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# Supporting Adults in Undergraduate Spaces

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# Supporting Adults in Undergraduate Spaces

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# Share

- When you have felt like “a fish out of water”
- What you feel like would support adult learners who are returning to college or starting college for the first time
- What makes you feel comfortable in a classroom

# The research says...

## (Knowles)

- Adults prefer self direction in their learning, like to determine goals and outcomes

\*I gave choices in assignments, students set goals, they gave outcomes of the assignment, I gave them “white space time”

- They bring experience, they value direct experience

\*Students completed practicums, observations, in class experiences such as conversational partners or workshop type atmosphere for lesson plans or phonics skills

# (Knowles, Cont.)

- Teach with purpose

\*I always gave the reason why we were learning something, such as “this research is tied to what you will be asked to teach”

- Internal Motivation is important

\*Ask them why they are in the room, why they decided to get into the field and pay attention to that. I would make notes in my gradebook

# (Knowles, Cont.)

- Mutual Respect

\*I let students share their life factors, provide a late option choice

\*I am open to having my students reach out. I give my cell phone number to them.

\*We also talk about real life things in class. Stories are shared and joys are shared as a regular part of class.

# (Chickering, Gamson)

- Encourage Contact (cell phone)
- Develop Cooperation (in class small groups)
- Active Learning (editors, readers, doers)
- Prompt Feedback (one week turn around)
- Time on Task (be a professional- agenda)
- Supported High Expectations (help sheets, heads up, plan syllabus and stick to it closely)
- Respect Diverse Ways of Learning (give choice all the time, note taking, assignments, etc.)

# Activities

- Guided Notes

1. Take 5 minutes and write down everything you remember from the lecture I just gave.
2. Get with one other person and compare notes, add to your notes. (3 minutes)
3. 2 volunteers to read out their notes, group can add to notes based on read out. (4 minutes)



# Story telling/First Person Experience

- Tell us a 1 minute story about a conference experience you an experience you had supporting an adult learner in a class or being an adult learner in a class

# Performance Judging

- Get into groups and decide how presentations at this conference should be assessed/graded. Use your evaluation sheet as a base for discussion.

# Team Member Teaching

- You have 7 minutes in your groups. What skill, etc. could you teach your group. Think a game, saying, strategy, dance, exercise move.

# Discoverable Tutorial

- Look at the Picture
- Descriptive questions: What do you see?
- Reflective: Was it interesting
- Analogy: What else does it remind you of?
- Common Purpose: What is the purpose of?
- Procedures: How does one normally?
- Possibilities: What else could?
- Prediction: What will happen next?
- Theorizing: Why is it that way?
- Generalize: Could you generalize from these events?

# Idea of Praise

- Description: You have addressed each item
- Narration: Your raising an issue that needs discussion
- Self-talk: I have wondered that too
- Personal Feelings: It is a joy to have this type of discussion
- Intrinsically Phrased reward statements: You have taken a step forward, what changes have occurred?

# Active Learning

- Round- How do you feel about \_\_\_\_\_.  
One word or sentence or pass.
- Peer Teaching. Please explain the concept of \_\_\_\_\_ to your partner.

# Thank You!

- Please stay in touch. Let's continue to share ideas and ways to make our classrooms stronger community spaces where everyone feels welcome and supported.

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