

CHAPTER 4

Designs for Workshops

My basic design for workshops is presented in Exhibit 4-1, "One-Day Workshop: Understanding and Working With Adult Learners." I have adapted this design to a half-day workshop (three-and-a-half hours long) by

- ▶ condensing the climate-setting exercise to 20 minutes by having the learners get acquainted by name, position, and organization in their small groups
- ▶ reducing the presentation of the theoretical framework of andragogy to 15 minutes by having the learners examine the chart "Assumptions and Process Elements of the Pedagogical and Andragogical Models of Learning" in Figure 8
- ▶ shortening the time for drafting learning contracts to 30 minutes by eliminating the peer review in triads)
- ▶ limiting the problem clinic to whatever time is left over
- ▶ suggesting that learners mail me their evaluations of the workshop.

I distribute copies of Figure 8, "Assumptions and Process Elements of the Pedagogical and Andragogical Models of Learning," and ask the learners to take about five minutes to examine the assumptions on the left side and then the process elements on the right side. I then ask them to get into their groups of four or five and share questions they have about the meaning of the charts. One group member volunteers to serve as the reporter for the group. Then I invite each reporter to ask one of these questions, and I respond. After all reporters have asked one question, I open the floor to any additional questions. During my responses, I frequently invite additional ideas from any of the learners. This session usually turns out to be very dialogic.

I also adapt this basic design to one-and-a-half- and two-day workshops, as shown in Exhibit 4-2, "One-and-One-Half-Day Workshop: Facilitating Adult Learning in HRD."

In this chapter:

- **Exhibit 4-1.** One-Day Workshop: Understanding and Working With Adult Learners
- **Exhibit 4-2.** One-and-One-Half-Day Workshop: Facilitating Adult Learning in HRD
- **Figure 8.** Assumptions and Process Elements of the Pedagogical and Andragogical Models of Learning

❖ Exhibit 4-1. One-Day Workshop: Understanding and Working With Adult Learners ❖

Objectives

The general objectives of the workshop are to help learners develop or strengthen the following competencies:

- ▶ an understanding of the modern concepts of adult learning and how these differ from traditional concepts of youth learning
- ▶ an understanding of the role of educator as facilitator and resource for self-directed learners
- ▶ the ability to apply these concepts to the designing of learning experiences for yourself and others through the use of learning contracts.

Resources

The following handouts should be used in this one-day workshop:

- ▶ Figure 1, “Self-Diagnostic Rating Scale”
- ▶ Figure 8, “Assumptions and Process Elements of the Pedagogical and Andragogical Models of Learning”
- ▶ Exhibit 2-2, “Guidelines for Using Learning Contracts”
- ▶ Exhibit 2-3, “Consultation Exercise.”

Process Design

I. Day 1

- A. Climate-setting exercise (60 minutes)
 - 1. Learners share information in small groups about their what’s, who’s, questions, problems, or issues.
- B. Analysis of this experience and identification of the characteristics of a climate that is conducive to learning (15 minutes)
- C. Break
- D. Dialogic presentation of the theoretical framework of andragogy; see Figure 8, “Assumptions and Process Elements of the Pedagogical and Andragogical Models of Learning” (60 minutes)

- E. Introduction to competency-based education and a model of competencies for a facilitator of learning; see Figure 1, "Self-Diagnostic Rating Scale" (30 minutes)
- F. Break
- G. Diagnosis of competency-development needs by learners (30 minutes)
- H. Drafting of learning contracts (60 minutes)
 - 1. Facilitator introduces contract learning; see Exhibit 2-2, "Guidelines for Using Learning Contracts."
 - 2. Learners draft contracts for two or three high-priority learning objectives.
 - 3. Learners review contracts in triads; see Exhibit 2-3, "Consultation Exercise."
- I. Break
- J. Problem clinic (45 minutes)
 - 1. Facilitator responds to questions about this process and any unresolved problems and issues.
- K. Evaluation of this workshop (30 minutes)

❖ Exhibit 4-2. One-and-One-Half-Day Workshop: Facilitating Adult Learning in HRD ❖

Objectives

The basic objectives of this one-and-one-half-day workshop are to provide resources to help learners develop or strengthen the following competencies:

- ▶ an understanding of the modern concepts of adult learning and how these differ from traditional concepts of youth learning
- ▶ an understanding of the role of educator as facilitator and resource for self-directed learners
- ▶ the ability to apply these concepts to the designing of learning experiences for themselves and others through the use of learning contracts.

