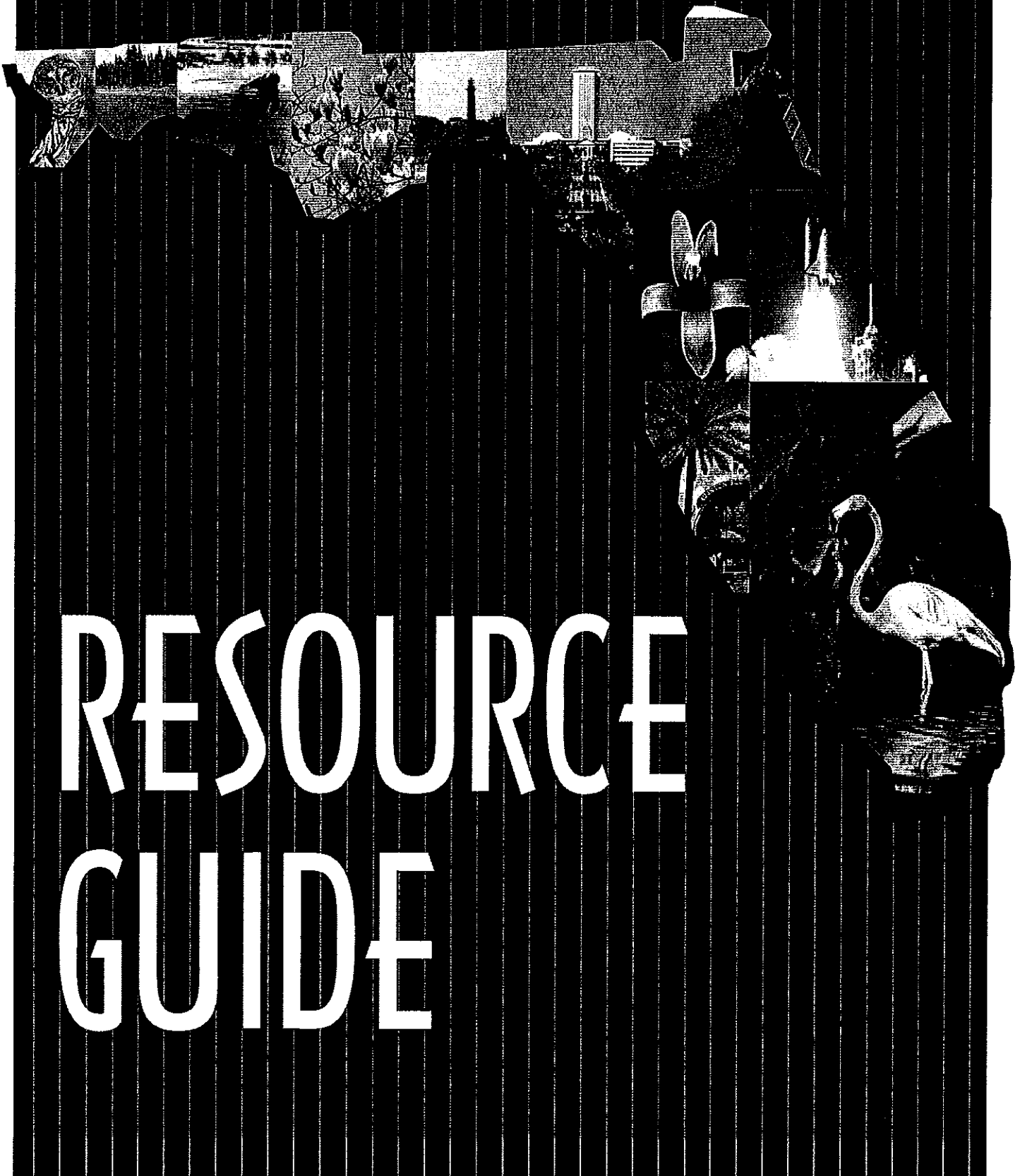


ABE FLORIDA - 2005



RESOURCE GUIDE

http://abeflorida.org/pdf/Resource_Guides/Resource%20Guide%202005.pdf

ACKNOWLEDGEMENTS

John Winn
Commissioner of Education
Florida Department of Education

J. David Armstrong
Chancellor, Community Colleges and Workforce Education
Florida Department of Education

Dr. Bonnie C. Marmor
Vice Chancellor for Workforce Education
Florida Department of Education

Nancy Cordill
Director for Career, Technical, Education, Adult Migrant & Apprenticeship Programs
Florida Department of Education

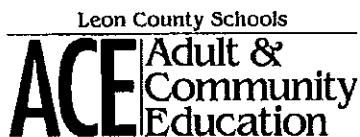


William J. Montford
Superintendent
Leon County Public Schools
Tallahassee, Florida

Barbara Van Camp
Principal
Leon County Schools
Adult & Community Education
Tallahassee, Florida

Lynn Cunill
Project Manager
Leon County Schools
Adult & Community Education
Tallahassee, Florida

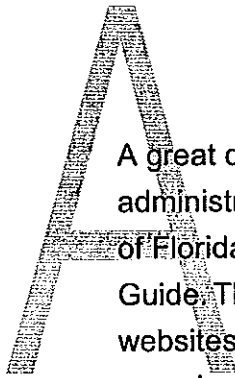
Lisa Jones
Resource Teacher
Leon County Schools
Adult & Community Education
Tallahassee, Florida



This project is funded through Federal Adult Education and Family Literacy Act State Leadership Funds, administered by the Florida Department of Education, Division of Community Colleges and Workforce Education.

Leon County Schools is an equal opportunity institution for education and employment.

ACKNOWLEDGMENTS



A great deal of gratitude is owed the many teachers and administrators of Adult Basic Education throughout the state of Florida who contributed to the development of this Resource Guide. Thank you for your learning activities, your favorite websites, your suggestions about strong professional organizations and your willingness to tell us what information you felt would be most useful in a resource guide for ABE teachers. Florida is fortunate to have so many dedicated professionals serving our adult learners.

A special thank you is owed the many teachers who agreed to create learning activities for specific benchmarks. It is their diligent and focused work that has made this 2005 edition of the ABE Resource Guide so much more complete. Their creativity, perseverance and willingness to take on this challenge is appreciated.

INTRODUCTION


The revised ABE Florida Resource Guide 2005 is the result of a Florida Department of Education Division of Community Colleges and Workforce Education State Leadership Grant 2003-2005 and two years of hard work by the Adult Basic Education Practitioners' Committee. The goal for this year's revision was to offer at least one activity per benchmark for each of the Florida ABE Frameworks.

All materials in the Resource Guide have been approved for distribution for non-commercial educational purposes. The resources have been designed to enhance adult basic education programs and contribute to program accountability.

If you have questions or comments concerning the Resource Guide, contact Lynn Cunill, cunilll@Ace-Leon.org or 850-922-5343.

For updates and new resources, visit the ABE Florida webpage at www.ABEFlorida.org.

**TEACHING
THE
ADULT LEARNER**



How Adults Learn

This selection is a summary of the second chapter of William Draves' book *How to Teach Adults*. It is reprinted by permission from the Learning Resources Network (LERN), the leading association in lifelong learning. For more practical, how-to information, E-mail info@lern.org or visit www.lern.org.

Emotional Characteristics

An adult must be emotionally comfortable with the learning situation to learn. Many adult learners come to our classrooms with a low self-image and a recognition that they have failed in some way. There are natural feelings about inadequacy that stem from growing older; some feelings are artificially induced by society; some feelings come from past personal experiences with family, peers, and educators. It is important to recognize that adult students must feel welcomed, encouraged and enabled. They should not be judged or criticized.

Physical Characteristics

Adults are attuned to comfortable surroundings and more sensitive to discomfort than younger learners. Set up your room so that it is as comfortable as possible. Set no one to face the sunlight; be sure charts, board writing, overhead materials and handouts can be read by everyone, even those with limited vision; remove any sources of noise, or seat learners as far away as possible from them. Be sure that not only you can be heard, but that individual learners can be heard when they talk as well.

Mental Characteristics

Mentally, adults are eager to learn. Part of that readiness to learn may be a natural growth process in which "true learning" – self-study, personal inquiry, or self-directed learning – is more welcome than formal schooling. Adult learning is problem-centered. Adults come to class to address a particular problem, and are more satisfied with their learning if it applies to their everyday experiences, is practical, or is current. Adults are aware of their limited time and prefer what can be learned today or in the near future to what can be learned over a longer period of time. Adults' interest in solving problems within this time perspective makes them value specific, narrow topics of relevance over broad, generalized or abstract subjects.

Social Characteristics

The most important social characteristic of adult learners is an abundance and variety of experiences. Adults come with both positive and negative experiences of group interaction, so that some will see the group (the class) as an opportunity to display talent and knowledge while others will see it as a possible threat to exposing their lack of talent and knowledge. Every adult will come to your class with some perception about the subject to discuss. Social psychologist Gardner Murphy says that adults, contrary to common assumption, are not able to detach themselves emotionally from the subject at hand. This means the backgrounds and value systems and current living situations of your adult learners greatly influence how you must teach them in the classroom.

30 Things We Know For Sure About Adult Learning

By Ron and Susan Zemke

Things We Know About Adult Learners and Their Motivation

1. Adults seek out learning experiences in order to cope with specific life-changing events such as marriage, divorce, a new job, a promotion, being fired, retiring, losing a loved one or moving to a new city.
2. The more life-changing events an adult encounters, the more likely he or she is to seek out learning opportunities.
3. The learning experiences adults seek out on their own are directly related – at least in their own perception – to the life-changing events that triggered the seeking.
4. Adults are generally willing to engage in learning experiences before, after, or even during the actual life-changing event.
5. Adults who are motivated to seek out a learning experience do so primarily because they have a use for the knowledge or skill being sought. Learning is a means to an end, not an end in itself.
6. Increasing or maintaining one's sense of self-esteem and pleasure are strong secondary motivators for engaging in learning experiences.

Things We Know About Designing Curriculum for Adults

1. Adult learners tend to be less interested in, and enthralled by, survey courses. They tend to prefer single-concept, single-theory courses that focus heavily on the application of the concept to relevant problems.
2. Adults need to be able to integrate new ideas with what they already know if they are going to keep - and use - the information.
3. Information that conflicts sharply with what is already held to be true, and thus forces a re-evaluation of the old material, is integrated more slowly.
4. Information that has little "conceptual overlap" with what is already known is acquired slowly.
5. Fast-paced, complex or unusual learning tasks interfere with the learning of the concepts or data they are intended to teach or illustrate.
6. Adults tend to compensate for being slower in some psychomotor learning tasks by being more accurate and making fewer trial-and-error ventures.
7. Adults tend to take errors personally, and are more likely to let them affect self-esteem. Therefore, they tend to apply tried-and-true solutions and take fewer risks.
8. The teacher must know whether the concepts and ideas will be in concert with or in conflict with the learner and his/her values.
9. Programs need to be designed to accept viewpoints from people in different life stages and with different value "sets."
10. A concept needs to be "anchored" or explained from more than one value set and appeal to more than one developmental life stage.
11. Adults prefer self-directed and self-designed learning projects over group-learning experiences led by a professional.
12. Non-human media such as books, programmed instruction and television have become popular in recent years.

