

# Foundations of Adult Education Tutoring

## Core Module 2 Understanding Adult Learners



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**Training Module 1** Overview of Minnesota Adult Education and Program Accountability

**Training Module 2: Understanding Adult Learners**

**Training Module 3:** Instructional Best Practices: Working with Students

**Training Module 4:** Instructional Best Practices: Working with Materials

# Overview of Training

- What is Culture?
- Culture in the Classroom
- The Danger of a Single Story
- Principles of Adult Learning

# Warm Up

Answer any one or all:

1. How would you define culture?
2. What are some general examples of culture?
3. What are some examples of your personal culture?



**What is Culture?**

# Culture Is:

- The system of knowledge shared by a group of people that is passed on through communication across generations.
- The beliefs and values that we hold that shape how we live our lives.
- Drawn from our lived experiences and behavior that we learn.
- Every person has their own culture. Every space has its own culture.



Photo by [Nicholas Githiri](#) from [Pexels](#)



"Culture encompasses religion, food, what we wear, how we wear it, our language, marriage, music, what we believe is right or wrong, how we sit at the table, how we greet visitors, how we behave with loved ones, and a million other things,"

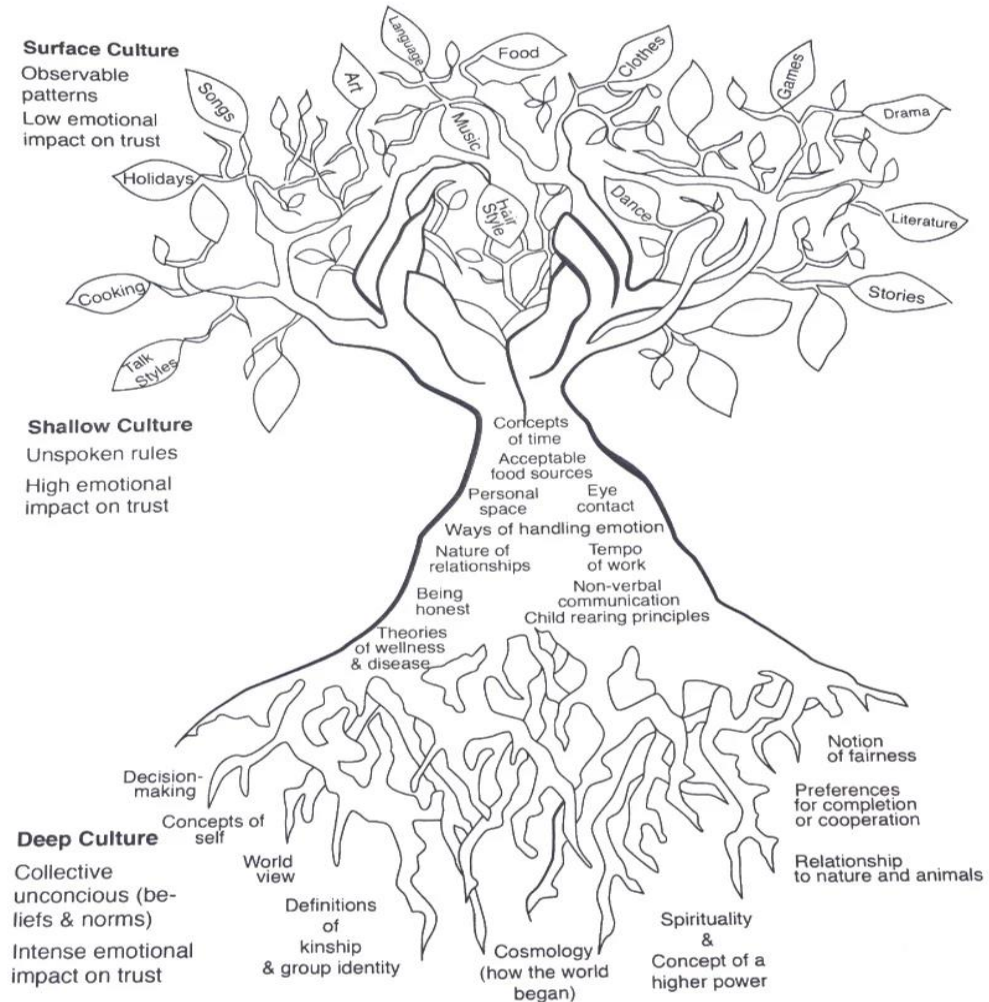
-Cristina De Rossi



# The Culture Tree

From Culturally Responsive Teaching and the Brain by Zaretta Hammond

Illustration by Aliza Maynard





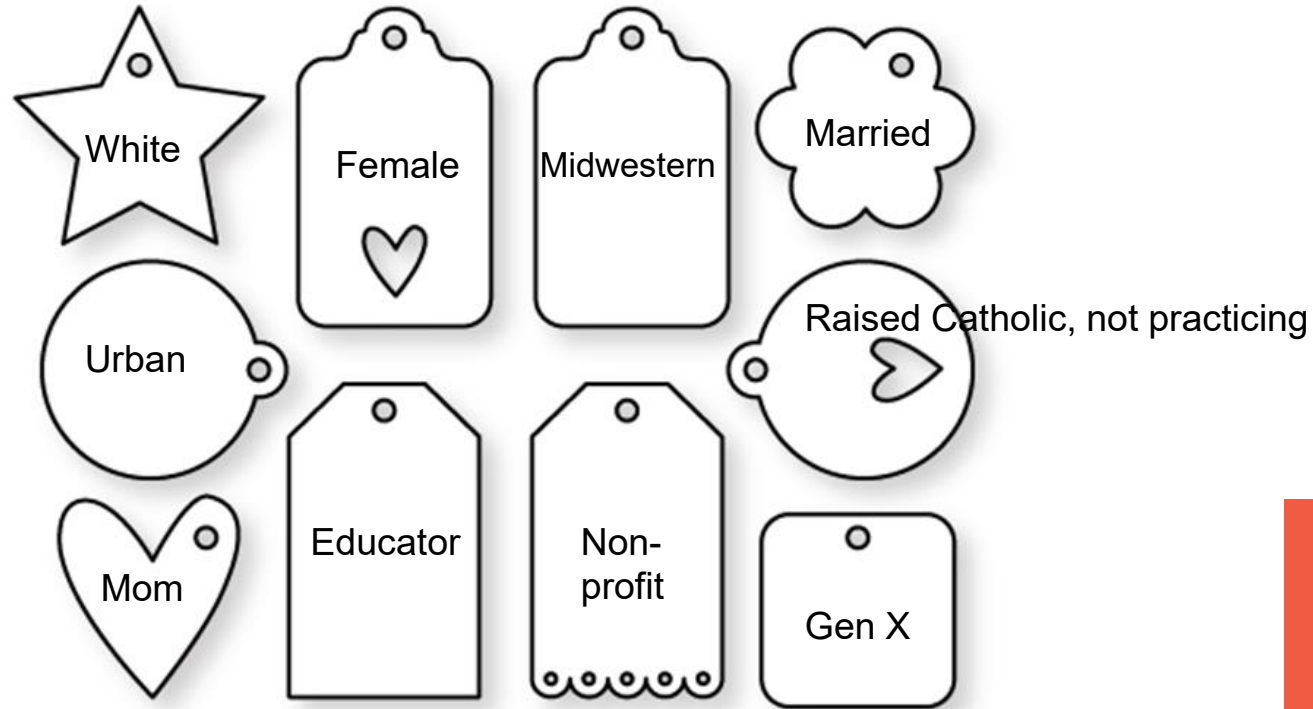
# Fish in Water



# Reflection on Our Personal Culture

1. **Identities** / Identity Tags
2. For one or two, list some **norms**, **beliefs** and / or **expectations** of this identity
3. List some things that are **positive** and some things that are **frustrating or difficult**

# Identity Tags: What makes you, you?



# Select 2 identities



Mom



Midwesterner

What are some **norms**, **beliefs**, and/or **expectations** that are a part of this identity?

# Select 2 identities

What are some **norms**, **beliefs**, and/or **expectations** that are a part of this identity?

Reflect on the **norms**, **beliefs** and **expectations** around this identity. Which ones are...

