



# *Teaching Quality to Adult Learners*

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There are no relevant conflicts of interest to disclose.

“Much of what goes for in-service education is uninspiring and ineffective” (Davies, 1967)





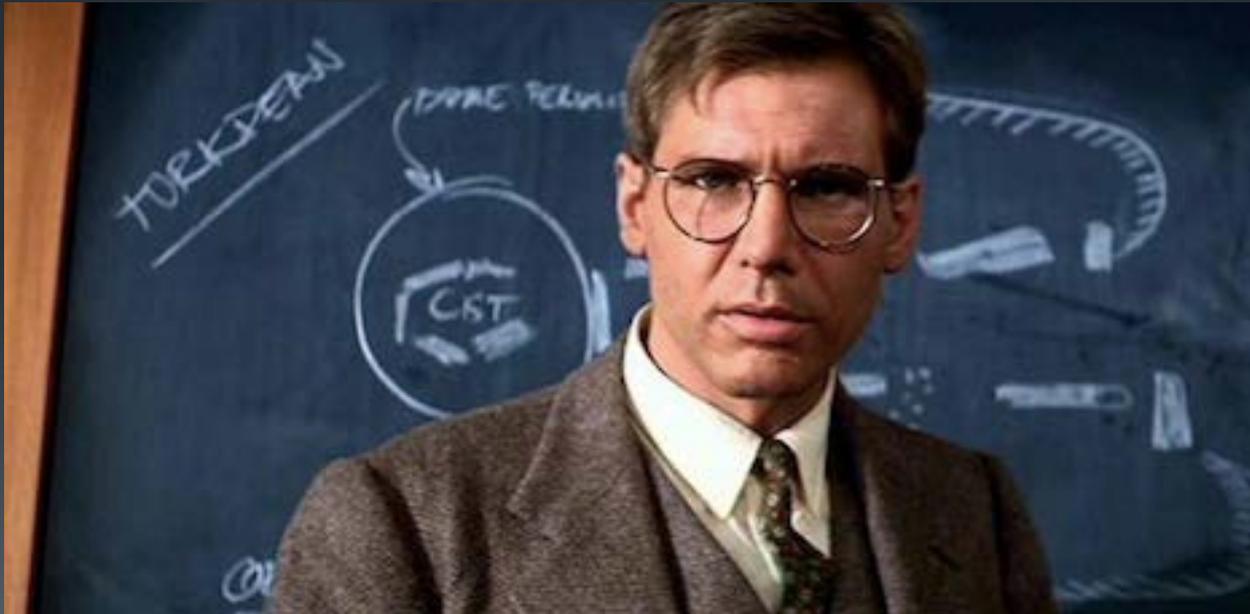
What are you hoping to learn  
during our time together?



Who do you remember as your least favorite educator when you were in K-12? Why?



As an adult learner, who do you remember as your favorite educator? Why?



As an adult learner, who do you remember as your least favorite educator? Why?





# Our learning outcomes

- Briefly review the *history* of adult education
- Describe several key educational *theories* that are relevant to teaching adult learners
- Identify teaching and learning *strategies* that emerge from these theories
- Explore methods for ongoing *inspiration* in our teaching!

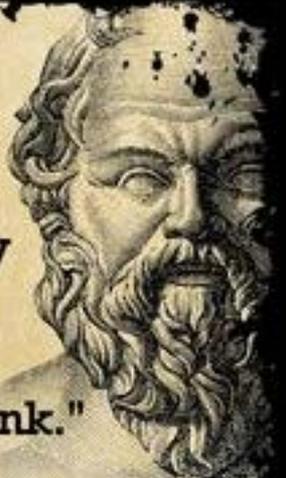


All men  
by nature  
desire  
to know.

-- Aristotle

"I cannot  
teach anybody  
anything,  
I can only  
make them think."

