Appendix D

To be handed out at
Session Two of the Study Circle

Session Two Materials

Contents

Handout H

Guided Reading Exercise

After reading the passage, reread the passage and underline a phrase and two words that are important or meaningful to you. Next, generate your own word in response to the reading. Each member of the group will read the phrases, then the words, and then our words without any comment. Discussion will follow.

"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."

From *In Over Our Heads: The Mental Demands of Modern Life* by Robert Kegan. Cambridge, MA: Harvard University Press, 1998, pp. 273-274.

Readings for Session Three

This is the list of readings for Session Three of the Study Circle.
Please bring all the readings to Session Three.

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<u>Session Three of the Study Circle</u>

Date: _____

Time: _____

Location: _____

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Reading # 9:   *Toward a New Pluralism in ABE/ESOL Classrooms: Teaching to Multiple "Cultures of Mind" Executive Summary: Implications,* pages 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"

Toward a New Pluralism in ABE/ESOL Classrooms: Teaching to Multiple "Cultures of Mind" Executive Summary

The Adult Development Research Group

[Only pp. 21-27.]

IMPLICATIONS

The present study demonstrates that a developmental perspective has multiple implications for teaching and learning in ABE/ESOL settings, which we can group in three categories:

1) A richer understanding of the systematic sources of ABE students' experiences, invoking the need for a "New Pluralism."
2) A prescription for optimal features of classroom and program design, invoking the need for new approaches to program planning and evaluation.

A call for further meaning-centered explorations of the ABE experience, invoking the need for theory-*complicating* rather than theory-*confirming* sources of data. Such explorations aid us in conceptualizing the functions and purposes of ABE education in ways consistent with the multi-faceted and sometimes contradictory perspectives of the participants themselves.

New Pluralism

Among learners in our study, notable variations in educational background, social class, country of origin, ethnicity, gender, and social role meaningfully shape each individual's classroom experience. Despite these variations we found that participants varied in their developmental levels along a continuum not unlike that shown by participants in previous research studies with samples of similarly widespread SES. This lends credence to the suggestion that developmental position is an important variable even among samples with wide variation in age and background. The profile of ABE/ESOL learners does *not* show a skew toward the low end of a developmental continuum nor were differences in capacity highly associated with level of formal education. This less visible form of diversity in adults' ways of knowing is the first meaning of the "new pluralism" in the title of this study.

Our findings can be extrapolated to suggest that teachers and program developers might likely find and should therefore be prepared to engage developmentally diverse populations in any given ABE/ESOL classroom. We invite adult educators to take these forms of difference into

account when considering learners' experiences. Orienting to diversity of developmental level, in addition to the other important types of diversity among learners, can provide ABE/ESOL teachers and program developers with powerful new insights into learners' experiences and the ways that programs can respond to their strengths and needs. This approach demonstrates that there are consistent and predictable ways in which learners who share a developmental position also share important ways of understanding themselves, their learning, and their environment. We see these similarities across a range of aspects of learners' lives, including the ways they conceive of their learning experiences, their aspirations, their classrooms and teachers, the programs and institutions in which they are enrolled, and their relationships to U.S. culture and to their native cultures.

Familiarity with learners' different meaning making systems can help explain how it is that the very same curriculum, classroom activities, or teaching behaviors can leave some learners feeling excited and well-met while others feel deserted or lost. In such cases, teachers may be using materials or teaching strategies that are unknowingly attuned to one way of knowing while neglecting others. For example, asking one student to critique another student's idea may feel quite threatening if the student is a Socializing knower who depends on feeling a sense of empathy and agreement with her peers. Teaching the English language only as a collection of specific and concrete rules to be learned may leave both Socializing and Self-Authoring learners feeling frustrated, while an Instrumental learner may feel comfortable with this type of learning. A teacher's enhanced capacity to support *all* students in a class, across a range of ways of knowing, can increase the chances of more students feeling recognized and valued for the meanings they bring to their learning. Students who are adequately and appropriately supported and challenged academically are likely to learn more. The call to develop a wider variety of instructional designs, encompassing a better-understood range of adult learners' ways of knowing, is the second meaning of the "new pluralism" in the title of this study.

