Foundations of Adult Tutoring, Core Module 2**:**

# Understanding Adult Learners

# Reflection Form

## Warm Up

### 1. Answer any or all of the following

How would you define culture? What are some general examples of culture? What are some examples of your personal culture?

Click here to enter text.

## Culture

### 2. Defining culture

Which of the definitions or models of culture from the video resonate with you and why?

Click here to enter text.

### 3. Fish in water

If you feel comfortable, please write about a time when you felt like a fish out of water.

Click here to enter text.

### 4. Identity tags

For privacy, you can use a separate piece of paper for this activity, if you wish.

#### List some of your identity tags.

Click here to enter text.

#### Choose two identities to think about more deeply.

Click here to enter text.

#### What are some norms, beliefs, and/or expectations that are a part of these identities?

Click here to enter text.

For each identity, circle or highlight the norms, beliefs and/or expectations that are positive and / or you are proud of. Then, underline those that are frustrating or difficult.

### 5. The Culture Tree in the Classroom

For each level of culture in the tree, write one to two more examples of how it can show up in the classroom that were not mentioned in the video.

#### Surface Culture in the classroom:

Click here to enter text.

#### Shallow Culture in the classroom:

Click here to enter text.

#### Deep Culture in the classroom:

Click here to enter text.

### 6. Classroom Culture Bias Scenario and Reflection

Read the scenario about David and Jean Claude and answer the following questions:

#### What are David’s assumptions?

Click here to enter text.

#### What could David have done differently?

Click here to enter text.

#### What are some other possible reasons that Jean Claude is not doing his homework?

Click here to enter text.

#### What values might have informed David’s assumptions?

Click here to enter text.

### 7. The Danger of a Single Story

What does Ngozi mean by “a single story” and why is it dangerous?

Click here to enter text.

### 8. The Danger of a Single Story in the classroom

#### What are some of the single stories that exist for learners and families in your school or community?

Click here to enter text.

#### What are the implications of these single stories in adult education classrooms?

Click here to enter text.

#### What will you do to counter the single story narrative in your volunteering?

Click here to enter text.

## Principles of Adult Learning

### 9. Warm Up

How is working with adults different from working with children?

Click here to enter text.

### 10. Trogs

#### On a scale of 1-5, how much do you know about trogs?

Click here to enter text.

#### Use the description in the video to draw a picture of a trog here (or on a piece of scratch paper if you are completing this form electronically):

#### What are two things that trogs can do?

Click here to enter text.

#### Do you like trogs? Why or why not?

Click here to enter text.

#### What do you think “granning a steg” means?

Click here to enter text.

#### What is your favorite glob?

Click here to enter text.

#### Answer one of the three comprehension questions listed on the slide after the trogs reading.

Click here to enter text.

#### Now, on a scale of 1-5, how much do you know about trogs?

Click here to enter text.

### 8. How did you see the principles of adult learning reflected in the second version of the lesson about trogs?

Give 1-3 examples not mentioned in the video.Click here to enter text.

### 9. Exit ticket

How will you apply to your tutoring any ONE of the concepts from this video training?

Click here to enter text.

## Wrap Up

**Email this completed form to your volunteer coordinator and Meghan Boyle at** [**mboyle@literacymn.org**](mailto:mboyle@literacymn.org) **to receive completion credit.**

**Please take a couple of minutes to complete the evaluation survey:** <https://www.surveymonkey.com/r/7VCYS8P>.