13. Regardless of media, straightforward how-to is the preferred content orientation.
14. Self-direction does not mean isolation. In fact, studies of self-directed projects show they involve an average of 10 other people as resources, guides and encouragers. Lectures and short seminars are well-received if they give the learner face-to-face, one-to-one access to an expert.

Things We Know About Working with Adults in the Classroom

1. The learning environment must be physically and psychologically comfortable. Adults report that long lectures, periods of interminable sitting and the absence of practice opportunities are high on the irritation scale.
2. Bad experiences in traditional education, feelings about authority and the preoccupation with events outside the classroom all affect in-class experience.
3. Adults have expectations, and it is critical to take time up front, during the intake process, to clarify and articulate all expectations before getting into content. It is important for both student and teacher to state expectations.
4. Open-ended questions are useful for drawing out relevant student knowledge and experience.
5. New knowledge has to be integrated with previous knowledge; that means active learner participation. Since only the learner can tell us how the new fits or fails to fit with the old, we have to ask them.
6. The instructor must balance the presentation of new material, debate and discussion, sharing of relevant student experiences, and time restraints.
7. The instructor has to protect minority opinion, keep disagreements civil and unheated, make connections between various opinions and ideas, and keep reminding the group of the variety of potential solutions to the problem.
8. Integration of new knowledge and skill requires transition time and focused effort.
9. The trainer of adults needs to take an eclectic rather than a single theory-based approach to developing strategies and procedures, as many offer valuable guidance when matched with an appropriate learning task.

Overall, adults want their learning to be problem-centered, personalized and accepting of their need for self-direction and personal responsibility.

Summarized from Training, June 1981.

Using Adult Learning Principles in Adult Basic and Literacy Education

ABSTRACT

Most adult education students (74%) leave their educational program during the first year. A number of reasons exist for this high attrition rate, but one overlooked reason may be that too many adult education programs resemble school. Structuring programs around Adult Education Principles may help to better involve adults in their own education and give them a more compelling reason to return day after day.

APPLICATION

Adult Education Principles

1. Involve learners in planning and implementing learning activities. This can begin with an intake that allows the learner to assess his/her own needs and set goals and objectives that the educational program can meet.
2. Draw upon learners' experiences as a resource. Not only do adult learners have experiences that can be used as a foundation for learning new things but also, in adulthood, readiness to learn frequently stems from life tasks and problems.
3. Cultivate self-direction in learners. When adults are encouraged to become self-directed, they begin to see themselves as engaged in their own recreation and not simply shaped by uncontrollable outside forces (Brookfield 1986, p. 19)
4. Create a climate that encourages and supports learning. The classroom environment should be characterized by trust and mutual respect among teachers and learners.
5. Foster a spirit of collaboration in the learning setting. Adult learning is a cooperative enterprise that respects and draws upon the knowledge that each person brings to the learning setting.
6. Use small groups. Groups promote teamwork and encourage cooperation and collaboration among learners.

Recommendations for Practicing the Adult Education Principles

1. Create classroom activities that reflect students' lives and are student centered; consider allowing students to take turns leading the class in learning about something that is important to them.
2. Ask students to assist with the orientation of new students, perhaps pairing new students with a mentor for a limited amount of time.
3. Create a record keeping system that allows students to set their own goals and keep track of their own progress towards those goals.
4. Appoint an advisory board for your classroom, allowing students to solicit suggestions for learning activities and work with you in implementing them.
5. Develop and/or use instructional materials that are based on students' lives.
6. Develop an understanding of your particular learners' experiences and communities. Ask questions, make writing assignments, direct reading, etc. to discover and allow your student to identify and communicate their experiences and communities to you.

7. Include your students' communities in their learning. Send work home with parents that can be done with small children; make assignments about aging for older students or for those caring for the aged; ask students to think about their community's probable response to issues raised in class.
8. Duplicate communal living by having students work in small groups. Consider both long term groups and short term groups.
9. Conference regularly with students and ask them to report to you both in writing and orally the progress they have made since the last conference.
10. Establish student "experts" in class and use them as references for other students. For example, a student with children in school may become the resident expert on public school issues and a student aiming to join the military may become the resident American military expert.

For complete, original article, see Doc. Code/Section: AB0052 / PT 01
ERIC Clearinghouse on Adult, Career & Vocational Education – Practical Application Brief by
Susan Imel, 1998; Available online through OTAN

Teaching Adults: Is It Different?

Types of Adult Learning

Subject-oriented adult learning makes the primary goal, to acquire content information. This can be teacher-directed or student-directed.

Through consumer-oriented adult learning, in which students set their own learning goals and teachers act as facilitators or resource persons.

Emancipatory adult learning is transformative education in which the educator plays an active role in fostering critical reflection. They challenge learners' assumptions, values, and beliefs in an effort to free them from the forces that limit their options.

What do Adult Learners Expect from their Teachers?

- To be knowledgeable
- To show concern for student learning
- To present material clearly
- To motivate
- To emphasize relevance of class material
- To be enthusiastic
- To create a comfortable learning atmosphere
- To use a variety of techniques
- To adapt to meet diverse needs
- To be dedicated to teaching

For full text article see this online source: Path: OTAN Resources/Document Library/Adult Educational AE0338/Teaching Adults

For Adult Learners...Remember...

First impressions are the most lasting:

- First class sessions are very important.
- Thorough preparation is vital.
- Awareness of student needs is critical.

Adults remember pleasant experiences better than unpleasant ones:

- Make class interesting and vivid.
- Provide for continuous success.
- Avoid dull presentations.

Practice makes perfect:

- A skill that is not practiced is soon forgotten.
- That which is being practiced must be correct.
- Practice should follow instruction as soon as possible.

Adults learn what is meaningful to them:

- Base instruction on stated needs.
- At each session provide new information or a skill that can be used immediately.
- Present information on the level of an adult.
- Incorporate the background and experience of the adult student.

Allow for the transfer of information:

- Learning is easier when new facts are related to known facts.
- Move from the simple to the complex.
- Teach the concrete, then the abstract.

Adults enjoy an informal, friendly, secure climate:

- Be enthusiastic.
- Give praise.
- Be willing to learn from adult students.
- Allow for interaction.
- Demonstrate respect.

The greater the degree of student involvement with instruction, the more likely the student will learn:

- Allow for participation in the various phases of instruction.
- Provide opportunities for students to help one another.
- Encourage students to learn cooperatively.

Source: Leon County Schools Adult and Community Education Retention Guide.

Identification List for At-Risk Adults

Effective intervention decreases the risk of dropping out. The characteristics listed here indicate the degree or intensity of the problems facing the adult student. Students with characteristics in the "Danger Risk" profile need immediate attention or the student will be lost from the program. The "High Risk" student requires regularly scheduled assistance and support to find solutions to problems. "Moderate Risk" students require periodic checks to monitor progress. At all times, attention must be given to insure that additional problems are not compounding the student's level of risk.

DANGER RISK

- Work schedule conflict
- Childcare problem
- No transportation
- Loss of transportation
- Spouse/significant person opposed to participation
- Absence from first class
- Late entry to program
- Failure on a test
- Three consecutive absences
- Trauma
- Record of leaving programs
- Substance involvement
- Uncertain housing

HIGH RISK

- No goal
- Unrealistic expectations
- Personal health problems
- Family health/hygiene problems
- Nonreader
- Teen pregnancy
- No history of overcoming obstacles
- Frequent absences
- Absent from first week of class
- Change in work schedule
- Experiencing a "plateau" in progress
- Mandatory attendance
- No phone number

MODERATE RISK

- Unclear expectations of self or program
- Limited work experience
- Limited family support
- No friend to talk to
- Lack of confidence/self doubt
- Teen parent
- Communication problems
- External motivation
- Lack of knowledge of how program can help them reach a goal
- Periodic absences
- Isolation in class

STRATEGIES FOR COOPERATIVE LEARNING



Five Levels of Cooperative Learning Activities for Adult Learners

By Linda Thistlethwaite, Western Illinois University
Adaptation by Margaret Wright-Cleveland

Original text published in: Exploring Adult Literacy
Adult Learning Division, CRA
Ohio Literacy Resource Center
Research 1 – 1100 Summit Street
Kent State University
Kent, Ohio 44242-0001

Original text found online at: <http://literacy.kent.edu/cra/cooperative/coop.html>

Cooperative learning is a natural for the adult education classroom (Thistlethwaite, 1994). After all, group problem-solving is how adults handle most real-world problems. Cooperative learning also mirrors how adult education teachers themselves learn. Being able to work cooperatively contributes to an individual's success as a member of the workforce as well.

Definitions of Cooperative Learning

- Generally, any venture where people are sharing the learning experience in some manner is a cooperative venture. More specifically this includes face-to-face interaction, positive goal interdependence, individual accountability, and demonstration of interpersonal and small group skills (Johnson and Johnson 1981).
- Collaborative learning is different from cooperative learning. Generally, collaboration is less-structured than cooperative learning, often with learners entering into collaborations of their own free will. Cooperative learning is more often structured by someone other than the learners and usually requires that individuals "give up" something for the good of the group. In collaborative learning each learner gains without compromising. BOTH TYPES OF LEARNING ARE HELPFUL TO ADULT LEARNERS.

Adult Education – Special Considerations

- In adult education classrooms, learners frequently are NOT working on the same general task; therefore, there is no necessity for everyone being in a cooperative learning group at the same time. Only a part of the class may be working in a small group format.
- Individual accountability is tied to progress towards personal goals, not group grades.
- The social skill aspect of cooperative learning is very important in the adult education setting. A teacher cannot assume that just because the learners are adults that they will know how to work together. Also, both teachers and students must be aware that opinions about and reaction to group learning may be culture-specific.
- It's a good idea to start small. Don't force adults to participate in cooperative learning groups. Instead, set one up and have it open to others who may want to join as they observe the activity and find it appealing. Begin with pairs; work up to groups of three or four, perhaps simply by combining pairs.

Cooperative and Collaborative Activities

Level A

Adult learners can participate in Level A cooperative learning activities even if they are not in the same place at the same time and regardless of their skill level.

1. **A group poem:** Select a topic for the poem, such as influential people. Each student selects a person to be added to the first line and then writes a stanza to be added anywhere in the poem. This can be added to by learners in different classes, for no consultation between writers is needed.
2. **Learner-generated lessons:** One learner reads a story and writes questions about the plot, theme, characters, etc. Learner two reads the story and answers the questions. Learner one checks learner two's answers. Alternately, learner one could choose places for learner two to stop and predict what will happen next in the story, giving the same kind of feedback as above. Learners one and two can repeat the exercise changing roles.
3. **News Sheet:** The class or a combination of classes or learners from various classes may create a quarterly or monthly newsletter. Adult learners can establish and commit to contributing certain columns; adult learners can select the focus; adult learners can try on the roles of writer, editor, proofreader.
4. **Anthology:** Adult education students from various classes in the program could contribute to an anthology of writings. The writings can cover all subject areas. Again students can try on roles of writer, editor, and proofreader as well as designer and publicist. Teachers can host an authors' signing party when the anthology is published.

