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Signature Beverly May Barnhart

Date May 18- 1977

STRATEGIES FOR TEACHERS TO FACILITATE KNOWLEDGE OF SELF IN COLLEGE AND ADULT CLASSES

by

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I wish to thank those people -- my teachers, my friends, my family -- who know of my struggle and try to grant me the space and freedom to be "nobody-but-myself."

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ABSTRACT

This paper was written to provide strategies which will facilitate the growth of knowledge of self. These strategies can be adapted for any class of adults, regardless of the content of the class.

The writer has pursued a review of the literature on the psychologies of the self, especially as developed by Carl Rogers and Abraham Maslow. This review shows that the theory of the growth toward self fulfillment, the theory of the self and teaching, and the theory of the self and learning are all well developed. The writer has also reviewed the practical application of these theories as proposed by Malcolm Knowles, a proponent of self-directed learning.

The application of the theories of self in the classroom would aid in the process of the growth of the self. One application of these theories is in the use of strategies which will help to define the self.

Strategies are methods and materials which can be used by teachers to facilitate their objectives. This paper presents eleven strategies which are appropriate for those teachers who wish to include techniques into their classes which will help to build an awareness of self within their students. The strategies are presented in this format: purpose, procedure, and notes to the teacher. The names of these strategies are: Get Acquainted Party, Introducing the Keynote Speaker, This is Me, Another Me, The Penny Pot, The World When I Was Born, My Lifeline, How I Judge Other People, Rating My Competencies, Common Senses, Inner-Outer Circle. These methods can be adapted and integrated into classes for adults.

Chapter 1

INTRODUCTION

The idea that "doing is learning" is often quoted as having come from this old Chinese proverb:

> Tell me and I forget.
> Show me and I remember.
> I do it and then I know.

This "truth" has been rediscovered many times by philosophers and educators. That it is also a part of folk learning is obvious in such expressions as "experience is the best teacher" and "let them learn from their own mistakes."

People not only learn from their experiences, but they have a great psychological need to have these experiences and to take the direction for their own lives (Knowles, 1973, 1975, 1976). It seems appropriate that educators include within their classes experiences for their students which will help the students fulfill this need of their self for self-directed learning.

STATEMENT OF THE PROBLEM

The purpose of this paper is to develop strategies to facilitate knowledge of self and self-directed learning within college classes or other classes for adults. These classes for adults would include those offered through continuing education, adult education

or public health services. They would also include instruction given by private businesses, churches or organizations.

NEED OF STUDY

Much has been written about the best way for children to learn and there is ample support from research and theories to suggest that learning does take place when the child is actively engaged in the learning process (Taylor, 1974). Curricula from preschool through high school in the public schools reflects the interest of educators in actively involving the students in the acquisition of knowledge and skills.

In addition, these ideas are also reflected in the teaching techniques used successfully with adults. Many teachers have intuitively used techniques which have included active participation by their adult students. Malcolm Knowles (1976) reported that successful adult education classes involved using methods in which the learner has an active part.

Adult classes contain clients whose attitudes, motivations and interests are highly varied. Because it is so heterogeneous, this group of learners brings to a class many resources. It is beneficial for each learner to know how to use these resources..

It is also beneficial for the individual learner to know his own inner resources. This knowledge of self will increase the learner's own perception of his self as well as add to the knowledge of his classmates.

In each class of adult learners, therefore, the potential for learning is directly related to the number in the class and to the age and experience of each individual who participates as a learner or teacher. The teacher, or facilitator, needs the tools to tap this potential within the class.

This paper presents some strategies which are designed to facilitate using the life experiences of the students. They can be used to increase the student's knowledge of self. These strategies will also serve the purpose of setting a climate of trust, and they take advantage of the growth of self toward self-direction.

GENERAL PROCEDURES

The problem of developing strategies to facilitate knowledge of self and self-directed learning within college classes has been pursued in this way:

The writer has conducted a search of the literature in the area of concept of self. Some of the strategies which are presented have been used by the author in her teaching, some have been adapted

from other sources, such as classes and other teachers. Some are inventions of the writer.

This paper is divided into these chapters: (1) Introduction, (2) Review of Literature, (3) Teaching Strategies and (4) Summary and Recommendations.

LIMITATIONS

The resources used by the writer will be limited to the library at Montana State University, the staff at Montana State University, the experiences of the researcher and interviews with selected educators.

DEFINITION OF TERMS

The writer will use the following definitions of terms:

Self-directed learning: ". . . a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (Knowles, 1975:18).

Strategies: materials and methods which can be used by teachers to facilitate objectives.

Knowledge of self: awareness or understanding of one's own qualities, character, abilities and potential.

SUMMARY

As a person grows and matures, the need to be self-directed also grows. To become self-directed requires knowledge of self. Within the classroom situation, adults can be helped toward acquiring this self knowledge. This paper presents some strategies which can be used to facilitate knowledge of self. They are designed to be used in a classroom situation with adult learners.

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter deals with a literature review of the concept of self. It is divided into four parts. Part one is concerned with the self as a growth process. Part two is centered around the self and learning, while part three deals with teaching and the self. Part four contains a summary.

As a theoretical concept, the self has been pondered in philosophy and psychology since the seventeenth century. During the first forty years of the twentieth century, however, when behaviorism was in the forefront of psychological thinking, the self as a construct had very little stature. In current psychological thought, the concept of self has re-emerged and is once again considered a psychological construct of legitimate standing (Hanachek, 1965).