~Socrates



@JasonHarter

**EDUCATION IS THE  
KINDLING OF A FLAME,  
NOT THE FILLING OF A  
VESSEL.**



**Socrates**

Greek Athenian philosopher

(470 BC - 399 BC)

[QuoteHD.com](http://QuoteHD.com)



THE WELCH-ROSE REPORT:  
A PUBLIC HEALTH CLASSIC

DELTA OMEGA HONORARY PUBLIC HEALTH SOCIETY



*William H. Welch*

A publication by the Delta Omega Alpha Chapter to mark the  
75th Anniversary of the founding of the Johns Hopkins  
University School of Hygiene and Public Health

1916 - 1992

NURSING AND  
NURSING EDUCATION  
IN THE UNITED STATES

REPORT OF THE  
COMMITTEE FOR THE STUDY OF NURSING EDUCATION

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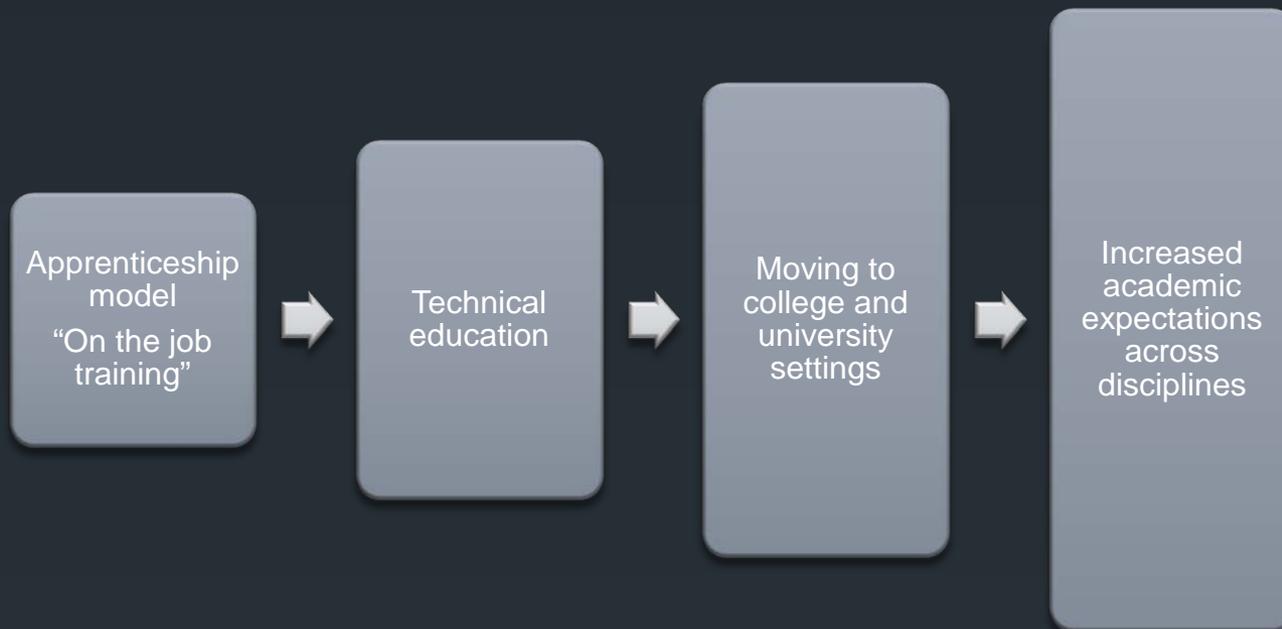
JOSEPHINE GOLDMANN, Secretary

and

REPORT OF A SURVEY

by

JOSEPHINE GOLDMANN, Secretary



# Alongside the rapid change in health, a parallel revolution in education

- Explosive increase in information and access to information
- Opportunities for learning without formal instruction without precedent
- Need new methods, means and meaning for education



