



Androgogy Workshop

Tags	Androgogy	Teaching tools	Training
Date	@September 21, 2022		



The slide features a blue background with the Hack Reactor logo in the top right corner. The text "Learning Science:" is prominently displayed in large white font, followed by the subtitle "Understanding how to serve our adult students well." in a smaller white font.

Today's LEARNING OBJECTIVES

... By the end of this workshop, you will **know and be able to:**

1. Leverage my understanding of **adult/human learning theory** to know and serve my learners through mindful **instructional design**.
2. **Prep, plan, deliver, and measure effective lessons** for adult learners
3. **Evaluate** lesson quality AND solicit/deliver effective feedback

BUT FIRST... A HOOK: What Works for YOU?

What helps YOU learn successfully?

- 1 minute to **THINK.**
- 2 minutes to **SHARE.**
- 3 minutes to **COMPARE.**

"I need time for my confusion... Confusion can be a cue that there's new territory to be explored or a fresh puzzle to be solved."

—ADAM GRANT Think Again: The Power of Knowing What You Don't Know.

Visual learner - taking visual notes, and reading the same information from several different sources.

Building projects and working through bugs on my own.

Pair programming and whiteboarding with feedback in a small group. Seeing different solutions for the same problem.

Environment that encourages mistakes and participation.

Jess: Sleep

Terra: Research —> Try —> Fail —> Research

Erin: Dynamic presentation, calibrated to her ability & skill level

Warren: Focus on small wins and possibilities where it's fun, before going into something bigger

Jonathan: Achievability

Jake: Repetition, Non-interruption

Candice: Multi-modal: auditory, visual, write notes helps to process info, Sleep / Eat / Move

Lynda: Big picture

Kaitlin: Environment for curiosity and making mistakes

Bill: Writing & practicing

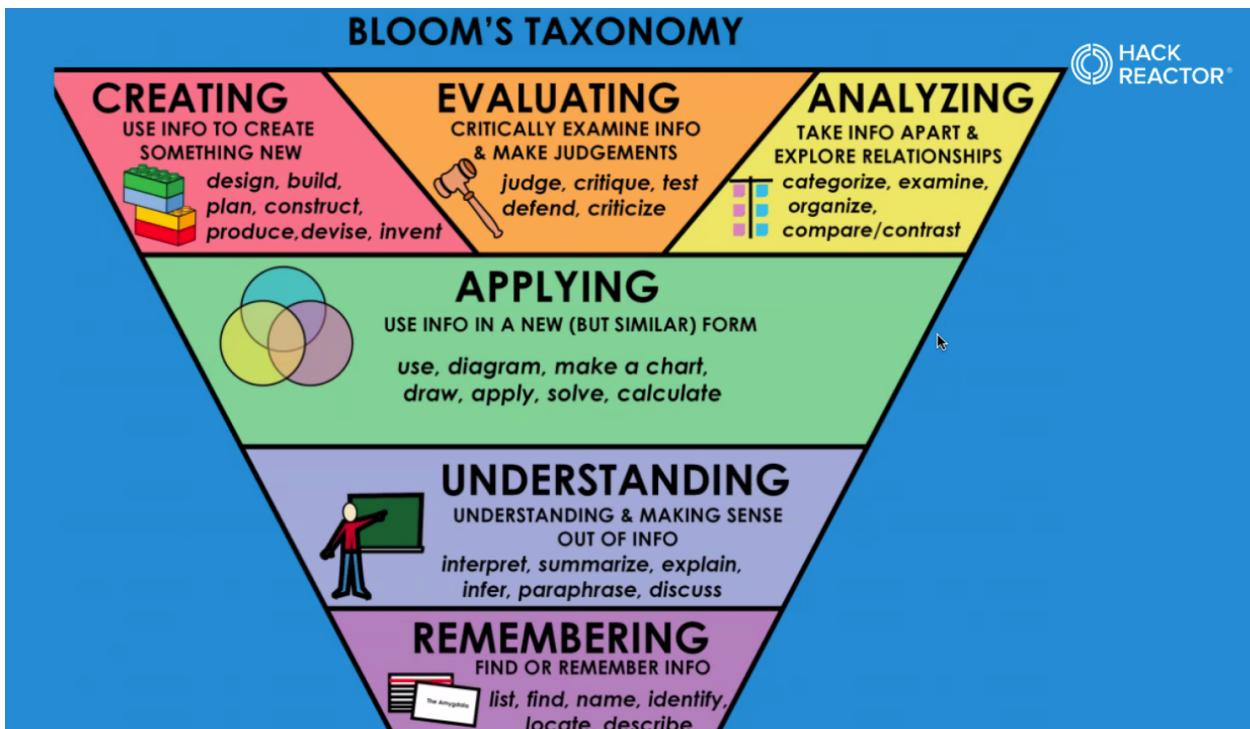
Andrew: learning by discussing and diving into things

Annie:

Adam Grant: Think Again: The Power of Knowing What You Don't Know

like Brene Brown

Maslow's hierarchy of needs:



Learners first memorize. Repetition helps.