GROWTH AND THE SELF

Gordon Allport (1955) defined growth of the self as a process of becoming. He saw the personality as "less a finished product than a transitive process" (1955:19). He departed from the doctrine of psychoanalysis that viewed the character of healthy people as well as unhealthy people as having been fundamentally established by the

age of three. Instead, he put forth the idea that the child who has enjoyed a normal affiliative groundwork has the foundations of character established in the sense that he is now "free to become" (1955:33).

This process of becoming is fundamental to the ideas of Abraham Maslow (1954, 1968, 1971) and Carl Rogers (1961, 1969, 1970). Maslow saw the self as growing toward the self-actualizing person. Carl Rogers referred to this optimum person as the fully functioning person. They both acknowledged Allport for his ideas on becoming.

Rogers held that each individual yearns to "become himself" (1961:108). He believed this meant that each individual had to find the pattern or underlying order in his own experiences. Rogers wrote (1961:114):

> Thus to an increasing degree he becomes himself -- not a facade of conformity to others, not a cynical denial of all feeling, nor a front of intellectual rationality, but a living, breathing, feeling fluctuating process -- in short, he becomes a person.

Rogers tried to state what kind of a person this self would become, although he cautioned that probably no one person would completely achieve all the characteristics of the fully functioning person. Listed below are three characteristics that Rogers thought this self could have:

1. This person would be open to his experience.

   This is the opposite of defensiveness. Whatever the stimulus to the individual, the person would have it completely available to his awareness, without distortion by the defense mechanism.

2. This person would live in an existential fashion.

   Each moment would be new to this person who is completely open to his experience. The self and the personality would emerge from the experience, rather than the experience being translated.

3. This person would find his organism a trustworthy means of arriving at the most satisfying behavior in each existential situation.

   The person would do what he felt was right in the immediate moment and he would generally find this to be a competent and trustworthy guide to his behavior.

Rogers (1965:288) described the fully functioning person in this way:

> He is able to experience all of his feelings, and is afraid of none of his feelings; he is his own sifter of evidence, but is open to evidence from all sources; he is completely engaged in the process of being and becoming himself, and thus discovers that he is soundly and realistically social; he lives completely in this moment, but learns that this is the soundest living for all time. He is a fully functioning organism and because of the awareness of himself which flows freely in and through his experiences, he is a fully functioning person.

Maslow (1971) went on to say that growth takes place when the next step is more satisfying for the self than the previous gratification with which it has become familiar or bored. He found that the

new experience toward which the self moves validates itself by being rewarding to the individual.

There is an active will toward health and an impulse toward growth and self-actualizing, according to Maslow (1971). His theory of the growth of the self was based on a hierarchy of needs or goals. Having met these needs, the individual can become self-actualizing (Maslow, 1968).

Maslow's hierarchy of needs was that one set of growth needs must be met or fulfilled before the next set could be gratified. He called these growth needs: (1) physiological needs, (2) safety needs, (3) love needs, (4) esteem needs and (5) self-actualizing needs.

Physiological needs, Maslow (1971) wrote, are the most prepotent of all needs. The human being who is missing everything in life in an extreme fashion is most likely to be motivated by these needs, to the exclusion of others. These needs include hunger, sex, thirst, sleep and the various sensory pleasures.

When the physiological needs are gratified, then the safety needs can emerge. In a smoothly running society, the members feel safe from wild animals, extremes of temperatures, tyranny, assault, criminals, etc. Maslow (1971) also included the preference of a job with tenure, a savings account or insurance as safety needs in society.

Love needs emerge after the satisfaction of the physiological and safety needs. At this time the person may feel keenly the lack of friends or a sweetheart or children. He will hunger for an affectionate relationship with people in general and will strive for a place in a social group (Maslow, 1968, 1971).

Having gratified the first three growth needs, the esteem needs will come forth (Maslow, 1968, 1971). This manifests itself in a desire for self-respect or self-esteem as well as a desire for the esteem of others.

According to Maslow (1971), even if all the four listed needs are met, a new discontent develops if the individual is not doing that for which he is most fitted. These he called the self-actualizing needs. He wrote (1968:256), "what a man can be, he must be." . . . . This tendency might be phrased as the desire to become more and more what one is, to become everything that one is capable of becoming.

Maslow's eight characteristics of a self-actualizing person seem to be closely related to Rogers previously referred to characteristics of a fully functioning person.

Maslow (1971) isolated these behavioral characteristics of a self-actualizer. The self-actualizer is one who is:

1. Experiencing fully and vividly and selflessly with full concentration.

2. Choosing the growth choice when faced with the many choices through the day.

3. Letting the self emerge.

4. Being honest and taking responsibility.

5. Listening to oneself.

6. Working so that self-actualization is not only an end product but also a process of actualizing one's full potentialities.

7. Setting up conditions so one can experience moments of joy of self-actualization.

8. Identifying one's defense mechanisms and finding courage to give them up.

LEARNING AND THE SELF

There are ten principles of learning which Rogers (1969) set forth as a general statement to support his ideas of the self in learning and becoming. The first principle is: Human beings have a natural potentiality for learning. They may be ambivalent about the learning, but the distress which is connected with giving up certain previous learnings is outweighed by the satisfactions of the development of the individual's potential.

Rogers' second principle of learning is: Significant learning takes place when the subject matter is perceived by the student as having relevance for his own purposes. Not only does this involve the idea that a person learns those things which he perceives as

being involved in the enhancement of his own self, but when the individual sees the learning as relevant to achieving a goal, the learning takes place with great rapidity.