Level B

Adult learners of varying abilities can still work together cooperatively in Level B. However, Level B groups must meet face-to-face, if only for a session or two. The work may involve sharing individual work already done or meeting to learn a new skill/strategy. Because of the face-to-face interaction, Level B groups do allow members to experience firsthand that people access and apply the same skills in very different ways.

5. **Knowledge Guide:** Groups can meet to learn to use the Knowledge Guide Strategy for reading. Adult learners will be taught the strategy as a small group; they will then practice the strategy on their own; finally they will return to the small group to share their experiences using the Knowledge Guide Strategy and to work out any questions that came up as they practiced it. The second group meeting may actually provide answers to questions learners generated for column 4 of the Knowledge Guide.

Knowledge Guide Strategy: Learners divide their papers into four columns. In the first they list what they already know about the topic that they are going to read about. In the second they list 3 – 5 questions that they think might be answered by this reading. In the third they record their answers to the questions from column 2. In the fourth column readers record questions that they still wonder about.

6. **Vocabulary Columns:** Groups can meet to learn to use Vocabulary Columns strategy. They can then practice it independently or as a group or in pairs and return to the larger group to use the strategy as a study guide. All levels of learners can work together to learn the Vocabulary Columns Strategy, but learners working on similar levels work better together to complete the strategy and study from it.

Vocabulary Columns Strategy: The learner divides his paper into 4 columns. In

column 1, the learner writes the word to be learned. In column 2 is written a special association (a hint) related to the meaning of the word. In column 3 an antonym is listed and in column 4, a synonym or definition is written.

Level C

At this level learners participate in share activities on a regular basis, which means these are ongoing groups that learners may enter and leave as they see fit; the organization of the group is very loose and doesn't require stable attendance. Level C groups can still accommodate a variety of skills levels.

7. **Status of the Class:** Using the class as a large group, an opening routine could be to get a brief verbal commitment by each class member regarding what he or she is going to be working on that day. This might lead to more focused work, to people wanting to work together on an activity, and to the teacher better keeping up with who is doing what.
8. **Daily News Update:** Small groups can meet at the opening or closing of class to discuss interesting topics in the news. Having current newspapers handy is helpful and if students list this activity as a goal for the day other students can read the article during class and join in on the discussion at the end of class.
9. **Math Concepts Checkup:** Adult learners working on the same math skills can meet once or twice a week to discuss which skills they have mastered and which ones are giving them trouble. Learners can then share expertise, explain particular problems to each other, etc.
10. **Writing Workshop:** Adult learners working on writing projects can meet weekly or more to get feedback. Group members may read each other's writing and respond orally or in writing to content issues, structure issues or grammatical issues. Each adult learner would be responsible for bringing his or her own writing to the group.

Level D

In this level group members need to be at approximately the same skill level and working on the same material. The teacher plans and implements the lessons. These groups meet more than once and attendance is necessary; however, long-term attendance is not required.

11. **Story Impressions:** The teacher gives the group a set of key phrases from a story or article and has the group write its own story or article using the given phrases in the given order. Then they read the authored version and discuss how their version is the same and different. The same general format can also be used as an after-reading summarization activity.
12. **DR-TA:** The three questions that form the basis of the Directed Reading-Thinking Activity are: 1) What do you think is going to happen next?, 2) Why do you think so?, and 3) Were you right? The teacher selects several stopping points during the story and at each point asks the readers to predict what will happen next and provide support from the text or their general knowledge about the situation as proof of their prediction being a logical one. Then learners read to find out if they predicted what actually happened.
13. **ReQuest:** In ReQuest, the readers determine how far in an article they can read before they need to stop and discuss. The discussion begins with the learners asking questions of the teacher. When the learners can think of no more questions to ask, the teacher asks questions of them. The teacher decides when the important ideas have been discussed and then directs the learners to read again.
14. **Structured Writing:** Bio-Poem allows students who have read the same text to work collaboratively on writing something about that text. The Bio-Poem is a poem about an

historical figure or a fictional character. Line 1 is the person's first name, line 2 contains four adjectives describing the person, the second to last line notes a location and the last line contains the person's last name. Lines in the middle begin with such stems as "Who likes...", "Who wants...", "Who works for...", "Who dreams about...", etc.

Level E

This is the highest level of cooperative learning and requires a time commitment from those involved. Regular attendance is necessary as is timely completion of the work the group requires because members' individual work contributes to the work of the group as a whole and is not duplicated by another group member.

15. National Issues Group: Group members consider an important social problem and weigh the advantages and disadvantages of several solutions. This includes the group members doing research and working to come to a consensus about the most viable solution.
16. Literature circles: This group commits to meet over several sessions as the study group for the reading of a novel. Adult learners read and discuss the novel, using questions that invite dialogue rather than those that require specific right/wrong answers. Many novels come with book group discussion guides. Roles such as discussion leader, fact checker, expert on historical context, and word expert may be assigned, adopted, or rotated.
17. Theme studies: Teacher and students decide on a topic of study and a group goal for learning (to understand all sides of an issue; to understand the history of an issue; to understand the arguments against an issue; to develop a position in response to the issue, etc.). The various group members read different relevant materials, including informational texts, newspapers, stories and novels, maps, charts, etc. Group members share their research with the whole group as it works to meet the group goal for learning. Thematic studies underscore the interrelatedness of learning and group members listen, speak, read, write, and think independently and as a group.

Cooperative Learning: Structures for Developing Cooperative Learning Exercises

Resources: Brenda Andrews and Rownia Watson from Akron, OH
William Draves, *How to Teach Adults*
Sharon Rose McMarr of Harbor Community Adult School in Los Angeles, CA

Brainstorming

Cooperative Brainstorming makes use of 3 leadership roles: stimulator, monitor, and recorder. The stimulator can lead in asking questions to develop an idea or to lead the group on to new ideas. The monitor may lead in questioning the appropriateness of an idea, keeping the group on task, and possibly helping to reword suggestions so that they fit the task at hand better, or, the monitor may be assigned to make sure each student contributes something to the brainstorming session. The recorder makes sure all ideas are recorded as intended by the students who shared and discussed them. At the end of a cooperative brainstorming effort, each student should have offered at least one idea and every student should receive a long list of ideas related to the topic about to be assigned for further work. Some brainstorming lists should be published in the classroom for all to use as inspiration.

Exercises that include Cooperative Brainstorming

1. Solving of a classroom problem
2. Beginning a writing project
3. Beginning a research project
4. Responding to a current event reading
5. Planning entry into the workforce
6. Planning a class social function

Corners

In Corners students are grouped by nature of their opinion on a given topic. Students of differing opinions are paired up in designated corners to discuss their opinions. Each student must sufficiently understand his/her partner's view and then paraphrase the partner's opinion to other members of a group of four. Members may ask questions for clarity, but no debate is allowed.

Exercises using Corners as a Cooperative approach

1. Preparing a paper where the writer must argue a point
2. Researching controversial points in history: different students could read different viewpoints about women's rights and then role-play their author, teaching the rest of their group
3. Forming an opinion on an issue to be decided by vote, such as a presidential election, city election, etc.
4. Reading a controversial author

Roundrobin

This is an information sharing structure in which team members take turns contributing in oral fashion to their team effort. No consensus must be reached or compromise made, but each team member gets to add information to the answer of a question or the working out of a problem, hopefully making the answer more complete and correct.

Exercises that incorporate Roundrobin as a learning tool

1. To understand a current event, each group member reads a different article on the event and reports to the group. This is a good research activity.
2. Students read only one article, preferably a controversial one. They get to hear 4 or 5 perspectives on this article in Roundrobin discussion. This can be a paper writing preparation exercise.
3. Students discuss big topics about which consensus is rarely reached, such as abortion, capital punishment, gun control, gay marriage, etc. in an effort to discover all the points of view held.
4. The working out of certain math problems may allow students to approach the right answer in different ways. A Roundrobin discussion of that problem would expose the variety of ways a right answer may be found and the particular procedures which are not flexible, which everyone must do the same way to get the right answer.
5. Exploring language. For example, work with adjectives can be shared in a Roundrobin discussion, either where each writer is asked to describe the same thing independently and therefore different adjectives and structures are shared or where each writer is asked to add to a description begun by the first Roundrobin participant.

Jigsaw

This is an intense model of cooperative learning based on task specialization that creates interdependence among students by making team members reliant upon each other for success. Students you doubt will do their work and fulfill their responsibility to the group should not be assigned a jigsaw exercise.

Exercises built on the jigsaw concept of cooperative learning:

1. To explore what is required to apply for a job, make a jigsaw group out of the entire class. Have one small group read about resume writing, another about using classified ads, another about cover letters, and another about interviewing. The small groups then report to the class on their area of specialty. In response, each student in the class must individually complete a project using the information they received from the small groups. In this example, students could choose classified ads for jobs they are interested in, and then write cover letters and resumes for their chosen job and role-play an interview for it in front of the class.
2. Research projects work well using the jigsaw concept. A research project on the Revolutionary War could have individual students researching different areas including weapons and ammunition, daily activities of soldiers, home life during those years, the British response, opposition to, etc. The finished project could be a power point presentation where each student is responsible for completing a particular part of the presentation and a test, where each student must demonstrate knowledge of each part of the researched information. The collaboration could also come in the form of a group paper, the writing and presentation of a skit, the staging of a debate, or an illustrated timeline.
3. Math related projects done jigsaw style can include the planning of a large party which would involve preparing a budget, converting recipes, organizing the space used and managing the helpers; the planning and building of a garden/tool shed/bookshelf, etc. that must fit into a certain place, be completed within a certain timeframe and budget, and serve a certain purpose; or the organizing and collecting of goods for a service project, which would include researching needs, figuring costs, and planning solicitation, collection and distribution.

Numbered Heads Together and Pairs Check

These structures are used to develop or assure mastery of a specific skill. Numbered Heads Together assigns students to teams which compete to answer questions. It is important that the teams be even in skill level so that every member will feel comfortable contributing. Numbered Heads Together teams discuss and then agree on an answer before they give it, so students can share expertise, correct each other's mistakes and assure each other of right answers. Pairs Check has students work in pairs sharing and checking answers to particular assignments. Pairs may meet with other pairs for more sharing and checking.

Suggestions for using Numbered Heads Together:

1. Test preparation/study time for students at the same skill level
2. Working of Math Word Problems
3. Review of text read (novel, newspaper article, etc.); may be done with or without access to the text
4. Spelling or grammar skill review
5. Preparation for a whole class interview with a coming speaker

Suggestions for using Pairs Check:

1. Checking written class work
2. Checking interpretations of texts read
3. Checking explanations of how math problems are worked
4. Checking memorization for a presentation
5. Using flashcards

Role Playing

Role playing involves two or more class members acting out a real or hypothetical situation, usually taking roles not normally associated with that person. The objective is to see from another's point of view.

Suggested scenarios for role-playing:

1. Historical event
2. Right and wrong ways to deal with conflict
3. Interviews
4. Talking to a child's teacher
5. Talking to a doctor
6. Characters in a story or novel recently read
7. Conversation with a historical figure or a famous figure, which allows students to show off knowledge gained through research

Case Incidents and Panel Exercise

These are useful in responding to current events that have caught students' interest. Case incidents allow students to expand their point of view by asking several students to analyze a real life situation or case incident. In the Panel structure, class members are chosen to engage in a discussion in front of the rest of the class, usually with one person serving as moderator and fielding questions from the rest of the class.