Against expectation, several of the ABE/ESOL learners in our study underwent qualitative change in their way of knowing. These changes were particularly remarkable at the Polaroid site, where eight of sixteen learners demonstrated higher levels of complexity in their final interviews than they had at the time they entered their diploma program. This is the third meaning of a "new pluralism," a new understanding of the *possible* outcomes of ABE/ESOL learning—that qualitative transformation in the adult's way of knowing, while not necessarily *likely* in as brief a period as about one year, is nonetheless a possibility. While the level of complexity of participants' way of knowing was not statistically associated with a measure of their "satisfaction with life" (persons predominantly using more complex ways of knowing were no more or less satisfied with their lives), those using more complex ways of knowing *did* score higher on a measure of internal locus of control. What might occur with respect to qualitative transformation in way of knowing if one follows learners' experiences and development for a *longer* period of time than just one year?

Optimal Features of Classroom Program Design

<u>Toward More Appropriate—and Various—Expectations</u>

An awareness of different meaning systems can inform the expectations that ABE/ESOL educators cast for their students. Our framework helps us see that many desired skills or competencies can be successfully performed from a wide range of developmental ways of knowing, although the purposes and nature of the performance will differ as a function of the complexity of the way of knowing. It also illustrates that appropriate goals for one student's performance will be inappropriate for another student who is operating with different developmental capacities. To return to our conceptual graphic (Figure One), *any* content goal on the horizontal might be appropriate *if* it is taught at a level of complexity that matches well to the learner's place on the vertical. Developmentally-conscious educators may do well to consider the different ways students can demonstrate competence and to scrutinize their overall program goals and individual lesson objectives for ways that they might be inappropriately cueing students to perform at a certain level of complexity in their meaning system.

Practitioners can also benefit by remaining alert to the ways that learners' meaning systems might also transform over the course of a program. In recognizing and welcoming ongoing forms and expressions of growth and change, teachers can support students' newly emerging identities and capacities, accompanying and scaffolding learners in this process. In inviting development, educators should consider the potential costs as well as the gains to individual learners. Rather than imposing these expectations upon learners in the form of curricular or programmatic requirements, a necessary first step for meaningful learning depends on how well educators can meet students where they are, orienting to their existing frames of knowing.

<u>From Either/Or to Both/And</u>

A developmental perspective neither favors nor condemns one particular educational philosophy or approach to program design. In the familiar battle between advocates of progressive, student-centered designs and those favoring more traditional, teacher-driven content delivery designs, can either side find support for its position from the present study? The answer is yes— both sides can; but both will *also* find an imperative to consider integrating the opposing view as well!

The present study suggests that student choices or preferences for their learning tend to be shaped by their developmental level. Students primarily operating out of one way of knowing may be more responsive to a teacher-driven approach, while other ways of knowing may prefer a student-driven approach. A straightforward implication of our findings is that adult educators might use a developmental perspective to ensure that students' actual (and inevitably contradictory) preferences are taken into account when debating the merits of different forms of instruction. Considerations of how to pace the introduction of new forms of thinking such as self-reflection or

critical inquiry can benefit from a developmental analysis. Program designers and teachers can better or more fairly set expectations for the time it takes to help students build higher order thinking skills if they are made aware of the enhanced developmental capacities such a goal implies.

Staying aware of how curricular demands are perceived by different learners is a first step in improving the fit between learning challenge and learner capacity. A second step is actively interpreting particular educational demands through a developmental lens: what is the program or teacher demanding of students from the perspective of their current meaning system? And a third step is for teachers to ask themselves: "What way (or ways) of knowing does this particular instructional design favor?" and, now that we are aware of unintentionally ignoring some way(s) of knowing, "What can we do to insure we are *also* engaging the other way(s) of knowing?"