The next three principles deal with threats to the perception of one's self: The third principle is: Learning which involves a change in self perception tends to be resisted. The fourth principle is: Those learnings which are threatening to the self are more easily perceived and assimilated when external threats are at a minimum. The fifth principle is: When threat to self is low, experience can be perceived in differentiated fashion and learning can proceed.

In the sixth and seventh principle, Rogers emphasized the importance of the participation by the learner. The sixth principle is: Much significant learning is acquired through doing. The seventh principle is: Learning is facilitated when the student participates responsibly in the learning process.

Furthermore, in the eighth principle he deals with pervasive learning. The eighth principle is: Self-initiated learning which involves the whole person of the learner -- feelings and intellect -- is the most lasting and pervasive. Rogers wrote (1969:163) that this was "gut level" learning.

The ninth principle is: Independence, creativity, and self-reliance are all facilitated when self-criticism and self-evaluation

are basic and evaluation by others is of secondary importance. Each person must be given opportunities to make his own judgments, choices and decisions and to evaluate the consequences of these judgments, choices and decisions.

Rogers tenth principle of learning is: The most socially useful learning in the modern world is the learning of the process of learning, with a continuing openness to experience and incorporation into oneself of the process of change. He felt that if the present culture is to survive, it will be because individuals have learned to live comfortably with changing situations (1969).

Rogers (1961) believed that significant learning was facilitated in psychotherapy. To him, this had implications for educators. Significant learning was more than just an accumulation of facts for Rogers. It was learning which made a difference in the individual's behavior, in the individual's attitudes, in the individual's personality and in the individual's course of action chosen in the future.

Maslow (1968) was critical of some learning theories. He saw them as being externally motivating, rather than internally motivating, and thus not involving the growth needs which he espoused. He wrote (1968:38),

> So-called learning theory in this country has based itself almost entirely on deficit-motivation with goal objects usually external to the organism, i.e., learning the best way to satisfy a need.

He called this kind of learning acquired learning or coping learning. He felt that it was meant to help the individual to acquire from the outside world the satisfactions or deficits or needs.

Maslow's self actualizing person was not motivated by deficiency needs, but by growth needs. These growth needs are internal needs. He saw the self-actualizer as being able to enjoy these growth needs and as welcoming these needs to consciousness (1968).

According to Maslow (1962, 1968), these growth needs are met by perceptual learning. They are also met by an increase of insight and understanding, by knowledge of self and by a steady growth of personality.

Maslow (1968) reported that his subjects were likely to feel their most significant learning as having come from single life experiences. These included tragedies, traumatic conversations, or sudden insights which forced a change in the life outlook of the person and consequently everything he did. This seems to be that pervasive learning of intellect and feeling referred to by Rogers (1969) in his eighth principle of learning.

Somewhat the same, also, is the potentiality for learning (Rogers, 1971) and what Maslow called man's biological wisdom. To him this meant that man is endowed with knowing what is best for his own organism (1971).

TEACHING AND THE SELF

Maslow felt that whatever the content of the class, by including in the learning situations those things which will facilitate helping the individual to become more fully human, the teacher is best fulfilling his role. He wrote (1971:53), "the job is . . . to help them to be more perfectly what they already are, to be more full, more actualizing, more realizing in fact what they are in potentiality."

For Maslow, the growth process or learning process can proceed when the individual feels safe. He placed special emphasis on this environment of safety in his elements in the growth process. Time and again in these elements Maslow (1968) restates the fact that a person must feel safe to continue on in the growth process. This safe environment is important, even though the ultimate choice for growth must be made by the individual. These are the ways in which the environment (parents, therapists, teachers) is important, according to Maslow (1968:59):

> . . . it can gratify his basic needs for safety, belonginess, love and respect, so that he can feel unthreatened, autonomous, interested and spontaneous and thus dare to choose the unknown; . . . it can help by making the growth choice positively attractive and less dangerous, and by making the regressive choice less attractive and more costly.

For Rogers (1969) the teacher can provide the best environment for significant learning in an atmosphere of trust. He wrote (1969:75):

> For me, trust is the important ingredient which the facilitator provides . . . . the trust he feels in the capacity of the group to develop the human potential which exists in that group and its separate members. This trust is something which cannot be faked. It is not a technique. The facilitator can only be as trusting as he in fact is. Thus he may be able to trust, and give freedom, in a very restricted area in which he is not risking much. But if it is real and complete, even in a narrow area, it will have a facilitating effect upon the process of the group.

In his ten principles of learning, Rogers emphasized that the healthy organism strives to become, strives to learn (1969). He felt that the individual would strive toward this becoming within a climate of freedom and trust (1961, 1969).

It is the teacher who sets the climate for significant learning to take place within a classroom. In the teaching situation there must be (1) personal involvement by the students, (2) self-initiated learning situations, (3) pervasive learning activities and (4) evaluation by the learner (Rogers, 1969).

Malcolm Knowles (1973, 1975, 1976) dealt with the methods which can be used in the classroom to provide the freedom to learn, a climate of trust and safety and a place where significant

learning can take place. His formula for conducting this kind of class contained these seven elements:

1. Climate Setting
2. Planning
3. Diagnosing Learning Needs
4. Formulating Objectives
5. Designing Learning Experiences
6. Engaging in Learning Activities
7. Evaluating Learning and Rediagnosing Needs

Climate Setting. Knowles has shown his agreement with Rogers concerning the importance of a climate of trust (1973, 1975, 1976). Knowles believed this begins with the first day of a class. He said (1976:lecture), "if I can establish a sense of trust and do a good job of climate setting on the first day of class, I find my students will forgive any lapses I may make in that area in the subsequent classes."