Suggested topics for Case Incidents and Panels

1. Presidential elections
2. Current controversies, such as the presence of U.S. military in Iraq, tax changes, etc.
3. Current movies, especially ones controversial for some reason, like *The Passion*
4. Current awards given, such as Emmys, Grammys, and Oscars.
5. Verdicts in famous lawsuits
6. School policies/classroom policies

Listening Team

The Listening Team structure divides the class into small groups of three, with each small group member assuming a particular role of speaker, listener or observer. One person relates his or her experiences or ideas on a topic to another person, with the listening person questioning, repeating, and restating key phrases for clarification. The third person observes the entire process, and after a time limit, reports to the other two on what he observed. The people then shift roles and repeat the exercise so that each person has a chance to be speaker, listener and observer. This is another way for students to try out ways of approaching a subject in a safe setting.

Suggestions for using Listening Team:

1. Reacting to and processing text
2. Interpreting word problems, with a new problem discussed by each new speaker
3. Discussing controversial topics
4. Sharing student writing
5. Brainstorming ways to deal with situations, such as talking to a child's teacher, or dealing with a landlord, etc.

Support Group

This is a long term group that involves 4 or 5 students. Students should exchange phone numbers, email addresses and check in with each other each day in class, phone when one member is absent, keep up with homework assignments for those absent, read each other's portfolios, and help with personal problems when appropriate. Unless problems develop, these groups should remain stable for as long as the class meets. These groups promote stability and accountability in students.

Information Gap

Students who have incomplete sets of information interact with others who have the missing pieces, asking and answering questions, clarifying, and confirming to get the information they need and fill in the missing parts or "gaps" in their information set. Partners or other groups do the same because their information sets have "gaps", too.

Suggested Information Gap Activities:

1. Coupon Shopping - Student pairs or small groups A and B each receive or compose their own different shopping lists and different sets of actual coupons. They ask each other if there is a coupon matching items on their lists, the coupon value, expiration date, etc. More advanced classes might find prices of items, deduct "double" coupon savings, etc. to estimate total cost. Comparisons of stores can be made.
2. Internet Version of Coupon Shopping: Students can find and go to good coupon sites, review offerings, and determine if a coupon matches what a partner needs. If so, the coupon can be printed and then roles reversed.

Scavenger Hunt

Students are given a task and asked to generate and prioritize criteria for that task and then complete it. Students must share information to get the best plan and solution for their group, for their group members must establish the criteria together.

Suggested Scavenger Hunt Activities:

1. Apartment Hunting: Group members define their preferred type of housing by listing their room/size needs, their ideal rental cost, location, amenities, etc. Then they review the Classifieds section of their area newspaper and try to find a location that can best satisfy all of their needs and wants. Results are reported to the rest of the class, including the compromises made.

2. **Web Quality of Living Hunting:** Group members define the amenities they want in the city in which they live. They then review city government websites, quality of living evaluations, weather reports, job availability and cost of housing to determine which city would best meet the needs and wants of all the group members. Results are reported to the rest of the class, including the compromises made.

Survey

Students are either given a survey topic or pose one of their own and determine ways to get information (Question/answer, scale of agree to disagree, counting the number of occurrences of something, measurement, etc.). Students gather the data, visualize it (pie charts, bar graphs, line graphs, etc.), analyze and interpret results, and present findings to the class.

Suggested Survey Activities:

1. **National Weight Recommendations:** The survey topic is "To what degree do members of this class conform to national recommendations for weight in relation to height?" Students weigh themselves and measure their height. They report this anonymously to a record keeper. Different groups sort data and visualize it in comparison to a national table. Students create pie charts, bar graphs, and line graphs and report on results and recommendations for weight management, as needed. This kind of survey requires research which can be accomplished in class using the Internet. Students can find the national height/weight by gender table on the Internet. Student graphs and charts can be created on the computer and tips for weight management can be found, printed, and shared with the class.
2. **Family Tree Survey:** Individual students survey their family members for information such as years living in the state, types of education, types of jobs, number of children, length of marriages, etc. Actual survey questions should be determined by the survey group. The data is then collected and reported through graphs or charts and a short presentation to those taking part in the survey.

Treasure Hunt

Students read and follow "go to and find" or "go to and do" directives and receive points or prizes or recognition for completion of tasks with correct answers or finished tasks. Treasure Hunts are task-based, usually with only one correct answer, but the whole group is charged with finding the answer.

Suggested Treasure Hunt Activity:

1. **Tax Forms:** Students receive and review packets of State and Federal tax forms and instructions and use these to locate answers for a list of questions or complete tasks for directives. (What is an exemption? On what line do you sign your name? etc.) Some of this research can be done on the Internet.
2. **Voter Registration:** Students are charged with the task of getting all of their class members (or school members) registered to vote. They must find out the procedure for registering, administer that procedure at school, and report their results to the class.

STRATEGIES FOR DEVELOPING MULTIPLE INTELLIGENCES



The Eight Intelligences

FOCUS ON BASICS

World Education / NCSALL

Connecting Research and Practice,

Volume 3, Issue A, March 1999

If you would like more information on *Focus on Basics*, you can e-mail us at FOB@WorldEd.org.

Linguistic Intelligence

Involves perceiving or generating spoken or written language

Allows communication and sense-making through language

Includes sensitivity to subtle meanings in language

Encompasses descriptive, expressive, and poetic language abilities

A great deal of linguistic intelligence is required if you are a novelist, stand-up comedian, journalist, lawyer, poet, news correspondent. Linguistic intelligence is not about being bilingual, but does include facility with learning languages; nor is it being talkative or liking to talk.

Logical/Mathematical Intelligence

Enables individuals to use and appreciate abstract relations

Includes facility in the use of numbers and logical thinking

A great deal of logical-mathematical intelligence is required if you are a mathematician, scientist, engineer, or architect. This intelligence is not only about numerical reasoning but, as the name implies, includes logical reasoning abilities that might not involve numbers at all.

Spatial Intelligence

Involves perceiving and using visual or spatial information

Transforming this information into visual images

Recreating visual images from memory

You need a lot of spatial intelligence if you are a sculptor, architect, surgeon, cab driver, dancer. Spatial intelligence is not necessarily visual. Blind individuals develop excellent spatial ability.

Bodily/Kinesthetic Intelligence

Allows an individual to use all or part of one's body to "create"

Refers to the ability to control all or isolated parts of one's body

Includes athletic, creative, fine, and gross motor movement

You require a great deal of bodily kinesthetic intelligence if you are a dancer, surgeon, athlete, sculptor. Bodily kinesthetic intelligence is not merely moving, or "working off energy." A student who cannot sit still in the classroom does not necessarily possess a strength in this intelligence.

Musical Intelligence

Involves creating, communicating, and understanding meanings made out of sound (music composition, production, and perception)

Includes ability in dealing with patterns of sound

A great deal of musical intelligence is required if you are a musician, conductor, sound engineer, or choreographer. Musical intelligence is not engaged by playing music "in the background." In fact, background music often interferes with the work of those who excel in this area because they tend to focus actively on the music.

Naturalist Intelligence

Involves the ability to understand the natural world

Includes the ability to work effectively in the natural world

Allows people to distinguish among, classify, and use features of the environment

Is also applied to general classifying and patterning abilities

A great deal of naturalist intelligence is required if you are a botanist, biologist, gardener, farmer, chef. The naturalist intelligence is also brought to bear in other non-natural classification and patterning activities.

Interpersonal Intelligence

Involves the capacity to recognize and make distinctions among the feelings, beliefs, and intentions of other people

Allows the use of this knowledge to work effectively in the world

A great deal of interpersonal intelligence is required if you are a teacher, mediator, salesperson. Interpersonal intelligence is not simply working, or preferring to work, in a group, being well liked, or having manners. Rather it emphasizes an individual's ability to understand social situations and the actions of others within that context.

Intrapersonal Intelligence

Enables individuals to understand themselves and to draw on that understanding to make decisions about viable courses of action

Includes the ability to distinguish one's feelings and to anticipate reactions to future courses of action

A great deal of intrapersonal intelligence is required if you are a therapist, poet, minister. Intrapersonal intelligence is not related to comfort with or preference for working alone. Consider the individual who knows that he is or she is the type of person who likes to work in groups.

Existential ability remains under consideration for designation as an intelligence. It refers to the human inclination to ask very basic questions about existence, such as: Who are we? Where do we come from? At this time this ability does not sufficiently meet the criteria discussed earlier to be considered an intelligence (Gardner, 1999, p. 9). The question remains as to whether existential abilities are not an amalgam of logical and linguistic intelligences.

What Would That Lesson Look Like?: Teaching to Verbal/Linguistic Intelligence

Reading

Keep a journal of new words and their definitions

Write a new ending to a story just read

Give a speech about a text

Use crossword puzzles or word searches to highlight main ideas; better yet, have students create the puzzles

Writing/Grammar

Keep a journal of grammar mistakes and the rule that corrects them

Write an explanation for each change you suggest in a partner's writing

Write instructions for someone reading your writing; tell them what to notice and where

Mathematics

Write out instructions for solving math problems

Keep a diary of your successes and struggles with understanding math concepts

Research and write about a famous mathematician

Write a dialogue between two people trying to solve a math problem and make sure they figure out how to solve it

Write out the questions you have about daily math assignments. Before the next math lesson, answer the questions you wrote from the previous assignment. You may get the answers from your book, from a classmate or from your teacher.

Have a spelling bee with only mathematical terms

What Would That Lesson Look Like?: Teaching to Logical/Mathematical Intelligence

Reading

Make an outline of what happens in the plot

Make a timeline of the plot

Make equations out of the ideas, showing how the thinking grew from one point to the next

Compare and contrast characters in the reading

List all the cause and effect pairings you can find in the reading

Describe patterns you find in the reading

Writing/Grammar

Write your ideas so that you create a pattern of thinking and/or writing

Organize your thoughts by problem and solution or cause and effect

Map out the progression of the development of your idea and then use that as an outline for writing

Count the number of verbs, nouns, adjectives, etc. in a paragraph

Count the number of words in each sentence and the number of sentences in each paragraph. Comment on how much or little variety you find.

Write word equations to explain the parts of speech

Make a chart or graph of the parts of speech and examples of each

Mathematics

Write and solve an original word problem every day

Describe a "What If..." situation and then make a plan to test it out; report on the results

Do a logic puzzle each day

What Would That Lesson Look Like?: Teaching to Visual/Spatial Intelligence

Reading

Draw the floorplan for the story you are reading and map out the action

Draw a map of the settings used in the story and map out the plot accordingly

Play Pictionary with vocabulary words generated by the reading

Create a collage expressing the theme of the story

Describe visually each character; include more detail than the author

Writing/Grammar

Color code different parts of speech

Draw a map of the ideas in your essay

Choose a shape that describes the movement in each of your paragraphs and explain;
OR choose a shape that describes the development of ideas in your entire essay and explain

Write so there is a visual detail in each sentence of your essay

Categorize adjectives by visual or tactile category such as color, shape, texture, size, etc.