Student-Teacher Relationships

Participants across sites who shared a developmental level consistently identified similar aspects of the student-teacher relationship as critical or advisable. A developmental approach which orients to learners' different meaning systems highlights the differing criteria students will bring to their preferences for teaching processes as well as for the personal and professional qualities of teachers themselves. For teachers who aim to extend themselves to the broadest possible range of students, a developmental perspective can serve to lend meaning to potentially puzzling differences in student responses to the teacher's practice and presence. It may serve to build tolerance for these differences and point to possibilities for enhancing flexibility in teachers' styles. And, it can help teachers gauge how innovations in their own practice might be received by students who have grown accustomed to other forms of pedagogy.

Importance of a Learner Cohort

Across sites, the cohort proved to be an important context for supporting learners' sense of their own safety, confidence, academic learning, and development. This finding suggests several implications for educators about the benefits of creating cohorts and opportunities for students to work collaboratively in groups. We see cohorts and collaborative learning as offering opportunities for students to reconsider aspects of their knowing. By sharing and negotiating with their peers, students may also experience important forms of challenge to their existing ideas and even to their existing ways of knowing. Furthermore, the differences in the ways that students understand these experiences indicate that *any one model of collaborative learning may not adequately attend to the learning needs of all students*. We recommend that teachers incorporate a flexible range of approaches to collaboration (including all three of the models Hamilton discusses) to allow all learners in a classroom to find features of support and challenge. Finally, while we recognize it may not always be practical, there appear to be distinct advantages to program designs that bring a learning group together at the same time, preserve the continuity of the group by discouraging mid-course

exits and entrances, aim for a meaningful common goal or outcome, and conclude together.

Overall, our evidence suggests that a developmental framework helps organize our understanding of the different experiences of learners, their goals and aims for their education, and the concomitant experiences of teachers in classrooms who intend to make their learning a sustained possibility. It also recognizes the significance of individuals' *similarities* in meaning-making, despite important influences of culture, language, social role, and even era of the lifespan. Learners in this study who share a developmental level also share a loyalty and adherence to a way of making meaning that is the product of their own persistent engagement with the struggle to know. The consistencies apparent in these meaning making systems do not dilute their importance or the extent of their influence on each learner's individual experiences.

Toward Further Meaning-Centered Explorations of the ABE Experience

Our study is informed by both our developmental perspective and by characteristic debates in ABE around the fundamental purposes of (and approaches to) adult basic education. These debates are necessarily polarized: advocates for a focus on basic skill-building in support of workforce preparation are likely to be at odds with those who champion an emancipatory approach to curricular reform centered around the development of an empowered, critically-conscious citizenry.

Among learners in our study, however, we encountered more nuanced perspectives. Some of our participants described wanting to build skills in service of more effective advocacy for their school-aged children while others desired greater self-awareness so that they might more generously and substantively contribute to their work team. Learners, in short, did not sound like theorists, policy makers, or practitioners. They talked like people in the midst of making meaning of ongoing complex, vital, purposeful, and surprising experiences. We took pains to capture their sensibilities over time and through multiple modalities of data collection because it was the emergence of these meanings that is of greatest interest and importance for us. In essence, our work responded to the call for learner-centered qualitative explorations because we perceive that the boldest evolution of theory, policy, and practice in ABE will come from closely attending to the articulated yearnings of its constituents. Because learners' meanings are expressed not in service of a dedicated (and therefore entrenched) position, but as an active reflection on real experience, theorists, policy makers, and practitioners can respectfully draw from their pool of knowledge to shape recommendations for new directions in the field.

Our work focused primarily on the understandings of learners. We urge researchers in the field to expand on our work to consider closely also the meaning-making of teachers in ABE settings, who, like learners, typically encounter barriers to their capacities to act in ways they find effective and professionally satisfying.

Active debates over directions for teacher development, teacher socialization, and the professionalization of the field would benefit from richer understandings of teachers' preferences for their own learning. Under-resourced, under-compensated, and often under-appreciated, teachers like learners in ABE settings face issues of social and economic marginalization. And, like learners, some teachers find ways to work successfully in the context of considerable constraints. By studying effective teachers, and exploring their meaning-making, we might identify aspects of professionalism associated with success *in spite of* constraints and *in the midst of* the low process of systematic reform.