He tried to build a feeling of trust and acceptance beginning with the greeting which he gave at the door to the classroom on the first meeting day of the course. He also planned the seating arrangement, how he would disclose himself to his students and ways to set the climate for student interactions. In this way he established an environment for learning physically, humanly

and interpersonally. Physically, in how the room was arranged, humanly in personal disclosures and interpersonally in strategies which made it possible for the students to interact with the teacher and with each other (Knowles, 1975, 1976).

Planning. According to Knowles (1973), the planning for a program must provide a mechanism for involving all the parties concerned in the educational enterprise. This includes the administration, the teacher and each learner in the class.

Diagnosing Learning Needs. Knowles (1976) considered himself a humanistic educator who trusted the individual learner to perceive what he wanted to achieve and at what level he wanted to perform. For this reason, he employed methods and strategies to lead the students toward a diagnosis of their own learning needs.

Setting Goals. Knowles (1975, 1976) built into his self-directed classes inquiry units which aided the students in setting goals. Knowles used methods which guided the students toward turning these goals into learning objectives. The objectives which Knowles taught his students to use were in both the cognitive and affective domain.

Designing the Learning Plan. Knowles (1973) model for designing a learning plan involved the choosing of the problem areas

by the learners, selection of the appropriate format such as individual, group or mass activities. These were then arranged in sequence according to the learner's choice and readiness.

Because he has seen so many newcomers to self-directed learning experience a form of cultural shock, Knowles (1975) has built into his designs some strategies to facilitate learning how to learn. These activities may vary in length and consist of these three elements: (1) explanations of proactive and reactive learning, (2) a short experience in identifying the resources of the participants and (3) a miniproject in using the skills of proactive learning. Knowles wrote (1975:105),

> Self-directed learning implies that learners take the initiative in making use of resources, rather than simply react to transmissions from the resources. They know what they want to get from a resource, and they probe the resource until they get what they want. They are proactive rather than reactive learners.

Engaging in the Learning Activities. In this element of the process, the facilitator is simply a resource person for the learners. The facilitator also can identify resources which are available to the students and supply a bibliography which contains materials relevant to the content of the course. It is at this time that the learning plan is set in motion (Knowles, 1973, 1975, 1976).

Evaluations and Rediagnosing Needs. Knowles (1973, 1976) viewed this part in the process to be used primarily to improve the teaching and learning and not to justify what had been done in the classroom. This evaluation took the form of evaluation of the learner and the teacher and was done by individuals as well as groups. Regarding the rediagnosis of learning needs, Knowles wrote (1973:122), ". . . every learning experience leads to further learning and every evaluation process should include some provision for helping the learners to reexamine their models of desired competencies."

One of Knowles (1975, 1976) main educational objectives was to involve the learners in the processes of learning. He felt self-directed learning was long-lasting and pervasive. The strategies and methods he employed were to enhance this kind of learning.

SUMMARY

The growth of the self can be seen as a process of becoming. During this process the healthy organism moves toward actualizing of the self. This fully-functioning person has within himself the needs and motivation to continue in this growth process. There are conditions which make the growth process most possible for the self. Some of these conditions are a safe environment, a free environment,

a trusting environment, an environment which encourages growth, and an environment which supports the innate need for self direction. The environment in which the student seeks an education can be this kind. The teacher can attempt to provide this kind of a learning situation in which the student is free to become more aware of himself and more aware of the direction which he wishes to take in the educational process. A model for a class in self-directed learning may contain these seven elements: climate setting, planning, diagnosing learning needs, formulating objectives, designing learning experiences, engaging in learning activities and evaluating the learning.

Chapter 3

METHOD

INTRODUCTION

Strategies and methods can be used to successfully integrate knowledge of self and self-directed learning techniques into a classroom situation. The purpose of this chapter is to present some strategies which can be used by a teacher to facilitate knowledge of self and self learning. These strategies are suitable for adults who are pursuing a formal education. They may also be used in other classes such as continuing education classes, classes presented by either private businesses or community organizations.

This chapter consists of the following elements:

1. Need for strategies.
2. Explanation of the strategy format.
3. Strategies.
4. Chapter summary.

NEED FOR STRATEGIES

In the literature review chapter of this paper this writer has attempted to show the need for growth of the self toward self-actualization and toward becoming a fully-functioning person as set forth by Abraham Maslow (1971) and Carl Rogers (1969). An

awareness, or knowledge of self, is a necessary part of this growth process (Rogers, 1967).

Webster's New World Dictionary of the American Language recognizes two base words for the word educate: educare meaning to bring up, rear, or train and educere meaning to lead, draw, bring. When educate is taken to mean to lead, draw and bring, it ceases to be strictly pedigogical and tends to become andragogical. Pedagody is teacher directed learning, while andragogy is self-directed learning. The first seems to assume that the learner is a dependent personality, while the second sees the learner as an increasingly self-directed organism (Knowles, 1975).

For those teachers who wish to educate (to lead, draw, bring) students under the andragogical model, simulations and strategies can be helpful. Many students are in a state of cultural shock when faced with the desire to direct their own learning. They may have the desire to become self-directing, but they often lack the skills (Knowles, 1976).

