Questions to Consider

- Why do you teach?
- Whom do you teach?
- How would you describe yourself as a teacher? How do you teach?
- What do you teach?
What is adult education?

NOTICE.
School for Working Men.

A School is held at the FRIENDS' MEETING HOUSE, East Stockwell Street, to which Working Men above 18 years of age are invited, who desire instruction in READING AND WRITING.

The School is open every SUNDAY MORNING from 9 o'clock to a quarter past 10, and a SCHOOL is held in connection with it on TUESDAY EVENINGS from 8 o'clock to half past 9.

[Name of person signing the notice]
What is adult education?
Adult Education

- Why is teaching an adult to read different than teaching a first-grade child to read?
Who is an adult?

- Biology
- Chronology
- Legality
Adults as learners

- Knowles 1980
  - Self concept as an adult – “responsible for his or her own life.”
  - Andragogy Self-directed learning

- Patterson 1979
  - Adults are not necessarily mature. But they are supposed to be mature…”
Characteristics of Adult Learners

- Diversity
- Personality
- Roles
Characteristics of Adult Learners

- Diversity
- Personality
- Roles
- Experiences
  - Quality and Quantity
- Cognition
  - Abstract thinking
- Motivation
  - Problem focused
Learning vs. Education

- Internal Cognitive Process

- “Systematic, organized interaction/experience designed to bring about learning.”
Locations of Learning

- Formal
  - Universities
- Non-formal
  - In-service, ACLS/PALS
- Informal
  - Incidental experience
Adult Education

- Any program designed to teach an adult something.
Adult Education

- Medical/Dental/Nursing/Graduate Students are all Adults
- We work at a Formal education institution
Adult Education

- Medical/Dental/Nursing/Graduate Students are all Adults
- We work at a Formal education institution

Are we intentional???
Why teach adults?

- Individual Development
- Social Change
Philosophies

- Liberal
- Progressive
- Behavioral
- Humanist
- Radical
Philosophies

- **Liberal**
  - Oldest
  - Knowledge acquisition, analyze critically
  - “Great Books”
  - Tradition, cultural classics teach reasoning
  - Ben Franklin

- **Progressive**

- **Behaviorist**

- **Humanist**

- **Radical**
Philosophies

- Liberal
- **Progressive**
  - 19th Century Industrialism
  - Experiential acquisition of knowledge by learners
  - Pragmatic approach
  - Problem solving > Social change
  - John Dewey
- Behaviorist
- Humanist
- Radical
Philosophies

- Liberal
- Progressive
- **Behaviorist**
  - Logical Positivism
  - Observable behavior, reinforcement, operant conditioning
  - Environment > human behavior > better society
  - Competency-based Curriculum
  - B.F. Skinner
- Humanist
- Radical
Philosophies

- Liberal
- Progressive
- Behaviorist
- **Humanist**
  - Enlightenment, Renaissance
  - Self
  - Develop the potential of the learner
  - Malcom Knowles
  - Andragogy and Self-directed learning
- Radical
Philosophies

- Liberal
- Progressive
- Behaviorist
- Humanist
- **Radical 1970s**
  - Acquisition of consciousness that empowers adults to social activism
  - Oppression, liberation
  - Paulo Freire
The Role of Content

- What about the medicine?
The Role of Content

- What about the medicine?
- **Content is the vehicle**
The Role of Content

- What about the medicine?
- **Content is the vehicle**
  - *Use the Content to teach a Skill*
How do we Teach?
Methods

- Case Stories, Studies
- Discussion
- Distance
- Learning Contracts
- Portfolios
- Simulation
- Mentorship
- Transformation
PADs, Portfolios, and Philosophies

- Portfolio – evidence of teaching
- Teaching Philosophy
Section on Teaching –
- Philosophy of Teaching (one or two pages; develop from workshops, materials on web, examples in CFE)
- List of Courses taught, perhaps with a brief description with terms taught
- Evaluation of Teaching – SOIS and Peer Reviews (Student Opinion of Instruction Survey different for BSOM)
- Objective of teaching
- Example(s) of course syllabus/syllabi
- Example(s) of special assignments, projects, and/or other activities
- Samples of student work evaluated
- Critical incidence information (collation and reflection)
- Example(s) of unsolicited notes or other feedback from students
- Faculty development activity and reflection on growth
Personal Philosophy

- Personal Philosophy should address the following:
  - The experiences, people, knowledge sources, etc. that have shaped your philosophy.
  - Beliefs, values, and assumptions about adults as learners.
  - Beliefs, values, and assumptions about the learning process itself.
  - Beliefs, values, and assumptions about content or subject matter to be taught (who makes these decisions, and why).
  - Beliefs, values, and assumptions about the roles of the adult educator and the purposes of education.
Session Goals

- At the end of this session, participants will:
  - Identify as adult educators.
  - Understand their philosophy of education.
  - Approach medical education with intention.
  - Consider pursuing teacher education.
References

Write a job description including the top 5 roles and functions for a health practitioner/physician in 2020.
Write the same job description for the graduate in 2000? Do you think this was substantially different than 1980?
What is fundamentally different between 2000 and 2020? How do we prepare learners for 2020? Where do these 2020 graduates learn about the new roles and functions and where do they begin to practice these roles?
Thinking to the purpose of our grant- Redesigning Education and Accelerating Change in Healthcare - how can you contribute to the changing needs of health professional students as we modify the curriculum?