

CHAPTER 2

Components of an Andragogical Process Design

An andragogical process design consists of eight components:

- ▶ preparing the learners for the program
- ▶ setting the climate
- ▶ involving learners in mutual planning
- ▶ involving learners in diagnosing their learning needs
- ▶ involving learners in forming their learning objectives
- ▶ involving learners in designing learning plans
- ▶ helping learners carry out their learning plans
- ▶ involving learners in evaluating their learning outcomes.

Preparing the Learners for the Program

The most common introduction of a program to potential learners is an announcement that describes the program's purpose, objectives, meeting time and place, audience, registration procedures, cost, and potential benefits. I like the announcement to say something about the participatory nature of the program design so the learners arrive with realistic expectations about how they will be involved. The announcement might also suggest things for them to think about, such as what special needs, questions, topics, and problems they hope the program will deal with. In some cases, registrants might be able to send this kind of information to the program planners before the event.

Setting the Climate

In my estimation, a climate conducive to learning is a prerequisite for effective learning. It seems tragic to me that so little attention is paid to climate in traditional education. Two aspects of climate are important: physical and psychological.

Physical Climate

The typical classroom setup, with chairs in rows and a lectern in front, is probably the one least conducive to learning that the fertile hu-

man brain could invent. It announces to anyone entering the room that the name of the game here is one-way transmission—that the proper role for the students is to sit and listen to the teacher. I make a point of getting to a meeting room well before the learners arrive. If it is set up like a classroom, I move the lectern to a corner and rearrange the chairs in one large circle or several small circles. I prefer to place the learners at tables of five or six. I also prefer bright and cheerful meeting rooms.

Psychological Climate

Important as physical climate is, psychological climate is even more important. The following characteristics create a psychological climate conducive to learning:

- ▶ **A climate of mutual respect.** People are more open to learning when they feel respected. If they feel that they are being talked down to, ignored, or regarded as incapable, or that their experience is not being valued, then their energy is spent dealing with these feelings at the expense of learning.
- ▶ **A climate of collaboration.** Because of their earlier school experiences where competition for grades and the teacher's favor was the norm, adults tend to enter into any educational activity with rivalry toward fellow learners. Because peers are often the richest resources for learning, this competitiveness makes these resources inaccessible. The climate-setting exercises that I open all my courses and workshops with put the learners into a sharing relationship from the beginning for this reason.
- ▶ **A climate of mutual trust.** People learn more from those they trust than from those they aren't sure they can trust. And here we, who are put in the position of teacher or trainer of adults, are at a disadvantage. Students in schools learn at an early age to regard teachers with suspicion until the teachers prove themselves to be trustworthy. Why? For one thing, they have power over students; they are authorized to give grades, to determine who passes or fails, and to hand out punishments and rewards. For another thing, the institutions in which they work present them in catalogues and program announcements as authority figures. In my courses and workshops, I present myself as a human being rather than as an authority figure; I trust people I work with and work to gain their trust.
- ▶ **A climate of support.** People learn better when they feel supported rather than judged or threatened. I try to convey my desire to be supportive by demonstrating my acceptance of them with an un-

qualified positive regard, empathizing with their problems or worries, and defining my role as that of helper. I also organize them into peer-support groups and coach them on how to support one another.

- ▶ **A climate of openness and authenticity.** When people feel free to say what they really think and feel, they are more willing to examine new ideas and risk new behaviors than when they feel defensive. If teachers or trainers demonstrate openness and authenticity in their own behavior, this will be the model that learners will want to adopt.
- ▶ **A climate of pleasure.** Learning should be one of the most pleasant and gratifying experiences in life; it is, after all, the way people can achieve their full potential. Learning should be an adventure, spiced with the excitement of discovery. It should be fun. I think that it is sad that so much of our previous educational experience was so dull.
- ▶ **A climate of humanness.** Perhaps what I have been saying about climate can be summed with the adjective *human*. Learning is a very human activity. The more people feel they are being treated as human beings, the more they are likely to learn. This means providing for human comfort—good lighting and ventilation, comfortable chairs, availability of refreshments, frequent breaks, and the like. It also means providing a caring, accepting, respecting, and helping social atmosphere.