- **positive** and/or you are **proud of**
- can be **frustrating** and/or **difficult**

Thank you for reflecting!





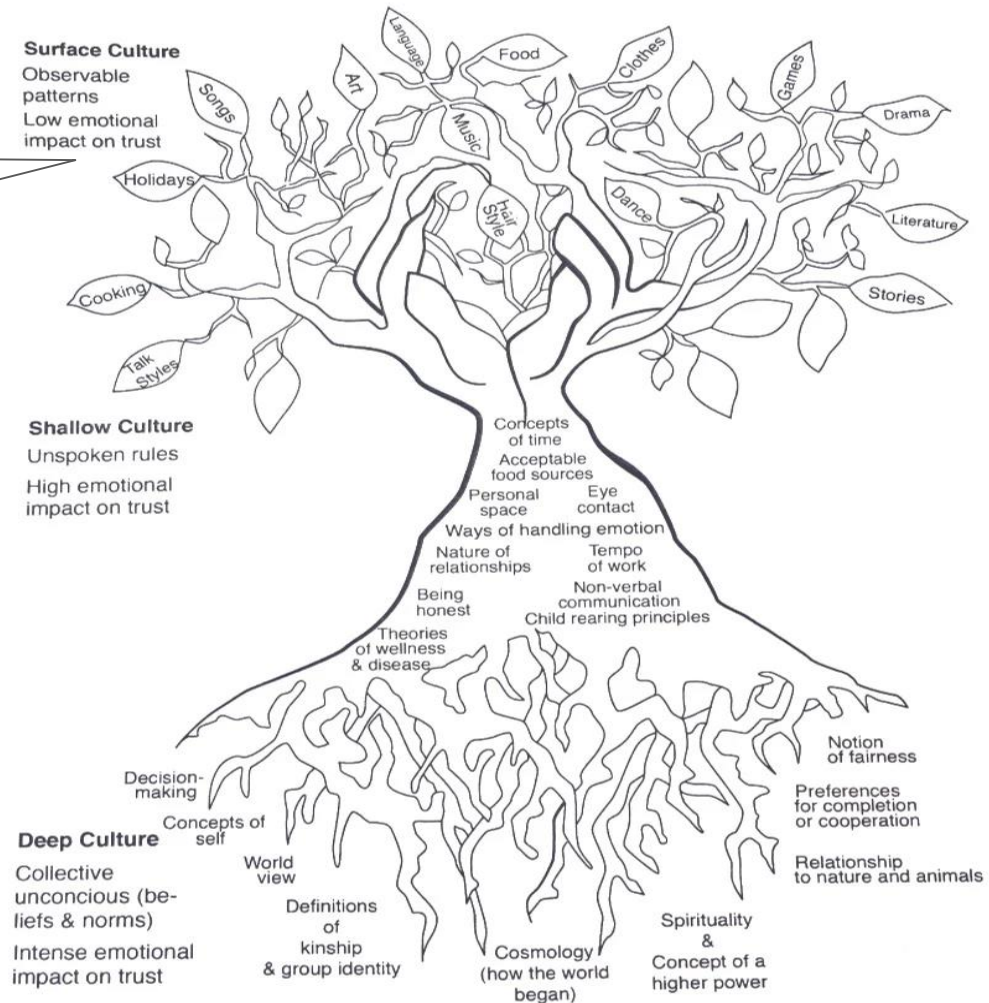
# Classroom Cultural Lens

How do these show up in the classroom?

