Adult Development

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NCSALL

National Center for the Study of Adult Learning and Literacy

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Contents

Introduction to the Study Circle Guide

This Study Circle Guide was created by the National Center for the Study of Adult Learning and Literacy (NCSALL). The guide is part of NCSALL's effort to help connect research and practice in the field of adult basic education and adult literacy.

This Study Circle Guide—Adult Development—is one of a series of study circles that NCSALL has developed. The purpose of the study circles is to help staff developers and practitioners organize and conduct Study Circles that help practitioners read, discuss, and use research to improve their practice.

Each Study Circle guide is divided into the following parts:

1. Goal of NCSALL Study Circles
2. Tips for Study Circles
3. Introduction to the Study Circle
4. Study Circle Outline
5. Schedule/To Do Form: What To Have Ready
6. Session Guide for Facilitating the Study Circle
7. Study Circle Readings and Handouts
8. Study Circle Resource Center Materials

We welcome your comments and advice about this study circle and about NCSALL. For more information about NCSALL Study Circle Guides or NCSALL's work, contact:

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Information about NCSALL

The Mission of NCSALL. NCSALL's purpose is to improve practice in educational programs that serve adults with limited literacy and English language skills, and those without a high school diploma. NCSALL is meeting this purpose through basic and applied research, dissemination of research findings, and leadership within the field of adult learning and literacy.

NCSALL is a collaborative effort between the Harvard Graduate School of Education, World Education, The Center for Literacy Studies at The University of Tennessee, Rutgers University, and Portland State University. NCSALL is funded by the U.S. Department of Education through its Institute of Education Sciences (IES) (formerly Office of Educational Research and Improvement).

NCSALL's Research Projects. The goal of NCSALL's research is to provide information that is used to improve practice in programs that offer adult basic education (ABE), English for Speakers of Other Languages (ESOL), and adult secondary education services. In pursuit of this goal, NCSALL has undertaken research projects in four areas: (1) learner motivation, (2) instructional practice and the teaching/learning interaction, (3) staff development, and (4) assessment.

Dissemination Initiative. NCSALL's dissemination initiative focuses on ensuring that practitioners, administrators, policymakers, and scholars of adult education can access, understand, judge, and use research findings.

NCSALL publishes *Focus on Basics*, a quarterly magazine for practitioners; *Focus on Policy,* a twice-yearly magazine for policymakers; *Review of Adult Learning and Literacy,* an annual scholarly review of major issues, current research, and best practices; and *NCSALL Reports* and *Occasional Papers*, periodic publications of research reports and articles. NCSALL also sponsors the Connecting Practice, Policy, and Research (CPPR) Initiative, designed to help practitioners and policymakers apply findings from research in their instructional settings and programs.
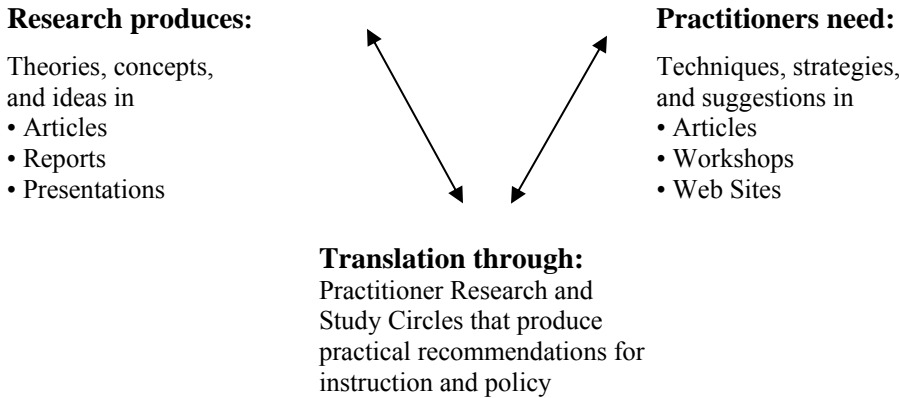
For more information about NCSALL, to download free copies of NCSALL publications, or to purchase bound copies, please visit:

www.ncsall.net

Goal of NCSALL Study Circles

The goal of NCSALL is to improve the quality of practice in adult education through research (both university-based and practitioner research). We want to ensure that practitioners—teachers, counselors, program administrators, and others—have an opportunity to access, understand, judge, and use research in their work. Therefore, the goal of the NCSALL Study Circles is to help adult education practitioners, in a small group setting, learn about research findings, theories, and concepts from NCSALL's research and discuss how these can be applied to practice and policy in adult education.

When we talk to practitioners in the field of adult literacy about research, they ask for techniques, strategies, and practical suggestions that they can use immediately. Yet, researchers often produce reports, articles, and other documents that provide primarily theories, concepts, ideas, and sometimes implications for practice. NCSALL feels that there should be a process that "translates" theoretical concepts into practical suggestions and that practitioners should be involved in that process. The prime vehicles for translating research theories into practical suggestions for practitioners are professional development activities, such as Practitioner Research and Study Circles, where practitioners can learn about, discuss, and/or try out ideas from research. The following diagram depicts this process:

Research produces:

Theories, concepts, and ideas in
• Articles
• Reports
• Presentations

Practitioners need:

Techniques, strategies, and suggestions in
• Articles
• Workshops
• Web Sites

Translation through:
Practitioner Research and Study Circles that produce practical recommendations for instruction and policy

We at NCSALL believe that we need to do more than publish and disseminate magazines, reports, and research updates if research is to inform practice and policy. We have a responsibility to help design and sponsor "live" mechanisms for practitioners to really read, think about, and discuss with each other what research findings mean and whether they are useful or applicable to adult education instructional settings and programs.

We welcome feedback from you about how the NCSALL Study Circle Guides work as part of this process and how they can be improved. In Appendix F, you'll find a "Feedback Form for NCSALL." We hope you'll take a moment after running your Study Circle to fill it out and send it to us. Or, call us and talk to us about how it went. Thanks for being part of the process of connecting practice and research.

Tips for Study Circles

Who Should Participate?

The Study Circles are designed for any practitioners who work in adult basic education programs: teachers, program directors, counselors, volunteers, or others. Most of the Study Circles deal with topics that are broad enough to be of interest to adult basic education (ABE), GED, and English for Speakers of Other Languages (ESOL) practitioners in a variety of delivery settings: community-based organizations, local educational authorities, libraries, correctional facilities, etc. The design of the Study Circle and the readings should be appropriate for both new and experienced practitioners; however, some of the readings have acronyms that may need to be reviewed with participants.

The Study Circles are designed for approximately eight participants. We don't recommend running a Study Circle with less than five or more than 15 people, as discussions are harder to facilitate with too few or too many participants.

How Long Is the Study Circle?

Each Study Circle is designed for nine hours, divided into three sessions of three hours each. The Study Circle could be longer, depending on the participants' interests, with more meetings among the participants themselves. If participants want to keep meeting on their own and finding and selecting their own readings on the topic, they can set that up during the last session.

How Do I Recruit Participants?

NCSALL has produced a sample flyer that provides information about this NCSALL Study Circle. That flyer is included at the end of this Study Circle Guide in Appendix A. The flyer presents an overview of the topic and a brief description about what will be covered in each of the three sessions. It also includes a registration form for practitioners to mail back to you.