Mathematics

Do a survey of students in your class and graph the results

Practice math facts with manipulatives

Estimate measurement using sight and touch and then measure to check your estimates

Color code mathematic operation signs

Create an interlocking jigsaw puzzle that shows how a math problem is solved; make sure the appropriate steps lock into each other

Keep a notebook of patterns you notice outside of class; bring in samples to class

What Would That Lesson Look Like?: Teaching to Bodily/Kinesthetic Intelligence

Reading

Act out scenes from a story

Play charades to describe characters from a story

Make a human sculpture representative of the theme of the story

Read aloud while moving around the room; all must move and all must listen to the one reader; the reader should change after an agreed upon number of lines.

Writing/Grammar

Assign different parts of the room for writing different parts of an essay (introduction, conclusion, body)

Have a sign language spelling bee

Learn sign language for parts of speech; have students make the appropriate sign as you say words; work to do this as quickly as possible

Make up a "How to Write an Essay" or "Parts of Speech" or "Comma Rules" folk dance, matching words to movements

Mathematics

Make up a playground game that uses math operations

Make human sculptures of geometric shapes

Act out equations and their solutions

Act out word problems and their solutions

Make a "to-scale" model of something in the classroom

What Would That Lesson Look Like?: Teaching to Musical/Rhythmic Intelligence

Reading

Illustrate a story or poem with music

Write a rap summarizing a story

Choose music to represent each character in a story

Align the movement of the plot with the movement of the music, shaping the music so that its climax is the story's climax, etc.

Read poetry out loud and clap out the rhythm

Take a popular tune and give it new words that summarize a story

Writing/Grammar

Create songs or raps to teach parts of speech, certain speech rules, etc.

Sing a spelling bee

Read your own writing out loud to a partner and assign each punctuation mark a sound; be sure to read the punctuation marks out loud, too. Have your partner check your use of punctuation.

Use musical terms to describe how you have put the ideas in your essay together.

Read your essay out loud and notice the places where you have rhythm and the places where you do not; rewrite the places lacking rhythm.

Mathematics

Drill and learn math facts to drum beats

Make up sounds for different math operations and then read and solve problems aloud reading the operations signs as sounds

Write songs to explain mathematics operations

Learn to read music rhythm to clarify division

What Would That Lesson Look Like?: Teaching to a Naturalist Intelligence

Reading

Describe the nature used in the story you just read; how is the nature used?

Write a short essay relocating the story you just read to another setting; how would the story be changed?

Tell which animal each character is most like and explain your choice based on information in the story

What are the characters' feelings about nature?

Using the food chain as a model, decide who is the most powerful in the story.

Writing/Grammar

Write about environmental issues

Use a tree image to map out your ideas for an essay

Describe the natural cycles that seem to develop in your writing; decide if they are negative or positive and omit or keep accordingly

Assign each season a part of speech and explain why

Mathematics

Write story problems with settings and actors in nature

Graph positive and negative influences on the environment

Keep track of and chart weather patterns in a certain geographical area for one month

Use natural elements as units of measurement and record measurements based on your choices (Example: your math book is 8 oak leaves long)

What Would That Lesson Look Like?: Teaching to an Interpersonal Intelligence

Reading

Analyze the message of a story with a group; reach a consensus

Take a class survey of student reaction to each character in the story

Role play a character and engage in conversation with another student; have that student figure out which character you are

Discuss with a small group why certain characters make the choices they do; record as many points of view as are offered

Writing/Grammar

Use a small group to write a story; have one person begin, and then each write one paragraph until the story is complete.

Get a partner and drill grammar skills

Choose verbs to describe a person you know, then choose nouns, then choose adjectives, etc.

Rewrite your essay in dialogue form; what new ideas did you create?

Read your essay aloud to a partner and get his/her feedback on the strengths and weaknesses of it.

Mathematics

Solve complicated story problems in a group

Work as a group to survey the class and summarize the results in percentages

Orally describe to a partner everything you do to solve a math problem

Each group member take turns teaching a math skill to the small group

Work in teams to write word problems that the other teams can't solve but you can

What Would That Lesson Look Like?: Teaching to an Intrapersonal Intelligence

Reading

Imagine yourself as a particular character in the story; explain what you would do differently and what you would do the same

Explain how the story relates to you and other modern day readers

Keep a diary of how you feel while reading a novel

Write an explanation of why you like or dislike a certain character

Writing/Grammar

Write an autobiography explaining what you think is the most important thing others should know about you

Keep a daily journal in which you ask and try to answer one question about yourself or your behavior

Keep a record of the grammatical mistakes you make in writing, reasons for making the mistakes, ways to correct the mistakes and reasons why correction is important

Keep a journal that describes your writing process, keeping tabs on what you want to improve, progress you are making and writing strengths that make you proud.
Try to write at least once a week

Mathematics

Keep a journal tracking your emotional reaction to learning new math skills

After each new skill is mastered, write a paragraph explaining how this skill can be useful

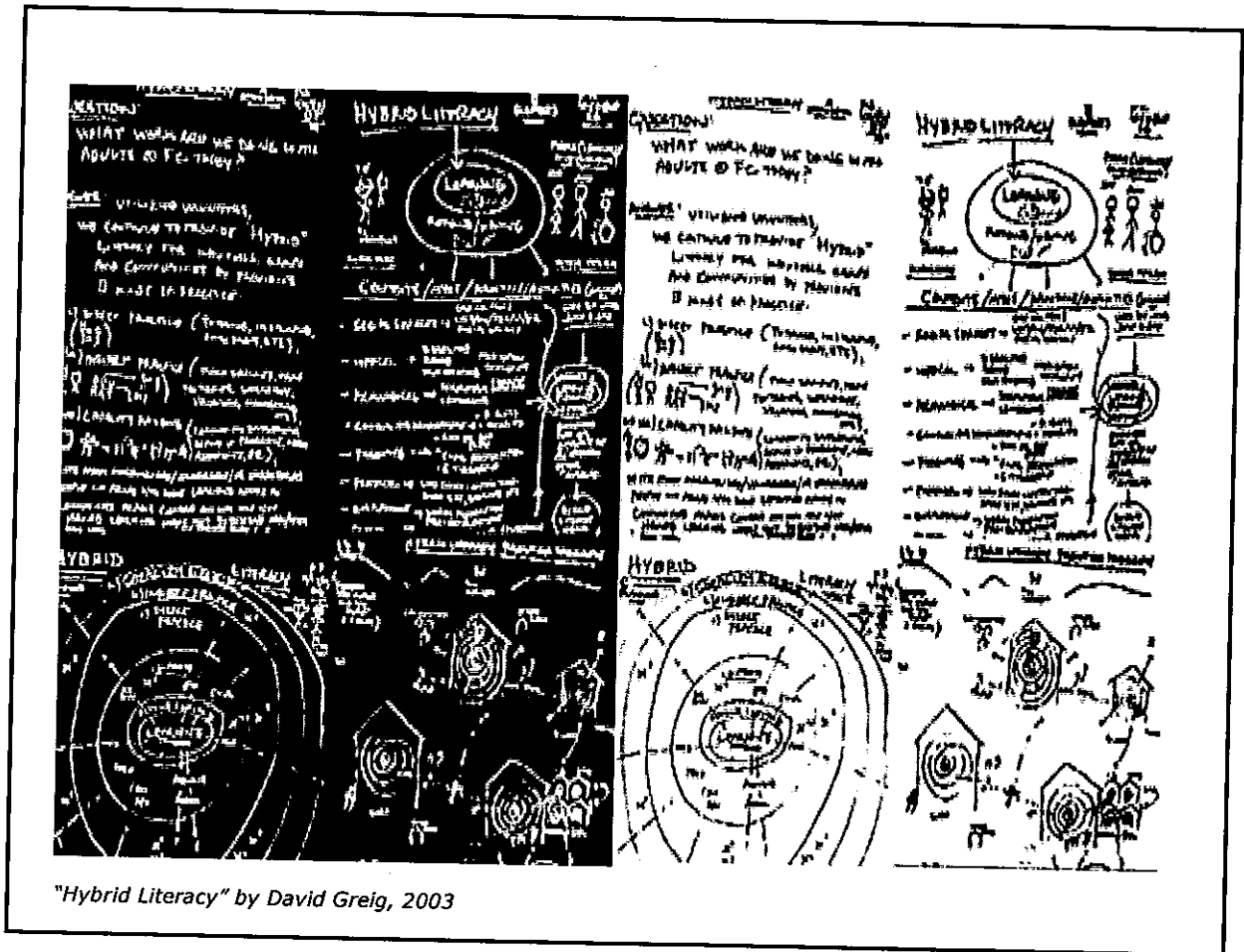
Track your thinking process for solving a particularly difficult problem

Chart the patterns of emotions you notice about yourself

HYBRID LITERACY: A MODEL OF PRACTICE

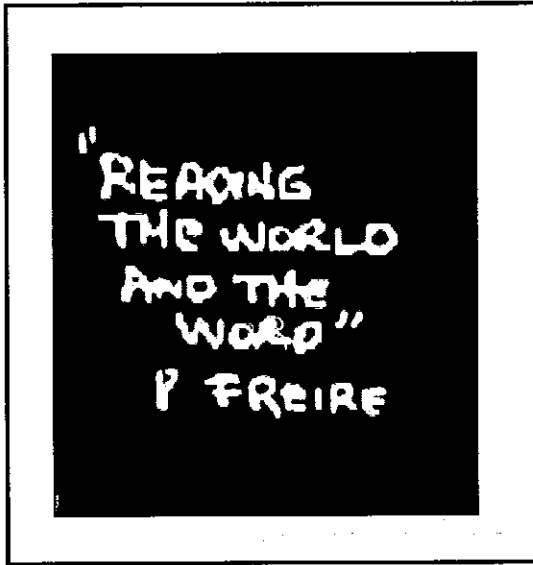
Towards the development of current models of practice at Frontier College, in the tradition of Frontier College developed models such as *Reading Tents* or *SCIL*, that build on the concepts of *Hybrid Literacy* and *Three Levels of Practice Models* presented in this paper as food for thought for everyone working with Frontier College.

BY DAVID GREIG, 2003



"Hybrid Literacy" by David Greig, 2003

Introduction



Reading the World and the Word, Paulo Freire

- In Strategic Planning Document, a report prepared for the Frontier College Board of Governor's meeting dated Jan 29, 2000, there are a series of recommendations. Under the heading, "Define Frontier College's niche in literacy", one of the draft revised strategic issues was:

"How can we effectively communicate the complexity of our programs and program delivery to a variety of stakeholders/audiences...?"

- This report on hybrid literacy presents a framework for beginning to answer this question. Frontier College has unique programs and unique program delivery.
- The work of **programs** is being presented here as "hybrid literacy". An essay and some notes from a workshop are presented below to help to define hybrid literacy. Digital

reproductions of diagrams from the workshop are also presented.

