# Professional Practices

## Chapter 4 – A Dozen Things You Need To Know About Adult Learning

### Brockett describes 12 characteristics of adult learners. Give an example of using one of the 12 characteristics of adult learners.

Two of the points mentioned in the book are “Most adults are actively involved in learning and undertake at least one learning project every year.” And “Adults choose to learn for many different reasons, and you need to know what these are”. Getting to know your students better and learning why they have enrolled in your class can be helpful. Starting the first class with some sort of team-building exercise would assist in you getting to know your student, as well as assist students in getting to know each other.

### Which key tip(s) from “Dozen Things you need to know about Adult Learning” will you try to enhance your active learning/experiential learning in the classroom? How will you go about doing this?

One of the things brocket says in this chapter is “The ultimate purpose of adult education is to help learners think for themselves. “I constantly tell my students that in order to learn programming, they need to do more than just what I assign them in class. They need to research in more depth the topics that we cover and practice them. I will continue to do so, but this year I am also going to try to provide them with links to more external information.

I’m also going to try to find out why some students have enrolled in the program. I’ll do this by creating a questionnaire for them to fill out at the beginning of the term.

## Chapter 5 – Building Blocks for Adult Learning

### This chapter describes Andragogy and Self-Directed Learning, not new concepts to you. Describe a time you used the Andragogy / Self Directed approach with your learners.

In one of my classes for my second-year students, I have them research a programming language from a list of languages I provide. They spend the term preparing to teach a two-hour class covering their topic to the rest of the students in the class. I facilitate by acting as an expert resource, guiding the process, and helping the determine when they have met their goals.

### Using Exhibit 5.1 (page 52-55), what new component of self-directed learning will you use to enhance student learning and performance? How will you go about doing this?

Quite honestly, I think this micro-component exhibit is a bit over the top and quite difficult to follow. I will continue to assign the research project mentioned above. I will give the students flexibility in deciding what they need to learn and how they will be learning. They will need to set clear goals and prioritize their time, maybe by creating a “project plan”/”learning schedule”. I will continue to take on a supportive role, while having them monitor their own progress.