Create opportunities for learners to remember. Help them understand how to tap in their memory.



Materials and Mindsets Needed Today:

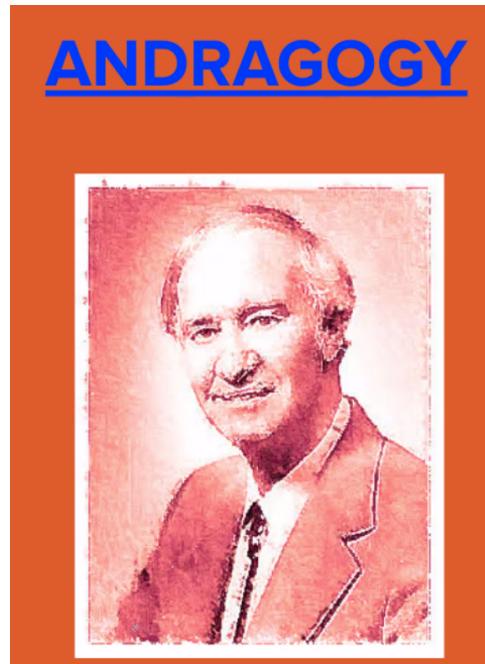
- A. Access.**
- B. Willingness and a Growth Mindset**
- C. Community Courtesy and Self Efficacy**
- D. More?**

Access to Learn content, shared lesson materials.

Vulnerability - as adults in a room together.

Differences between adults and other learners:

—> Have a life and autonomy of their own. Getting them to prioritize learning: juggle work/life balance. Preconceived notions of what they're good at. Mapping new concepts to old concepts.



Malcolm Knowles: The Adult Learner (good anchor text for our teaching)

Six principles of adult learning. (Now we see these as assumptions)

Malcolm Knowles six assumptions for designing adult learning are: (1) Adults need to know why they need to learn something (2) Adults need to build on their experience, (3) Adults have a need to feel responsible for their learning, (4) Adults are ready to learn if training solves an immediate problem (5) Adults want their training to be problem focused, (6) Adults learn best when motivation comes intrinsically.

Critics say that learning landscape is different now, not only white men.

Andragogy Assumptions

Knowles assumed that adults:

Need to know why they need to learn something
Need to learn experientially,
Approach learning as problem-solving
Learn best when the topic is of immediate value.

1. Need to Know

Adults need to know the reason they are being asked to learn.



When adults understand the WIIFM they are much more likely to ENGAGE in the learning process.

Lesson objectives!

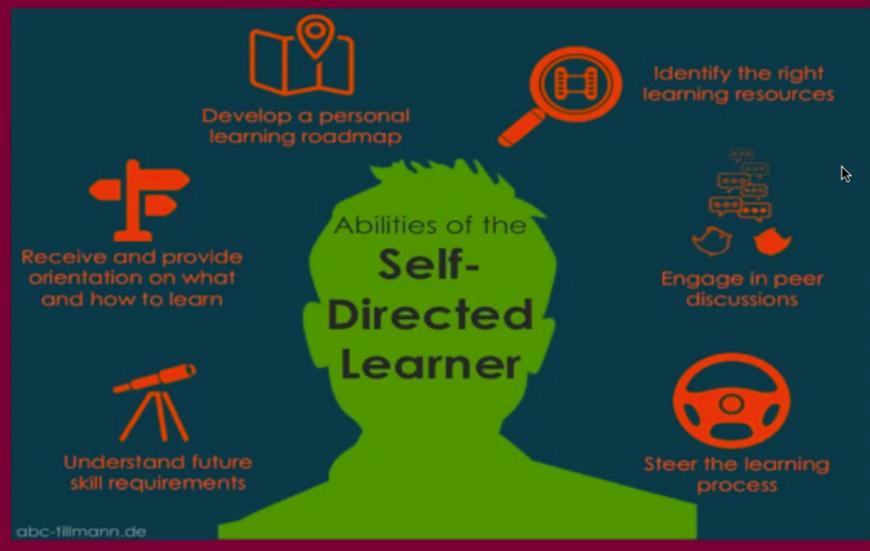
What's in it for them / what do they get out of it.