You are welcome to use the flyer to send out via mail or on a Web site to let practitioners know when and where the Study Circle will be taking place. Or, you can create your own flyer, using the NCSALL flyer as an example.

How Do I Select Dates for the Study Circle?

There are two ways to select dates for the Study Circle:

1. Select all three dates at the very beginning and advertise all three in the recruitment flyer, or
2. Select and advertise the first date and set the second and third dates with participants during the first meeting of the Study Circle.

In general, we recommend the first option since it is sometimes difficult for even a small group of people to find a common date once they are together. If all three dates are set from the beginning, only people who can make all three dates will, in all likelihood, sign up to attend the Study Circle.

In general, it's best to have the three dates regularized (e.g., all on Tuesday nights or all on Friday mornings), as someone who is free at a certain time of week is more likely to have that same time free every week.

How Do I Organize the First Session?

When you feel that you have solid commitments from the number of participants you are seeking, contact them to confirm their participation in the Study Circle. At this time, reconfirm the times, dates, and location of the Study Circle with the participants.

As mentioned above, the Study Circles have been designed for a group of practitioners to meet over three sessions, with each session being three hours long. Because three hours is a fairly short period of time for a group to meet, we are suggesting that a small number of very short readings and a brief cover letter with information about the Study Circle be sent to practitioners to read over before the first meeting.

After confirming their participation, send each participant the packet of information and materials to read before the first meeting ("Pre-Meeting Packet of Readings and Handouts" in Appendix B). **Participants need to receive this packet at least 10 days before the first meeting of the Study Circle**.

You, as the facilitator, will also want to read over the packet so that you are ready for the first session and for questions that participants may have.

The Pre-Meeting Packet for the Adult Development Study Circle should include the nine items listed below. All of these items are found in Appendix B. We do not provide folders; however, we suggest that you organize Study Circle Guide materials in two-sided pocket folders and distribute a folder of materials to each participant. Here are the items found in Appendix B:

1. Cover letter: "Information about the Adult Development Study Circle"
2. "What is a Study Circle?" by Study Circles Resource Center (Handout A)
3. "What Study Circles Are, and Are Not: A Comparison" by Study Circles Resource Center (Handout B)
4. "The Role of the Participant" by Study Circles Resource Center (Handout C)
5. "Schedule/To Do Form" (Handout D)
6. Reading #1: "Four Adult Development Theories and Their Implications for Practice"
7. Reading #2: "Our Developmental Perspective"
8. Reading #3: "Our Developmental Perspective on Adulthood" from *Toward a New Pluralism in ABE/ESOL Classrooms: Teaching to Multiple "Cultures of Mind,"* Chapter 3, pp. 43-75

Be sure that you arrive early for each session in order to set up the chairs in a circle; arrange your newsprint; and organize handouts, pens, tapes, etc. It's nice to have some sort of refreshment, such as juice, coffee, or water. Check out where the restrooms are so you can tell participants where they are located, and make sure the heating or cooling in the room is appropriate.

Always bring at least two or three extra copies of the readings for participants who forget to bring their own. You may also want to have (or start during the meeting) a list of participants and their phone numbers or e-mail addresses so participants can contact one another during the course of the Study Circle.

What Kind of Support Can I Expect?

For advice on facilitating a Study Circle, please review the handouts on facilitation included in Appendix E. These readings are from the Study Circles Resource Center in Pomfret, Connecticut, an expert resource in conducting Study Circles. We thank them for their guidance in facilitating Study Circles.

If you want to review the Study Circle beforehand with someone from NCSALL, we'd be happy to discuss it with you. We can be reached at:

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What If I Want to Change the Activities Listed in the Guide?

Feel free. These Guides are intended to help first-time facilitators who want a lot of guidance. They are not intended to be a script that must be followed. If you have a different idea for how to do an activity, you should use it. To help you, we have offered alternate ideas for several of the activities.

What Should the Outcomes of the Study Circle Be?

First and foremost, we hope that individual practitioners learn more about what the research says about adult development and come away with ideas and a plan for how to apply what they've learned in their own classrooms and programs.

Secondly, we hope that the group is able to generate practical ideas or recommendations for teaching and program practice that can be disseminated to other practitioners and researchers. By sharing the practical ideas or recommendations that come from discussions about how research theories, concepts, and ideas can be used in instructional settings and programs, Study Circle participants play a role in the larger process of "translating" research into practice.

How Can I Share the Experience of Running the Study Circle?

We'd love to hear how it went so that we can improve this and future Study Circles. Also, hearing from Facilitators lets us know who is doing what around the country. Please consider sending us the feedback form (in Appendix F), along with any practical ideas, recommendations, or other documentation from your Study Circle. Or, feel free to give us a call to let us know about your experience.

Introduction to the Adult Development Study Circle

This NCSALL Study Circle addresses Robert Kegan's work in adult development theory and its application in the practice of adult basic education. The focus is on the three ways of knowing—Instrumental, Socializing, and Self-authoring—that adult learners use, and how teachers can support those learners through instructional methods and other student supports.

In Session One, the Study Circle will examine the characteristics of the three ways of knowing. Participants will reflect on their own ways of knowing and those of their students.

Session Two introduces transformational learning and "cultures of mind." Participants will compare and contrast the "practical" and "mind-liberating" approaches to teaching adults.

In the final session, Session Three, participants will list possible instructional and programmatic responses to the concept of this "new pluralism." In the last part of the session, participants will plan the actions they will take to apply adult development theory to their work.

Each session includes activities to help participants discuss the readings and to generate ideas for applying what they've learned in their classrooms and programs. The direction that the discussions go will vary with the concerns of each group. It is important that discussions and activities meet the needs of all the group members. The facilitator needs to be flexible and may need to modify some activities to fit the needs and learning styles of the Study Circle group participants.

Study Circle Outline: Adult Development

Session One

OBJECTIVES: Participants will…

- Get to know one another, learn how the Study Circle will be run, and set ground rules for participation.

- Review four adult development theories and some implications from their practice.

- Examine the three ways of knowing—Instrumental, Socializing, and Self-authoring, considering their own and their students' ways of knowing.

- Analyze student quotations to determine the ways of knowing demonstrated.

10 minutes	1.	Welcome and Introductions
10 minutes	2.	Purpose of the Study Circle, Session One Objectives, and Agenda
20 minutes	3.	Participant Expectations and Group Norms
40 minutes	4.	Four Adult Development Theories
50 minutes	5.	Three Ways of Knowing
15 minutes		BREAK
40 minutes	6.	Synthesizing the Readings/Large Group Discussion
20 minutes	7.	Applying the Readings/Case Studies
10 minutes	8.	Evaluation, Readings for Session Two, and Closure

Session Two

OBJECTIVES: Participants will…

- Define transformational learning.

- Explain "cultures of mind" and identify implications for teaching.

- Compare and contrast the "practical" and "mind-liberating" approaches to teach adults.

- Reflect on "new pluralism" and apply it to their teaching and/or program structures.