# The Culture Tree

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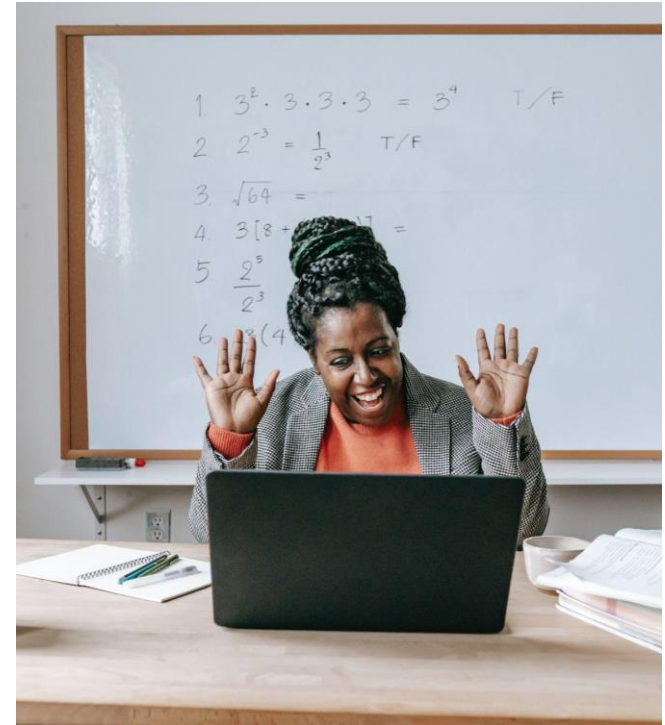
Illustration by Aliza Maynard



# Classroom Cultural Lenses

What norms, expectations, assumptions do you have about education?

- What does learning look like/sound like?
- How should learners behave during a lesson?
- How should teachers behave during a lesson?



# Examine bias and assumptions about learner and classroom expectations

**Scenario:** David has been tutoring Jean Claude for a month. Jean Claude does not seem to do any of his homework, and does not remember what the teacher assigned him. David decides he should try to encourage Jean Claude to work harder in class, so he talks to him about why it is important to apply oneself and study hard in this country.

**Questions:** What are David's assumptions? What could he have done differently? What are some other possible reasons that Jean Claude is not doing his homework? What values might have informed David's assumptions?



# The Danger of a Single Story

# Focus Questions:

1. What does she mean by “a single story?”
2. Why is a single story dangerous?





# The Danger of a Single Story

Chimamanda Ngozi  
Adichie



# Focus Questions:

1. What does she mean by “a single story?”
2. Why is a single story dangerous?



**“The single story creates stereotypes and the problem with stereotypes is not that they are untrue but that they are incomplete, they make one story become the only story”**

**-Chimamanda Ngozi Adichie**

# The Danger of a Single Story

1. What are some of the single stories that exist for learners and families in your school or community?
2. What are the implications of these single stories in adult education classrooms?
3. What will you do to counter the single story narrative in your volunteering?





# Principles of Adult Learning

# Warm-Up Question

How is working with adults different than working with children?



# Principles of Adult Learning

1. Adults are practical. They need to know **why** they should learn something.
2. Adults need internal motivation. They need ways to **see their progress**.
3. Adults have life experience. They bring prior knowledge and experience that **form a foundation** of their learning.
4. Adults have lives outside of class. They learn most from **task-oriented learning** that aligns with their own realities.

# Principles of Adult Learning

5. Adults are not a monolith. They have **different learning styles** based on past education, aptitude, personal preferences, etc.
6. Adults are self-directed. They like to have **ownership** over their learning.
7. Adults are human. Learning a new language and/or skill as an adult can be an **intimidating experience** and trigger feelings of vulnerability.



*How do the Adult Learning Principles impact the learning experience?*

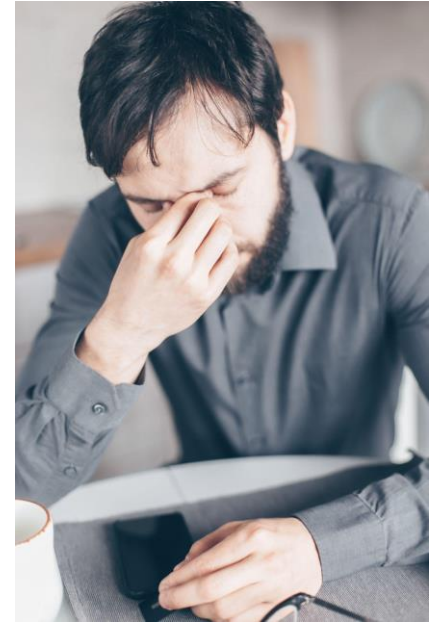
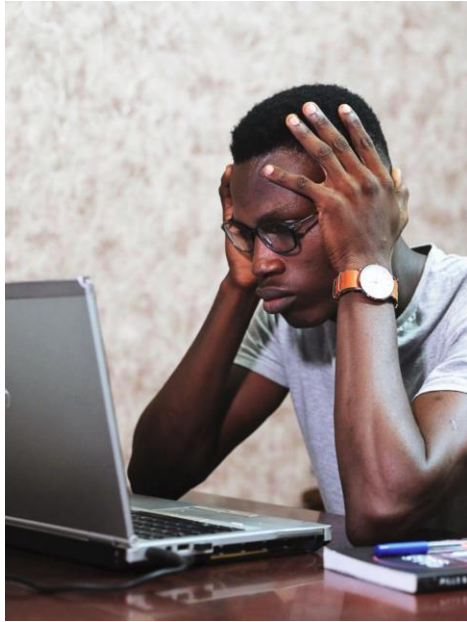
Lesson 1

