Leading Educators in Authentic Development: Adult Learning Theory (Session 2 of 4)

Mariah Warren, Keiana Cross, Lindsay Hawkins, Lindsay Williams, Patricia McDaniels-Gomez, Jared Whaley, Amber Hale, Mark Forsberg, Michael Kraus
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Time Frame 4 hrs

Essential Question(s)

How do the components of authentic instruction and the Adult Learning Theory support meaningful learning for educators?

Summary

The Leading Educators in Authentic Development (LEAD) workshop is a series of professional learning sessions that develop teachers' skills in leading professional development at their school sites. This workshop features four sessions over a two-day period and this is the second of the four sessions. This second session focuses on developing a foundational understanding of Adult Learning Theory and reflecting on how a professional learning experience aligns with this theory. Participants will work in teams to complete an Adult Learning Relay, explore Effective Professional Development for Educators, reflect on how a pre-made professional learning experience aligns with adult learning and authenticity, and reflect on strategies used during the afternoon session.

Learning Goals

Develop an understanding of how effective professional learning incorporates Adult Learning Theory and Authenticity.

Standards

National Educational Leadership Preparation (NELP) Program Recognition Standards District Level (District Level)

4.2: Component 4.2: Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.
4.2.CK: Content Knowledge: Program provides evidence of candidate knowledge of:
4.2.CK.b: Research-based approaches on using data to design, implement, and evaluate professional development for teachers and other educational professionals that promotes reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success
4.2.CK.c: Research-based approaches to leadership development focused on improving instructional practice (i.e., leadership evaluation, coaching, development of professional learning communities, etc.)
4.2.ELS: Educational Leadership Skills: Program provides evidence that candidates demonstrate skills required to:
4.2.ELS.b: Use research to propose designs and implementation strategies for cultivating systems of support and professional development that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success

Attachments

- Adult Learning Relay Answers—LEAD and Adult Learning Theory.docx
- Adult Learning Relay Answers—LEAD and Adult Learning Theory.pdf
- Adult Learning Relay Cards—LEAD and Adult Learning Theory.docx
- Adult Learning Relay Cards—LEAD and Adult Learning Theory.pdf
- Adult Learning Relay Poster—LEAD and Adult Learning Theory.docx
- Adult Learning Relay Poster—LEAD and Adult Learning Theory.pdf
- Agenda—LEAD and Adult Learning Theory.docx
- Agenda—LEAD and Adult Learning Theory.pdf
- Authenticity Learning and Teaching Reflection Tool—LEAD and Adult Learning Theory.pdf
- Effective Professional Development for Educators—LEAD and Adult Learning Theory.docx
- Effective Professional Development for Educators—LEAD and Adult Learning Theory.pdf
- Instructional Strategy Note Sheet—LEAD.docx
- Instructional Strategy Note Sheet—LEAD.pdf
- Science QR Codes—LEAD and Adult Learning Theory.docx
- Science QR Codes—LEAD and Adult Learning Theory.pdf
- Session Slides—LEAD and Adult Learning Theory.pptx
- Vervim in Pharkles Translation—LEAD and Adult Learning Theory.pdf
- Vervim in Pharkles—LEAD and Adult Learning Theory.pdf

Materials

- Session Slides (attached)
- Devices with internet access (one per participant)
- Adult Learning Relay Poster (attached; one per group)
- Adult Learning Relay Cards (attached; one set per group)
- Adult Learning Relay Answers (attached; for facilitator reference)
- Effective Professional Development for Educators (attached; one per participant)
- From the first session
    - Agenda (attached; one per table)
    - Instructional Strategy Note Catcher sheet (attached; one per participant)
- From the model PD Sequencing Authentic Science Lessons

    - Vervim in Pharkles (attached; one per participant)
    - Vervim in Pharkles Translation (attached; one per participant)
    - Pharkles Kits (mini DC motor, two wires, DC battery)
    - Science QR codes (attached; one per participant)
- Authenticity Learning and Teaching Reflection Tool (attached; one per participant)
- Tape (to hang posters)
- Chart paper
- Highlighters (two colors per participant)
- Pens/pencils
- Sticky notes (at least two per participant)

20 minutes

Engage

Facilitator's Note: Preparing for the Session

Pick a Pic: Create a Padlet board prior to the session. To share with participants, include the web link to the board and a QR code on **slide 3**.

Adult Learning Relay: Prior to the session, print a copy of the Adult Learning Relay poster and cards; one set per group. Tape the posters to a wall; allow enough space for teams to stand in a line in front of the poster. Stack the cards near the poster and provide tape for teams to stick the cards to the poster. This works best if the cards and the poster have been laminated and Velcro dots are used to attach the cards to the poster.