5 minutes	1.	Welcome, Session Two Objectives, and Agenda
55 minutes	2.	Transformational Learning
20 minutes	3.	"Cultures of Mind" Concept
15 minutes		BREAK
50 minutes	5.	Doubters and Believers
30 minutes	6.	"Practical" and "Mind-liberating" Approaches
25 minutes	7.	Reflections on "New Pluralism"
15 minutes	8.	Evaluation, Readings for Session Three, and Closure

Session Three

OBJECTIVES: Participants will…

- List possible instructional and programmatic responses to the concept of "new pluralism."

- Strategize about how to increase the supports and decrease the barriers for using Kegan's adult development theory in their classrooms and programs.

- Develop action plans for applying the research on adult development.

5 minutes	1.	Welcome, Session Three Objectives, and Agenda
45 minutes	2.	Response to "New Pluralism"
45 minutes	3.	Force Field Analysis
15 minutes		BREAK
45 minutes	4.	Action Planning
30 minutes	5.	A Plan for Our Group
15 minutes	6.	Reflections on the Research
15 minutes	7.	Final Evaluation

Facilitator's Session Schedule/To-Do Form: What to Have Ready

Session	Newsprints (Prepare ahead of time)	Handouts (One copy for each participant)	Readings	Materials
Session One	Purpose of the NCSALL Study Circles (p. 20) Objectives for Session One (p. 21) Session One Agenda (p. 21) Statements (p. 24) Discussion Questions (p. 25) Synthesis Question (p. 25) Quotations from Participants (p. 26) Useful − How To Improve (p. 27)	[Handouts A, B, C, and D were sent to participants in the Pre-Meeting Packet.] [Handouts E and F are in Appendix C] Handout E: "Sample Ground Rules" Handout F: "Quotations from Participants" Handout G: "Readings for Session Two"	[Prepare two or three extra copies of Readings #1, #2, and #3 that were sent to participants in the Pre-Meeting Packet. These readings are in Appendix B.] **Reading #1**: "Four Adult Development Theories and Their Implications for Practice" **Reading #2:** "Our Developmental Perspective" **Reading #3:** "Our Developmental Perspective on Adulthood" from *Toward a New Pluralism in ABE/ESOL Classrooms: Teaching to Multiple "Cultures of Mind,"* Chapter 3, pp. 43-75 [Prepare one copy for each participant of Readings #4, #5, #6, and #7. These readings are in Appendix C.] **Reading #4:** *Toward a New Pluralism in ABE/ESOL Classrooms: Teaching to Multiple "Cultures of Mind" Executive Summary,* pp. 1-21 **Reading #5:** "Three Developmentally Different Types of Learners" **Reading #6:** "Three Different Types of Change" **Reading #7:** "The Power of Cohort and Collaborative Groups"	Three signs: AGREE, DISAGREE, NOT SURE Blank newsprint sheets Newsprint easel Markers, pens, tape

Facilitator's Session Schedule/To-Do Form: What to Have Ready

Session	Newsprints (Prepare ahead of time)	Handouts (One copy for each participant)	Readings	Materials
Session Two	Objectives for Session Two (p. 31) Session Two Agenda (p. 32) Discussion Questions (p. 32) Statements (p. 34) Guided Reading (p. 35)	[Handouts H & I are in Appendix D] Handout H: " Guided Reading Exercise" Handout I: "Readings for Session Three"	[Prepare two or three extra copies of Readings #4, #5, #6, and #7 listed above in Session One. These readings are in Appendix C.] [Prepare one copy for each participant of Readings #8, #9, and #10. These readings are in Appendix D.] **Reading #8:** *Toward a New Pluralism in ABE/ESOL Classrooms: Teaching to Multiple "Cultures of Mind" Executive Summary: Implications,* pp. 21-27 **Reading #9:** "A Conversation with Focus on Basics…Reacting to the Research; Supporting Learners" **Reading #10:** "A Mingling of Minds: Collaboration and Modeling as Transformational Teaching Techniques"	Two Signs: BELIEVERS, DOUBTERS Blank newsprint sheets Newsprint easel Markers, pens, tape Notebook paper
Session Three	Objectives for Session Three (p. 39) Session Three Agenda (p. 40) Implementing Adult Development: Constraints and Supports (p. 41) Next Steps (p. 42) Ideas for Our Group's Next Steps (p. 43)		[Prepare two or three extra copies of Readings #8, #9, and #10 listed above in Session Two. These readings are in Appendix D.]	Blank newsprint sheets Newsprint easel Markers, pens, tape Sticky notes in two colors Notebook paper Sticky dots

Session Guide for
Facilitating the
Study Circle:
Adult
Development

Session One – Preparation

Newsprints (prepare ahead of time)

__ Purpose of the NCSALL Study Circles (p. 20)
__ Objectives for Session One (p. 21)
__ Session One Agenda (p. 21)
__ Statements (p. 24)
__ Discussion Questions (p. 25)
__ Synthesis Question (p. 25)
__ Quotations from Participants (p. 26)
__ Useful – How to Improve (p. 27)

Handouts *(Make copies for each participant. These handouts are in Appendix C.)*

__ Handout E: "Sample Ground Rules"
__ Handout F: "Quotations from Participants"
__ Handout G: "Readings for Session Two"

Readings
(Make a few extra copies of Readings #1, #2, and #3 for participants who forget to bring theirs. These readings, which should have been sent to participants in the Pre-Meeting Packet, are in Appendix B.)

__ Reading #1: "Four Adult Development Theories and Their Implications for Practice"
__ Reading #2: "Our Developmental Perspective"
__ Reading #3: "Our Developmental Perspective on Adulthood" from *Toward a New Pluralism in ABE/ESOL Classrooms: Teaching to Multiple "Cultures of Mind,"* Chapter 3, pp. 43-75

(Prepare one copy for each participant of Readings #4, #5, #6, and #7. These readings are in Appendix C.)

__ Reading #4: *Toward a New Pluralism in ABE/ESOL Classrooms: Teaching to Multiple "Cultures of Mind" Executive Summary,* pp. 1-21
__ Reading #5: "Three Developmentally Different Types of Learners"
__ Reading #6: "Three Different Types of Change"
__ Reading #7: "The Power of Cohort and Collaborative Groups"

Materials

__ Blank newsprint sheets
__ Newsprint easel
__ Markers, pens, tape
__ Three signs: AGREE, DISAGREE, and NOT SURE

Session One

OBJECTIVES: Participants will…

- Get to know one another, learn how the Study Circle will be run, and set ground rules for participation.

- Review four adult development theories and some implications from their practice.

- Examine the three ways of knowing—Instrumental, Socializing, and Self-authoring, considering their own and their students' ways of knowing.

- Analyze student quotations to determine the ways of knowing demonstrated.

TIME: 3 hours and 35 minutes

STEPS:

1. Welcome and Introductions (10 minutes)

- **Welcome participants** to the first meeting of the Study Circle.

- **Introduce yourself** and state your role as facilitator of the Study Circle. Explain how you came to facilitate this Study Circle and who is sponsoring it.

- **Ask participants to introduce themselves briefly** (name, program, role) and to mention any other study circle experiences they may have had.

> **Note to Facilitator**
> Since time is very tight, it's important to move participants along gently but firmly if they are exceeding their time limit for introductions.

2. Purpose of the Study Circle, Session One Objectives, and Agenda (10 minutes)

- **Post the "Purpose of the NCSALL Study Circles" newsprint and go over the purpose** with participants.