Exhibit 2-1, "Basic Climate-Setting Exercise," outlines an exercise that I use in all my courses and workshops. It generally takes from 30 to 60 minutes.

Involving Learners in Mutual Planning

The andragogical process model emphasizes learners sharing the responsibility for planning learning activities with the facilitator. There is a basic law of human nature at work here. People tend to feel committed to any decision in proportion to the extent to which they have participated in making it. They tend to feel uncommitted to any decision that they feel others are making for or imposing on them.

In opening every program, I make clear that I am coming in with a *process plan*—a set of procedures for involving them in determining the content of their study. Learners need the security of knowing that I do have a plan, but even this process plan is open to their influence

In the following sections, I describe how I involve them as individuals or subgroups in diagnosing their learning needs, forming their objectives, planning and conducting their own learning activities, and evaluating their learning outcomes.

Diagnosing Their Own Learning Needs

At the very simplest level, learners can share in small groups what they perceive their needs and interests to be regarding the acquisition of knowledge or skill in a given content area. One member of each group can volunteer to summarize the results of this discussion. This way, the learners will at least enter into the learning experience with some awareness of what they would like to get out of it.

But you can induce a deeper and more specific level of awareness by having them engage in some sort of self-diagnostic exercise, using tools such as those presented in Figure 1, “Self-Diagnostic Rating Scale,” and Figure 2, “Competency Diagnostic and Planning Guide.”

The Remaining Components

To accomplish the remaining four components of the design process listed below, I use the magic of the learning contract:

- ▶ involving learners in forming their learning objectives
- ▶ involving learners in designing learning plans
- ▶ helping learners carry out their learning plans
- ▶ involving learners in evaluating their learning outcomes.

Learning contracts are the most effective way I know to help learners structure their learning. (Some people have difficulty with the term *contract* because of its legalistic flavor and substitute *learning plan* or *learning agreement*.) To help with this process, I provide learners with reprints of Exhibit 2-2, “Guidelines for Using Learning Contracts.”

I use learning contracts in almost all of my practice. Students contract with me to meet the requirements of the university courses I teach. (Incidentally, even though there may be a number of nonnegotiable requirements in university courses, the means by which students accomplish the required objectives can be highly individualized.) Students going out on a field experience, such as a practicum or internship, contract with me and the field supervisor. I also use contracts in short-term workshops, with the contracts negotiated at the end of the workshop that specify how the students are going to continue to learn on their own. Finally, I use contracts in my in-service education programs. Many

physicians, nurses, social workers, managers, teachers, and consultants use learning contracts for continuing personal and professional development.

Exercises

I occasionally use exercises, especially simulations and role plays, in my courses and workshops. A resource that I have found particularly useful in selecting appropriate exercises is Pfeiffer and Jones’s *A Handbook of Structured Experiences for Human Relations Training* (University Associates, 1969).

One exercise that I use most frequently—indeed, whenever I am going to involve the learners in peer-review of self-diagnosed learning needs, learning contracts, and portfolios of evidence—is Exhibit 2-3, “Consultation Exercise.”

In this chapter:

- **Exhibit 2-1.** Basic Climate-Setting Exercise
- **Figure 1.** Self-Diagnostic Rating Scale
- **Figure 2.** Competency Diagnostic and Planning Guide
- **Exhibit 2-2.** Guidelines for Using Learning Contracts
- **Figure 3.** A Learning Contract
- **Figure 4.** Example Learning Contract
- **Figure 5.** Example Evidence of Objective Accomplishment
- **Exhibit 2-3.** Consultation Exercise
- **Figure 6.** Observer’s Guide Sheet
- **Exhibit 2-4.** Suggestions for Inquiry Teams
- **Figure 7.** Process Rating Sheet for Inquiry Teams

❖ Exhibit 2-1. Basic Climate-Setting Exercise ❖

After being introduced by the program chairperson, I explain that I see my role in this course or workshop to be twofold: first and foremost, as the designer and manager of a set of procedures for facilitating the participants' learning; and second, as a resource person with responsibility for sharing whatever content information I have that is relevant to their learning and making available to them information about other content resources.