2. Experience



Adult learners come with experience. This experience should provide the basis for much of the learning activities.

3. Self-Concept/Direction.



Adults (and older kids) need the opportunity to exercise agency and control in their learning.

Heutagogy, otherwise known as self-determined learning, is a student-centered instructional strategy. It emphasizes the development of autonomy, capacity, and capability. The goal of heutagogy? To teach lifelong learning.

4.



Adults learn best when the training can help them solve an immediate, real-life problem.

5. Problem Orientation



Adults learn best when content is problem oriented. They want to learn specific knowledge, skills and/or abilities that solve a problem.

6. Intrinsic Motivation



STAMPING LEARNING OBJECTIVE #1

Check that you will **know and are able to:**

- Understand six principles of adult learning
- Apply those six principle assumptions to **instructional design thinking**

LEARNING OBJECTIVE #2

...By the end of this workshop section, you will **know and be able to**:

- Utilize a simple approach to **preparing** lectures/lessons
- Integrate five critical components into lecture/lesson **plans**

BUT FIRST...

Let's ground ourselves with some
HEROES and **HORROR** stories.

2 minutes: **Think and Observe**
10 seconds: **Spin**
1 minute: **Share!**

Smelling fear and insecurity.

His attention was very internal, not on students, or reflecting on how they are reacting.
Seemed oblivious to whoever else was there.

Stopped to look at his phone, a bit insulting. Assumed that things didn't need to be taught — could be demoralizing to students.

Arrogance and making students feel stupid if they didn't understand the content.

Didn't practice what he was about to teach, so messed up a lot.

Very few of the principles of adult learning.

Pacing.



Curtis supports our internalization of content.

KISS (Keep It Super Simple)

- **Big Ideas:** concepts or principles central to the lesson.
- **Guiding Questions:** Probing for Deep Knowledge and Higher Order Thinking.
- **Learning Objectives:** What do students need to know and be able to do by end of lesson?

"Genius is making complex ideas simple, not making simple ideas complex."

~ Albert Einstein

Universal design for learning.



HOW TO: Unpack and internalize content

Big Ideas→

1. Source the lesson or lecture resource from Learn or other repo or guide

Guiding Qs→

2. Explore the specific lesson or lecture for 1 or 2 BIG IDEAS.

Learning Objectives→

3. Use or create GQs to drill down into the lesson content and apply deep knowledge and skills..

4. Based on YOUR examination of content and materials, record what specific learning do you want to target in your lesson for students. List at least 2-3 to explore retrospectively post-lesson delivery. These translate to **learning objectives**.

“Guide on the Side” vs. “Sages on Stages”

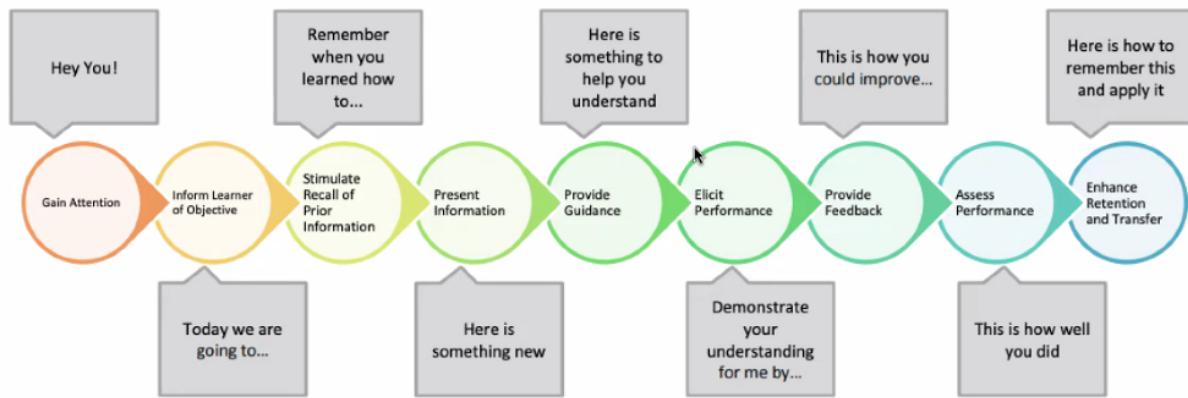
SCAFFOLDING on content that students will need to apply with agency and urgency.



Stress of lesson planning in the beginning!

TACTICAL: Instruction Practices to PLAN into lessons!

Gagne's Nine Events of Instruction



Scaffolding: remember when we did this in the past? Now we're gonna do this.