> **Purpose of the NCSALL Study Circles**
>
> 1. To help practitioners read, discuss, and use research to improve their practice.
>
> 2. To generate recommendations and practical suggestions for other practitioners about how to translate research into practice.
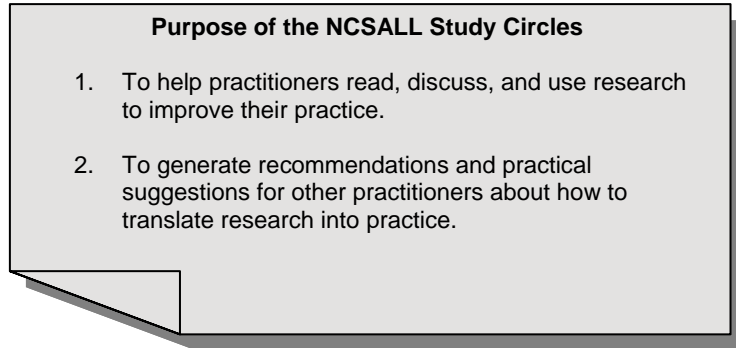
Note to Facilitator
Participants should have read this in advance since it was included in their Pre-Meeting Packet.

- **Refer to Handout C: "The Role of the Participant"** by the Study Circles Resource Center. Ask participants to review the handout very briefly. Then ask if they agree with this role and whether they would like to add or change anything about their role in this Study Circle.

- **Give participants a brief overview of the three sessions of this Adult Development Study Circle.** (See "Introduction to the Adult Development Study Circle," p. 7 of this Study Circle Guide.)

  Mention briefly that NCSALL hopes that each Study Circle produces a "product," for example, a list of recommendations for practice for other practitioners. In the final session (Session Three), the group may want to spend some time generating this "product." Be sure that people understand that the product grows naturally out of the Study Circle group's discussions and that it is not something that will require extra work for them outside of the Study Circle.

- **Post the "Objectives for Session One" newsprint and go over the objectives** briefly with the group.

Objectives for Session One

Participants will:

- Get to know one another, learn how the Study Circle will be run, and set ground rules for participation.

- Review four adult development theories and some implications from their practice.

- Examine the three ways of knowing—Instrumental, Socializing, and Self-authoring, considering their own and their students' ways of knowing.

- Analyze student quotations to determine the ways of knowing demonstrated.

- **Post the "Session One Agenda" newsprint and describe each activity briefly.** Ask if people have any questions about the agenda.

Session One Agenda

- Welcome and Introductions (Done!)
- Purpose of the Study Circle, Session One Objectives, and Agenda (Doing)
- Participant Expectations and Group Norms
- Four Development Theories
- Three Ways of Knowing
  BREAK
- Synthesizing the Readings/Large Group Discussion
- Applying the Readings/Case Studies
- Evaluation, Readings for Session Two , and Closure

If you haven't already, attend to the logistics of where the bathrooms are, when the session will end, when the break will be, etc.

3. Participant Expectations and Group Norms (20 minutes)

- **Direct people's attention to the handouts** they received before this first session on what a Study Circle is:
  o Handout A: "What is a Study Circle?"
  o Handout B: "What Study Circles Are and Are Not: A Comparison"

Ask people to respond to the following question:

? What do you hope to get out of the Study Circle?

Another Idea

Ask participants to choose another person to talk with about the question.
After three or four minutes, reconvene the group and ask each pair to briefly state what they hope to get out of the Study Circle. Write their statements on newsprint.

- **Go around the circle and ask each person to make a short statement in response to this question**. Write their statement on newsprint as they say it. If someone begins to talk about a topic not directly related to this question (for example, his or her teaching situation), point to the Agenda and remind them that there will be a chance to talk about that a little later in the meeting.

- **After everyone has made a statement, summarize what you heard** and talk about how and where in the three-meeting Study Circle Agenda their needs will be met. Also, be clear with participants about the things they might have stated they were expecting to learn that are NOT part of the Study Circle. For example, **the Study Circle is not a training that will provide them with handouts or demonstrations on teaching techniques or materials for teaching.**

Note to Facilitator

Remind participants how important it is to read the materials before each session.

Explain that if participants have not read them, they will be asked to listen to the discussion about the material but not to contribute. Explain that this will help ensure that participants attend to the readings instead of focusing only on their own experiences.

- **Reiterate that the Study Circle is for talking about three things**:
  o theories and concepts from the research or readings about the topic,
  o their context and experiences in relation to the topic, and
  o their ideas about the implications of these theories and concepts for their own and other practitioners' practice, policy, and further research

Ask if there are any questions about what a Study Circle is and is not or about the design of this one.

- **Next, explain that one of the things that helps Study Circles to run smoothly** is an agreement among participants about ground rules to follow during the meetings and discussions.

- **Distribute Handout E: "Sample Ground Rules."** After giving participants a few minutes to look it over, ask if there are any ground rules they would like to add to or delete from the list. Write these on newsprint as they are mentioned.

- **Ask if everyone agrees with these ground rules.** Use the "I can live with that one" criterion, i.e., you might not be crazy about one or more of these but you can "live with it" and agree to abide by it. The discussion should be only around those ground rules that participants find objectionable and "can't live by."

  Draw a line through ground rules participants decide they "can't live by." Ask participants to make the ground rule changes on their copy of Handout E: "Sample Ground Rules."

- Let participants know that it is your job, as facilitator, to remind them of these ground rules if you see them being broken. Ask participants to bring Handout E to each session to review briefly.

4. Four Adult Development Theories (40 minutes)

- **Explain that the next activity is also based on the reading which they were assigned to read for today.** The deeper their understanding of the material, the richer the "live Likert scale" discussions will most likely be.

- **Arrangement.** Place three signs up on the walls. On one wall, "AGREE," on the opposite wall, "DISAGREE," and on the back wall, "NOT SURE." Next ask everyone to stand up, moving chairs if necessary so that people can easily move around the room.

- **Directions.** Explain that this activity is purely for promoting discussion and that there are no right or wrong answers. Read each statement aloud twice. Participants will listen to the statement and then move to the sign that corresponds to how they *feel* about the statement: **AGREE, DISAGREE,** or **NOT SURE.**

  After participants have identified their position, ask each group to explain their selection to the others. Participants may move to a different location if they alter their opinion while listening to the reasoning of others. Continue this process for each of the following statements.

Another Idea

Invite participants to set the ground rules to be followed for the Study Circle. Write each ground rule on newsprint as participants say it.
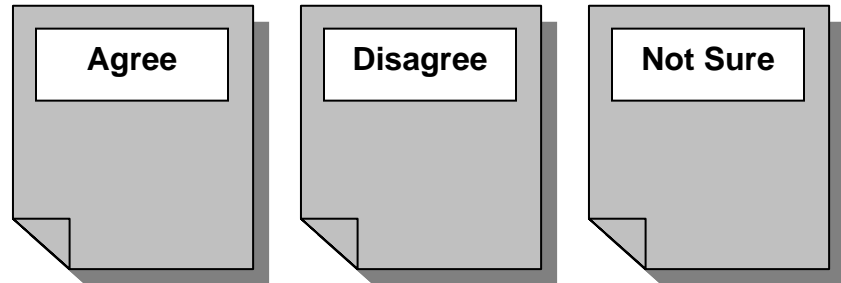
After five minutes or so, distribute Handout E: "Sample Ground Rules" and ask participants if there are any ground rules on this handout that they would like to add to their list. Add these to the newsprint.