My first responsibility as a facilitator is to create a climate conducive to learning. I ask participants to get into groups of four to six and share the following four things about themselves, with one member of each group volunteering to serve as a reporter to summarize the information for the larger group:

- ▶ **Their whos.** Who are they as unique human beings? I ask them to think of one thing about themselves that makes them different from everyone else in the room. As an example, I say that I am the only person in the room wearing an Indian bola tie—a habit I got into after receiving one as a token of appreciation from residents of a Navajo reservation where I had conducted a workshop.
- ▶ **Their whats.** What is their work experience, including their present position? I explain that I have been director of training for the National Youth Administration for Massachusetts; a director of adult education for the YMCAs of Boston, Detroit, and Chicago; a professor of adult education at Boston University and North Carolina State University; and that since I retired from North Carolina State in 1979 I have been busier than when I had a full-time job.
- ▶ **Their resources.** What special resources are they bringing into this activity that other learners should know about and tap into? For instance, I say that my special resource is an in-depth knowledge of the research and practice-oriented literature about adult learning in particular and adult education in general.
- ▶ **Their questions, problems, and concerns.** What issues do the learners hope to address by coming into this activity?

I suggest that the reporters take about 20 or 30 minutes getting this information from each member. I ask the reporters to keep their notes handy so they can identify any other issues at the end of the course. I usually close the exercise with a review of the characteristics of a climate conducive to learning that were spelled out earlier in Chapter 2.

Figure 1. Self-Diagnostic Rating Scale

Indicate on the six-point scale next to each of the competencies listed below:

This is how it would look:

- ▶ the *required* level for excellent performance of the role you are in now or are preparing for by placing an "R" (for required level) at the appropriate point
- ▶ the level of your present development of each competency by placing a "P" (for present level) at the appropriate point.

P						R
0	1	2	3	4	5	
Absent						High (expert)
	Low (aware of it)		Moderate (conceptual understanding)			

For example, if your role is that of teacher, you probably would place the Rs for the competencies for the role of learning facilitator higher than you would for the competencies for the role of administrator. You will emerge with a profile of the gaps between where you are now and where you need to be in order to perform your role well. Notice that room has been left for you to write in additional competencies.

AS A LEARNING FACILITATOR

The Theory of Adult Learning

1. Ability to describe and apply modern concepts and research findings regarding the needs, interests, motivations, capacities, and developmental characteristics of adults as learners
2. Ability to describe the differences in assumptions about youths and adults as learners and the implications of these differences for teaching
3. Ability to assess the forces on learners from the larger environment (i.e., groups, organizations, and cultures) and to manipulate them constructively
4. Ability to describe the various theories of learning and assess their relevance to particular adult learning situations
5. Ability to conceptualize and explain the role of teacher as a facilitator and resource person for self-directed learners
6. _____

0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5
0	1	2	3	4	5

Permission to reproduce and use this rating scale is granted without limitation. Reports of results would be appreciated. Send to Malcolm S. Knowles, 1923 East Joyce St., #231, Fayetteville, AR 72703.

