

## From the Discussion

Characteristics of Adult Learners: Adult Learners...	Implications in Educational Environment	Activities in Classroom
Need to see value in what they are learning, practical application	Tell students how what they are learning applies to “real life”	<p>Tell them, then Show them, then Ask them how they used what you told them</p>
Need reassurance because of negative experiences in an educational setting in the past, their own lack of success in the past	Need to feel they can trust the instructor, the other students	<p><b>B</b>uild in get acquainted activities that bring out something unique about each person  <b>A</b>sk students to make name tents,  <b>H</b>ave an introductory exercise where students share the origin of their name  <b>S</b>it in circle, state your name, next person states your name, then their name, next person states 2 previous names and their name all the way around.  <b>O</b>ffer extra credit on the final if students can make a seating chart with everyone’s name on it. Learn and use their names.  <b>S</b>tand at the door at the end of class, say good bye to everyone using their name  <b>P</b>air up students, have them introduce each other to class as a whole, or walk around room introducing to other pairs.  <b>H</b>and out a series of questions Find Someone Who ... Students talk with each other to get answers. Questions can be related to PCC, e.g. rides the shuttle, has your same major, is going to graduate, is new this term, etc.  <b>P</b>lay a Find Someone Who... type of Bingo – have a chart students walk around talking with each other and fill in.  <b>H</b>ave students take digital picture of each other, email to the class with a short bio.  <b>F</b>or online students have them post picture of themselves with short bio, then have an assignment of Find Someone Who...</p>

Want to know what is expected of	Clearly defined course material	Have students pair up, read syllabus
----------------------------------	---------------------------------	--------------------------------------

<p>them</p>	<p>upfront Syllabus that states topics and grading system</p>	<p>together, come up with questions to ask the instructor. Then play Stump the Chump while instructor answers student questions. <b>Offer</b> a practice quiz opportunity so that students can get a feel for test taking process. In online classes this could be a continuously open quiz that students can take multiple times in order to get 100%. Or it can be offered as an ungraded quiz.</p>
<p>Want to have some control over the learning environment</p>	<p>Include students in decisions over course material and self-evaluation when possible</p>	<p><b>Build</b> in flexibility in your syllabus – survey students to ask for special interests/emphases. <b>Give</b> a pre-test to determine areas of strength and weakness and increase instruction time in areas of weakness. <b>Offer</b> a menu of assignments to chose from, build in a self-evaluation component or publish matrices for grading <b>Hand</b> out a “fake” syllabus with minimal information, and an odd grading system like A=98-100, Below 80 = F. Draw out student reactions, then introduce “real” syllabus and discuss value of syllabus for learning. <b>Have</b> one student take notes in class and post online for the benefit of those who missed class, or those in online portion of hybrid class. Student who takes notes can field questions as well.</p>
<p>Have multiple often conflicting roles (not just a student – also a employee, parent, partner)</p>	<p>Time management issues</p>	<p><b>Let</b> students know the amount of time they need to spend in your class</p>

## Handouts from Panel Participants

### Introductory Activity

On first day of class, hand out questions on ½ of 8 ½ “ by 11” paper. Have students get into pairs to interview each other, then have them introduce each other. Some suggested questions:

What is the best thing that has happened to you in this last year?

What is something that surprises other people about you?

One question you’d like to have answered during your time in this class

One thing you’d like to know about the instructor

### Introductory Activity

Hand out this “Bingo” game, have students move through the room, talking with one another and getting signatures in each of the squares.

<b>C</b>	<b>L</b>	<b>A</b>	<b>S</b>	<b>S</b>
RIDES THE SHUTTLE	OWNS A DOG	LIVES DOWNTOWN	EATS TOFU	LIKES WORKING IN GROUPS
PLAYS SOCCER	LIKES TO COOK	DRIVES TO CAMPUS	OWNS A CAT	HAS A SISTER
STUDIES IN THE LIBRARY	LIKES TO STUDY AT HOME	WORKS 20 HOURS A WEEK	LIKES BROCCOLI	USES A CELL PHONE WHILE DRIVING
KNITS	LISTENS TO RAP	HAS CHILDREN AT HOME	PLANTS A GARDEN	MOVED HERE FROM ANOTHER STATE
WALKS TO CAMPUS	STUDIES WITH MUSIC PLAYING	HAS A ROOMMATE	JOGS	IS AN ONLY CHILD

## **Adult Learners**

Advice from Father Guido Sarducci <http://www.youtube.com/watch?v=kO8x8eoU3L4>

Contrasting learning in adulthood vs childhood [http://ed.fnal.gov/lincon/staff\\_adult.shtml](http://ed.fnal.gov/lincon/staff_adult.shtml)

10 Characteristics of Adults as Learners <https://courses.worldcampus.psu.edu/public/faculty/adults.html>

Principles of Adult Learning <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm>

The Adult Learner - Characteristics <http://www.el-concilio.com/education/adultLearners.htm>

Meeting the Needs of Adult Learners [http://wvabe.org/tcher\\_handbook\\_pdf/section3.pdf](http://wvabe.org/tcher_handbook_pdf/section3.pdf)

PCC's Web Resources from the Faculty Committee on Student Retention <http://www.pcc.edu/resources/academic/retention/>