Agree	Disagree	Not Sure

- **Statements.**

Statements:

- Past behavior predicts future behavior…People's personalities are a series of habits…Each set of facts builds on previous knowledge and this addition of knowledge can be accomplished with various types of reinforcement.

- Learners' receptiveness to information may be based on their life stage or time of transition.

- Adult development cannot be understood apart from the sociohistorical context in which it occurs…Sociocultural elements such as race, class, gender, ethnicity, and sexual orientation influence adult development.

- The life course is composed of changes on several levels across time. Changes in each follow their own timetable. Spiritual growth is an integral component to adult development.

(These statements are excerpted from "Four Adult Development Theories and Their Implications for Practice" by Lisa M. Baumgartner from *Focus on Basic*s, Volume 5, Issue B, October, 2001.)

5. Three Ways of Knowing (50 minutes)

- **Explain that in this next activity participants will reflect on the readings for today's meeting.**

- **Post the "Discussion Questions" newsprint.** Ask the participants to form small groups of three or four people to explore the following questions. Ask the group to also note questions that arise during their discussion that they would like to bring to the whole group for discussion.

Discussion Questions:

- How do you understand the similarities and/or differences in the three different ways of knowing—Instrumental, Socializing, Self-Authoring?
- Do you see yourself in one of these ways of knowing?
- Do you recognize any of your students in these three ways of knowing?

- **After 30 minutes, reconvene the whole group**. Each group reports back to whole group about any observations, questions, or issues that arose from the readings or small group discussion. After each group presents, there should be time allotted for questions and comments from other groups (this should be encouraged by the facilitator).

Helpful Hint

If you find that participants don't have follow-up questions or seem quiet, you should begin to ask questions which you feel can facilitate more discussion in the large group format.

BREAK (15 minutes)

Note to Facilitator

To ensure you are able to start up again in 15 minutes, suggest that they return in ten minutes to be ready to start.

6. Synthesizing the Readings/Large Group Discussion (40 minutes)

- Ask participants to discuss the following question that is posted on newsprint:

Synthesis Question:

- How does Kegan's theory of adult development compare to the four approaches to adult development—Behavioral/Mechanistic, Psychological/Cognitive, Contextual/Sociocultural, and Integrated—described by Baumgartner?

Note to Facilitator

Encourage participants to form new groups and to meet with others with whom they have not already had a small group discussion.

7. Applying the Readings/Case Studies (20 minutes)

- Ask the group to break into small groups of three. Ask the small groups to read the following quotations from participants (Handout F) in the Adult Development Study and to discuss the stage of development the quotes might represent.

Quotations from Participants:

- "Cause I think helping your kids with their education is good because it shows you care…Well, I want them to be able to make it out in this world…do things on their own…" (p.260)

- "I decided to take computer information because I have my friend also he took the computer information….He tell me you can work and study also….He get good job, he has good office and good team…." (p. 119)

- "I decide to come here and study so I could have GED…so I can go to college and be somebody." (p.254)

- "I think the learning is, like they say the language, is really good thing for human to experience….You understand yourself in another way. And then you see the world, and then you understand the world another way, in your own way….And I have to be in my own world and my own world." (p. 169)

- "I wanted to always keep my mind fresh and organized and learn new things…Getting a college education to me would be like a way to have a door open…nobody is going to tell me…you are not qualified." (p.273)

- "My family's important to me…I think I should care about them because they are part of myself." (p. 267)

- "If I improve myself, I can give more opportunities to my children …And I would like my children to feel happy with me…And they feel like proud." (p. 268)

Note to Facilitator

Some participants may want to verify the way of knowing represented by each quoted. While you do so, stress the activity is designed for practitioners to practice "listening" for how students identify themselves as knowers.

Also, remind the group that learners may be in transition between stages and may therefore use language of more than one stage.

From *Toward a New Pluralism in ABE/ESOL Classrooms: Teaching to Multiple "Cultures of Mind"* by The Adult Development Research Group, Cambridge, MA: National Center for the Study of Adult Learning and Literacy, August 2001.

- Come back together and discuss participants' observations about these quotations.

8. Evaluation, Readings for Session Two, and Closure   (10 minutes)

- **Explain to participants that, in the time left, you would like to get feedback from them about this first session**. You will use this feedback in shaping the next two sessions of the Study Circle.

- **Post the "Useful/How to Improve" newsprint**.

Useful	How to Improve
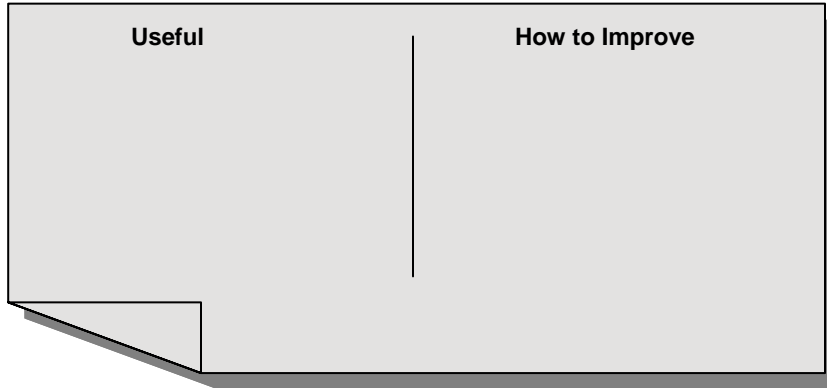
Ask participants first to tell you what was useful or helpful to them about the design of this first session of the Study Circle. Write their comments, without response from you, on the newsprint under "Useful."

- **Then ask participants for suggestions on how to improve the design** of the session. Write their comments, without response from you, on the newsprint under "How to Improve." If anyone makes a negative comment that's not in the form of a suggestion, ask the person to rephrase it as a suggestion for improvement, and then write the suggestion on the newsprint.

- <u>**Do not make any response**</u> **to participants' comments during this evaluation.** It is VERY important that you do not defend or justify anything you have done in the Study Circle or anything about the design, as this will cut off further suggestions. If anyone makes a suggestion you don't agree with, just nod your head. If you feel some response is needed, rephrase their concern: "So you feel that what we should do instead of the small group discussion is…? Is that right?"

Note to Facilitator

Save this newsprint and copy participants' comments into the Feedback Form you submit to NCSALL at the end of the Study Circle.

- **Distribute Handout G: "Readings for Session Two," and the four readings for Session Two:**

  o Reading #4: *Toward a New Pluralism in ABE/ESOL Classrooms: Teaching to Multiple "Cultures of Mind" Executive Summary,* pp. 1-21
  o Reading #5: "Three Developmentally Different Types of Learners"
  o Reading #6: "Three Different Types of Change"
  o Reading #7: "The Power of Cohort and Collaborative Groups"

Another Idea

Ask each participant to explain the next assignment to a partner to make sure everyone is clear about what they need to read in preparation for Session Two.

