

Methods for Achieving Learning Outcomes

DCP Faculty Workshop 9/98

*[Before completing this workshop, you should have completed the **Teaching From Learning Outcomes** and the **Methods for Achieving Learning Outcomes** workshops. If you have any questions, comments, or suggestions about this workshop, please contact the DCP Office at complete@lbc.edu, 1.866.4.LBC.DCP, or 560.8220.J.]*

Learning Outcomes For This Faculty Workshop

- 1. To be able to describe the difference between an instructional paradigm and a learning paradigm.**
- 2. To have come to value the need to teach toward learning outcomes as opposed to content delivery.**
- 3. To identify appropriate methodology for specific levels of learning.**
- 4. To express a perceived need for integrating different teaching methods according to the level of learning desired in a particular segment of a module.**
- 5. To have experienced fellowship with other *Plus 20* instructors.**
- 6. To express appreciation for the wonderful snacks provided for the workshop.**

INSTRUCTIONAL PARADIGM

versus

LEARNING PARADIGM

A TEACHER IS...

A Sage on the Stage or **A Guide on the Side**

A Teacher or **A Facilitator**

	INSTRUCTIONAL PARADIGM	LEARNING PARADIGM
GOAL	deliver instruction	produce learning
RESPONSIBLE PARTY	Instructor	learner
ROLE OF INSTRUCTOR	Lecturer	create and design experiences that allow students to construct and discover knowledge through collaboration

Adapted from Julie Carbery's "Learning paradigm' most effective for adults."

WHY A LEARNING PARADIGM IS MORE APPROPRIATE WITH ADULT STUDENTS

1. Reading/Homework: Unlike traditional age students, adults are more responsible in doing their homework assignments, *as a general rule*. Therefore, learning through this methodology needs to be measured, not necessarily re-taught.
2. Prior Experiences: "Adults learners who come to campus with a rich background of experiences and knowledge insist on being engaged as learners in the classroom" (Carbery). You need to facilitate the sharing of these experiences. Sometimes it is possible that a student can, heaven forbid, explain something more clearly than you can. However, you also run the risk of students advocating things you do not wish to be advocated (example; bad doctrine). That is where your skills as a guide are important. You need to be able to steer the discussion back to a correct view without destroying the individual's self-esteem.
3. Maturity Level: Adults tend to be more responsible in staying on task when given a group assignment.

SO DO WE CHUCK THE LECTURE ALL TOGETHER?

NO!

When lecture is appropriate:

1. For additional material not covered in reading assignments
2. To clarify material too difficult for everyone to comprehend through merely reading
3. To emphasize the most important points of the reading materials
4. When you sense from “measuring methodology” (see workshop on “Measuring Learning Outcomes”) that some of the material was not grasped by the students

SO ARE YOU ADVOCATING A BLENDING OF THE TWO?

NO!

We are advocating a mixture of all THREE!

View it more as a continuum rather than an either/or situation with degrees of teaching and facilitating. We need to be able to move from one to the other as is appropriate in different situations.

It's not an either/or situation: For example, in seminary there was the classic M.Div. versus Christian Ed major battle. The M.Div. majors would argue that sermons were the best means of communicating Biblical truth. The C.E. majors advocated small group discussions for life application. One chapel message, brought by a C.E. major, asked “Which is the best means of communicating Biblical truth; the sermon or the small group?” “Let's break up into small groups and discuss it.”

Likewise, there are certain times when certain methods are better than others. For example, the first day of class is not necessarily the best time for a student-centered approach. In one of my doctoral classes in adult education, the professor walked into class the first day with no outcomes specified and asked, “What do you want to learn in this class?” He thought that was the ultimate in adult education. But he was wrong. All we knew was a course title, maybe course description. He was a facilitator without anything to facilitate. Adult students do need to have some direction as to what objectives should be accomplished in the subject at hand.

DCP modules (as well as your classes with traditional students?) should be utilizing all three of the following (see next page).

A TEACHER IS...

A Sage on the Stage

or

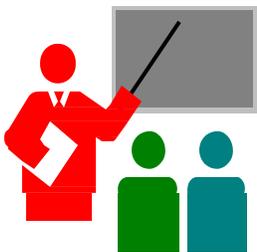
A Guide on the Side

A Teacher

or

A Facilitator

A teacher is . . . MANY things:



a guide

a teacher

a modernizer: a bridge between generations



a doer of routine

a breaker of camp

an evaluator



a model: an example

a counselor: a confidant and friend

a searcher: one who does not know

a creator: a stimulator of creativity

an authority: one who knows

an inspirer of vision

a builder of community



a learner

a facer of reality

an emancipator

a culminator

a storyteller

an actor

a person



a conserver: one who redeems or saves

a scene designer

**OTHER METHODS TAKE MORE TIME THAN LECTURE.
I WON'T HAVE TIME TO COVER ALL THE CONTENT!
*SO DON'T!***

Scale down the content and focus on the outcomes!

Because our Degree Completion program is an accelerated program, the same content cannot be covered as in the traditional program. However, similar outcomes need to be achieved. Therefore, the content that is delivered must be specifically related to the outcomes to be achieved. Therefore, we must not only select methods through which outcomes can be *achieved*, but we must also select methods through which we can *measure* whether or not the outcomes have been achieved.