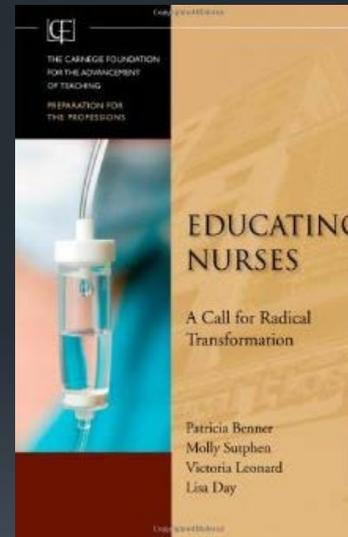
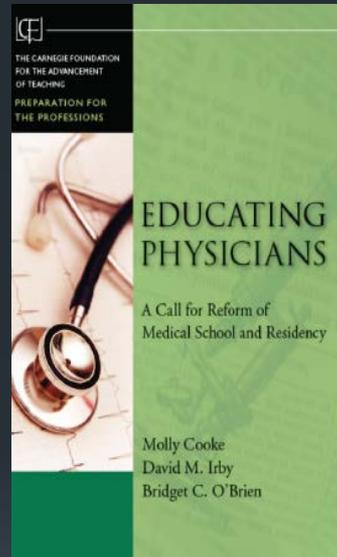
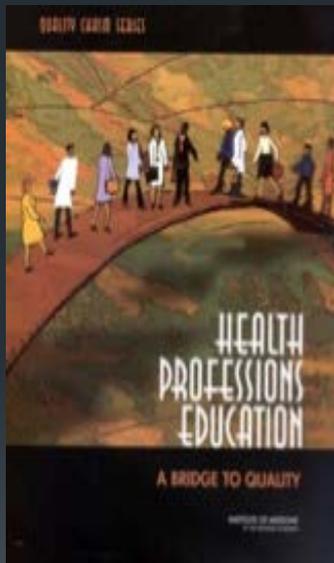
# Lancet Commissions (2010)

Table 3 | **Levels of learning**

	Objectives	Outcome
Informative	Information, skills	Experts
Formative	Socialisation, values	Professionals
Transformative	Leadership attributes	Change agents

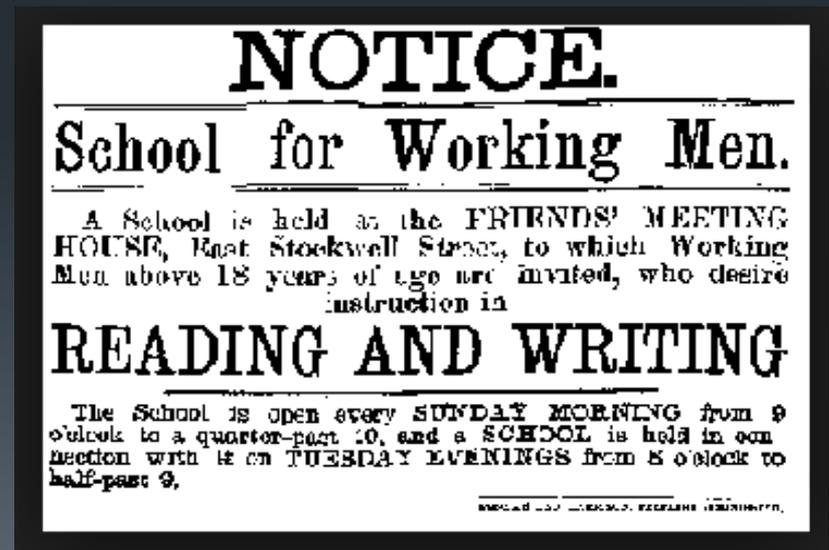
Science based → Problem based → Systems based