- **Refer participants to Handout D: "Schedule/To Do Form"** that was included in the packet they received before the first session. Find out if they have any questions about what they are to do before the next session. Thank them for the preparation they did for this first session.

- **Repeat the date, time, and place for the next meeting**. If applicable, explain to them the process you will use for canceling and rescheduling the next meeting in the event of bad weather. Be sure that you have everyone's home and/or work phone numbers and e-mail addresses so that you can reach them in case of cancellation.

Session Two – Preparation

Newsprints (prepare ahead of time)

__ Objectives for Session Two (p. 31)
__ Session Two Agenda (p. 32)
__ Discussion Questions (p. 32)
__ Statements (p. 34)
__ Guided Reading (p. 35)

Handouts *(Make copies for each participant. These handouts are in Appendix D.)*

__ Handout H: "Guided Reading Exercise"
__ Handout I: "Readings for Session Three"

Readings

(Make a few extra copies of Readings #4-7 for participants who forget to bring theirs. These readings are in Appendix C.)

__ Reading #4: *Toward a New Pluralism in ABE/ESOL Classrooms: Teaching to Multiple "Cultures of Mind" Executive Summary,* pp. 1-21
__ Reading #5: "Three Developmentally Different Types of Learners"
__ Reading #6: "Three Different Types of Change"
__ Reading #7: "The Power of Cohort and Collaborative Groups"

(Prepare one copy for each participant of readings. These readings are in Appendix D.)

__ Reading #8: *Toward a New Pluralism in ABE/ESOL Classrooms: Teaching to Multiple "Cultures of Mind" Executive Summary: Implications,* pp. 21-27
__ Reading #9: "A Conversation with *Focus on Basics*…Reacting to the Research; Supporting Learners"
__ Reading #10: "A Mingling of Minds: Collaboration and Modeling as Transformational Teaching Techniques"

Materials

__ Blank newsprint sheets
__ Newsprint easel
__ Markers, pens, tape
__ Notebook paper
__ Two signs: BELIEVERS and DOUBTERS

Session Two

OBJECTIVES: Participants will…

- Define transformational learning.

- Explain "cultures of mind" and identify implications for teaching.

- Compare and contrast the "practical" and "mind-liberating" approaches to teach adults.

- Reflect on "new pluralism" and apply it to their teaching and/or program structures.

TIME: 3 hours and 35 minutes

STEPS:

1. Welcome, Session Two Objectives, and Agenda   (5 minutes)

- **Welcome participants** back to the Study Circle. If the group is more than a few people and a significant amount of time has passed since the last meeting, you may want to ask participants to re-introduce themselves.

- **Ask participants to refer to Handout E from Session One and briefly review** the ground rules. Remind participants that it is your job, as facilitator, to remind them of these ground rules if you see them being broken.

- **Post the "Objectives for Session Two" newsprint.** Go over the objectives briefly with the group.

Objectives for Session Two

Participants will:

- Define transformational learning.

- Explain "cultures of mind" and identify implications for teaching.

- Compare and contrast the "practical" and "mind-liberating" approaches to teach adults.

- Reflect on "new pluralism" and apply it to their teaching and/or program structures.

- **Post the "Session Two Agenda" newsprint.** Describe each activity briefly. Ask if people have any questions about the agenda or additional thoughts or comments from the first meeting.

Session Two Agenda

- Welcome, Session Two Objectives, and Agenda (Doing)
- Transformational Learning
- "Cultures of Mind" Concept
- BREAK
- Doubters and Believers
- "Practical" and "Mind-liberating" Approaches
- Reflections on "New Pluralism"
- Evaluation, Readings for Session Three, and Closure

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2. Transformational Learning   (55 minutes)

Note to Facilitator

Again, it is useful to suggest that participants choose someone with whom they have not had an opportunity to work with in small group activities.

- **Ask participants to identify a partner.** Provide each pair with a piece of newsprint and a marker. Ask the pairs to work together to define "transformational learning" and to write their definitions on newsprint. Ask the groups to post their definitions on the walls at the end of 35 minutes.

- Ask the participants to walk around the room and to read each definition. Come back together as a large group and discuss the similarities and differences in participants' understanding of this concept. Allow 20 minutes for this activity.

3. "Cultures of Mind" Concept   (20 minutes)

- Ask individuals to reflect in writing on the following question which is posted on newsprint.

Discussion Question:

- Based on prior reflection and discussion, what does the concept of "Cultures of Mind" mean to you?

- Next, ask each person to take one minute to share their understanding of "Cultures of Mind" (different ways of knowing) with the group. After all participants have shared, ask for general comments about this concept.

BREAK (15 minutes)

4. Doubters and Believers   (50 minutes)

- This exercise, developed by Peter Elbow, encourages participants to attempt to understand how those with whom they may disagree understand an issue. To begin, divide the group in half. Name one group the "Doubters" and instruct them to take a doubting role. Label the other group "Believers" and instruct them to assume a believing stance.

  Present one statement (posted on newsprint) to the group. Ask the Doubters to work together to come up with as many reasons and examples as possible to argue against or to disprove the statement. Ask the Believers to work together to generate as many ideas and examples as possible to support the statement.

  Next, ask the Doubters and Believers to share their ideas and to engage in debate. Please note that it does not matter what the participants truly believe, they must remain Doubters or Believers throughout the debate. If the group desires, they may then take some time at the end of the debate to identify their true opinions and to discuss how the debate affected their opinions.

- Next, the group that was originally Doubters becomes Believers and the Believers become Doubters to discuss the next statement presented on the newsprint. Follow the process outlined above.

- For each statement that the facilitator presents, the groups alternate being Doubters and Believers.

> **Note to Facilitator**
>
> Participants may not have thought about this concept prior to this activity. They may have skipped over or ignored this portion of the research study and the title. It may have been dismissed as academic jargon.
>
> Participants may have questions about how the researchers are using the term "culture."

Statements:

- A teacher will be most effective if she/he adopts a teaching style that is aligned with her/his educational philosophy.

- People tend to exercise the same meaning systems across all domains of their lives.

- Open entry/open exit programs inhibit the development of learning cohorts.

- Only a student with a Self-authoring way of knowing can truly benefit from a participatory approach to learning.

(This activity is based on "The Doubting Game and the Believing Game—an Analysis of the Intellectual Enterprise" from *Writing Without Teachers* by Peter Elbow. New York: Oxford University Press, 1998, pp. 147-190.)

5. "Practical" and "Mind-liberating" Approaches (30 minutes)

- Ask participant to read silently a passage from Robert Kegan's *In Over Our Heads* (Handout H). Then ask the participants to reread the passage and (1) underline a phrase and (2) underline two words in the passage that are especially meaningful or important to them. Lastly, ask participants to write one word responses to the passage.

Note to Facilitator

It is important to stress to the participants that they should not comment during the process.

Also, it is fine if more than one person has selected the same phrase or word.

- Ask participants to read their underlined phrases aloud. After all group members have read their phrases, ask them to read one of the two underlined words that they selected. After everyone has had a turn, ask participants to read the second underlined word. Finally, group members read their one word responses to the passage.

- When the exercise is complete, then ask participants to identify which messages or ideas resonated with the group and why.