Display **slide 2**. To begin the Pick a Pic strategy, ask participants to find a picture on their phone or laptop that makes them smile and that reflects how they are feeling, or something that they want to share. When many participants have found a pic, display **slide 3**. Provide a link or have participants scan the QR code to upload their picture to the prepared "Pick a Pic" Padlet board. Ask a few participants to stand up and share their image, explain the significance of their pic, introduce themselves, and provide context for their teaching position (school, grade, subject).

After a few participants have shared, display **slides 4 and 5** to share the essential question and learning objective for the session.

Facilitator's Note: Padlet Upload Instructions

1. Participants go to the prepared Padlet board using the link or QR code you have previously added to slide 3.
2. To add something to the board, participants select the plus sign in the bottom corner of the Padlet.
3. A text box will appear. Participants select the photo icon in the text box to upload the picture from their photo gallery. Then, have them add a caption and their names.

30 minutes

Explore

Prepare participants for a review relay of adult learning. Depending on the number of participants, divide everyone into groups of 4–8 by having them count off. Move to **slide 6**. Each group receives an **Adult Learning Relay Poster** and a stack of **Adult Learning Relay Cards**.

1. Participants line up as a team in front of their poster.
2. Each team member picks one word from the Adult Learning Relay Cards. Alternatively, stack the cards near the Adult Learning Relay Poster.
3. Facilitators start the relay.
4. The first person in line for each team places one word into the sentence on the poster that makes the most sense, then moves to the back of the line.
5. The next person in line places another word into a sentence, or they can move a word that has already been placed to a different sentence, then moves to the back of the line.
6. Each team continues until all words have been placed.

Allow adequate time for groups to explore and organize. When all teams are done, instruct teams to compare answers with one another.

20 minutes

Explain

Access **slide 7**, and introduce participants to the Categorical Highlighting instructional strategy. Pass out the **Effective Professional Development for Educators** handout. Participants read and highlight it with two colors, one for information pertaining to effective professional development and the other for the needs of adult learners. Encourage participants to share after they have completed the reading.

Facilitator's Note: Adult Learning

It may be useful to provide contextual information related to adult learning, or andragogy. Malcolm Knowles, widely considered the father of adult learning theory, posited that adult learners:

1. move from dependent learners as children to self-directed learners
2. learn because they want to
3. prefer informal learning through active engagement; have had bad experiences with PD in the past
4. need to know the relevance of what they learn; want to apply knowledge immediately
5. are internally motivated to learn
6. learn best through process-centered approaches instead of content-oriented approaches.

Display **slide 8** and facilitate a debrief. Mention the **Instructional Strategy Note Catcher** sheet that participants can use to record their observations.

90 minutes

Extend

Facilitator's Notes: Share Access to Padlet

Remember to share the web link and QR code to a Padlet board on slide 9. You can also use a Shortened URL Link generator to provide easy access.

Transition to **slide 9** and tell participants to use their categorically highlighted handout to create an effective PD scenario using one of the provided comic strip templates on Canva. If participants need help using Canva to create a Cognitive Comic, let them know they can use the shortlink (k20.ou.edu/ccc) on the slide for a tutorial. Alternatively, provide participants with a paper copy of our Cognitive Comics template. After completing their comic, participants post their PD Comic to Padlet as a PNG after finishing.

Move to **slide10**. Facilitate participant reflection using the Instructional Strategy Note Catcher. Strategies and tools used in this section include Pick a Pic, Padlet, Categorical Highlighting, Cognitive Comics, Shortened URL Links, and Canva.

This is a good time to take a break. Display **slide 11** and provide a short break.

80 minutes

Evaluate

Facilitator's Notes: A Model PD

We are including Sequencing Authentic Science Lessons as our model PD. Although we are including most notes here, read through the PD for more details. Be sure to download and prepare the materials attached in advance. Please note, the reading in the Engage is *supposed* to be confusing! The confusion of terms is crucial, so don't alert participants to the fact the terms are made-up words. Practice reading the passage to be sure you are convincing that these are basic words they should know.

Display **slides 12–14** to introduce the Sequencing Authentic Science Lessons PD. Pass out the **Vervim in Pharkles** handout with quiz questions. Ask participants to silently read along with you as you read the paragraph on **slide 15** out loud. Have participants complete the quiz. Review the answers on **slide 16** and celebrate that everyone got 100% of the answers correct.