Perhaps the fullest implications of the findings of our study remain to be worked out in practice and in future policy debates as stakeholders of adult education lay claim to the findings either to support their own legitimate purposes or to unseat rival claims to legitimacy. As developmental psychologists, educators, and now proponents ourselves of the profoundly ennobling project that is adult basic education, we invite readers into conversation with us as the results of our work provoke your attention.

Reading #9

A Conversation with *Focus on Basics* . . . Reacting to the Research: Supporting Learners

Sylvia Greene and Matthew Puma

Focus on Basics *asked two teachers who participated in the NCSALL Adult Development research what the experience was like and what they do to support cohort development and learner growth. Sylvia Greene (SG), a teacher from the Community Learning Center Even Start program in Cambridge, MA, and Matthew Puma (MP), a teacher at Polaroid for the Continuing Education Institute, Norwood, MA, share their experiences.*

FOB: What was it like to participate in this research study?

SG: It was really quite an extraordinary experience: a peek into what a major research study is like. One of the reasons I said yes was because I thought it would be interesting for me and my students to see how research works. A lot of them [my students] come from very faith-based societies and a western relativistic point of view is very foreign to them. They need to be able to adopt that point of view temporarily to get meaning from many texts, and, if it is one of their goals, to do well on a standardized test like the GED.

Being a practical person myself, I was fascinated and overwhelmed by the logistics of the project. Putting myself in the shoes of Kathryn Portnow and the other members of the team, the logistics seemed dizzying, in terms of telephone calls, letters, arranging times, unexpected changes, and then all of these things must have been multiplied threefold for them. Absenteeism comes with the territory with adult education students, so the researchers had to deal with make up interviews, and phoning people at home.

I was also interested in the instruments they were using. Kathryn was generous in sharing what she could about the instruments without violating the learners' confidentiality and privacy.

FOB: Did you know anything about adult development before participating in the study?

SG: I had taken an adult ed [ucation] certification course in 1977 given by Worcester State that touched a little on adult development, but it just skimmed over things. On my own, I had read some Maslow and Erik Erikson, but I've never taken a course in adult development. I learned the most at the end of the study when Kathryn sent me a rough draft of their monograph. [I learned] By reading that, about Robert Kegan's particular view, and a little about some of the theorists that he cites.

FOB: What did you think of their findings?

SG: They were consistent with my own experience over the last 25 years. I think what was most useful to me was their division into the three kinds of learners. That construct was very useful to have.

One of their main findings in relation to Even Start was how important the support of the group was. That's something I knew already and it corroborated what I knew. It was so nice to see that factor recognized and honored and put into print. It will be good for the adult ed community to see that validated by a major study.

Even Start mandates five components, one of which is some kind of parenting support. By nature, that gets people talking to each other about their own ideas about parenting. In addition, our particular Even Start believes in a strengths model. A lot of the focus of the component is getting the parents to share their own parenting strengths and concerns with each other, so they can support each other. We don't use a "canned" parenting program, which uses the premise that the parents have deficits. We do offer at the beginning of the year a menu of topics and participants choose the ones they want, prioritize them, choose the mode (speaker, videos, for example). That certainly gets the parents supporting each other.

FOB: How do you support students?

SG: The way we work in the two adult ed classes is to foster camaraderie, to try to encourage the parents to work together on whatever lesson they're doing. My colleague, Lally Stowell, is a master at that. She's very interventionist and proactive; she makes people talk to each other. She structures things in the class so people are always interviewing each other, reading aloud to each other. If they don't speak up, in her own way, she makes them. I think I've always created a safe and comfortable environment, but I haven't been as active in getting people in pairs or talking to each other. I've learned a lot from her about that. Those kinds of explicit habits foster a lot of camaraderie. I've seen people who are shy and nervous become the best leaders.