Session Two Steps

Guided Reading:

"In some quarters adult education as a field of practice is paralyzed by what it perceives as a choice it does not want to make: Shall it support its traditional noble mission-the liberation of the mind and the growth of the student-at the risk of losing a large portion of its adult clientele, who will feel that what it has to offer is irrelevant to and neglectful of their practical adult needs? Or shall it respond to what it perceives as its adult clients' demands for practical training, expedient credentialing, increased skills, and a greater fund of knowledge at the risk of demoralizing or losing its best teachers, who are dismayed to find their professional and career identities being refashioned according to those of vocational education?…When we view these demands on the adult learner in the context of our consideration of the fuller set of mental burdens in modern life, an interesting relationship emerges between the goals for adult education and the crisis it faces. After all, what *is* the demand for "self-directed learning"?…If the goal of "self-direction" is reconceived as the goal of fostering the order of consciousness that enables self-direction, then adult educators may not only gain a greater measure of patience and greater sense of possibility in their work, they may also find a way around the forced choice between a "practical" and a "mind-liberating" curriculum for those adults who want to cope better with the demands of real life."

Robert Kegan (1994). *In Over Our Heads: The Mental Demands of Modern Life*, pp. 273-274.

6. Reflections on "New Pluralism"   (25 minutes)

- As a whole group, ask participants to brainstorm words and ideas that come to mind in response to the concept of "New Pluralism." The facilitator records these ideas on newsprint.

- Next, ask the group to look for similarities and differences in the responses and discuss participants' interpretation of "New Pluralism."

7. Evaluation, Readings for Session Three, and Closure (15 minutes)

- **Do a brief evaluation**, using the "Useful/How to Improve" technique from Session One. Either take notes yourself on a piece of paper, or write their comments on newsprint for documentation.

- **Distribute Handout I: "Readings for Session Three" and the three readings for Session Three:**
  o Reading #8: *Toward a New Pluralism in ABE/ESOL Classrooms: Teaching to Multiple "Cultures of Mind" Executive Summary: Implications,* pp. 21-27
  o Reading #9: "A Conversation with *Focus on Basics*…Reacting to the Research; Supporting Learners"
  o Reading #10: "A Mingling of Minds: Collaboration and Modeling as Transformational Teaching Techniques"

- **Please note: Remind participants that in the next session, they will be planning next steps for trying out ideas that come out of what they learn in this study circle. Encourage them to be thinking about potential products as they complete the third set of readings and review past readings, if necessary.**

- **Repeat the date, time, and place for the next meeting**. Explain the process you will use for canceling and rescheduling.

Session Three – Preparation

Newsprints (prepare ahead of time)

__ Objectives for Session Three (p. 39)
__ Session Three Agenda (p. 40)
__ Implementing Adult Development: Constraints and Supports (p. 41)
__ Next Steps (p. 42)
__ Ideas for Our Group's Next Steps (p. 43)

Readings

(Make a few extra copies of Readings #8, #9, and #10 for participants who forget to bring theirs. These readings are in Appendix D.)
__ Reading #8: *Toward a New Pluralism in ABE/ESOL Classrooms: Teaching to Multiple "Cultures of Mind" Executive Summary: Implications,* pp. 21-27
__ Reading #9: "A Conversation with Focus on Basics…Reacting to the Research; Supporting Learners*"*
__ Reading #10: "A Mingling of Minds: Collaboration and Modeling as Transformational Teaching Techniques"

Materials

__ Blank newsprint sheets
__ Newsprint easel
__ Markers, pens, tape
__ Notebook paper
__ Sticky notes in two colors
__ Sticky dots

Session Three

OBJECTIVES: Participants will…

- List possible instructional and programmatic responses to the concept of "new pluralism."

- Strategize about how to increase the supports and decrease the barriers for using Kegan's adult development theory in their classrooms and programs.

- Develop action plans for applying the research on adult development.

TIME: 3 hours and 35 minutes

STEPS:

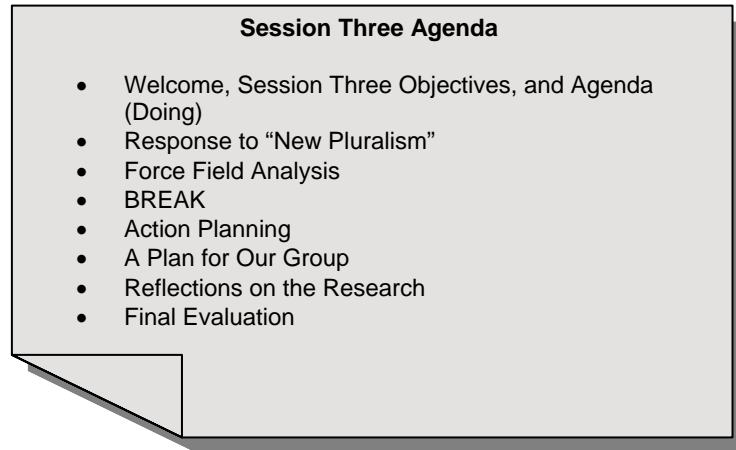## 1. Welcome, Session Three Objectives, and Agenda (5 minutes)

- **Welcome participants back to the Study Circle.** If the group is more than a few people and a significant amount of time has passed since the last meeting, you may want to ask participants to re-introduce themselves.

- **Briefly review** the ground rules on Handout E from Session One that the group agreed upon. Remind participants that it is your job, as facilitator, to remind them of these ground rules if you see them being broken.

- **Post the "Objectives for Session Three" newsprint.** Go over the objectives briefly with the group.

Objectives for Session Three

Participants will:

- List possible instructional and programmatic responses to the concept of "new pluralism."

- Strategize about how to increase the supports and decrease the barriers for using Kegan's adult development theory in their classrooms and programs.

- Develop action plans for applying the research on adult development.

- **Post the "Session Three Agenda" newsprint.** Describe each activity briefly. Ask if people have any questions about the agenda or additional thoughts or comments from the first meeting.

> **Session Three Agenda**
>
> - Welcome, Session Three Objectives, and Agenda (Doing)
> - Response to "New Pluralism"
> - Force Field Analysis
> - BREAK
> - Action Planning
> - A Plan for Our Group
> - Reflections on the Research
> - Final Evaluation

## 2. Response to "New Pluralism"   (45 minutes)

- Divide participants into groups according to their primary work in adult basic education (ABE), i.e., administrator, ABE instructor, GED instructor, ESOL instructor, counselor. Ask each group to brainstorm possible instructional and/or programmatic responses to the concept of "New Pluralism" and to record these ideas on newsprint.

- Ask the group to come back together and share their lists. Each group then reports its brainstormed list of applications to the whole group. Take 45 minutes for this activity.

3. Force Field Analysis   (45 minutes)

- **Explain that during the next activity, called a "force field analysis,"** the participants will brainstorm and strategize about how to deal with factors that might hinder or support them in implementing the findings of the adult development research in their classes and programs. Examples of constraints (factors that might hinder them) could be student resistance or lack of preparation time. An example of a support (a factor that might help them) could be ongoing communication with other members of this Study Circle.

