate the objectives and activities*
- Be sure the room arrangement is conducive to learning and sends the message you intend*
- Be a facilitator, an orchestrator of resources*
- Provide for transcendence; help students to apply what they have learned*
- Engage in formative and summative evaluation*
- Pay attention to students' facial expressions*

## RECOMMENDED READING

*Facilitating Adult Learning: How to Teach so People Learn-*

[http://od.msue.msu.edu/uploads/files/PD/Facilitating\\_Adult\\_Learning.pdf](http://od.msue.msu.edu/uploads/files/PD/Facilitating_Adult_Learning.pdf)

## EVALUATION "LOOK FORs"

Learning should be structured to foster a student-centered classroom where the educator and student develop a partnership in learning. In a student-centered classroom students assist in directing their own learning, ask questions and complete tasks independently, engage in peer-to-peer tutoring, are introduced to meaningful assessments in real-world contexts, and an educator student partnership in learning.

## ESOL BEST PRACTICES

Working with ESOL students provides an opportunity to learn about different cultures. It is important to keep in mind that many English language learners come to the United States with an understanding of English language that is more grammar-based and may be void of contextual understanding and idiom. The aforementioned is important to keep in mind especially when teaching writing. Some key points to consider include:

- \*Asking the student about ability and writing experience
- \*Be considerate of students' needs
- \*Work to inspire confidence
- \*Explore student expectations and perceptions
- \*Learn about student cultures, customs, and traditions to connect with them
- \*Ask open-ended questions
- \*Respect the student's need for privacy
- \*Don't make assumptions about ability (Eastern Oregon University)

## TEACHER SUPPORT

If you are in need of assistance don't hesitate to contact me. I am here to support you in your practice.



## CHECK THIS OUT

### Closing a Lesson

#### Chain Notes

Pass an envelope around among the students that contain pieces of paper with questions relating to the lesson. Each student should select at least one question to answer orally depending on the number of students in class and the number of questions you have created.

## LOOKING AHEAD

First Look Registration- January 8th @ 9:00 a.m.; January 11<sup>th</sup> @ 4:30 p.m.

### Food for Thought

"There is no better than adversity. Every defeat, every heartbreak, every loss, contains its own seed, its own lesson on how to improve your performance the next time."

Malcolm X

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