The whole staff does a lot of individual counseling that provides support for people who are struggling in various ways and who face all the kinds of stress that many ABE students are under, but especially low-income parents. It could be anything, from helping write letters or making referrals to programs with good immigration lawyers; it could be referring people to a therapist if they're having extreme problems with their children; it could be helping them to advocate with their kids' teachers. One of the mandates for Even Start is helping parents become involved with their children's schools. Lally does a lot of role playing and rehearsing, and then debriefing after school events. We also help the parents navigate the medical system. One finding of the Even Start statewide evaluation was that our staff has been not as empowering as they might have been. So we've been trying to work on that.

We also design curricula that come out of the background, experiences, interests, and concerns of the students. Our parents know that when someone joins the class from a country that hasn't been represented yet, we drop everything and study that country, and the new person becomes a resident expert. We learn about and celebrate any of the holidays from their cultures.

In parent and child time, we try to design activities around themes that come from their countries. For example, around Chinese and Vietnamese New Year we take shoeboxes and paint them red and put feathers on them and those become dragon heads for a parade. Around Haitian New Year we make squash soup, which was made originally by the wife of Toussaint L'Ouverture, one of the heroes of Haitian independence.

I think a lot of adult education teachers do these things naturally and therefore many will relate to the study's findings.

FOB: Will you do anything differently based on the findings of this study?

SG: The social/emotional learner is in a good place [in general], but I want those people also to be able to think in a self-authoring way as a result of the study. I've now seen which of my students are which type, so one thing to do would be to try to have the students who are self-authoring model for the other students. Tohelp them show their stuff in a way that isn't too didactic, to point out how helpful that way of thinking could be. I think it's a tough thing, because if you've lived 25, 35, 45 years of your life as a certain kind of learner, it's hard to shift into a different way. I'm not sure how to do it. The researchers saw some people who were on the cusp, so maybe that's the person to take a look at, and see how to support that change.

* * *

FOB: What was it like to participate in this research study?

MP: Being involved with the research changed the program to the positive. The way the researchers talked about what they were looking for provided me with language about the community of learners that gave me a way to conceptualize what ordinarily goes on in the program. That was very helpful. For example, we were in the midst of developing a curriculum for [a program at a] jail and the research team got me thinking about how the workplace gives you a good social environment in which to work. The meetings for the researchers were helpful in understanding how these two situations (jail and workplace) were different.

Also, the research team met with the students to do interviews. That had a beneficial effect in general. The students felt good because it made them feel that their participation in the research was important. The researchers were nice people and were looking to find out what people really thought. They were talented interviewers and could get beyond linguistic issues to get at that.

The students don't usually reflect on how the program enhances their development, and [participation in the study] put it into their consciousness periodically; that was a good thing.

The big payoff to me, besides being interviewed and therefore thinking about these things, was helping to bring to my consciousness to me a lot of what has been going on for 10 years in my teaching experience. I hadn't really given a lot of thought to developmental learning with adults before the research. As a teacher, you learn to manage these different people so that everyone is participating, but I didn't think of it in the same language as the study. I think differently now about how the students get their needs met.

FOB: Were there any drawbacks to participating in the study?

MP: No; even when they [the researchers] were there in class, it was not a problem at all. In fact, it was a positive. They were nice and helpful people. I never had the feeling we were being studied by lab-coated scientists.

FOB: Participating in the study gave you a new way to think about your work and your learners. Do you do anything differently now, as a result of learning about adult development and participating in the study?

MP: Actually, many of the changes that would be suggested by this study were already in effect because in the mid-1990s, we had changed our program to emphasize more group work. We wanted to get people speaking more and participating actively. This research did have a lot of effect on the jail curriculum and the design of that program. The whole issue of the community of learners...in the jail, we couldn't have one cohort go through the program. The goal was to have people come and go, so it became important for us to accelerate the socializing learning so the people could be more independent learners.

FOB: Your program was chosen as a research site in part because you provide the kind of support for learners that enables developmental change to take place. How do you do that? What does the support look like?

MP: A diploma consultant is available for all types of support, arranging for tutoring, for example. In addition, in the math class, for example, we had an assistant instructor who could stay after [class] to help students. A group of four or five often stayed together after class. We try to give people the constant message that there's no reason to give up and we're flexible about how we do it. We always encourage people to work together; people often think it's "cheating" to get help at home, but we encourage it. With the science course that I teach, arranging additional times outside of class so I can work with a smaller group, with computers available or at the library, really helps people. Then people get more out of the class, too, because they're not so anxious. Where we've had a computer lab available, the best thing is to have a designated time where the instructor is available and a group of students can come in and get help producing their papers.