Designing and Implementing Learning Experiences

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Ability to describe the difference between a content plan and a process design | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Ability to design learning experiences for a variety of purposes, taking into account individual differences among learners | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Ability to engineer a physical and psychological climate of mutual respect, trust, openness, support, and safety | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Ability to establish a warm, empathic, facilitative relationship with learners of all sorts | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Ability to engage learners responsibly in self-diagnoses of needs for learning | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Ability to engage learners in forming objectives that are meaningful to them | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Ability to involve learners appropriately in the planning, conducting, and evaluating of learning activities | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. _____ | 0 | 1 | 2 | 3 | 4 | 5 |

Helping Learners Become Self-Directing

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Ability to explain the conceptual difference between didactic instruction and self-directed learning | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Ability to design and conduct one-hour, three-hour, one-day, and three-day learning experiences to develop the skills of self-directed learning | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Ability to model the role of self-directed learning in your own behavior | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. _____ | 0 | 1 | 2 | 3 | 4 | 5 |

Selecting Methods, Techniques, and Materials

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Ability to describe the range of methods or formats for organizing learning experiences | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Ability to describe the range of techniques available for facilitating learning | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Ability to identify the range of materials available as resources for learning | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Ability to provide a rationale for selecting a particular method, technique, or material for achieving particular educational objectives | 0 | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|--|---|---|---|---|---|---|
| 5. Ability to evaluate methods, techniques, and materials for their effectiveness in achieving particular educational outcomes | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Ability to develop and manage procedures for the construction of competency models | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Ability to construct and use tools and procedures for assessing competency-development needs | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Ability to use a variety of presentation methods effectively | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Ability to use a variety of experiential and simulation methods effectively | 0 | 1 | 2 | 3 | 4 | 5 |
| 10. Ability to use audience-participation methods effectively | 0 | 1 | 2 | 3 | 4 | 5 |
| 11. Ability to use group dynamics and small-group discussion techniques effectively | 0 | 1 | 2 | 3 | 4 | 5 |
| 12. Ability to invent new techniques to fit new situations | 0 | 1 | 2 | 3 | 4 | 5 |
| 13. Ability to evaluate learning outcomes and processes and to select or construct appropriate instruments and procedures for this purpose | 0 | 1 | 2 | 3 | 4 | 5 |
| 14. Ability to confront new situations with confidence and a high tolerance for ambiguity | 0 | 1 | 2 | 3 | 4 | 5 |
| 15. _____ | 0 | 1 | 2 | 3 | 4 | 5 |

AS A PROGRAM DEVELOPER

Understanding the Planning Process

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Ability to describe and implement the basic steps—for example, climate setting, needs assessment, formulation of program objectives, program design, program execution, and evaluation—that undergird the planning process in adult education | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Ability to involve representatives of client systems appropriately in the planning process | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Ability to develop and use instruments and procedures for assessing the needs of individuals, organizations, and subpopulations in social systems | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Ability to use strategies of systems analysis in program planning | 0 | 1 | 2 | 3 | 4 | 5 |

5. _____ 0 1 2 3 4 5

Designing and Operating Programs

1. Ability to construct a variety of program designs to meet the needs of various situations—for example, basic skills training, developmental education, management development, and organizational development. 0 1 2 3 4 5

2. Ability to design programs with a creative variety of formats, activities, schedules, resources, and evaluative procedures 0 1 2 3 4 5

3. Ability to use needs assessments, census data, organizational records, surveys, and so forth in adapting programs to specific needs and clientele 0 1 2 3 4 5

4. Ability to use planning mechanisms—such as advisory councils, committees, and task forces—effectively 0 1 2 3 4 5

5. Ability to develop and carry out a plan for program evaluation that will satisfy the requirements of institutional accountability and provide for program improvement 0 1 2 3 4 5

6. _____ 0 1 2 3 4 5

AS AN ADMINISTRATOR

Understanding Organizational Development and Maintenance

1. Ability to describe and apply theories and research findings about organizational behavior, management, and renewal 0 1 2 3 4 5

2. Ability to form a personal philosophy of administration and to adapt it to various organizational situations 0 1 2 3 4 5