## Trogs

A trog starts scanning a step as soon as it is born. It never stops scanning steps. The step catches glow for the trog. The step is very strong. The step can hold orients and even little animals, like mice.

1. A trog scans steps  
a. all its life  
b. now and then  
c. once a year
2. What are two things the step can catch?  
\_\_\_\_\_  
\_\_\_\_\_
3. A step is never broken.  
a. true  
b. false  
c. does not say

# How did you feel?



# Why did you feel that way?

*How do the Adult Learning Principles impact the learning experience?*

Lesson 2



# Trogs

**5** = I know **a lot** about Trogs

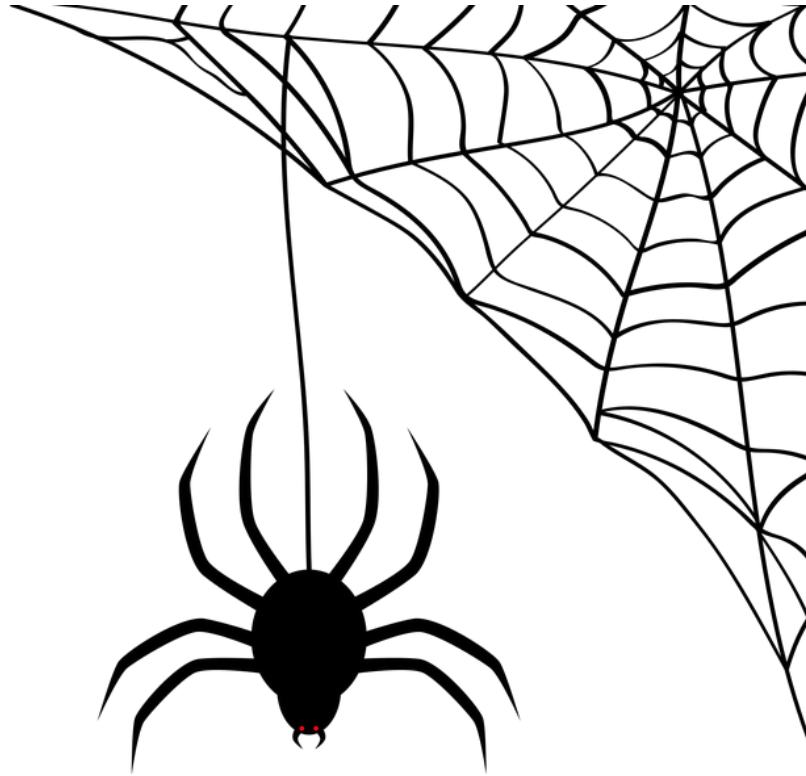
4 =

3 =

2 =

**1** = I know **nothing** about Trogs

# Trogs



# Trog

A trog starts spinning a web as soon as it is born. It never stops spinning webs. The web catches food for the trog. The web is very strong. The web can hold insects and even little animals, like mice.





What can a step catch?

2. Why does a step need to be strong?

3. Why does a frog never stop grinning steps?

# Trogs

5 = I know a lot about Trogs

4 =

3 =

2 =

1 = I know nothing about Trogs

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# Exit Ticket

How will you apply any ONE of the concepts we talked about to your tutoring?



Thank you for completing the evaluation!

[Link to the evaluation survey](#)

To submit your reflection sheet, follow the instructions at the bottom of the reflection sheet.

Questions?

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