# Current reports: Carnegie, IOM, Lancet



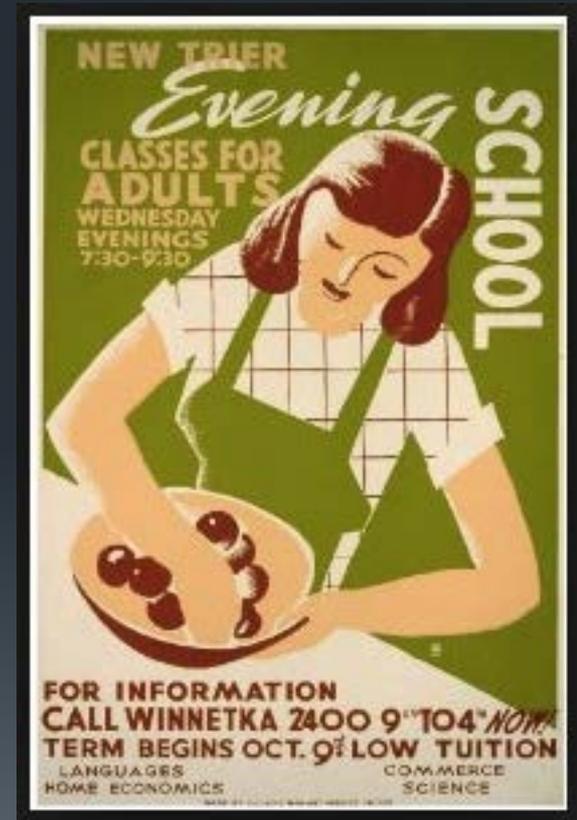
# (Recent) history of adult learning...

- “*The Meaning of Adult Education* (Eduard Lindeman, 1926) – beginning of adult education as a field
- Adult educators began to look for a unique adult education knowledge base



# Prior to WW1:

- Variety of forms – lectures, correspondence schools, university extension, agricultural programs, women's organizations, services clubs
- “*Educational uplifting*”



# Approaches to education

(Learning from psychology)

Behaviorist (Pavlov, Skinner)

Cognitivist (Bandura)

Constructivist (Freire)

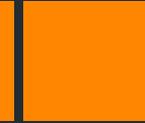
Connectivist (Siemans & Downes)

*“Education sees the influx of theory as it decreases in popularity with psychology”*



# Pedagogy

- “The art of teaching children”
- Developed between the 7<sup>th</sup> and 12<sup>th</sup> centuries in the monastic schools of Europe
- Secular schools followed
- *Basic assumption:* the teacher is fully responsible for imparting knowledge, primarily through lecture, while the student’s role is that of a passive receiver of knowledge.





# Andragogy

- Greek word “aner (with the stem andr-) meaning “man not boy – Plato’s idea that adults continue to learn
- Malcolm Knowles – the art and science of helping adults learn
- Model by Knowles – assumptions: Adults need to:
  - Know why they are learning
  - Be seen as competent
  - Have their knowledge and skills acknowledged in the learning environment
  - Be self-directed and experientially involved in their learning
  - Have learning be life-centered and applicable

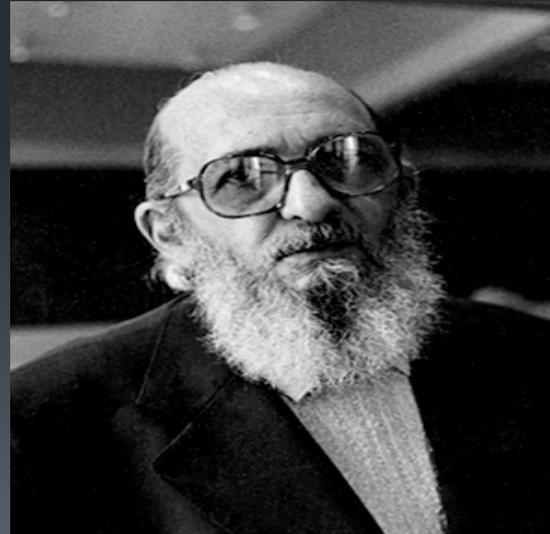
# Five assumptions of andragogy (Knowles, 1973)



Assumption	Description
Orientation to learning	Problem centered rather than subject centered
Motivation	Learning for a reason, internal motivation Relevance
Self concept	Directing their own plan of learning
Experience	“Not a blank slate”; brings foundation of knowledge and experience to the table
Readiness to learn	Focused in a highly pragmatic way, learning will have a direct impact on their lives
Respect	Valuing each learner Welcoming