3. Ability to form policies that clearly convey the definition of an organization's mission, social philosophy, educational commitment, and so forth 0 1 2 3 4 5

4. Ability to evaluate organizational effectiveness and to guide its continuous self-renewal processes 0 1 2 3 4 5

5. Ability to plan effectively with and through others, sharing responsibilities and decision making with them as appropriate 0 1 2 3 4 5

6. Ability to select, supervise, and provide for in-service education of personnel 0 1 2 3 4 5

7. Ability to evaluate staff performance 0 1 2 3 4 5

8. Ability to analyze and interpret legislation affecting adult education 0 1 2 3 4 5

9. Ability to describe financial policies and practices in the field of adult education and to use them as guidelines for setting your own policies and practices 0 1 2 3 4 5

10. Ability to perform the role of change agent vis-à-vis organizations and communities using educational processes 0 1 2 3 4 5

11. _____ 0 1 2 3 4 5

Understanding Program Administration

1. Ability to design and operate programs within a limited budget 0 1 2 3 4 5

2. Ability to make and monitor financial plans and procedures 0 1 2 3 4 5

3. Ability to convey convincingly to policymakers modern approaches to adult education and training 0 1 2 3 4 5

4. Ability to design and use promotion, publicity, and public relations strategies appropriately and effectively 0 1 2 3 4 5

5. Ability to prepare grant proposals and identify potential funding sources for them 0 1 2 3 4 5

6. Ability to use consultants' expertise appropriately 0 1 2 3 4 5

7. Ability and willingness to experiment with programmatic innovations and to assess their results objectively 0 1 2 3 4 5

8. _____ 0 1 2 3 4 5

9. _____ 0 1 2 3 4 5

10. _____ 0 1 2 3 4 5

❖ Exhibit 2-2. Guidelines for Using Learning Contracts ❖

One of the most significant findings from adult-learning research—such as Tough’s *The Adult’s Learning Projects* (Ontario Institute for Studies in Education, 1979)—is that, when adults learn something naturally rather than “being taught,” they are highly self-directing. Evidence is also accumulating that shows that what adults learn on their own initiative they learn more keenly and permanently than what they learn by being “taught.”

Learning that is done for personal development can probably be planned and carried out completely by individuals on their own terms. But those kinds of learning that need to improve professional competence must take into account the needs and expectations of organizations, professions, and society. Learning contracts provide a means for negotiating a reconciliation between external needs and expectations and the learner’s internal needs and interests.

Furthermore, in traditional education the learning activity is structured by the teacher and the institution. The learners are told what objectives to work toward, what resources they are to use, how to use these resources, and how accomplishing the objectives will be evaluated. This imposed structure conflicts with the adult’s deep psychological need to be self-directing and may induce resistance, apathy, or withdrawal. Learning contracts provide a vehicle for making the planning of learning experiences a mutual undertaking between learners and their helpers, mentors, and peers. By participating in the process of diagnosing their learning needs, forming objectives, identifying resources, choosing learning strategies, and evaluating accomplishments, the learners develop a sense of ownership and commitment to the learning plan.

Finally, in supervised field experiences, what work is to be done will be clearer to both the learner and field supervisor than what is to be learned from the experience. There is a long tradition of field-experience learners being exploited for the performance of menial tasks that the paid workers don’t want to do. The learning contract is a way to make the learning objectives of the field experience clear and explicit for both the learner and the field supervisor.

How Do You Develop a Learning Contract?

Step 1: Diagnose Your Learning Needs

A learning need is the gap between where you are now and where you want to be in a particular set of competencies. You may already be aware of certain learning needs as a result of a personnel appraisal process or your own accumulation of evidence of the gaps between where you are now and where you would like to be. If not, it might be worthwhile to go through this process.

First, construct a model of the competencies required to perform a role you are concerned about, such as parent, teacher, civic leader, manager, consumer, or professional worker. A competency model that you can use as a thought-starter and checklist may already exist. If not, you can build your own model with the help of friends, colleagues, supervisors, and resource people.