This writer believes that awareness of self and self knowledge are essential in order to begin to direct one's own pursuit of knowledge. Furthermore, simulations and strategies which heighten awareness of self may lead the students toward their own self-direction.

FORMAT OF THE STRATEGIES

The strategies described here are in the format used by Simon, Howe and Kirschenbaum in their handbook of strategies for values clarification (1972). This format includes the purpose of the strategy, the procedure for the strategy and where applicable notes and tips to the teacher.

When these strategies are used in a classroom, they will be most valuable if the climate is open and honest and if each member of the class is treated with acceptance and respect. Sharing thoughts and feelings is a risky venture, and doubly so for those who are unaccustomed to doing so (Simon, et al, 1971).

Listening may be a skill which will have to be facilitated by the teacher. One of the strategies is designed to improve listening techniques. A real and genuine model of a good listener is a valuable attribute in a teacher (Rogers, 1970).

Rogers (1967, 1969, 1970) often spoke of a climate of trust and respect in the classroom. This trust and respect includes the freedom to be and to learn. For this reason, any discussion which is included in the strategy should contain this element of freedom. Simon, et al (1972) calls refraining from participation a pass and suggests that passes be treated with respect.

Inherent in the self-directed learning as espoused by Knowles (1975, 1976) is the idea that teachers also have much to learn from their students. For this reason, the teacher is urged to participate in the strategies whenever possible.

STRATEGIES

Strategy Number One -- Get Acquainted Party

Purpose: An important part in the knowledge of self is to open up yourself to others in a non-threatening environment. Also inherent in self-directed classes is the use of others in the class as resources. This activity gives the students a chance to circulate in the class and to talk to their classmates in a party-like atmosphere.

Procedure: The teacher passes out paper (size 8½" by 5½" at the minimum) and asks the students to print their first name in large letters in the middle of the paper. In each corner of the paper the students will answer one of the following questions:

1. How far have you ever traveled from the spot where you are standing?
2. How do you feel right now? Draw a picture of this feeling.

3. What would you like everyone in the class to know about you?

4. What do you think you will be doing one year from now?

The teacher fills out a name tag and pins it on and asks the students to do the same. When the name tags are completed and everyone is wearing one, the teacher asks the group to stand up and begin the party. At this time, refreshments could be served. To prevent strategy drop-outs, milling around should be encouraged and it is often best to make a no-sitting-down rule. Background music may also be used. The teacher can set aside the desired amount of time for this strategy and call the group back when the time limit has been reached.

To the Teacher: The questions answered on the name tags can reflect the subject matter of the class. For instance, in a child-development class, a question might be -- How many friends do you have under the age of five? Questions can also be suggested by the students in the class. (This strategy was adapted from one used in a class taught by Jim Kealon in Arvada, Colorado, in 1974.)

Strategy Number Two --
Introducing the Keynote Speaker

Purpose: This strategy gives the student an opportunity to interview and listen to another person, as well as the occasion to

be interviewed and to be listened to. It builds on the interpersonal relationships within the class. Students will be gaining information about the other members of the class. They may even use these persons as resource consultants during the course.

Procedure: The learners work in pairs. They will interview each other and later introduce the person they interviewed as if that person were a keynote speaker. After the alloted time for the interviewing session, the pairs will reassemble into the original larger group. At this time each member of the class who has participated in the strategy will introduce his partner. This will mean that each person is an introducor as well as an introducee.

To the Teacher: The teacher can lay the groundwork for this activity with suggestions or a discussion before the interviewing. At that time sample questions to be used during the interview session can be suggested. Care should be taken, however, not to overly structure the questions or the introductions can become monotonously alike.

Strategy Number Three --
This is Me

Purpose: As a person becomes aware of the words and symbols that have meaning for his own self, he is defining his self. This

activity gives the participants the time and space to seek out these words and symbols.

Procedure: Each student is given a large piece of paper. The teacher asks them to fill the space on the drawing paper with the symbols, the words, the pictures that have meaning for them. It is much like drawing the "doodles" that most people occasionally do. This time there is a conscious effort to draw those things which are "especially you." This is an individual activity and it is very personal. For this reason, it should be a quiet time. The interaction with others can come at the end of the activity when those who wish may share what they drew, what they felt and what they may have found out about themselves.

To the Teacher: It is important to emphasize again that the sharing of these activities should be on a voluntary basis. Care should be taken that those who do not wish to share are not made to feel that this decision is wrong. This activity can also be in the form of a do-it-at-home and bring-it-to-class assignment. Suggestions by the teacher of symbols and words is discouraged because this only tends to define the perceptions of the teacher's self and limits the scope of words and symbols which could be used by the students.

Strategy Number Four --
Another Me

Purpose: The growth of the self is a process. How a person feels about who he/she is today may or may not be true tomorrow. How he/she felt at some earlier time and how he/she looked at some earlier time can be re-examined in the light of today. In this activity, the student gets a chance to show an earlier self to the class.

Procedure: Each student is asked to bring a picture to class. This picture can be shared with small groups of six or eight. If it is a small class, the whole class can see the picture and hear about it and ask questions about it. Circumstances can dictate the amount of time spent on the activity. In the large group, after the activity, reactions to the strategy can be discussed.