Tell participants that, based on the quiz results, you are comfortable that everyone understands pharkles, so they are now going to create a model of how a merobite turns. Display **slide 17** and ask them to draw a diagram using proper vocabulary and labels. After groups have drawn their models, show **slide 18**. Give each group a pharkle kit and ask them to make their merobite turn. Once they have succeeded, have them redraw their models to demonstrate how the system actually works, still using vocabulary and labels.

Facilitator's Note: Pharkle Kits

Each pharkle kit can be stored in a snack- or sandwich-sized plastic baggie and should include: one (1) D battery, two (2) wires, and one (1) mini DC motor. Some mini DC motors, like this one from Nasco Education, come with two wires already soldered to the motor. Be sure to attach a little piece of masking or painter's tape to the motor shaft (the little metal stick protruding from one side of the motor) so it is easier to see when the "merobite" turns.

Review the formal model with them on **slide 19** and reveal the translated vocabulary on **slide 20**. At this time, give participants the **Vervim in Pharkles Translation** handout. If time permits, review the quiz answers on **slide 21**, using the translated information.

Next, ask participants to reflect on the following prompt and ask for a few volunteers to share their thoughts: "How would starting with the activity rather than the reading have changed your learning experience?" Next, share the quote about vocabulary and science on **slide 22**. Tell participants that prioritizing student experiences over vocabulary in this way can be thought of as an Activity Before Content (ABC) approach (**slide 23**).

Assign the participants into three groups and send them to a station. Display **slide 24** and give instructions for the station activity. At the station, participants will follow the **Science QR Codes** handout to explore one of three instructional approaches that use the ABC format.

Have participants review the example materials at their station and create a poster using the Window Notes strategy. Then ask each group to briefly share out the information on their posters to the whole group.

Debrief this activity by asking participants to summarize the common characteristics of all three ABC structures (e.g., teacher and student roles, characteristics).

Pass out or share digitally the **Authenticity Learning and Teaching Reflection Tool**. Give participants time to read through and think about how the ABC format supports the Components of Authenticity.

Next, move to **slide 25** and have participants share with a partner or a small group which Components of Authenticity they found to be reflected in the ABC models they explored. Briefly review what the research says about ABC learning on **slide 26**.

To wrap up the model PD, have participants use sticky notes to complete the I Used to Think...But Now I Know strategy, on **slide 27**, to reflect on their understanding of how best to sequence authentic science lessons.

Encourage participants to individually think about the activities from today through the lens of the Authentic Lesson Reflection Tool handout. Using the reflection questions provided in the handout, participants identify any tasks or activities that address those questions. Allow time for participants to reflect on the elements of authenticity that they have experienced, and then encourage participants to share out.

Display **slide 28**. Go through the strategies in the Instructional Strategy Note Catcher as a group and help participants write down what each strategy is and how they might apply it in their classroom. Quickly discuss each strategy and tool individually. Strategies reviewed in this activity include Window Notes and I Used to Think...But Now I Know.

Facilitator's Note: Customization

If you are facilitating all four sessions, update Task 1 on **slide 29** with a shortened URL to a Padlet or other digital place to house reflection videos.

Task 2 on slide 29 will be used in session three. If you do not want to assign a follow-up task to session two, include this task in session three.

Slide 30 is hidden, but left for you to add any information about the second day if you are facilitating these sessions across multiple days.

Research Rationale

GEAR UP programs will use a professional development approach to help teachers translate research findings into pedagogy, allowing them to focus on student-centered learning by engaging students in authentic, complex tasks guided through inquiry and discourse (Jeter et al., 2018; Stroukoff et al., 2018). Student-centered learning emphasizes learning strategies and instructional sequencing, providing deeper conceptual understanding (Tornwall, 2017) and increasing the likelihood of transfer to real-world situations (White et al., 2017).

(Full works cited list can be found at Authenticity: Works Cited.)

Resources

- K20 Center. (n.d.). Canva. Tech tools. https://learn.k20center.ou.edu/tech-tool/612
- K20 Center. (n.d.). Categorical highlighting. Strategies. https://learn.k20center.ou.edu/strategy/192
- K20 Center. (n.d.). Cognitive comics. Strategies. https://learn.k20center.ou.edu/strategy/198
- K20 Center. (n.d.). I used to think . . . but now I know. Strategies. https://learn.k20center.ou.edu/strategy/137
- K20 Center. (n.d.). Padlet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1077
- K20 Center. (n.d.). Pick a pic. Strategies. https://learn.k20center.ou.edu/strategy/91
- K20 Center. (n.d.). Window notes. Strategies. https://learn.k20center.ou.edu/strategy/189