Now I'm gonna give you some resources.

Now gonna check for some understanding.

Next time do this.

Here's how to remember this and apply it for future learning.

CRITICAL COMPONENTS OF A LESSON

Unpacking the Nine Events:

1. Supply Learning Objectives
2. Scaffold learning from previous and future instruction with a HOOK.
3. Deploy CFUs- Checking for Understanding (“illicit performance”)
4. Provide needed student resources and materials
5. Summarize or STAMP the learning by circling back on Objectives

Think / Pair / Share + Compare

Make use of Zoom features: rooms, whiteboarding, Kahoot

PLAN: Checks For Understanding

Research confirms:

Dynamic CFUs increase engagement and overall learning success, and diverse CFUs keep students ready to participate

A few CFU strategies to consider (**beyond thumb checks**):

Think, Pair, Share (brief breakout)	<u>Kahoot</u> (adults LOVE these, too)
People or Flower Picker/Wheel of Names	Students create CFU quiz (turn table)
PROMPTED Cold Calls	Fist to Five for comfort or knowledge
Emoji rxns in slack, chat, panes	Whiteboard/Wall of learning
Slido threaded 1Q quiz thread	ADD YOURS HERE!!!

Mindmap / Ex Caliber

SIS - Slide-Oh

Stretch it

"Here are six effective ways to Stretch It (there are more). Ask students to

1. Explain how or why.
2. Answer in a different way.
3. Answer with a better word.
4. Provide evidence.
5. Integrate a related skill.
6. Apply the same skill in a new setting."

Excerpt From
Teach Like a Champion Field Guide
Doug Lemov

↓

Can ask one student to answer a specific question, then choose someone else who can continue to expand. Continue through all 6.

TRIVIA QUESTIONS!!!

popcorn cold
call chain

Warren Longmire

Anonymous text
input quiz to
guess how taught
concept could be
applied in real
word



Chalk Talk

Kahoot

Mad Libs — cook it up in 30 seconds

Random screen captures of people's faces.

WARREN:

- Slack thread question of the day
- Slide-Oh

PREP, PLAN, PARTY...

Prep and Plan for a 6 minute lesson
Delivery!

SOON, you will:

- Deliver.
- Evaluate and Solicit Feedback using a
RUBRIC

Teach something very simple:

1. Learning objectives
2. Scaffold and hook
3. Check for understanding

Lesson Quality Rubric [General] Last edit was 6 hours ago

File Edit View Insert Format Data Tools Extensions Help

Arial 11 B I C A D E

NOTES on Lesson Quality

DATE	TIME	Instructor	Observer	
Dimensions of Assessment	Beginning Quality (1)	Developing Quality (2)	Accomplished Quality (3)	Exemplary Quality (4)
Learning Objectives and Lesson Stamps (the instructional bookends)	Possibly missing or vague	Limited in scope with some clarity relative to expectations	Aligned, full of action verbs, and encourage multiple learning taxa (Bloom's)	Clear, full of actions, trackable for students, entirely aligned with verbiage used throughout lesson via continual reference.
Scaffold and Hook (Building on Prior Knowledge)	Possibly missing or not interactive or thought provoking	Do not draw on previous knowledge or experience; not compelling to learners	Scaffolds leverage diverse learning experiences and relevant skills; Hook is inspiring and fosters metacognition.	Scaffolds evidence deep knowledge of each learner; hooks are metacognitively transcendent; learners start lesson empowered and competent
Checks for Understanding and Engagement	Seldom or unused and not used to measure learning over pacing or attendance	Missing or do not effectively measure degree of learning (versus just pacing or attention)	CFUs are inclusive, engaging, and offer a lens on what students know and are able to do	CFUs offer instructors a lens on individual learner strengths and struggles, as well as batch feedback about needed instructional pivots
Resources and Materials that allow for active learning (visuals, apps, tools)	Not supplied or referenced in lesson; lesson is entirely passive lecture or info drop	Scantly supplied or referenced in lesson; lesson supplies some opportunity for activity versus passive lecture listening	Resources and materials are intentional and supplied for students to use reliably in activities	This classroom feels flipped and full of student voice and interaction; resources and materials are useful beyond this lesson; all materials are inclusive.
Presentation/Delivery- (timing, tasks, and tactics are proportioned for learning)	Time, tasks, and teaching tactics are missing, off, or disproportional	Time, Tasks, and Tactics are possibly disproportioned but do engage students and advance active learning	Time, tasks, tactics are balanced and clearly allow for engagement, optimal struggle, curiosity, and learning advances	Time, tasks, and tactics are perfectly balanced; learners leave having solidly stamped all LOs and with confidence and a new set of tools gained