# Who is Paulo Freire?

- Philosopher, author, teacher (1921-1997)
- Worked primarily among the illiterate poor in Brazil
- Considered one of the most important educational thinkers of our time



# Broader social purpose..



- Education as a principle activity to build peace and social cohesion, eradicate poverty, intercultural dialogue
- Education as a right
- Focus on equity, particular attention to gender, marginalized groups
- Lifelong learning to contribute to global citizenship and the work of the world



# 5 basic principles of adult learning ("LEARN")..

- L: leadership
- E: experience
- A: appeal
- R: respect
- N: novel styles

# Leadership

- Supporting adults to move from seeing themselves as dependent learners to becoming self-directed learners
- Acknowledge the power disparity between the teacher/facilitator and the students
- Creating an environment conducive to learning



# Experience

- Your own background – what do you bring?
- Your openness and willingness to “learn about learning”





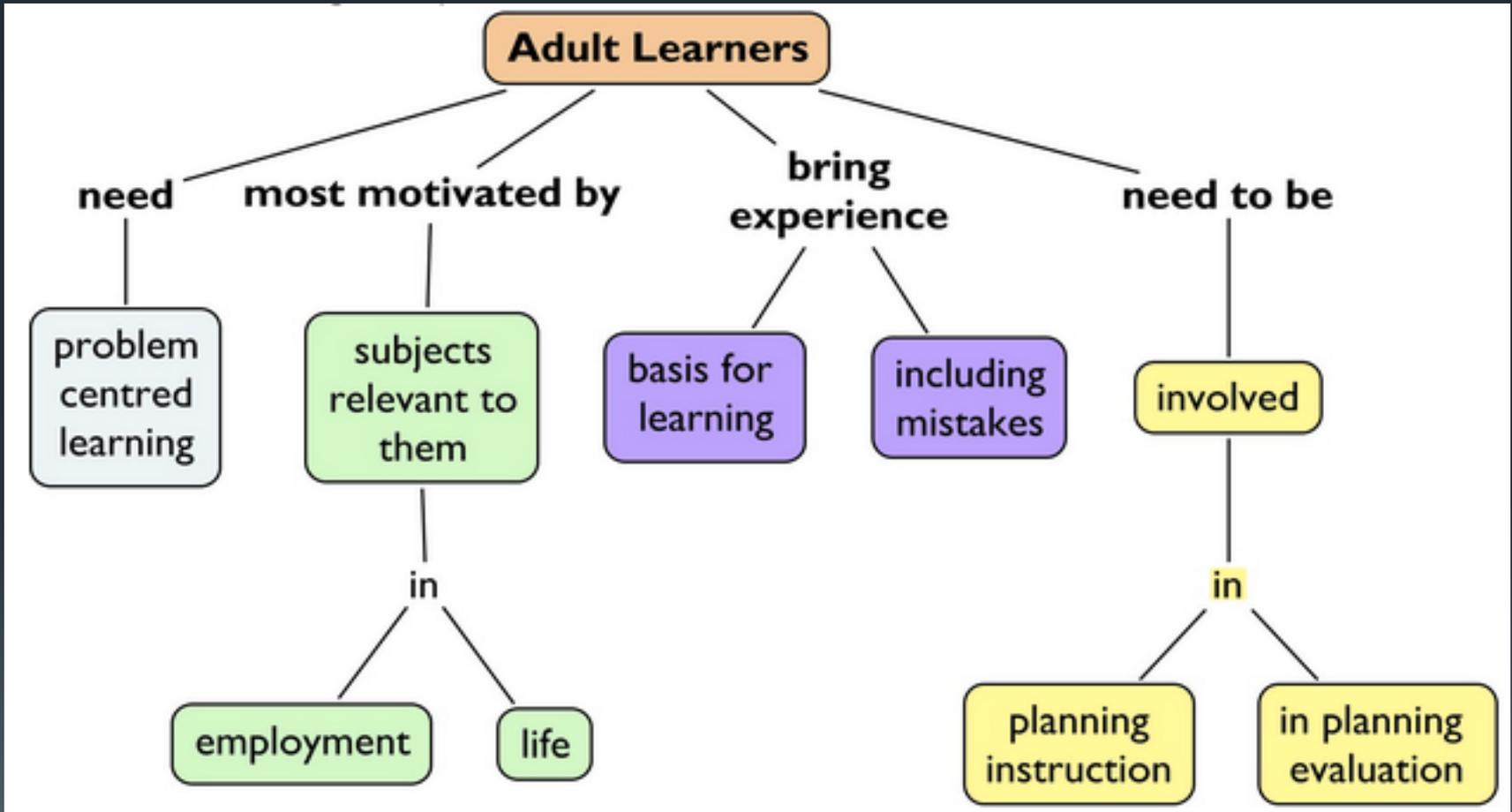
# Appeal

- What's in it for me?
- Why do I need this information?
- How will I benefit from it?
- How can I make use of it in a practical, real way?
- How will it help me be a better professional?



# Who are your learners?

- Working status?
  - Full time, part time and on call
- Level of education?
  - Have some college/university education
- Age?
  - 80% are between the ages of 25 and 44. Think about other responsibilities related to family etc.
- Sex/gender?
  - More women than men are in most health care occupations