At the beginning of the courses, we do a lot of icebreaker and getting to know you activities, such as human bingo. In human bingo, each person needs to answer a list of questions that all start with "Find someone who _____ " to complete their bingo card. It's a really nice activity, especially when you have students from all over the world; people have to get up and talk to each other. It's a mixer that helps break down a lot of resistance to moving in the classroom, and talking to others.

I also apply a method for brainstorming or collecting thoughts to everyday knowledge, so the content is not an obstacle. One example is to "design a house." We do a good number of those things. With many groups, the procedure of applying the method to a personal example and then to a more academic example is a good trick. Some people actually understand that the focus is just on the method and the content doesn't really matter.

The main way to support people is through group work, with projects that are somewhat open ended but also have strict expectations and requirements. The groups write papers together. We provide leading questions for the papers, and really good guidance, but then if someone speaks up in class and says "I want to use my own questions," that's okay too. This just happened, actually. The woman who voiced this concern might be perceived as antagonistic, but she was really a more autonomous learner. Then one of the students who liked the questions said, "Use the questions, it makes it much easier." There was the instrumental learner. It gave me, the teacher, the opportunity to say that people have different approaches and that there's no right or wrong one. A few students will emerge as a bit of challenge to authority, and it's a great thing for everyone else to see that they can define for themselves how they're going to educate themselves.

We also encourage peer support: students help each other improve their papers. At the beginning there's a lot of resistance -"I'm not a teacher" - but eventually they get better at it. It lets people exercise their roles and learning styles, and helps the cohorts to form.

An important payoff of our program is keeping the people together: the cohort model does pay off, but it takes a while. There is a steep slope of development and learning after a long initial period. Part of it is the ritualization of the process. Once people have gone through it [paper writing] a number of times, they're really able to apply the whole process to a new situation, then their writing gets much better. You end up being amazed as a teacher that people can get from the material to writing about it quickly at the end.

Reading #10

A Mingling of Minds: Collaboration and Modeling as Transformational Teaching Techniques

Carol Eades

Before speaking, Jim glances out the window at a few snowflakes falling to the slightly frozen November ground. Martha gazes from one side of the blackboard to the other, examining the chalky white set of notes that represents two hours of collaboration. After all seven students in my GED class have generated ideas and shared information, a few offer some closing thoughts.

"My grandmother came from Germany. I never gave much thought to how her life might have been. In fact, I never even knew her. I just heard stories about her when I was growing up. She could have had to move around like that," Jim said, with a new feeling of awareness.

"Yeah. She could have. I work with some people who moved here from India," responded Deborah. "I never thought about that they grew up hundreds and hundreds of miles from here. That must be hard. I wouldn't like that."

"I work on the floor with a guy from China. Nobody can understand him much. I need to try harder to be friendly even if I don't always know what it is he's saying. I'd like to know what it's like in China since I'll probably never get to go," Martha adds.

A sense of camaraderie pervades our group. Earlier we had read about Ellis Island and about the multicultural nature of our nation. We had brainstormed about why people leave their homelands and emigrate, what hardships they may face in getting to their new destinations, and what awaits them upon arrival. Soon my class of American-born, English-speaking students will write an essay on the challenges confronting a family whose members speak little or no English when they move to the United States. This lesson crossed the disciplines in reading, vocabulary, inferential skill building, geography, history, brainstorming, mapping, and other elements of process writing. This class took place at a large university where all the students were employed. Working in this environment brought them into frequent contact with a diverse, international population. From the comments they made, I sense that more has taken place than just preparation for essay writing. Perhaps this collaborative process has led to transformation.