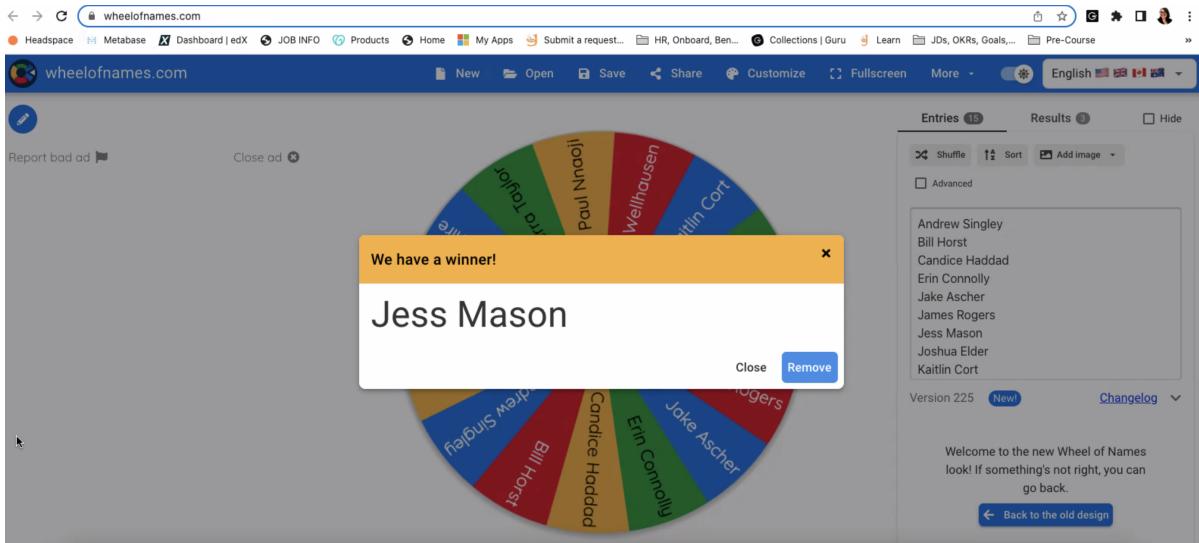
What to teach:

- Python Generators? with Ariana Grande?
- Mentimeter features?

STAMPING LEARNING OBJECTIVE #2

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Delivery and Lesson Quality Evaluation

Quality Lesson Rubric

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Jake Ascher

Pour-Over Coffee



The what, why, and how to making a delicious cup of coffee

How to make pour-over coffee

1. Invest in equipment
2. Boil water
3. Grind beans
4. Set filter in pour-over cone
5. Pour ground coffee in filter
6. Brew coffee!
7. Enjoy



[STAFF] Jake Ascher

Delivering FEEDBACK that **TELLS** us what/how to do more/better/differently... Make it:

- **T**imely
- **E**levating
- **L**earning
- **L**oving
- **S**pecific

Hook — activity, question, problem, or provocative prompt that gets folks excited about what they're about to do

How To Hook Your Learners With The First Screen

It should come as no surprise that learner attention spans are getting shorter by the day. This is why recent eLearning trends such as microlearning and short and flexible training programs

 <https://elearningindustry.com/how-to-hook-your-learners-with-the-first-screen>



BEATS: 3 objectives

Live coding is an art. White boarding & Ex-Calidraw.



STAMPING LEARNING OBJECTIVE #3

Check that you will **know and are able to**:

- Leverage andragogical best practices and good prep & planning, to **DELIVER** a quality lesson.
- Effectively **EVALUATE** lesson quality using rubrics and Feedback that TELLS an instructor what they can do more/better/differently.



STAMPING LEARNING OBJECTIVES

Check that you will **know and are able to** (i.e. I

- Leverage my understanding of **adult/human learning theory** to know and serve my learners through mindful **instructional design**.
- Prep, plan, deliver, and measure effective lessons** for adult learners
- Evaluate** lesson quality AND solicit/deliver effective feedback

Iterate like Austin and his butterfly-drawing.

“Uncle J Magic” (6 minutes):

Creating a self-tape audition



“Similar to Javascript, I too am waiting for my callback.”

Takeaways

- Tripod, Camera (cell phone works), Clear background (remove distractions)
- No longer have to pigeonholed in major cities
- BPs
 - Under 100MB
 - See you
 - Hear you
 - Feel you
- Deadlines

Compress videos: Handshake

Ubiquitous Learning Objectives