Resources

The following handouts should be used in this workshop:

- ▶ Figure 1, "Self-Diagnostic Rating Scale"
- ▶ Figure 8, "Assumptions and Process Elements of the Pedagogical and Andragogical Models of Learning"
- ▶ Exhibit 2-1, "Basic Climate-Setting Exercise"
- ▶ Exhibit 2-2, "Guidelines for Using Learning Contracts"
- ▶ Exhibit 2-3, "Consultation Exercise."

Process Design

I. Day 1

- A. Climate setting and problem census; see Exhibit 2-1, "Basic Climate-Setting Exercise" (60 minutes)
- B. Analysis of this experience and exploration of the characteristics of a climate that is conducive to learning (30 minutes)
- C. Break
- D. Dialogic presentation of the theoretical framework of andragogy; see Figure 8, "Assumptions and Process Elements of the Pedagogical and Andragogical Models of Learning" (75 minutes)

- E. Break
- F. Self-diagnosis of competency-development needs; see Figure 1, "Self-Diagnostic Rating Scale" (45 minutes)

II. Day 2

- A. Introduction to contract learning; see Exhibit 2-2, "Guidelines for Using Learning Contracts" (30 minutes)
- B. Drafting of learning contracts (45 minutes)
- C. Break
- D. Review of learning contracts in consultation triads via exercise in giving and receiving help; see Exhibit 2-3, "Consultation Exercise" (60 minutes)
- E. Analysis of the role of facilitator and resource person (30 minutes)
- F. Break
- G. Questions and answers regarding competency-based education, self-diagnosis of learning needs, and contract learning (45 minutes)
- H. Identification of unresolved questions, problems, and issues in small groups (30 minutes)
- I. Problem clinic with facilitator as resource (30 minutes)
- J. Break
- K. Continuation of problem clinic (30 minutes)
- L. Conceptualization of an organization as a system of learning resources and of human resources development as managing a system of learning resources (30 minutes)
- M. Evaluation of this workshop (15 minutes)

Figure 8. Assumptions and Process Elements of the Pedagogical and Andragogical Models of Learning

The body of theory and practice on which teacher-directed learning is based is often given the label "pedagogy," from the Greek words *paid* (meaning child) and *agogus* (meaning guide or leader). This is defined as the art and science of teaching children.

The body of theory and practice on which self-directed learning is based is labeled "andragogy," from the Greek word *aner* (meaning adult) and *agogus*. This is defined as the art and science of helping adults—or even better, maturing human beings—learn.

These two models do not represent bad/good or child/adult dichotomies, but rather a continuum of assumptions to be checked out in terms of their appropriateness for particular learners in particular situations. If a pedagogical assumption is realistic for a particular situation, then pedagogical strategies are appropriate. For example, if a learner is entering into a totally new content area, he or she will be dependent on a teacher until enough content has been acquired to enable self-directed inquiry to begin.

| Assumptions About... | Pedagogical | Andragogical |
|------------------------------|--|---|
| Concept of the learner | Dependent personality | Increasingly self-directing |
| Role of learner's experience | To be built on, rather than used as a resource | A rich resource for learning by self and others |
| Readiness to learn | Uniform by age level and curriculum | Develops from life tasks and problems |
| Orientation to learning | Subject-centered | Task- or problem-centered |
| Motivation | By external rewards and punishment | By internal incentives and curiosity |

Figure 8 (continued). Assumptions and Process Elements of the Pedagogical and Andragogical Models of Learning

| Process Elements | Pedagogical | Andragogical |
|--------------------------|--|--|
| Climate | Tense, low trust Formal, cold, aloof Authority-oriented Competitive, judgmental | Relaxed, trusting Mutually respectful Informal, warm Collaborative, supportive |
| Planning | Primarily by teacher | Mutually by learners and facilitator |
| Diagnosis of needs | Primarily by teacher | By mutual assessment |
| Setting of objectives | Primarily by teacher | By mutual negotiation |
| Designing learning plans | Teacher's content plans Course syllabus Logical sequence | Learning contracts Learning projects Sequenced by readiness |
| Learning activities | Transmittal techniques Assigned readings | Inquiry projects Independent study Experiential techniques |
| Evaluation | By teacher Norm-referenced (on a curve) With grades | By learner-collected evidence validated by peers, facilitators, and experts Criterion-referenced |