Informational vs. Transformational Teaching

As I reflect on this conversation, I cannot help but remember my own education, as a child and young adult. It was quite a few years ago, in a school system where the teachers customarily assumed almost total responsibility for filling students' minds with information. Those teachers

mainly recited facts, gave out practice exercises, and tested us. Only rarely was time devoted to discussion, group projects, or student interaction during class. Paulo Freire refers to such a teaching style as the banking concept of education, implying that the teacher is merely making information deposits into the minds of students (Shor & Freire, 1987). I refer to it as informational teaching. Purely informational learning may be thought of as acquiring or producing descriptive knowledge ("know what") that is new to the learner as well as procedural knowledge ("know how"), which indicates how to do something (Holsapple, 1995). In addition, it may include reasoning knowledge ("know why"), which is concerned with understanding what conclusion is valid when a given situation exists. "Know what," "know how," and "know why" are simple ways of thinking about descriptive, procedural, and reasoning knowledge respectively. Research confirms that informational learning approaches often do not affect students' present beliefs and interpretations or provide new ways of using information (Taylor et al., 2000).

Informational teaching focuses on the transfer of information to a learner. By itself, it is not particularly conducive to motivating learners, nor to helping them accomplish the kinds of changes in their lives that I believe are the purpose of adult learning. To me, adult education should be a means for enhancing and honing social cooperation, collaborative techniques, and individual and group responsibility skills that adult students need.

Transformational learning changes the learner. As such, it is crucial for accomplishing these objectives. Transformational learning enhances informational learning by interconnecting with it. It leads "…to deep and pervasive shifts in the learner's perspective and understanding" (Portnow et al., 1998). Transformational learning involves an alteration in how a person filters information, interprets information, and relates it to previously received information, ultimately changing the way in which the person interacts in the world. In other words, a person's view of the world has been altered so that future assimilation of impressions is different, as are the consequent knowledge-based behaviors.

Teaching for Transformation

How do you teach for transformation? I have found that instructional activities involving collaboration and modeling are especially useful. Collaboration involves having students work together as a community of learners to share knowledge and to create new knowledge. During collaboration, I frequently pose a question, dilemma, or situation and have students collaborate in search of a solution or answer. I used this method in the earlier classroom vignette described above. I presented a short tale about an immigrant that served as a discussion prompt. It led to the class defining immigration and related terms, tracing immigration routes on a map, discussing the history and significance of immigration, and sharing personal stories.

An Adult Educator's Role in Collaboration

To establish a collaborative climate, it's important to provide:

- an opportunity for collaboration

- a model for collaborative activity

- a community where everyone is valued

- equal opportunity for every adult student

- student ownership of views

- time for ongoing response

- minimal input that helps students see new possibilities

- minimal input that helps students see new problems

- an open gate to new awareness learning by asking open-ended questions

- a closed gate to negative criticism that goes beyond beneficial learning through diplomatic validation of differences and conflict resolution

- guidance in appreciation for significance, meaning, and applicability of new learning

- an opportunity for collaboration with students from other adult education classes or invited guests

- information for other adult education teachers on adult collaborative endeavors

Another example of the transformational teaching I do involves math. I frequently give math word problems: students discuss the nature of the problem, determine what is being asked in the problem, and decide the best method to use to solve it. Then they may work the problem individually, compare answers, and help each other as needed. We also often compare word problems to real-life situations they encounter. For instance, a math problem involving percentages can easily be transformed into problems about prices of sale items at stores or the return on bank interest rates.

I have always found my students to be very receptive to transformational teaching. An almost irresistible sense of personal connectedness to the subject matter occurs and even the more reticent students become engaged and speak up. Collaboration can also help adult

students learn how to conduct themselves, negotiate their own positions effectively, productively assist others' attempts to negotiate their positions, and evaluate others' viewpoints. Communication skills are enhanced as students work to avoid vague language; mutual responsibility is developed as students work together in collaborative activities (Tipper & Malone 1995). Critical inquiry and analytic thinking take place as students seek to make sense of positions and arguments. A sense of community is achieved as students endeavor in extensive collaborative work to establish open communication, seek to help each other, learn, and trust each other with their thoughts and feelings. In this way, development of more complex, flexible thinking and multiple perspectives leads to a transformational under standing of the adult student's own life and of the world (Taylor et al., 2000).