Think of a competency as the ability to do something at some level of proficiency. It usually comprises knowledge, understanding, skills, attitudes, and values. For example, the ability to ride a bicycle from my home to the store is a competency that involves some knowledge of how a bicycle operates and the route to the store; an understanding of some of the dangers inherent in riding a bicycle; skill in mounting, pedaling, steering, and stopping a bicycle; an attitude of desire to ride the bicycle; and a valuing of the exercise it will yield. The ability to ride a bicycle in a cross-country race would be a higher-level competency that would require greater knowledge, understanding, and skill. Producing a competency model, even if it is crude and subjective, will provide a clear sense of direction.

Having constructed a competency model, your next task is to assess the gap between where you are now and where the model says you should be with regard to each competency. You can do this alone or with the help of people who have been observing your performance. Chances are you will find that you have already developed some competencies, and you can concentrate on those you haven’t yet developed.

Step 2: Specify Your Learning Objectives

You are now ready to start filling out the first column of the learning contract in Figure 3, labeled “Learning Objectives.” Each of the learning needs diagnosed in Step 1 should be translated into a learning objective. Be sure your objectives describe what you will learn, not what you will do to learn them. For example, “to read five books” is not a learning objective, but a strategy for using resources. The learning objective

would describe what you want to learn by reading five books. State your objectives in whatever terms are most meaningful to you: content acquisition, terminal behaviors, or directions of growth.

Step 3: Specify Learning Resources and Strategies

When you have finished listing your objectives, move to the second column of the contract, "Learning Resources and Strategies," and describe how you propose to go about accomplishing each objective. Identify the material and human resources you plan to use and the strategies (i.e., techniques and tools) you will use in making use of them. Also at this stage, decide when you will have learned the objectives. See Figure 4, "Example Learning Contract."

Step 4: Specify Evidence of Accomplishment

Move to the fourth column, "Evidence of Accomplishment of Objectives," and describe what evidence you will collect to indicate the degree to which you have achieved each objective. Perhaps the examples in Figure 5, "Example Evidence of Objective Accomplishment," will stimulate your thinking about what evidence you might accumulate.

Step 5: Specify How the Evidence Will Be Validated

After you have specified what evidence you will collect for each objective in column four, move to the fifth column, "Criteria and Means for Validating Evidence." For each objective, first specify the criteria by which the evidence is to be judged. The criteria will vary according to the type of objective. For example, criteria for knowledge objectives might include depth, comprehensiveness, precision, clarity, accuracy, usefulness, and scholarliness. For skill objectives, the criteria might include poise, speed, precision, flexibility, gracefulness, style, and imagination. For attitudes and values, they might include consistency, immediacy of action, or confidence in action.

After you have specified the criteria, indicate how you propose to have the evidence judged according to these criteria. For example, if you produce a paper or report as evidence of accomplishment of a knowledge objective, who will read it and what are their qualifications? Will they express their judgments by rating scales, descriptive reports, or evaluative reports? If you are getting a rating of how well you accomplished a skill objective, who will observe you performing the skill—students, peers, or experts? What kind of feedback about your performance will you ask them to give you? One of the actions that helps to differen-

tiate distinguished performance from adequate performance in self-directed learning is the wisdom with which learners select their validators.

Step 6: Review Your Contract With Consultants

After you have completed the first draft of your contract, you will find it useful to review it with two or three friends, supervisors, or other consultants to get their reactions and suggestions. Here are some questions you might ask them:

- ▶ Are the learning objectives clear, understandable, and realistic? Do they describe accurately what I propose to learn?
- ▶ Can you think of other objectives I might consider?
- ▶ Do the learning strategies and resources seem reasonable, appropriate, and efficient? Can you suggest other resources?
- ▶ Does the evidence seem relevant to the various objectives, and would it convince you? Can you think of other evidence I might consider?
- ▶ Are the criteria and means for validating the evidence clear, relevant, and convincing? Can you think of other evidence that I might consider?