# Respect

- Value life experiences of participants
- Acknowledge and welcome diversity.
  - Acknowledge individuals bring multiple perspectives to any learning situation as a result of their gender, ethnicity, class, age, sexuality, and/or physical abilities.



# Attending to the millennial learner

- Accustomed to group work
- Prefers active learning
- Multi-tasks with ease
- Expert in technology
- Requires structure
- Goal oriented

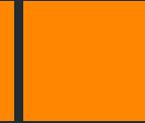




## Novel approaches

- Think back to how children and teenagers have been traditionally taught, through the generations
- Variety of instructional methods, appealing to their different learning preferences.
- Most people simultaneously process information through multiple senses – retention is enhanced
- Think about auditory, visual, and kinesthetic learners

# Methodological differences



Directed	Constructivist
<p><b>Teacher:</b> transmitter of knowledge; expert source; director of skill/concept development through structured experiences</p>	<p><b>Teacher:</b> guide and facilitator as students construct their own knowledge; collaborative resource and assistant as students explore topics.</p>
<p><b>Student:</b> receive information; demonstrate competence; all students learn same material</p>	<p><b>Student:</b> collaborate with other; develop competence; students may learn different material</p>
<p><b>Curriculum:</b> based on skill and knowledge hierarchies; skills taught one after the other in set sequence.</p>	<p><b>Curriculum:</b> based on projects/problems, etc. that foster both higher and lower level skills concurrently.</p>