Modeling

After engaging in collaborative work, I generally follow with a teaching-by-modeling session. Before class ended on the day of the immigration lesson, I explained that the students would be writing an essay on immigration. I provided them with details about the topic and the nature of the writing. At the next class meeting, I modeled an outline of an essay similar to what they might write, beginning by putting the writing topic on the blackboard. The modeled subject must be adequately different from the topic the students will soon write about not to influence the content of their work, yet similar enough to provide a sound model. I chose the topic, "What Immigrants Leave Behind in their Homeland," because students would be writing instead on challenges confronting an immigrant family after moving to America. The general topic of immigration remained intact, but the view was different in the model essay.

Next, I had students spend a few minutes drafting a short list of what immigrants might leave behind. Students voluntarily came to the board and briefly wrote some of their ideas: family, friends, home, familiar environment, job, and money or treasured possessions. Then we discussed and practiced how we might put some of these ideas into sentences. Students wrote some representative sentences on the board. We discussed how these sentences could best be worked into paragraphs and outlined the shape an essay might take using the ideas we had generated. As a last step, we practiced writing one good strong paragraph on the board. The students then indicated that they felt prepared to begin writing on their own. Modeling not only serves as a living demonstration and example but can also ease anxieties that some students may have when initially attempting an academic task.

Figure 1.
A Lesson Using Collaboration and Modeling

Present a brief vignette about a father, mother, and three children who are forced to leave their war-torn homeland and flee to America. Ask students, "What will each of these immigrants lives be like during the first year here?"

Phase 1: Collaboration

- Preview vocabulary used in lesson

- Preview historical context of immigration

- Read about Ellis Island

- Discussion of reading

- Map immigration routes in an atlas

- Look at related items of interest on the Internet

- General discussion: why people emigrate; what awaits them in a new land

- Share personal anecdotes

Phase 2: Modeling

- Introduction to topic and writing assignment

- Model writing similar to forthcoming independent writing:

- Prewrite on what immigrants leave behind in their homeland

- Brainstorm from prewriting

- Turn ideas into sentences

- Outline an essay

- Draft a paragraph

Phase 3: Independent Essay Writing

- Prewrite

- Map

- Outline

- Write the draft

- Finalize the essay

Putting It Together

Educators can do much to provide a setting conducive to transformational learning by establishing a collaborative climate and providing learners with the opportunity to do so. For some instructors, this will mean suppressing old teaching habits: that all, or most, of the instruction is solely teacher-based. It may not be easy initially to yield some control and permit true collaboration to flourish. Providing an initial model for a collaborative activity is useful, particularly in classes in which it has not yet been used.

Instructors can imaginatively implement collaboration and model teaching techniques in many different ways. A diagram of collaboration and modeling for my lesson on immigration appears in Figure 1. Giving students a similar diagram can help them visualize the direction of the collaboration and modeling session. Students can ascertain at any given time the phase of learning taking place, and note at a glance where the instruction process is leading. An instruction diagram can provide evidence of a planned process

and may very well serve to stave off those "Where is this going?" looks from students.

Conclusion

Collaboration provides an environment for transformational learning and increases the opportunity for immediate as well as future meaning, benefit, and impact. It is a natural precursor to modeling. In turn, modeling helps students progress toward independent performance and usually yields outcomes that are closer to desired educational expectations.

Collaboration and modeling are integrated teaching techniques that can enable students to help each other. When I use collaborative methods, I typically spend less time teaching students individually, allowing more time for all of my students. Adult students are not the only benefactors in this transformational learning process. Instructors have just as much to gain from engaging in transformational teaching. I have come to new awareness and deepened my own ways of seeing, thinking, and knowing as a result of stepping beyond the limiting boundaries of informational teaching. I have lost any tendency to make dogmatic prior assumptions about what my students may or may not know, while gaining a greater ability to communicate with them. I am more willing to let my students think for themselves and teach each other. Rather than having all the answers myself, my students and I find answers together. That makes me a better teacher and my students better learners.

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