Exhibit 2-3, "Consultation Exercise," will facilitate this review process.

Step 7: Carry Out the Contract

You now simply do what the contract calls for. But keep in mind that, as you work on it, you may find that your notions about what you want to learn and how you want to learn it may change. Therefore, don't hesitate to revise your contract as you go.

Step 8: Evaluate Your Learning

When you have completed your contract, you will want to get some assurance that you have in fact learned what you set out to learn. Perhaps the simplest way to do this is to ask the consultants you used in Step 6 to examine your evidence and validation data and give you their judgment about the data's adequacy.

Figure 3. A Learning Contract

Learner _____		Learning experience _____		
Learning Objectives	Learning Resources and Strategies	Completion Date	Evidence of Accomplishment of Objectives	Criteria and Means for Validating Evidence
What are you going to learn?	How are you going to learn it?	What is your target date for completion?	How are you going to know that you learned it?	How are you going to prove that you learned it?

Figure 4. Example Learning Contract

Learner _____		Learning experience _____		
Learning Objectives	Learning Resources and Strategies	Completion Date	Evidence of Accomplishment of Objectives	Criteria and Means for Validating Evidence
To improve my ability to organize my work efficiently so I can accomplish 20 percent more work in a day.	<ol style="list-style-type: none"> 1. Find and read books and articles in the library on how to organize work and manage time. 2. Interview three executives on how they organize their work, then observe them for one day each, noting techniques they use. 3. Select the best techniques from each and plan a day's work. 	In three weeks.	Have a colleague observe me for a day, giving me feedback.	<ol style="list-style-type: none"> 1. The amount of work I do each day increases by 20 percent. 2. A colleague who knows my former work output will measure my new work output and will give me the percentage increase I've made.

Figure 5. Example Evidence of Objective Accomplishment

TYPE OF OBJECTIVE	EXAMPLES OF EVIDENCE
Knowledge	Reports of knowledge acquired—in essays, examinations, oral presentations, audiovisual presentations, and annotated bibliographies
Understanding	Examples of using knowledge to solve problems—in action projects, research projects with conclusions and recommendations, program planning, and organizational change proposals
Skills	Performance exercises, simulations, demonstrations, use of videotapes of performance, and so on
Attitudes	Attitudinal rating scales, role playing, simulation exercises, critical incident cases, diaries, and so on
Values	Value rating scales, performance in values clarification groups, critical incident cases, simulation exercises, and so on

❖ Exhibit 2-3. Consultation Exercise ❖

I introduce this exercise by explaining that its purpose is to provide an opportunity for learners to sharpen their skills in giving and receiving help in the consultation process. I ask the learners to form groups of three. If the group isn't divisible by three, I invite the one or two left over to serve as roving observers.

I then ask each member of each group to take a letter (*A*, *B*, or *C*), and I explain that there will be three rounds of about 20 minutes each. In Round 1, *A* will be the consultant, *B* the client, and *C* the observer. In Round 2, *B* will be the consultant, *C* the client, and *A* the observer. In Round 3, *C* will be the consultant, *A* the client, and *B* the observer.

I then ask them to look at the "Observer's Guide Sheet" that they were given when they entered the room (see Figure 6), while I explain its use. I tell them that the behaviors on the left side of the sheet are those of the old-fashioned type of consultants, who saw it as their responsibility to solve problems for their clients. The behaviors on the right side of the sheet are those of modern consultants, who see it as their responsibility to help their clients solve their own problems. I tell the observer to watch what the consultant does and to note any statement made by the consultant in the block the observer thinks appropriate. This way the observer can report it in language as similar to the consultant's as possible.

I ask the first round to proceed, using 15 minutes for the consultation and five minutes for the observer's report, then continue with Round 2 and Round 3.