- Hybrid literacy is an approach to adult education programming that locates learning elements (including, but not exclusively, reading and writing) within the real life contexts of marginalized people's lives and communities.
- Note that this report is concerned with adult literacy programs and program delivery models at Frontier College; however, the model is equally applicable to work with children and adolescents. Hybrid literacy program delivery operates on multiple levels described below.
- The work of Frontier College **program delivery** is presented here as a model called "Three Levels of Practice". Basically, this model describes Frontier College's program delivery on three levels:

- 1) DIRECT PRACTICE**
- 2) INDIRECT PRACTICE**
- 3) CAPACITY BUILDING**

"Common unity" - Michele Sam

- These ideas are presented below based on notes from a workshop presented to the Frontier College Board of Governors on Jan 24, 2003 by David Greig and other Frontier College staff. It is intended as food for thought for Frontier College Board members and staff.
- The ideas presented here will also form the basis for a three-year NLS project at Frontier College which will develop best practices for literacy delivery to adults.

Hybrid Literacy: Critical Ideas about Literacy Practice Today by David Greig

Frontier College is undergoing a lot of growth and self-examination about the manner in which we practice "literacy". To assist with this evolution, here's a revised excerpt from a report I wrote in 1999 ("Critical Issues" in "Literacy and Homelessness, Phase 3 Report", St. Christopher House). This article is intended to provide critical reflection at Frontier College about the kind of work we do and can do.

Literacy work evolved in Canada (and elsewhere) during the 1970s into an unusual mix of many elements – some purely educational and many others adapted from a range of other disciplines. Community development work, health promotion, counselling of many kinds, anti-poverty work, Central and South American empowerment methods, action and participatory research methodologies, popular education, health promotion, community-based social work, liberation theology practice, inter- and transpersonal psychotherapies, developmental psychology, labour movement theories, social change work, feminist theory and practice, consciousness raising and civic action, along with a wide range of other elements once made up the content and informed the practice of "literacy work" in community-based literacy programs in many parts of Canada, the U.S., Western Europe, Australia and the UK during the 1970s up until the late 1980s.

"Literacy work" was an unusual and unique hybrid discipline that centred on education but incorporated and encouraged methodologies, approaches, theories and practices from any number of interrelated, overlapping and complementary fields. The result was a rich mix of innovation and activity, creativity and action. For many complex reasons, the definition of "literacy" became increasingly narrowed during the 1980s and early 1990s into a purely "educational" endeavour. As this systematization unfolded, the hybrid elements of literacy – that once made it an exciting and living field – were gradually eroded until only a relatively small number of primarily community-based (or similar) programs carried on with this kind of work.

The concept of "literacy work" as a hybrid of different disciplines has been discussed by many researchers. Stanislav Hubik of the Czech Republic described hybrid literacy in Alpha 94: "Literacy development has three equally important dimensions: the social, the educational, and the cultural. An integrated approach is needed. To the three dimensions of literacy (the social, the educational, the cultural) there

correspond three models of action: adult education, social work and cultural work. Literacy development strategy consequently includes all three."

Is hybrid "literacy" work actually "education" or is it perhaps "health"? Is it "community development work" or "cultural work"? Is it all of these things or is it something different? Whether hybrid literacy is a mix of "social work" and education or some other configuration of combined disciplines is not the issue. The issue is that a huge range of developmental and necessary learning elements have been expunged from the rigid reclassification of "literacy" solely as "education". The need now is not so much to define the components of individual hybrids in particular locations – the need is to identify the constituent learning elements that have been lost.

There are many elements that predicate, surround, comprise and support "learning", indeed make learning possible for many marginalized people. These "additional" but essential learning elements – elements that go beyond the cognitive factors that are currently the only "acceptable" (and fundable) learning elements in adult education – must be located, described, recorded, examined, documented and – most importantly – valued. There is a need to examine our practice, make clear what we are doing and why, and then share this proactive knowledge. There is much work that needs to be done to carry Frontier College and literacy work itself into the 21st century.

HYBRID LITERACY WORKSHOP BY DAVID GREIG
FRIDAY JANUARY 24, 2003, 6-8PM, OAKHAM HOUSE
FRONTIER COLLEGE BOARD MEETING

NOTES FOR F.C. STAFF FOR WORKSHOP

- 1) AGENDA OF WORKSHOP
- 2) INSTRUCTIONS FOR ACTIVITY/DISCUSSION
- 3) "HYBRID LITERACY" ARTICLE

1) AGENDA

Overview by David Greig of the concept of Hybrid Literacy as a frame for rethinking the work of Frontier College – there will be diagrams and an explanation of how our work fits into the concept of hybrid literacy by encompassing three elements of practice:

- a) direct practice (tutoring, instructing, etc.),
- b) indirect practice (tutor training, train the trainer, workshops, volunteer management, etc.), and
- c) capacity building practice (community development, setting up programs, needs assessments, etc.).

David will use these three levels of practice to present the idea of learning elements that are embedded as the core of practice at all three levels. This lecture will set the stage for the discussion using examples from Frontier College work. This section will take no more than 30 minutes. There will be a brief period for questions.

Discussion/Examples from Frontier College programs. Frontier College staff will use the template on the next page to brainstorm with their dinner table mates (Board members) ways in which the work they do is hybrid practice. Follow the instructions on the template. After the discussion at each table, we will reconvene for the final half hour to review each table's findings. We will then have an open discussion and David will elicit examples from Board members' own practice and will record them on a flip chart. Programs included are:

I.S. (Susan/David); BTS (Lurana/Robert); LT (Brent); ESL (Marlene); "OTHER" (Sarah on Northern project, Ellen on French and other SFL programs, John's CACL workshops, other staff on their own work, etc.)

INSTRUCTIONS FOR ACTIVITY/DISCUSSION

Frontier College Staff should come up with three (3) examples from their work that are not direct reading and writing instruction: What other kinds of learning take place in your program? What other kinds of activities do you do in your program that are not direct reading and writing instruction (eg. art projects, creating books, community development, self-esteem building, life skills, self-management, capacity building, starting programs, presenting workshops, etc.)

Name of Program: _____


3 examples of hybrid practice from your program:


QUESTION:


WHAT WORK ARE WE DOING WITH ADULTS @ FC TODAY?

ANSWER:

UTILIZING VOLUNTEERS, WE CONTINUE TO PROVIDE "HYBRID" LITERACY FOR INDIVIDUALS, GROUPS AND COMMUNITIES BY PROVIDING 3 KINDS OF PRACTICE.

I) DIRECT PRACTICE (TUTORING, INSTRUCTING, SMALL GROUPS, ETC)


II) INDIRECT PRACTICE (TUTOR TRAINING, TRAIN THE TRAINER, WORKSHOPS, VOLUNTEER MANAGEMENT, ETC)


AND III) CAPACITY BUILDING (COMMUNITY DEVELOPMENT, SETTING UP PROGRAMS, NEEDS ASSESSMENTS, ETC)


WITH MANY MARGINALIZED/VULNERABLE/OR UNDERSERVED PEOPLE → ADULTS WHO HAVE LEARNING NEEDS IN COMMUNITIES ACROSS CANADA AND WHO ARE NOT HAVING LEARNING NEEDS MET BY EXISTING CROS/SYSTEMS
 SAME MODEL

HYBRID LITERACY PROGRAM DELIVERY

THREE LEVELS OF PRACTICE

Question:

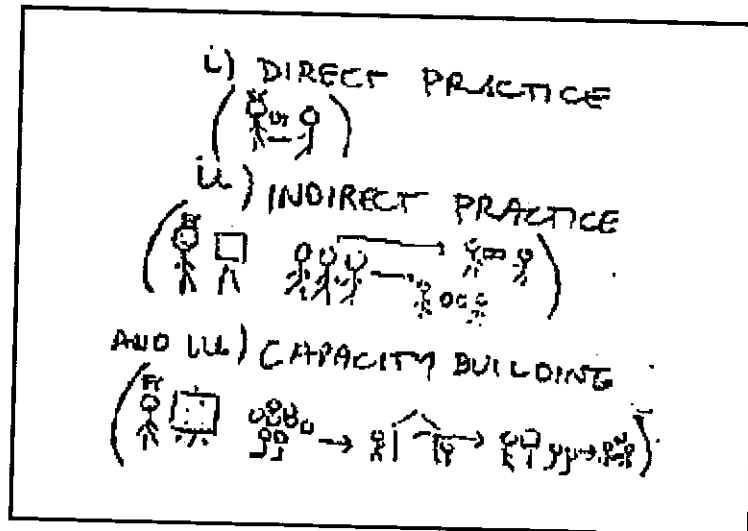
What work are we doing with adults at Frontier College today?

Answer:

Utilizing volunteers, we continue to provide "hybrid" literacy for individuals, groups and communities by providing three kinds of practice (program delivery):

- i) **DIRECT PRACTICE** (tutoring, instructing, small groups, etc.);
- ii) **INDIRECT PRACTICE** (tutor training, train the trainer, workshops, volunteer management, etc.);
- iii) and **CAPACITY BUILDING** (community development, setting up programs, needs assessments, etc.);

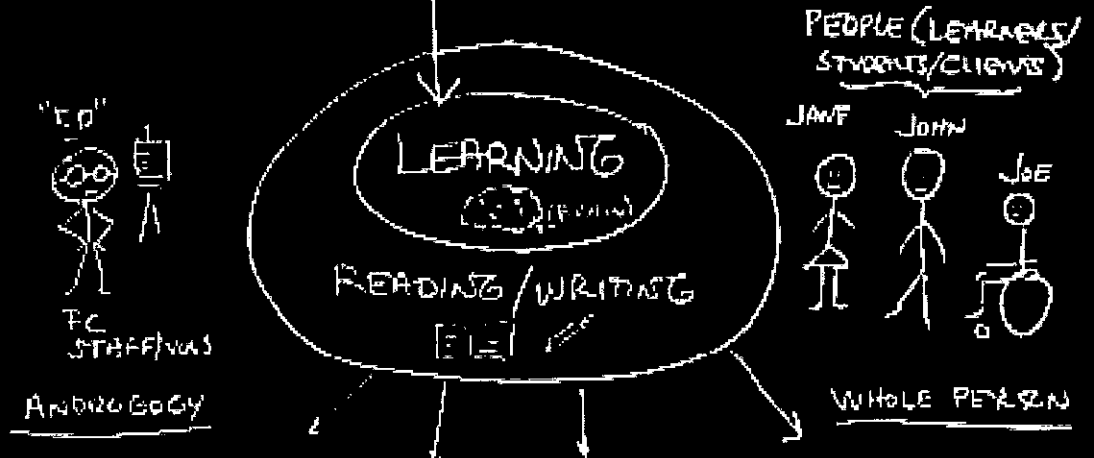
with many marginalized/vulnerable/or underserved people – adults who have learning needs in communities across Canada and who are not having learning needs met by existing organizations/systems.