## Higher Order Thinking Skills

Creating

Evaluating

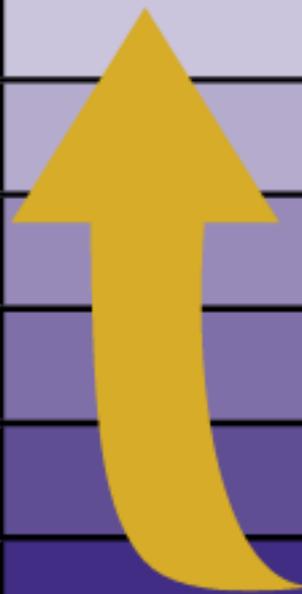
Analyzing

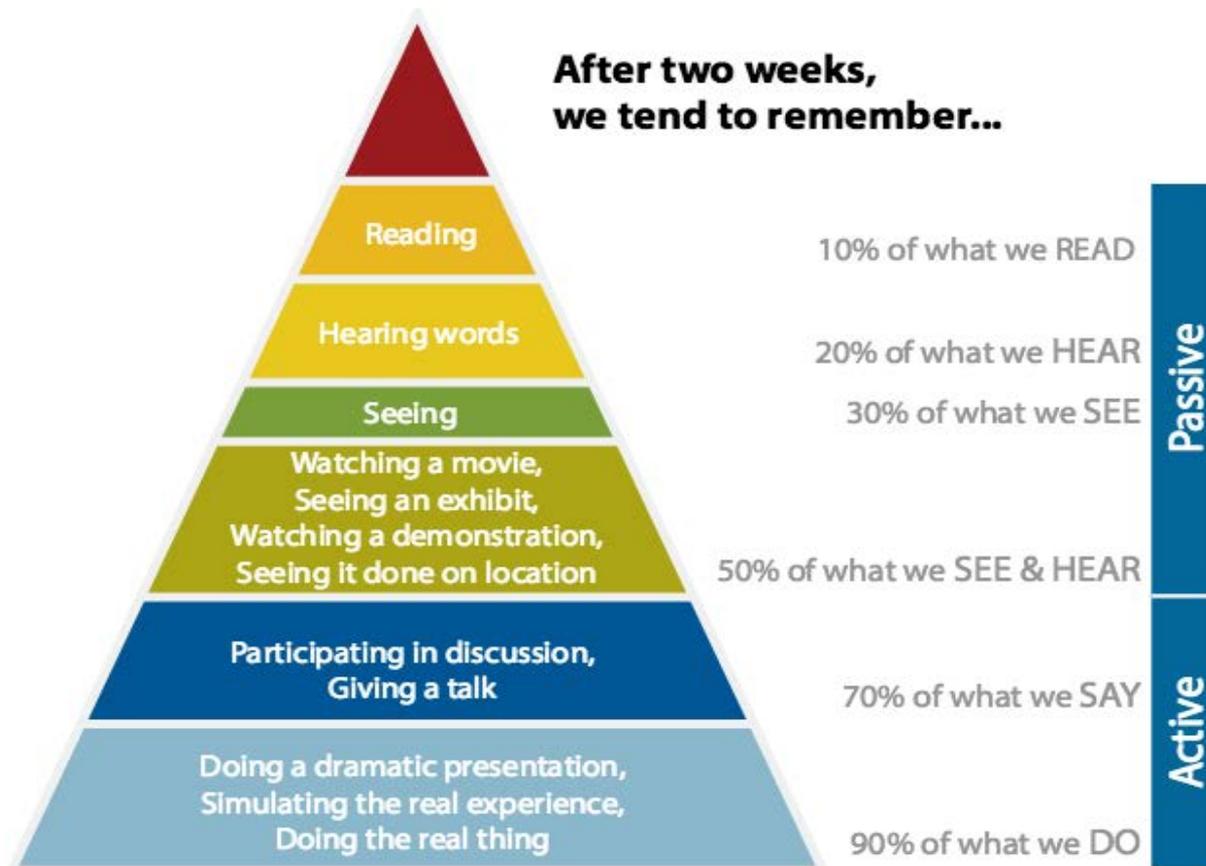
Applying

Understanding

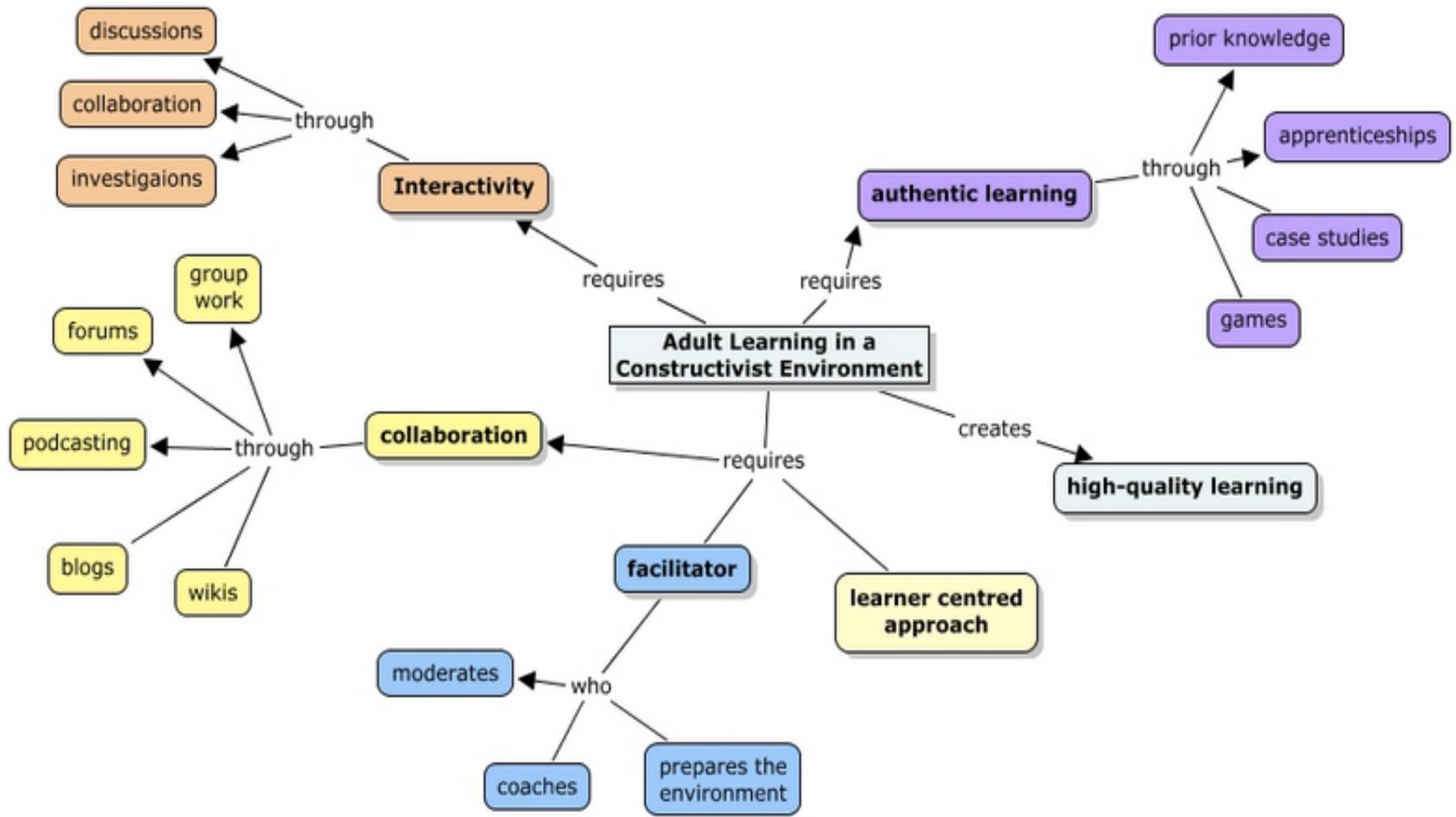
Remembering

## Lower Order Thinking Skills





*(Based on the research of Edgar Dale, originator of "The Cone of Learning.")*



# Shift from a teaching culture to a learning culture..

Teaching culture	Learning culture
<ul style="list-style-type: none"><li>• Delivers instruction: teaching centered</li><li>• Offers courses and programs</li><li>• Cumulative and linear</li><li>• Improves quality of instruction</li><li>• Transfers knowledge from faculty to students: “covers material”</li><li>• Internal</li></ul>	<ul style="list-style-type: none"><li>• Produces learning: learner centered</li><li>• Creates learning environments</li><li>• Learning is nested and interactive</li><li>• Improves quality of learning</li><li>• Elicits student discovery and construction of knowledge</li><li>• External</li></ul>



The ultimate educator (you)  
is an adult learning expert!



Thank you..

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