To the Teacher: Don't forget to share your own picture! This activity can be done as a Guess-Who-This-Picture-Is activity by posting the pictures in the room. All the students try to guess who the "other me" is. A follow up to this activity could be pictures taken of each member of the class with a Polaroid camera and a sharing of the feelings of the "present me."

Strategy Number Five --
The Penny Pot

Purpose: Often knowledge of one's likes and dislikes need to be re-examined. Is the person only paying lip service to those things and not really internalizing them? This activity provides the student with the opportunity to find out what it is they most prize and cherish, and if they are pursuing those things they most value.

Procedure: The teacher passes out a piece of paper and asks the students to number 1 through 20 down the sheet. The students are then asked to use 1 through 10 to list those things in life that they love to do. These can be big or little things, things done alone or with others. When the teacher gets to the end of his own list, he can then instruct the students to go on with 11 through 20 on their numbered paper. In these slots will go those things the student hates to do.

Each student is then given a stack of pennies or small round pieces of paper and a picture which will represent a penny pot. Starting with number one on the love-to-do list, each person puts a penny in the pot if they have done this in the past six months. Put two in for having done it within the past month and three in for having done it within the past week. Continue on through number 10. On

number 11 through 20, the students will subtract pennies from the pot. Subtract one for having done a hated activity in the past six months, two for having done it in the past month and one for having done it within the past week. Then check to see how much is left in the pot. After doing this activity alone, discussion with the whole group may follow. Those who wish may share any insights into their selves which they received.

Strategy Number Six --
The World When I Was Born

Purpose: It sometimes seems that any time before one's own birth is the "good old days." Finding out what the world was like on the day of one's own birth gives an added dimension to the self image. This activity gives the students spaces to perceive that world of their own birth date through their own eyes.

Procedure: The first part of this activity should take place in the library. This is especially true if the class is made up of people of different ages. The teacher will lay the ground rules: This will be an individual activity. It is best not to have sharing until after the activity. Go to the place in the library where the periodicals are shelved. Find one that encompasses the date of your birth (week, month, year, etc.). Take it to a place where you can read it and really get into that time period. Look at each

page; read the advertisements; look especially at any pictures of babies and children because you were a baby. What are the non-fiction articles about? What do the fiction stories and poems have to tell you? What can you find out about the world and the influences on that world that were present on the day you came into being?

Later the group can get together to share "I learned" statements and especially any feelings about the self which may have been experienced.

To the Teacher: This activity can be repeated. Newspapers are also very usable for this strategy. This activity can also be used to further get in touch with another person. For instance, how about the world into which one's parents were born?

Strategy Number Seven --
My Lifeline

Purpose: Finding out where one has been, where one is and where one thinks one is going is adding dimension to the knowledge of self. This activity gives the student the opportunity to see his life using the visual dimension of a graph.

Procedure: Give each participant a sheet of paper and ask them to put a dot or star somewhere near the middle of the paper. The teacher tells them: Look at that dot and imagine that that spot

is where you are in your lifeline right at that moment. Looking at the paper, start at the left and graph your life up to that "present you." Now start at the "present you" and graph the rest of your life. As you do your graph, think about the highs, lows, and plateau areas you wish to include.

At the end of the activity, ask if there are those who wish to share what their lifeline looks like with the others in the group. As with all other strategies, this should be done voluntarily.

To the Teacher: This is a good activity to engage in at the beginning of a course and once again at the end. Remember to join in the activity sharing your lifeline with the class. In this way you serve as a model for the group. (This strategy was adapted from one used in an adult education class taught by Rob Neils and Burl Winchester at Montana State University, Spring, 1975.)

Strategy Number Eight --
How I Judge Other People

Purpose: Another side of the self is the way in which one sees others. The following activity gives the student a chance to find out about some of his/her feelings toward others.

Procedure: Each student is given a mimeographed sheet which contains descriptions of five persons. They are asked to

read the descriptions carefully to themselves. In small groups of six or eight members, they then attempt to come to a consensus on the person of the year. It is all right to change your mind; it is all right to champion one person throughout.

Later, the groups form one large group and share the processes that went on in the small groups. Those who wish may share feelings and insights with the group.

A copy of the sheet which each learner should be given is on page 35.

To the Teacher: This activity can reflect the content of the course. It is possible to use "secretary of the year" in a business class, "theorist of the year" in a psychology class or "rancher of the year" in an agricultural class. Be sure to build in a few absolutes and prejudices that you have seen in yourself as well as those you may have observed in the students. (This strategy is adapted from one suggested by Angie Parsons, Home Economics Department, Montana State University, and written by the writer in collaboration with Cheryl Anderson.)

Strategy Number Nine --
Rating My Competencies

Purpose: Self-directed learning starts with the learner becoming aware of some need for learning (Knowles, 1975). This

PRESCHOOLER OF THE YEAR

A national contest is being held to pick a preschooler of the year. Following is a description of the five regional finalists. As a group, you must come to a consensus of agreement and pick the child you feel best qualifies. Have a member of the group summarize the reasons for choosing your "preschooler of the year."

Chase is a bright young boy and very active at school. When he plays outside, he is often chastised by the other children for rough play. Indoors, he socializes well but can sometimes be seen exhibiting aggressive behavior. Chase likes to play in the treehouse. He has good recall and appears to be a gifted child.

Betty, a slightly-built child, was born blind. This is her second year in preschool. When playing in the treehouse, she likes to hang over the edge and spit. Most of her time is spent in social play with boys. She also likes to visit with the teacher about her activities. Betty asks many questions.