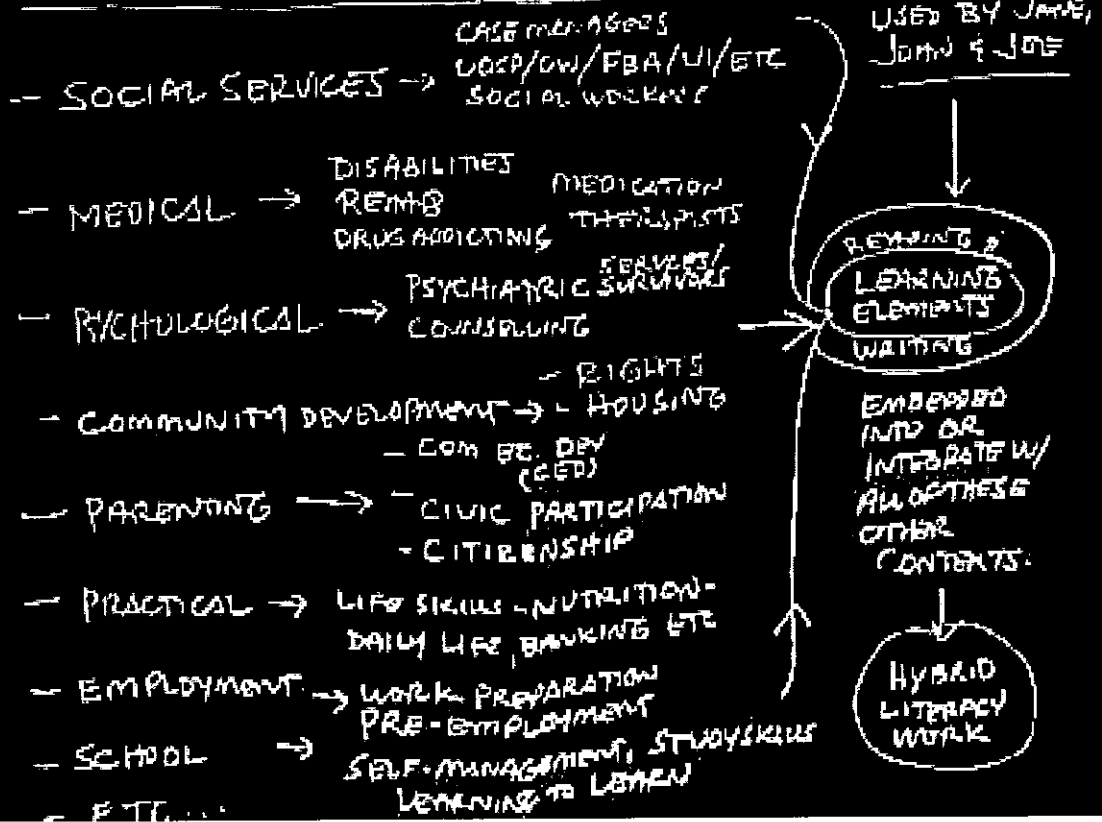
HYBRID LITERACY

B
ELEMENTS

P2
01/24/03
BG

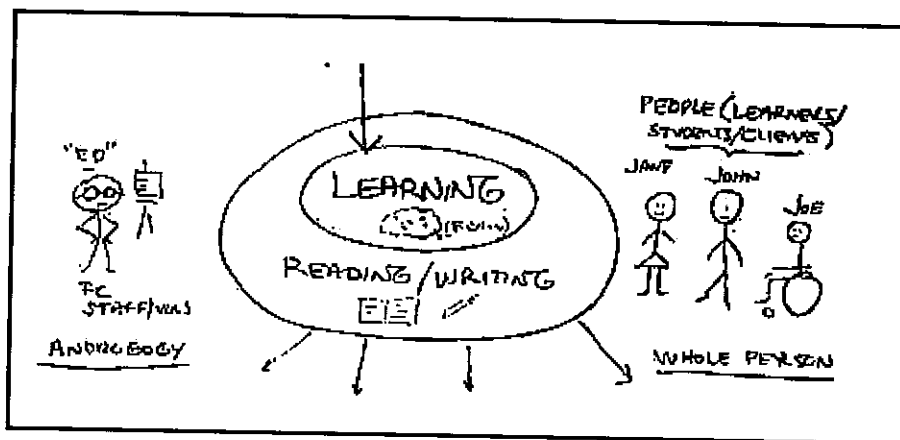


CONTEXTS / NEEDS / POPULATIONS / ACTIVITIES (EXAMPLES)



HYBRID LITERACY ELEMENTS

- 1) At the core of all Frontier College activities is **learning** for the whole person.
- 2) Surrounding this essential learning are **reading and writing skills** grounded in andragogy, which is adult-focused educational practices.



- 3) Surrounding these skills are the **contexts** in which students live and interact. These contexts are disparate and complex. Many students in our programs have needs that cover a range of contexts such as:

- social services (*case managers, ODSP/QW/FBA/UI, social workers, etc.*)
- medical (*disabilities, rehab, drug addictions, medications, therapists, etc.*)
- psychological (*psychiatric survivors/services, counselling, etc.*)
- community development (*rights, housing, CED or community economic development, etc.*)

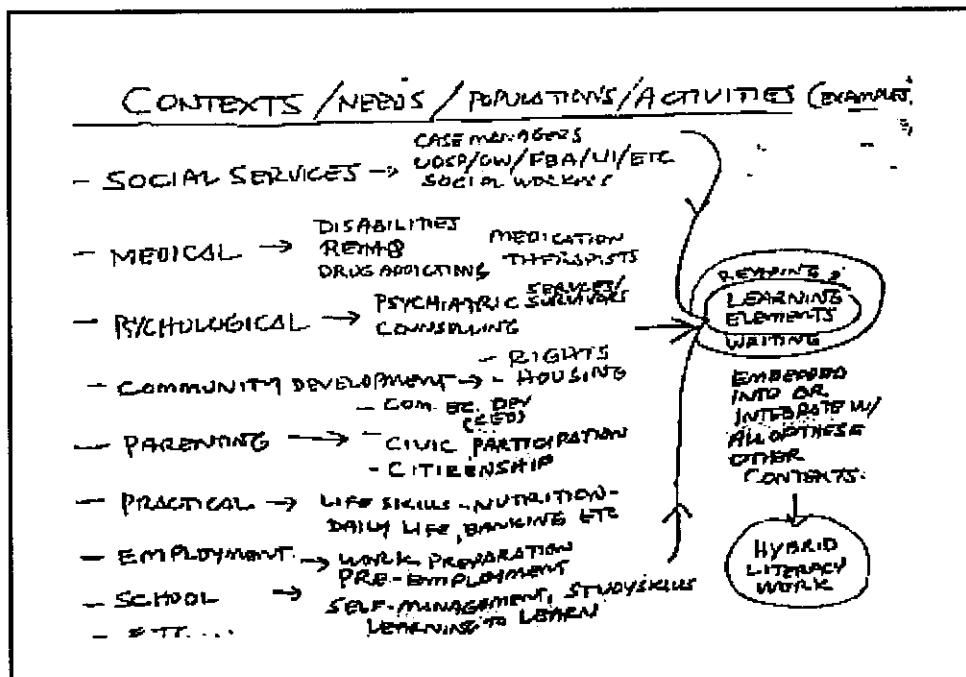
- parenting (life skills, nutrition, daily life, banking, etc.)
- employment (work preparation, pre-employment, etc.)
- school (self-management, study skills, learning to learn, etc.)

At Frontier College, our work takes into account all of these contexts.

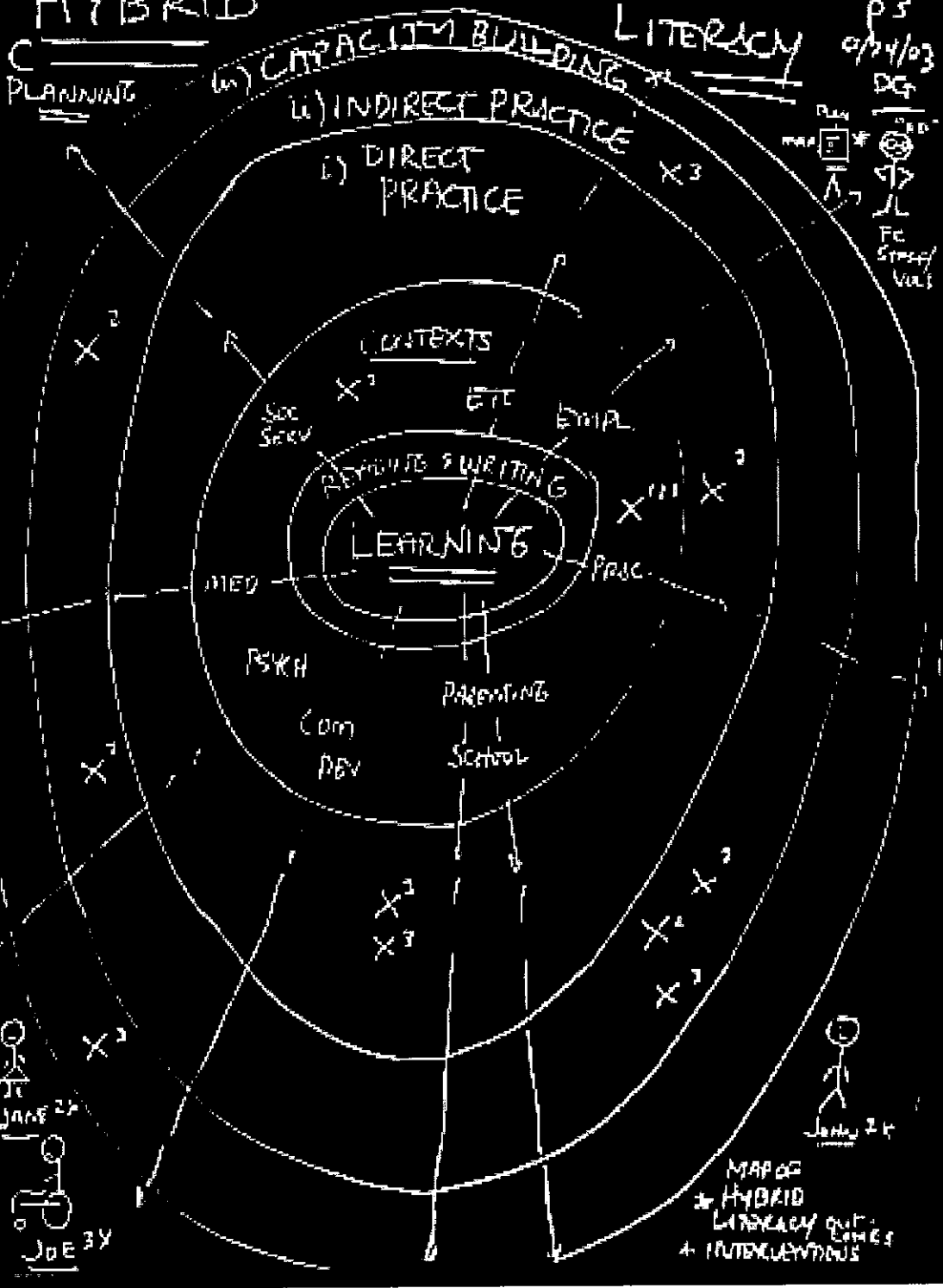
We devise educational interventions for people that locate the embedded learning components within these contexts.

We ask: What are the reading and writing skills needed to understand and deal with the medical or parenting contexts for students? What are the learning elements embedded in understanding social services or employment preparation?