- **Post the Implementing Adult Development: Constraints and Supports" newsprint.**

Implementing Adult Development: Constraints and Supports

-   +
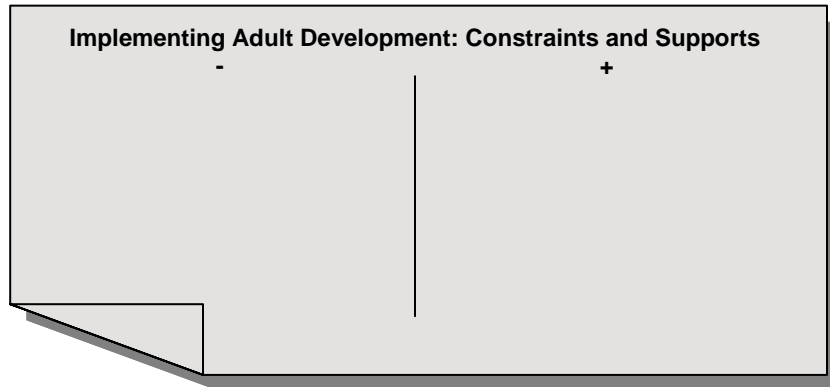
- **Ask the group to begin by brainstorming all of the constraints they may face when implementing Kegan's adult development theory.** These could be teacher constraints, classroom constraints, program constraints, or policy constraints. Write each constraint mentioned under the minus sign on the left side of the newsprint. Take no more than five minutes to list constraints.

- **Then ask the group to brainstorm all of the supports they may have when implementing Kegan's adult development theory.** Write these up on the right side of the newsprint under the plus sign. Take no more than five minutes to list the supports.

- **Lead a discussion with the whole group about how constraining forces might be reduced and how supporting forces can be increased.** This discussion should be based on the notion that, although many constraining forces cannot be removed or eliminated (such as lack of time), it may be possible to reduce or lessen them through actions the teachers or their programs can take.

BREAK (15 minutes)

4. Action Planning (45 minutes)

- **Post the "Next Steps" newsprint.**

Next Steps

- **Tell participants that, in this next activity, they will be working towards developing a list of the next steps they would like to take for implementing Kegan's adult development theory in their instructional setting or program.**

  Explain that, for some people, the next step may be just to think more about whether alternative ways of organizing and learning is feasible for them. For others, it may include continuing to learn more about how to do it. Or, it may be to have a discussion with other teachers in their program about how to start. Some participants may have specific ideas about activities, techniques, or strategies they could begin to use in their classes.

- **Divide the group into pairs or groups**, preferably pairing those who work in a similar context (e.g., two ESOL teachers, two GED teachers, etc.) or the same program whenever possible.

Note to Facilitator

As a "product" of this Study Circle, participants might want to collect these next steps into a document that could be used as a discussion catalyst for other Study Circle groups.

- **Explain that they will have 20 minutes, working with their partner/group, to make a plan for the next steps or actions they will take to rethink instruction and participation in their work.** Groups should make notes on paper. Remind them that they will be asked to share things from their plan with the other participants.

- **After 20 minutes, reconvene the group.** Ask the first pair to read aloud their first idea for next steps and write it on newsprint. (It may be necessary to paraphrase for the newsprint.) Ask the next pair to read aloud one of their ideas and add it to the newsprint list. Continue around the group, going back to every pair, until a list of all the ideas has been written on the newsprint.

- **Have participants consider the help they may need** to implement these next steps, for example, materials, resources, contact with other teachers, etc. Encourage discussion about ways to get supports that are needed. Repost the "Supports and Constraints" newsprint and add these supports to the newsprint.

5. A Plan for Our Group   (30 minutes)

- **Post the newsprint "Ideas for Out Group's Next Steps."**

> **Ideas for Our Group's Next Steps**
>
> - Schedule a follow-up meeting to share what happened when participants enacted their individual plans.
>
> - Organize an e-mail list so participants can stay in touch and share ideas via e-mail.
>
> - Summarize what we've learned—something practical— that can be shared with other practitioners or policymakers in our programs or in the state.

Explain that now that the individual participants have plans for what they will do when back in their classrooms and programs, the group needs to make a plan about its next steps.

- **Ask the group if they want to add other ideas** to this list for the group to consider. Write them up on the newsprint. When the list is complete, suggest to the group that they choose one or two to implement, and that you will use "dot" voting to do this.

- **Hand out a "sticky" dot to each participant** and ask the participants to put their dots next to the idea that they would most like the group to do. If they don't want to do any of the activities, they should not put their "dot" on the newsprint.

Note to Facilitator

If the group chooses to schedule a follow-up meeting or an e-mail list, then the third option— producing a summary— can be done at the follow-up or via e-mail. If the group decides not to meet again, they could brainstorm their summary in the next few minutes.

- **Lead the group in organizing its choice:**

  o If they choose to schedule a follow-up meeting, set the date, time, and place for the meeting, and brainstorm an agenda for the meeting. Determine who will definitely be coming, and who will take the responsibility to cancel the meeting in case of bad weather.

  o If they choose to organize an e-mail list, pass around a sheet for everyone to write their e-mail addresses. Decide who is going to start the first posting, and discuss what types of discussion or postings people would like to see (e.g., questions about how to try out something in their classroom, describing what happened after they tried it, sharing other resources they might find about adult development theory and its practice, etc.).

  o If they choose to produce a list of strategies or policy changes, put up a blank sheet of newsprint and start the brainstorm. When the brainstorm is done, have participants decide as a group what they want to do with the list (e.g., someone types it up and sends it around to people so they can share it with other teachers in their programs, send it to the state department of education to reprint in the state newsletter, send it with someone's program director to the next statewide directors' meeting, forward it to the next study circle organized by the state, etc.).

6. Reflections on the Research   (15 minutes)

- **Lead the group in a discussion of the participants' reactions to the research on adult development and its implications for their practice.**

7. Final Evaluation   (15 minutes)

- Go around the circle and **ask each person to comment on the most useful idea or concept** they will walk away with from this Study Circle.

Session Three Steps

Go around again and ask if anyone has suggestions for improving the Study Circle. These suggestions may be related to:

- The *process* (activities, the way readings were organized, etc.)

- The *content* (the specific readings chosen, the clarity or richness of the readings or handouts, the focus on the discussions, etc.)

Take notes *as people talk so that you can include them in your report back to NCSALL about the Study Circle. Feel free to add your own suggestions.*

- Revisit what participants wanted to get out of this Study Circle by **reposting the newsprint from Session One, "What You Hope to Get Out of the Study Circle."** Talk about the extent to which these hopes were met. If not met, could any of them be addressed by adding something to "Next Steps?"

- **You may want to hand out** a copy of the NCSALL Publications List and Order Form, and any copies of NCSALL *Research Briefs* or other NCSALL-related handouts that you think may be useful. Point out that almost all NCSALL publications are also available online at the NCSALL Web site (www.ncsall.net). They may also be obtained by contacting NCSALL at World Education (see page v of the Study Guide Guide).

- **Thank everyone** for coming and participating in this Study Circle.

Another Idea

Pass out pads of sticky notes in two different colors. Ask people to write down their ideas, comments, or suggestions, using one sticky note for each comment or suggestion. Use one color for *process* and the second for *content.*

Then ask participants to stick them up on two blank sheets of newsprint. Give people time at the end to read the comments and talk with each other about them.