Joe is an adopted child. His special friend is Chase. Because he is very quiet, it is easy to overlook him. Joe enjoys dressing up in dresses and seems to be musically inclined. He has two older sisters. Joe knows all his colors and counts from 1 to 20.

Billy is very active. He constantly tests his teachers. Billy likes to build with the blocks and then kick them over. When he comes to preschool he runs in and says "hello" to the teachers and the children. If he gets mad at the other children, he hits them, but lately he has been yelling at them instead.

Barbara, an only child, is a Chicano. She is often engaged in group play. Barbara assigns the roles to the other children during dramatic play. When she becomes interested in another group, she doesn't hesitate to join them. Most of the time she seems happy at school and joins in at circle time.

activity gives the students an experience in practicing this process.

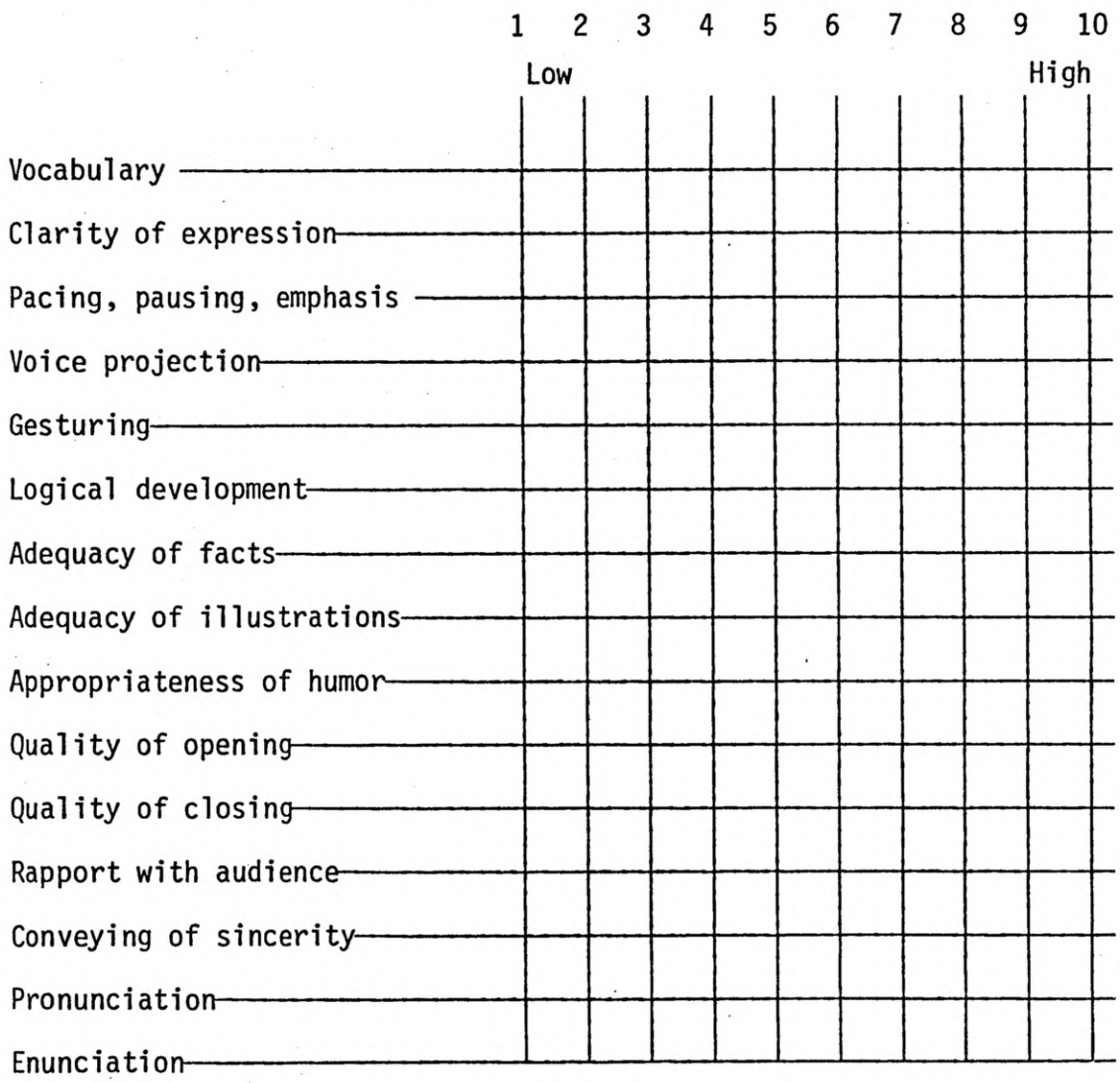
Procedure: Using the competency of a self-introduction, the whole class will construct a model that constitutes excellence in the performance of introducing oneself to the class. Construct a rating scale. Each member of the class introduces themselves to the class (or a small group within the class). They then rate themselves on the rating scale according to their degree of competency in introduction. If the class desires, this rating may also be done by all in the class. A sample of a rating scale for this activity is shown on page 37 (Knowles 1975:91).

To the Teacher: This strategy can be adapted to any subject matter content. (This activity is used by Malcolm Knowles in Self-Directed Learning [1975: 90-91]. The rating scale illustrated is also from Knowles [1975:91].)

Strategy Number Ten --
Common Senses

Purpose: A person can become more aware of self when using all of the available incoming data. The senses provide this data. Because of disuse, the senses sometimes need to be reawakened. This strategy lays the groundwork for a reawakening of the senses.