We utilize real contexts in our "literacy" work to engage the whole person as an adult and integrate all of the elements into "hybrid" literacy practice.

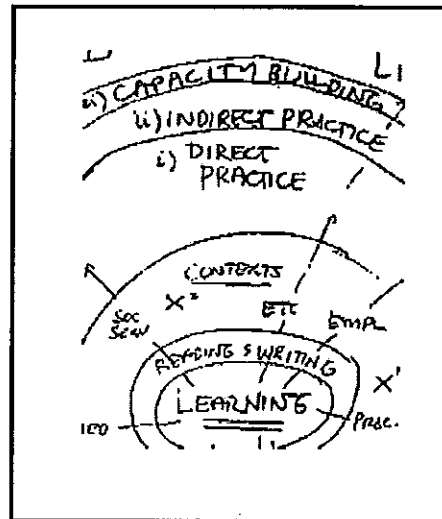


HYBRID



HYBRID LITERACY PLANNING

The Hybrid Literacy and Three Levels of Practice models allow for broad based program planning across locations and communities. This planning is represented as a diagram of a "web" constructed of six concentric circles.

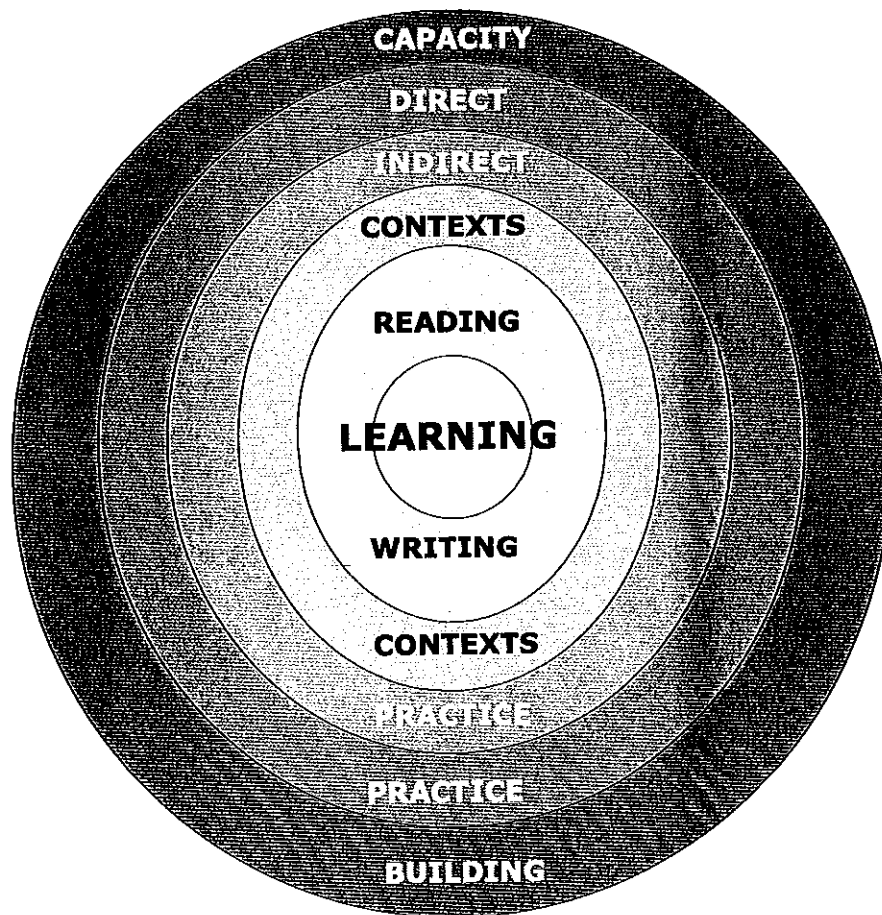


- In the centre circle is "learning", the foundation of all Frontier College work.
- Surrounding this circle are "reading and writing", the essential skill areas that support learning. Frontier College has an historical (and continuing) expertise with and commitment to developing reading and writing capacities for all Canadians.
- Surrounding this circle are "contexts", the situations that impact the students. These contexts form learning content in our programs. *(For example, students may work on reading skills to help them understand their psychiatric diagnoses along with self-advocacy and communications skills to allow them to have a meaningful understanding of their medical situations – they are learning about an important issue in their lives by using reading, writing and other educational activities to facilitate this meta-learning.)*

- Surrounding the contexts, are three circles representing the three levels of practice: direct, indirect and capacity building.

All of these variables have been charted onto one meta-frame for integrative planning: planning that integrates as many of the variables in various groups of students' lives into holistic hybrid literacy learning environments. This is the work we do at Frontier College.

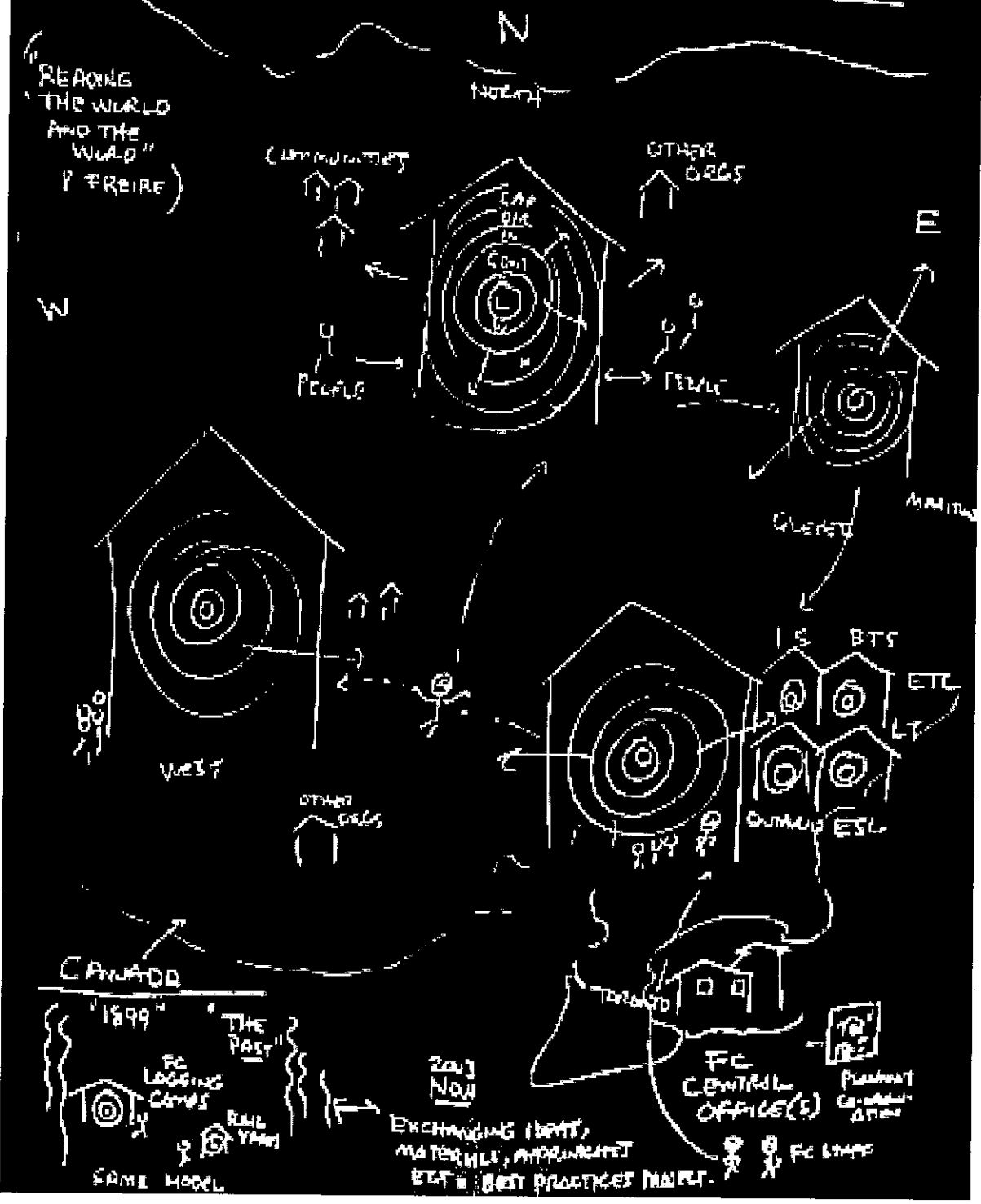
HYBRID LITERACY PLANNING MAP



FRONTIER COLLEGE, 2003

P. 4 DE
GZL/113

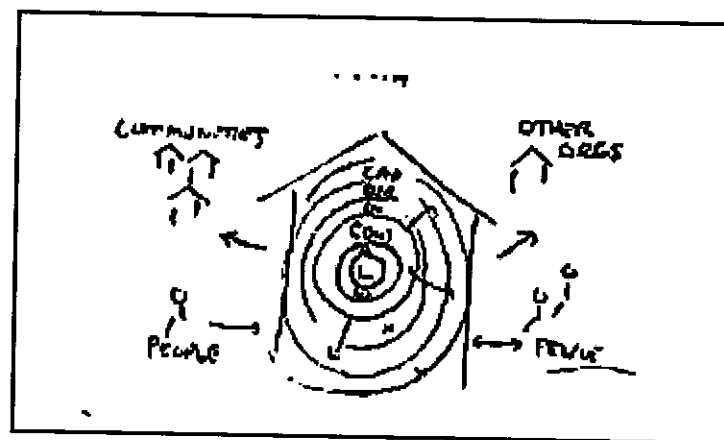
HYBRID LITERACY FRONTIER PROGRAMS



HYBRID LITERACY IN FRONTIER COLLEGE PROGRAMS

Frontier College has been practicing hybrid literacy programming and using a three levels of practice model of program delivery for many years (although it was not named as such until now). Frontier College develops and maintains a series of individual and semi-autonomous programs that each offer a complex array of learning environments all across Canada. This is one of the greatest strengths of Frontier College: flexibility and expertise to meet localized educational needs, needs that are often not being met by any other organization or service provider.

As economic and governmental changes impact on the provision of non-traditional educational services, Frontier College is very well positioned to continue to work within the gaps left by cut backs. The models of Hybrid Literacy and Three Levels of Practice provide Frontier College with a pedagogical and philosophical groundwork out of which can grow theoretical innovations and practical interventions in the field of informal adult education. This pedagogical soundness allows Frontier College to continue to offer its long-standing holistic and unique brand of educational services – services which this report has shown are multidimensional, integrative, meaning-based and empowering to all the people we work with across the country. It is hoped that this report has answered the original question of how do we describe what we do to others.



EXAMPLES OF HYBRID PRACTICE AT FRONTIER COLLEGE

(from workshop notes)

- "teaching fishing and not giving fish"
- building networks with other practitioners
- working on speaking and communication outcomes
- cultural components of work
- values based work
- social elements as part of programs
- starting new programs
- providing resources
- teaching how to find resources
- treating people as adults – autonomous and respected
- starting by working with dreams in the context of real life
- work with health advocacy and support
- anti-racism work
- mediation work
- staff and volunteers as learners
- etc.