At the end of the three rounds, I invite the learners to share with the whole group what they found most and least helpful about what their consultants did, and to raise any questions about the consultation process that they want me to respond to.

Figure 6. Observer's Guide Sheet

Note the instances in which the person you are observing in the helping role—

Suggests problems, facts, solutions, actions, and so forth **Versus** **Asks** the client for clarification of the client's perceptions, facts, solutions, and so forth

Interprets the client's feelings, motivations, inadequacies, and so forth **Versus** **Seeks to understand** the client's feelings, ideas, motivations, and so forth

Conveys doubts about the client's ability to cope with difficulty **Versus** **Encourages and supports** the client in using the client's own abilities

❖ **Exhibit 2-4. Suggestions for Inquiry Teams** ❖

Your productivity as a group will depend to a large extent on building cohesive relationships in the beginning. It will pay dividends later if you will take some time at your first meeting to find out who you all are as role performers and as human beings. One way to accomplish this is to share with one another your work experience, career aspirations, interests in life, reasons for taking this course, special resources you bring into this course that might be useful to others, your feelings as you enter into this experience, and anything else that will help your colleagues see you as a unique human being.

As your group gets to work, there may be times when the group seems to be bogged down or not working well together. On such occasions it may be helpful to suggest that group members fill out the "Process Rating Sheet for Inquiry Teams" in Figure 7. Then, with a show of hands, find out how many are at the low or high ends of each scale. This will identify problems that can be discussed and solved.

If any members of the team feel they just can't accomplish what they want to through the group, they should feel free to move to another group or to pursue their contract objectives through independent study.

Organizing for Work

The first task, after relationships have been established, is to be sure that the group is clear about its goals. Each team has the responsibility of planning and conducting a learning experience for the rest of the class involving one of the inquiry units listed in the course's syllabus.

You now need to take these (or equivalent) steps to decide what you will do with this unit:

- ▶ Decide how you will find out what your classmates want to learn about this unit—for example, through questionnaires or interviews.
- ▶ Using this information, decide what the objectives of the learning experience in this unit will be.

Now, having decided on what you want to help your classmates learn about your unit, you need to design the learning experience. Some general guidelines for doing this are suggested in Knowles's *The Modern Practice of Adult Education: From Pedagogy to Andragogy* (Follett Press, 1980), pp. 288-297. Here are two key questions you might ask yourself as you plan the design:

- ▶ Are you making adequate provisions in the design for the active

- participation of your classmates?
- ▶ Are they learning by doing as well as by listening?

Then you need to decide how you will have your learning experience and your performance evaluated.

Finally, you need to agree on which members of your team will take responsibility for each element in the planning, conducting, and evaluating of your learning experience.

A final suggestion: This is one of the few times you will have an opportunity to try new things with minimal consequences for mistakes, so be adventuresome!

Figure 7. Process Rating Sheet for Inquiry Teams

Circle one number in each scale. Do not sign your name on this form.

	Low				High
1. What is the degree of your feeling of satisfaction with this team?	1	2	3	4	5
2. How clear is the team about its goals and tasks?	1	2	3	4	5
3. How well are team members listening to one another?	1	2	3	4	5
4. To what extent did you contribute to the work of the team today?	1	2	3	4	5
5. To what extent were your ideas accepted and used by the team?	1	2	3	4	5
6. To what extent did one or two team members dominate the discussion?	1	2	3	4	5
7. To what extent did you personally resent overparticipation by other members?	1	2	3	4	5
8. To what extent did team members prepare themselves—for example, by doing background reading—for this meeting?	1	2	3	4	5
9. How well is the team organizing itself for its work?	1	2	3	4	5
10. To what extent do you think the team should make better use of outside resources?	1	2	3	4	5
11. To what extent does the team recognize its problems and conflicts, and deal with them openly?	1	2	3	4	5
12. What suggestions would you like to make to improve the team's operation?					