PROFILE OF RATINGS OF PUBLIC-SPEAKING COMPETENCIES



Procedure: This activity would work well by dividing the class into small groups of six or eight participants. For each group the teacher has prepared a box; for one a feeling box, for another a smelling box, for a third a seeing box, for a fourth a hearing box, and for a fifth a taste sensation box. The feeling box is closed except for a hole in the front big enough for a hand to fit in. Inside the box are about six objects with textures that the participants can feel. The box can be passed around the group and each person gets the chance to feel the soft furry slipper, the abrasive file, the smooth rubber ball, the rough crumbled newspaper (or whatever). The smelling box contains small jars with a piece of cotton soaked in perfume, vanilla, lemon juice, vinegar, spices, herbs. It is sometimes best to do this activity with closed eyes to close out the visual sense so as to better enjoy the smells. The seeing box has about twelve rather common objects in it. All those in the group are given about 45 seconds to view the box. Then they are asked to write down the objects they can remember having seen. The hearing box contains small containers with the contents not visible. The students must shake the boxes and talk about the sounds they hear. Some suggested contents: salt, ball-bearings, cotton, bells, sand. The taste sensation box contains tastes for the eight members that will be sweet, sour, bitter, or salty. Some foods such as chocolate covered pretzels or kiwi fruit are fun.

If time permits, each group can have the fun of using all the sensory boxes. If the class seems to desire it, there can be a sharing of the feelings and reawakenings following the activity.

To the Teacher: This activity is one which can be repeated and enjoyed. Students may wish to participate in the preparation of the boxes.

Strategy Number Eleven --
Inner-Outer Circle

Purpose: To be able to interview and consult with the other people in a class, listening skills need to be developed. The inner-outer circle gives the student an experience in listening.

Procedure: The chairs are arranged in two circles; one an inner circle and one an outer circle. The chairs of the two circles are facing each other. The students sitting in the inner circle will be the talkers; those in the outer circle are the listeners. (It might be appropriate to list a few listening skills at this time.) There will be four topics which will be written on the board. For the first topic the inner circle students will talk to the outer circle students. At the end of two minutes, those sitting in the inner circle will stand and move clockwise to the next chair. Then they will talk on the second subject. Continue in this manner until

all four topics have been addressed. At this time the outer circle become the talkers and the inner circle are the listeners. The same four topics are used.

To the Teacher: This is another one of those activities which can be repeated. It can also reflect the content of the course by the topics which are chosen. Perhaps the teacher may wish to enlist the help of the students in choosing the topics. (Adapted from a strategy used in a class taught by Jim Kealon, Ph.D. in Arvada, Colorado, 1973.)

SUMMARY

Presented in this chapter have been some strategies which will aid the teacher who desires to heighten an awareness of self within his students. They deal with knowledge of self and in this way will promote self-direction in these students. First comes knowledge of self; then comes self-direction.

Chapter 4

SUMMARY AND RECOMMENDATIONS

SUMMARY

In every classroom situation there is a coming together of many individuals. If the educator (teacher) in this classroom is pedigogically oriented, he will have decided the subject matter he wishes to teach and often will use external rewards and punishments for the motivation for learning in the classroom. Often the diagnosis of the needs of the students in this kind of course will be done primarily by the teacher. The goals in this classroom are also set mostly by the teacher (Knowles, 1975).

A teacher who is andralogically oriented, on the other hand, will conceive of the learner not as a dependent personality, but as an increasingly self-directed organism. Thus the orientation to learning will be task or problem centered; the diagnosing of needs will be by mutual assessment and the goal setting will also be a mutual activity between the class as a whole, the individual learner, and the teacher (Knowles, 1975).

Maslow (1971) has stressed the natural tendency of the self to grow toward self-actualization. Rogers (1969, 1970) spoke of this person as the fully-functioning person. Both wrote that in educational settings the self and growth of the self are of primary

importance. Maslow wrote that no matter what the content of a course, by facilitating the growth of the self, the teacher has helped the learner to become a better dancer, artist, or mechanic than he would have become without this growth or self knowledge.

Those who believe in the andralogical model and wish to orient their classes toward this model have a need of ways to introduce self knowledge into their classes. Malcolm Knowles (1975, 1976) has said that more and more he introduces techniques into his self-directed classes in order to aclimate the students toward this kind of learning.

Any new awareness of self is a new defining of self and adds to the store of self knowledge. An awakening of the senses, an awakening of unknown feelings, an awakening of untapped resources will lead to a new awareness of one's identity.

Strategies, simulations and experiencing techniques can lead to a new awakening within the self. There is the hope that these awakenings can be transferred to other aspects of the learners' lives outside of the classroom.

RECOMMENDATIONS

The strategies which are included in this paper have as their main purpose the awakening of knowledge of the self. Self knowledge must necessarily precede self-direction.

Based on a careful consideration of the use of strategies in the classroom to increase self knowledge, the writer has the following recommendations:

1. These strategies should be used throughout the duration of the class.

2. Benefits can be obtained by adapting the strategies to reflect the content of the class.

3. Students should be encouraged to invent strategies for knowledge of the self.

4. Evaluations of the strategies should be conducted in order to ascertain if objectives are being met.

5. The significant model of behavior in the classroom is the teacher and as such it is important for this teacher to continue to grow in self awareness.

6. Special emphasis should be put on the joyful aspects of new knowledge of self.

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